**LEADERSHIP – FILL-IN-THE BLANK: SESSION 2**

**Leadership: Enhancing the Lessons of Experience 8th Edition**

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**Chapter Four: Power and Influence**

The effectiveness of leadership, good or bad, is typically attributed to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ much more than to the other elements of the framework.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may be the single most important concept in all the social sciences, though scholars today disagree over precisely how to define power or influence.

Power has been defined as \_\_\_\_\_\_\_\_\_\_\_\_ to produce effects on others or the potential to influence others.

Although we usually think of power as belonging to the leader, it is actually a \_\_\_\_\_\_\_\_\_\_\_ of the leader, the followers, and the situation.

Merely having the capacity to exert influence can often bring about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ effects, even though the leader may not take any action to influence his or her followers.

Power represents an influence or attribution made on the basis of a leader’s \_\_\_\_\_\_\_\_\_\_ acts of influence.

Influence can be defined as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a target agent’s attitudes, values, beliefs, or behaviors as the result of Influence Tactics.

Leaders can improve their effectiveness by \_\_\_\_\_\_\_\_\_\_\_\_ on the types of power they and their followers have and the types of influence tactics they may use or may be used on them.

Where power is capacity to cause change, influence is the degree of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ change in a target person’s attitudes, values, beliefs, or behaviors.

Leaders and followers use a variety of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to influence each other’s attitudes or behavior. They range from emotional appeals, to the exchange of favors, to threats.

At the same time, because the formal leader is not always the person who possesses the most power in a leadership situation, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ often can use a wider variety of influence tactics than the leader to modify the attitudes and behavior of others.

Something as trivial as the arrangement of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in an office can affect perceptions of another person’s power.

Having a private or more open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may not only reflect but also affect power differentials between people.

Even choice of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can affect one’s power and influence. Uniforms and other specialized clothing have long been associated with authority and status.

Another situational factor that can affect one’s potential to influence others is the presence or absence of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leaders usually can exert more power during a \_\_\_\_\_\_\_\_\_\_ than during periods of relative \_\_\_\_\_\_\_\_\_\_.

French and Raven identified 5 sources of power by which an individual can potentially influence others (1) \_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Power: The power of knowledge. Some people can influence others through their relative expertise in particular areas.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Power: The potential influence one has due to the strength of the relationship between the leader and the followers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Power: Formal or official authority based on a person’s role in the organization.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Power: The potential to influence others due to one’s control over desired resources. This can include the power to give raises, bonuses, and promotions, etc.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Power: The potential to influence others through the administration of negative sanctions or the removal of positive events.

Effective leaders generally work to increase their various power \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, whether it be their expert, referent, reward, or legitimate power, or they become more willing to use their coercive power.

People vary in their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to influence or control others.

Two different ways of expressing the Need for Power: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Just as in their Need for Power, individuals vary in their Motivation to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Past work performance is a source of personal reputation and can increase an individual’s \_\_\_\_\_\_\_\_\_\_\_\_, this increase does not necessarily translate into influence over others.

Nine Influencing Tactics: (1) \_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_, (7) \_\_\_\_\_\_\_\_\_\_\_\_, (8) \_\_\_\_\_\_\_\_\_\_\_\_, (9) \_\_\_\_\_\_\_\_\_\_\_\_.

A strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exists between the relative power of agents and targets and the types of influence tactics used.

There is a strong tendency for people to resort to hard tactics whenever they have an advantage in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if other tactics fail to get results.

Using influence tactics can be thought of as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skill.

Choosing the right tactic may not always be enough to ensure good results; the behavior must be skillfully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Research indicates that some reasons for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ among various possible influence tactics lead to successful outcomes more frequently than others.

**Chapter Five: Values, Ethics, and Character**

A leader’s personal values and ethical code may be among the most important \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of how that leader exercises the various sources of power available.

Leaders should internalize a strong set of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which are principles of right conduct or a system of moral values.

Four qualities of leadership that engender Trust, include: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are “constructs representing generalized behaviors or states of affairs that are considered by the individual to be important.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reasoning refers to the process leaders use to make decisions about ethical and unethical behaviors. It does not refer to the morality of individuals per se, or their espoused values, but rather to the manner by which they solve moral dilemmas.

Joshua Greene, a Harvard psychologist proposes a Dual-Process Theory of moral judgment wherein moral judgments dealing primarily with “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” are made by automatic emotional responses while moral judgments made on a more utilitarian –practical or useful– bases are made more cognitively.

An Ethical Dilemma involves choosing between two “rights.” (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_vs.\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_vs.\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_vs.\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_vs.\_\_\_\_\_\_\_\_\_\_\_.

Kidder offers 3 principles for resolving Ethical Dilemmas: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Based Thinking: “*Doing what’s best for the greatest number of people*.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Based Thinking: “*Following the highest principle or duty*.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Based Thinking: The Golden Rule: “*Do what you want others to do to you*.”

Research has identified four particular Biases that can have a pervasive and corrosive effect on our moral decision making: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Just because we profess certain values or moral codes does not ensure we will act that way when confronted with situations that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them.

Moral \_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves reinterpreting otherwise immoral behavior in terms of a higher purpose.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Labeling: This involves using cosmetic words to defuse or disguise the offensiveness or otherwise morally repugnant or distasteful behavior.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Comparison: Lets one avoid self-contempt for one’s behavior by comparing it to even more heinous behavior by others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Responsibility: People may violate personal moral standards by attributing responsibility to others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Responsibility: Whereby reprehensible behavior becomes easier to engage in and live with if others are behaving the same way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Consequences: People minimize the harm caused by their behavior.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Another way of avoiding the moral consequences of one’s behavior is by treating others as less than human by using epithets, such as, “devils,” “cockroaches,” “animals,” etc.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Blame: People sometimes try to justify immoral behavior by claiming it was caused by someone else’s actions. It’s their own fault!

An important foundation of behaving ethically is to become more \_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of one’s own ethical standards and practices.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is described as “an indispensable component of sustainable leadership performance” and “a central and defining feature of ethical leadership.”

Ethical Leadership has two core components: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Authentic Leadership is grounded in the principle found in the familiar adage “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

In contrast to the common hierarchical Leader’s role, which may be understood as doing whatever it takes to ensure that things run smoothly, tasks are performed, and goals met; the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leader’s role is simply to serve others.

Ten characteristics associated with Servant Leadership: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_, (7) \_\_\_\_\_\_\_\_\_\_\_\_\_, (8) \_\_\_\_\_\_\_\_\_\_\_\_\_, (9) \_\_\_\_\_\_\_\_\_\_\_\_\_ (10) \_\_\_\_\_\_\_\_\_\_\_\_\_.

In any organization, the top leadership’s collective values play a significant role in determining the dominant values throughout the organization, just as an individual leader’s values play a significant role in determining team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Values are often a key factor in both intrapersonal and interpersonal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One of the most quoted principles of good leadership is: “leadership by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

The most powerful way organizations can enhance the likelihood that employees will address \_\_\_\_\_\_\_\_\_ problems in a constructive manner is by proactively creating an ethical climate within the organization.

An Ethical Climate needs \_\_\_\_\_\_\_\_\_\_\_\_\_ established and integrated on all levels.

**Chapter Six: Leadership Attributes**

Researchers once believed that leaders and followers were fundamentally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and questioned whether certain personality traits, physical attributes, intelligence, or personal values differentiated leaders from followers.

People who were smart, hardworking, conscientious, friendly, or willing to take charge were often more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at building teams and influencing a group to accomplish its goals than people who were less smart, lazy, impulsive, grumpy, or not fond of giving orders.

The trait approach maintains that people behave as they do because of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the traits they possess.

Research has shown that most of the trait-like terms people use to describe others’ behavioral patterns can be reliably categorized into five broad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dimensions.

The Five Factor or OCEAN model of personality categorizes the five major dimensions as follows: (1) \_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_.

Leaders higher in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Experience tend to be imaginative, broad-minded, and curious and are more strategic, big picture thinkers; they seek new experiences through travel, the arts, movies, sports, reading, going to new restaurants, or learning about new cultures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ concerns those behaviors related to people’s approach to work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves behaviors that are more likely to be exhibited in group settings and generally concerned with getting ahead in life. Such behavioral patterns often appear when someone is trying to influence or control others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ essentially concerns one’s need for approval. Relates to how one gets along with, as opposed to gets ahead of, others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is concerned with how people react to stress, change, failure, or personal criticism.

Research has shown \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be an effective measure of leadership potential.

Knowing a person’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can help predict their future behavior, so getting it right is critically important.

Organizations use personality \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as part of their process for hiring leaders or in leadership development.

Traits are not the only way to describe stereotypical behaviors. An alternative framework to describe the differences in people’s day-to-day behavioral patterns is through Types, or in terms of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One popular personality typology involves psychological preferences, or what we might call “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Many people are unaware of the extent to which their preferences shape their perceptions of \_\_\_\_\_\_\_\_\_\_.

According to Myers and Myers, there are four basic preference dimensions in which people can differ: (1) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_.

The \_\_\_\_\_\_\_\_\_\_\_ dimension is fundamentally concerned with where people get their energy.

The \_\_\_\_\_\_\_\_\_\_\_ dimension is concerned w/ how people look at data.

The \_\_\_\_\_\_\_\_\_\_\_ dimension is concerned with the considerations leaders prefer when making decisions.

The \_\_\_\_\_\_\_\_\_\_\_ dimension describes the amount of information a leader needs before feeling comfortable making a decision.

As with personality traits, many leaders and followers exhibit the behaviors associated with their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dimensions almost automatically.

The Strengths-Based Leadership approach is predicated on three tenets, which are to:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intelligence is a person’s all-around effectiveness in activities directed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Like personality traits, however, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ alone is not enough to guarantee leadership success.

The Triarchic Theory of Intelligence offers some of the most significant implications for leadership. According to this theory, there are three basic types of intelligence: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Analytic Intelligence is general \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ability and can be assessed using standardized mental abilities tests.

Leadership effectiveness or emergence is positively correlated with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intelligence.

People with “\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_” know how to adapt to, shape, or select new situations to get their needs met better than people lacking street smarts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intelligence is the ability to produce work that is both novel and useful.

A leader should know that their primary role is not so much to be creative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but to build an environment where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be creative.

Research has shown that people tend to generate more creative solutions when they are told to focus on their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motivation for doing so – the pleasure of solving the task itself – rather than focusing on the extrinsic motivation – public recognition or pay.

Emotional Intelligence consists of: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.