

6

Leadership Traits

LEARNING OUTCOMES

After reading this chapter, you will be able to

- LO 6.1 Define personality and its impact on leadership with special reference to the Five-Factor Model.
- LO 6.2 Identify the reasons why few leaders fail?
- LO 6.3 Understand the relationship between emotions, intelligence and leadership.

INTRODUCTION

Successful leaders share three abilities. The first is the ability to get along with others and build teams. Another is the ability to make sound and timely decisions. And the third is the ability to get things done. Unfortunately, only a relatively small percentage of leaders possess all three of these attributes.

Gordy Curphy, Curphy Consulting Corporation

In Chapter 1 leadership was defined as “the process of influencing an organized group toward accomplishing its goals.” Chapter 4 further refined this definition by illustrating that effective leaders have the ability to build cohesive teams and get results. Given these definitions, one question that leadership researchers have tried to answer over the past 100 years is whether certain personal attributes or characteristics help or hinder the leadership process. In other words, does athletic ability, height, personality, intelligence, or creativity help a leader to build a team, get results, or influence a group? Put in the context of national U.S. presidential elections, are those candidates who win the primaries and eventually go on to become president smarter, more creative, more ambitious, or more outgoing than their less successful counterparts? Do these leaders act in fundamentally different ways than their followers, and are these differences in behavior due to differences in their innate intelligence, certain personality traits, or creative ability? If so, then could these same characteristics also be used to differentiate successful from unsuccessful leaders, executives from first-line supervisors, or leaders from individual contributors? It was questions like these that led to what was perhaps the earliest theory of leadership, the **Great Man theory**.

The roots of the Great Man theory can be traced back to the early 1900s, when many leadership researchers and the popular press maintained that leaders and followers were fundamentally different. This led to hundreds of research studies that looked at whether certain personality traits, physical attributes, intelligence, or personal values differentiated leaders from followers. Ralph Stogdill was the first leadership researcher to summarize the results of these studies, and he came to two major conclusions. First, leaders were not qualitatively different than followers; many followers were just as tall, smart, outgoing, and ambitious as the people who were leading them.

Second, some characteristics, such as intelligence, initiative, stress tolerance, responsibility, friendliness, and dominance, were modestly related to leadership success. In other words, people who were smart, hardworking, conscientious, friendly, or willing to take charge were often more successful at building teams and influencing a group to accomplish its goals than people who were less smart, lazy, impulsive, grumpy, or did not like giving orders. Having “the right stuff” in and of itself was no guarantee of leadership success, but it did improve the odds of successfully influencing a group toward the accomplishment of its goals.

Subsequent reviews involving hundreds of more sophisticated studies came to the same two conclusions. Although these reviews provided ample evidence that people with the right stuff were more likely to be successful as leaders, many leadership researchers focused solely on the point that leaders were not fundamentally different than followers. They erroneously concluded that personal characteristics could not be used to predict future leadership success; as a result most of the subsequent research shifted toward other leadership phenomena. It was not until the publication of seminal articles published in the 1980s and 1990s that intelligence and personality regained popularity with leadership researchers. Because of these articles and subsequent leadership research, we now know a lot about how intelligence and various personality traits help or hinder leaders in their efforts to build teams and get results. This research also provided insight on the role that various situational and follower characteristics have in affecting how a leader’s intelligence and personality play out in the workplace. The purpose of this chapter is to summarize what we currently know about personality, intelligence, and leadership. As an overview, this chapter defines personality, intelligence, creativity, and emotional intelligence, reviews some of the key research findings for these concepts, and discusses the implications of this research for leadership practitioners.

LEARNING OUTCOME 6.1

PERSONALITY TRAITS AND LEADERSHIP

What Is Personality?

There is an optical illusion about every person we ever meet. In truth, they are all creatures of a given temperament, which will appear in a given character, whose boundaries they will never pass: but we look at them, they seem alive, and we presume there is impulse in them. In the moment, it seems like an impulse, in the year, in the lifetime, it turns out to be a certain uniform tune, which the revolving barrel of the music box must play.

Ralph Waldo Emerson

Despite its common usage, Robert Hogan noted that the term **personality** is fairly ambiguous, and has at least two quite different meanings. One meaning refers to the impression a person makes on others. This view of personality emphasizes a person’s *social reputation* and reflects not only a description but also an evaluation of the person in the eyes of others. From the standpoint of leadership, this view of personality addresses two distinct issues: “What kind of leader or person is this?” and “Is this somebody I would like to work for or be associated with?” In a practical sense, this view of personality comes into play whenever you describe the person you work for to a roommate or friend. For example, you might describe him or her as pushy, honest, outgoing, impulsive, decisive, friendly, and independent. Furthermore, whatever impression this leader made on you, chances are others would use many of the same terms of description. In that same vein, many people would probably say that U.S. President George W. Bush is self-confident, friendly, outgoing, conventional, stubborn, loyal, and somewhat close-minded.

The second meaning of personality emphasizes the underlying, unseen structures and processes inside a person that explain why we behave the way we do; why each person’s behavior tends to be relatively *similar across different situations*, yet also *different from another person’s behavior*. Over the years psychologists have developed many theories to explain how such unseen structures may cause individuals to act in their characteristic manner. For example, Sigmund Freud believed that the intrapsychic tensions among the id, ego, and superego caused one to behave in characteristic ways even if the real motives behind the behaviors were unknown (i.e., unconscious)

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Check Your Progress

Does personality influence leadership?

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**Check Your
Progress**
What is Great
Man Theory?



PROFILES IN LEADERSHIP 6.1

Swami Vivekananda

People do question whether Trait Theory exists, but our history reflects many such leaders, whose traits were treated as benchmark for generations. One such example was Swami Vivekanand, a Hindu Monk and Chief Disciple of Ramakrishna. He was instrumental in introducing Vedanta and Yoga to western world. He was a practical, simple, organised, controlled and extremely committed person. His unique way of understanding, sorting and solving every complex problem, was well appreciated and admired. His courageous and practical values, not only showed path to many but also a career path maker. Swami Vivekananda's philosophy, "The more we come out and do good to others, the more our hearts will be purified, and God will be in them" made a lot of difference to his followers.

He suddenly became famous with the fame of addressing Parliament of Religions held in Chicago in 1893, where he represented Hinduism. His vast knowledge of Eastern and Western culture as well as his deep spiritual insight, fervid eloquence, brilliant conversation, broad human sympathy and charismatic personality has inspired many. People who saw or heard Vivekananda even once still cherish his memory after a lapse of more than half a century. Vivekananda was regarded as the patriot saint of modern India and an inspirer of his dormant national consciousness. He was one of the rare leaders who had national and international presence across the world.

to the person. Although useful insights about personality have come from many different theories, most of the research addressing the relationship between personality and leadership success has been based on the **trait approach**, and that emphasis is most appropriate here.

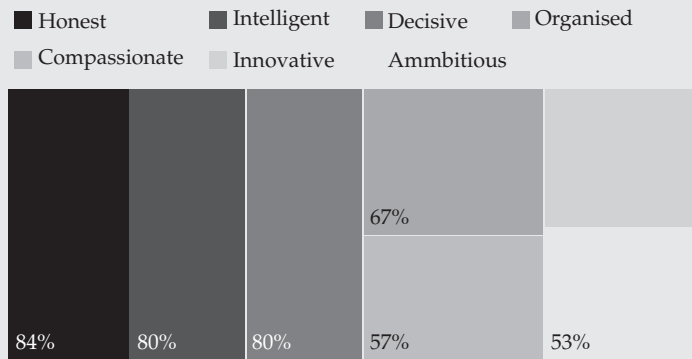
Traits refer to recurring regularities or trends in a person's behavior, and the trait approach to personality maintains that people behave the way they do because of the strengths of the traits they possess. Although traits cannot be seen, they can be inferred from consistent patterns of behavior and reliably measured by personality inventories. For example, the personality trait of dependability differentiates leaders who tend to be hardworking and rule abiding from those who tend to be lazy and are more prone to break rules. Leaders getting higher scores on the trait of dependability on a personality inventory would be more likely to come to work on time, do a thorough job in completing work assignments, and rarely leave work early. We would also infer that leaders getting lower scores on the trait of dependability would be more likely to be late to appointments, make impulsive decisions, or fail to follow through with commitments and achieve results.

Personality traits are useful concepts for explaining why people act fairly consistently from one situation to the next. This cross-situational consistency in behavior may be thought of as analogous to the seasonal weather patterns in different cities. We know that it is extremely cold and dry in Minneapolis in January and hot and humid in Hong Kong in August. Therefore, we can do a pretty good job predicting what the weather will generally be like in Minneapolis in January, even though our predictions for any particular day will not be perfect. Although the average temperature in Minneapolis hovers around 20°F, the temperature ranges from -30°F to 30°F on any single day in January. Similarly, knowing how two people differ on a particular personality trait can help us predict more accurately how they will tend to act in a variety of situations.

Just as various climate factors can affect the temperature on any single day, so can external factors affect a leader's behavior in any given situation. The trait approach maintains that a leader's behavior reflects an interaction between his or her personality traits and various situational factors (see, for example, Highlight 6.1). Traits play a particularly important role in determining how people behave in unfamiliar, ambiguous, or what we might call **weak situations**. On the other hand, situations that are governed by clearly specified rules, demands, or organizational policies—**strong situations**—often minimize the effects traits have on behavior.

HIGHLIGHT 6.1

Which Leadership Trait Matters the Most?



Source: PEW Research Center Survey, 2014

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Check Your Progress

Does OCEAN theory of personality makes an impact on leadership?

The strength of the relationship between personality traits and leadership effectiveness is often inversely related to the relative strength of the situation (i.e., personality traits are more closely related to leadership effectiveness in weak situations). Given the accelerated pace of change in most organizations today, it is likely that leaders will be facing even more unfamiliar and ambiguous situations in the future. Therefore, personality traits may play an increasingly important role in a leader's behavior. If organizations can accurately identify those personality traits and the individuals who possess them, then they should be able to do a better job promoting the right people into leadership positions. And if the right people are in leadership positions, the odds of achieving organizational success should be dramatically improved. The next section describes some of the efforts researchers have taken to identify those personality traits that help leaders build teams and get results through others.

The Five Factor Model of Personality: The Bright Side of Personality

Although personality traits provide a useful approach to describing distinctive, cross-situational behavioral patterns, one potential problem is the sheer number of traitlike terms available to describe another's stereotypical behaviors. As early as 1936 researchers identified over 18,000 trait-related adjectives in a standard English dictionary. Despite this large number of adjectives, research has shown that most of the traitlike terms people use to describe others' behavioral patterns could be reliably categorized into five broad personality dimensions. Historically, this five-dimension model was first identified as early as 1915 and independently verified in 1934, but over the years a number of researchers using very diverse samples and assessment instruments have noted similar results. Given the robustness of the findings, there appears to be a compelling body of evidence to support these five dimensions of personality. These dimensions are referred to in the personality literature as the **Five Factor Model (FFM) of personality**, and most modern personality researchers endorse some version of this model.

At its core, the FFM of personality is a categorization scheme. Most, if not all, of the personality traits that you would use to describe someone else could be reliably categorized into one of the FFM personality dimensions. A description of the model can be found in Table 6.1. The five major dimensions include surgency, agreeableness, dependability, adjustment, and intellectance. **Surgency** (also referred to as dominance, self-confidence, the need for power, or dynamic) involves patterns of behavior often 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, and individuals higher in surgency come across to others as outgoing, competitive, decisive, impactful, and self-confident. Individuals lower in surgency generally prefer to work by themselves and have relatively little interest

Secretary Powell and I agree on every single issue that has ever been before this administration except for those instances where Colin is still learning.
Donald Rumsfeld, former U.S. Secretary of Defense

TABLE 6.1 The Five Factor Model of Personality

Five Factor Dimensions	Hogan Personality Inventory Dimensions	Behaviors/Items
Surgency	Ambition	I like having responsibility for others.
	Sociability	I have a large group of friends.
Agreeableness	Interpersonal sensitivity	I am a sympathetic person.
Dependability	Prudence	I usually make “to do” lists.
		I practice what I preach.
		I rarely get into trouble.
Adjustment	Adjustment	I remain calm in pressure situations.
		I take personal criticism well.
Openness to Experience	Inquisitive	I like traveling to foreign countries.
	Learning Approach	I like staying up to speed on certain topics.

NOTES

Check Your Progress

Give examples of two introvert and two extrovert personalities who made it big as leaders.

in influencing or competing with others. Because leaders’ decisiveness, competitiveness, and self-confidence can affect their ability to successfully influence a group, build a team, and get results, it is not surprising that leaders often have higher surgency scores than nonleaders. You can see differences in people’s standing on surgency every time a group of people gets together. Some people in a group are going to be outgoing and will try to get the group to do certain things; others are more comfortable going along with rather than arguing over group activities. This strong need to assume leadership positions in groups is often associated with a willingness to take risks and make decisions, and with upward mobility. Many of the candidates on the television show *The Apprentice* have higher surgency scores. These candidates are more than willing to make decisions and vociferously argue why they shouldn’t be fired when their projects go poorly. Those with lower surgency scores often get “run over” by those with higher scores on their project teams. But as various episodes on this television show demonstrate, being the most decisive and domineering individual in a group does not guarantee project success. Many times those with the highest surgency scores make very poor decisions about their projects and/or fail to get the people on their projects to work together effectively.

Although possessing a high level of surgency is no guarantee for leadership success, people who are decisive and self-confident do seem to be more effective leaders, and as such surgency is a very important measure of leadership potential. It is also associated with the four managerial types described in Chapter 4. **Competent and Results Only Managers** usually have higher surgency levels, **Cheerleaders** have moderate levels, and **In Name Only Managers** typically have lower scores on surgency trait measures.

Another FFM personality dimension is **agreeableness** (also known as empathy, friendliness, interpersonal sensitivity, or the need for affiliation). This personality dimension concerns how one gets along with, as opposed to gets ahead of, others. Individuals high in agreeableness come across to others as charming, diplomatic, warm, empathetic, approachable, and optimistic; those lower in agreeableness are more apt to appear as insensitive, socially clueless, grumpy, cold, and pessimistic. Differences in agreeableness can easily be seen on the television show *American Idol*. Paula Abdul has a high agreeableness score and never has a harsh word to say about any candidate, no matter how poorly he or she performs. Randy Jackson has a moderate agreeableness score and tries to provide both positive and negative feedback to candidates. Simon Cowell has a very low agreeableness score. He could care less if anyone likes him and does not pull any punches when giving feedback to candidates.

Although persons with high agreeableness trait scores tend to be better at building teams than those with lower scores, they can struggle with getting results through others. This is because persons with higher scores have difficulties making unpopular decisions or dealing with conflict and performance issues, which in turn can negatively erode the effectiveness of their teams. Because of

Thermonuclear coaching sessions can be very effective techniques for getting the attention of pilots.
Anthony Burke,
F-16 pilot

these difficulties, research has shown that agreeableness has had mixed results in predicting leadership effectiveness. Agreeableness is related to the four managerial types found in Chapter 4. Competent Managers have moderate levels, Results Only Managers have low levels, and Cheerleaders have extremely high levels of agreeableness. In Name Only Managers seem to have mixed agreeableness scores.

Unlike surgency and agreeableness, **dependability** (also known as conscientiousness or prudence) does not involve interacting with others but rather concerns those behavioral patterns related to people's approach to work. Leaders who are higher in dependability tend to be planful, organized, and earnest, take commitments seriously, and rarely get into trouble. Those who are lower in dependability tend to be more spontaneous, creative, impulsive, rule bending, and less concerned with following through with commitments. The characters Jerry Seinfeld and George Costanza from the television show *Seinfeld* provide a nice illustration of high and low dependability trait scores. Jerry is a cautious neat freak; George is lazy and impulsive and rarely keeps promises. Research shows that individuals with higher dependability scores are more likely to be effective leaders than those with lower scores.

In many ways dependability may be more concerned with management than leadership. That is because people with higher scores are planful, organized, and goal oriented, and prefer structure but are also risk averse, uncreative, somewhat boring, and dislike change. Although the situation will determine how important these tendencies are for building teams and getting results, research has shown that dependability is a good indicator of leadership potential. Like surgency and agreeableness, dependability also has some relationship with the four managerial types described in Chapter 4. In all likelihood Competent Managers have moderate levels whereas Results Only Managers have high levels of dependability. Cheerleaders and In Name Only Managers often have lower dependability trait scores.

Adjustment (also known as neuroticism, emotional stability, or self-control) is concerned with how people react to stress, failure, or personal criticism. Leaders higher in adjustment tend to be thick-skinned, calm, and optimistic, tend not to take mistakes or failures personally, and hide their emotions, whereas those lower in adjustment may become thin-skinned, tense, or anxious, or lose their temper when stressed or criticized. Followers often mimic a leader's emotions or behaviors under periods of high stress, so leaders who are calm under pressure and thick-skinned can often help a group stay on task and work through difficult issues. Unfortunately, the opposite is also true.

Differences in adjustment can easily be observed in the judges on *American Idol*. Paula Abdul has a low adjustment score and readily laughs or cries on the show; Simon Cowell has a high adjustment score and rarely displays any emotion on the show. Differences in emotional volatility certainly can affect a person's ability to build teams and get results, and research has shown adjustment is another good predictor of leadership potential. It is also related to the four managerial types described in Chapter 4. Competent Managers have moderate adjustment scores; Cheerleaders and Results Only Managers tend to have lower adjustment scores. In Name Only Managers often have very high adjustment scores.

Those behavioral patterns dealing with how one approaches problems, learns new information, and reacts to new experiences are related to the personality dimension of **openness to experience** (also known as intellectance, curiosity, inquisitiveness, and learning approach). Leaders higher in openness to experience tend to be imaginative, broad-minded, and curious, and are more strategic, big-picture thinkers; they seek out new experiences through travel, the arts, movies, sports, reading, going to new restaurants, or learning about new cultures. Individuals lower in openness to experience tend to be more practical and have narrower interests; they like doing things the tried-and-true way rather than experimenting with new ways. It is important to note that openness to experience is not the same thing as intelligence—smart people are not necessarily intellectually curious.

Persistence. Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. "Press on" has solved and always will solve the problems of the human race.

Calvin Coolidge, U.S. President

Some people are just more excitable than others.

Cosmo Kramer, *Seinfeld*

Why do people think artists are so special? It is just another job.

Andy Warhol, artist

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Check Your Progress

1. What is the influence of adjustment and dependability on personality of a leader?
2. What is openness to experience personality factor?

NOTES

Check Your Progress
Does MBTI and Big Five Theory reflects true shades of personality?



HIGHLIGHT 6.2

Level 5 Leadership

Over the past 20 years, some private corporations, such as Coca-Cola, General Electric, British Petroleum, IBM, and Wal-Mart, have performed very well. People who invested \$10,000 in these companies would have seen their investments increase four- to tenfold over this time. But there are some companies that outperformed even these high fliers. Jim Collins and his staff examined all the companies that appeared on the **Fortune** 500 list from 1965 to 1995 and found 11 companies that dramatically beat all the others in terms of returns. One critical component of this tremendous financial success was **Level 5 Leadership**. According to Collins, all of these companies were led by leaders who had a unique combination of humility and will. As Collins says, Abraham Lincoln never let his ego get in the way of his dream of building a great, enduring nation. Similarly, these corporate leaders did not let their egos get in the way of building great companies. These leaders avoided the spotlight (low Sociability scores), but they were very focused on creating a company that delivered outstanding results (high Ambition scores). They also possessed an unbreakable resolve that channeled all of their energy toward the success of their companies, as opposed to the pursuit of ever grander personal titles. All of these leaders were calm in crises, were never boastful and took responsibility for failure (high Adjustment scores), and were courteous and polite (high Agreeableness). These leaders set the tone for their respective organizations and spent a considerable amount of time surrounding themselves with the right people and building high-performing teams. As a result, these companies returned \$471 for every dollar invested in 1965.

It is worth noting that Level 5 Leaders act quite differently from stereotypical corporate executives. Back in the late 1990s senior executives would do all they could to get on television, and many of these charismatic leaders seemed more interested in personal aggrandizement than company success (e.g., Dennis Kozlowski, John Rigas, Jeffrey Skilling, or Bernie Ebbers). Unfortunately, it appears that many boards of directors have not paid attention to the key lessons of Collins's book, as they continue to look for charismatic rather than Level 5 CEOs to run their organizations.

Sources: J. Collins, *Good to Great*. New York: Harper Collins, 2001; R. Khurana, "The Curse of the Superstar CEO." *Harvard Business Review*, September 2002, pp. 60–67; J. A. Sonnenfeld and R. Khurana, "Fishing for CEOs in Your Own Backyard." *The Wall Street Journal*, July 30, 2002, p. B2; R. S. Peterson, D. B. Smith, P. V. Martorana, and P. D. Owens, "The Impact of Chief Executive Officer Personality on Top Management Team Dynamics: One Mechanism by Which Leadership Affects Organizational Performance." *Journal of Applied Psychology* 88 (5) (2003), pp. 795–808.

Like the other FFM dimensions, research has shown that openness to experience is an important component of leadership effectiveness. Openness to experience seems particularly important at higher organizational levels or for overseas assignments. For example, people with higher openness to experience scores like to take a more strategic approach to solving problems. These higher scores help business unit leaders and CEOs to keep abreast of market trends, competitive threats, new products, and regulatory changes. And because people with higher openness to experience scores also like new and novel experiences, they often enjoy the challenges associated with living and leading in foreign countries.

Implications of the Five Factor Model

The trait approach and the FFM provide leadership researchers and practitioners with several useful tools and insights. For one, personality traits provide researchers and practitioners with an explanation for leaders' and followers' tendencies to act in consistent ways over time. They help us to understand why some leaders appear to be dominant versus deferent, outspoken versus quiet, planful versus spontaneous, warm versus cold, and so forth. It is also important to note that the behavioral manifestations of personality traits are often exhibited automatically and without much conscious thought. People high in surgency, for example, will often maneuver to influence or lead whatever groups or teams they are a part of without even thinking about it. Although personality

Personality Types and Leadership

The FFM provides a useful framework for describing leaders' behaviors, but it is not the only way to describe personality. An alternative way to describe how leaders and followers differ in their day-to-day behavior patterns is through **types**, or in terms of a **personality typology**. Unlike traits, which assume people fall somewhere along a continuum of low to high scores on any particular bright side personality dimension, personality typology assumes that there are qualitatively different types of people and leaders. The signs of the Zodiac provide an unscientific but popular illustration of personality typology. For example, Leos are assumed to be fundamentally different than Pisces or Aquarians. The same holds true for the Chinese calendar; people born in the year of the Monkey are assumed to be qualitatively different than people born in the year of the Pig or Goat.

Isabel Myers and her colleagues created what would turn out to be a very popular personality typology for working adults. Myers began her career as a writer of detective novels who later became enamored with the idea of personality types. She created a typology loosely based on the research of a famous psychologist, Carl Jung, and created an instrument that categorizes people into one of 16 personality types. This instrument, the **Myers-Briggs Type Indicator (MBTI)**, is perhaps the most popular psychological assessment today and is taken by over 2 million people per year. The MBTI is used in 89 of the **Fortune** 100 companies and in college-level and adult leadership development courses, career and marriage counseling, child-rearing programs, coaching programs, and team-building interventions.

According to this typology, people differ on four bipolar dimensions, which include **extraversion–introversion, sensing–intuition, thinking–feeling, and judging–perceiving**. Scores on each of the four dimensions results in one of the 16 personality types (e.g., an extraversion, intuition, thinking, and judging type, an introversion, sensing, thinking, and judging type, etc.). Although the test publishers have done extensive research and claim that the MBTI is a reliable and valid measure of personality, outside reviewers believe the instrument has at least three major limitations. First, the MBTI has somewhat of a cult-like following and many of its converts can only see the world through MBTI glasses. Personality types can become a perceptual filter by which we perceive others as well as a rationalization for our own or others' behavior. Second, personality types are not stable—research indicates that types will change 50 percent of the time during a retest. Third, the test is relatively easy to fake. Once people gain a basic understanding of the four dimensions, they can easily manipulate their assessment results to be any one of the 16 types. Because of these limitations it is difficult to see how the assessment could be used for selection or development purposes, as types are likely to change from one setting to the next. Despite these limitations, the MBTI is a very popular and potentially useful instrument for understanding the nature of personality and how it plays out in day-to-day behaviors.

Sources: McCarley and Carskadon, 1983, p. 570; Myers, 1976, 1977, 1980, p. 572; Myers and Briggs, 1943/1965, p. 573; Myers and McCaulley, 1985, p. 573; P. B. Myers and K. D. Myers, *The Myers-Briggs Type Indicator Step II (Form Q) Profile*. Palo Alto, CA: Consulting Psychologists Press, 2001, 2003; Quast & Hansen, 1996, p. 577; N. L. Quenk and J. M. Kummerow, *The Myers-Briggs Type Indicator Step II (Form Q) Profile (Form B)*. Palo Alto, CA: Consulting Psychologists Press, 2001; Thayer, 1988, p. 584; A. Murphy Hall, *The Cult of Personality*. New York, Free Press, 2005; D. J. Pittinger, "Cautionary Comments Regarding the Myers-Briggs Type Indicator." *Journal of Consulting Psychology* 57 (3) (2005), pp. 210–21; F. W. Gibson and G. J. Curphy, "The MBTI: Skewering A Sacred Cow." Presentation given to the Colorado Organizational Development Network, Denver, CO, 1996.

traits predispose us to act in certain ways, we can nonetheless learn to modify our behaviors through experience, feedback, and reflection

As seen in Figure 6.1, personality traits are one of the key components of behavior and are relatively difficult to change. Moreover, because personality traits tend to be stable over the years

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Check Your Progress

What are the building blocks in skill development of a leader?

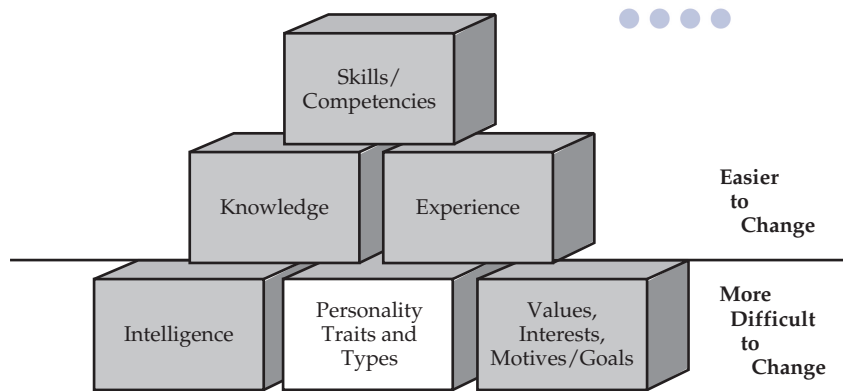


Figure 6.1 The building blocks of skills.

and the behavioral manifestations of traits occur somewhat automatically, it is extremely important for leaders, and leaders to be, to have insight into their personalities. . For example, consider a leader who is relatively low in the trait of adjustment but also is deciding whether to accept a high-stress/high-visibility job. On the basis of his personality trait scores alone, we might predict that this leader could be especially sensitive to criticism and could be moody and prone to emotional outbursts. If the leader understood that he may have issues dealing with stress and criticism, then he could choose not to take the position, modify the situation to reduce the level of stress, or learn techniques for effectively dealing with these issues. A leader who lacked this self-insight would probably make poorer choices and have more difficulties coping with the demands of this position.

The FFM has proved to be very useful in several different ways. It is fairly robust, and most personality researchers currently embrace some form of the Big Five model. Furthermore, the model has proved to be a very useful scheme for categorizing the findings of the personality–leadership performance research. Because research has shown personality to be an effective measure of leadership potential, organizations now use the results of FFM personality assessments for hiring new leaders, providing leaders with developmental feedback about various personality traits, and as a key component in succession planning processes to promote leaders.

Another advantage of the FFM is that it is a useful method for profiling leaders. For example, a business unit leader’s results on a FFM personality assessment, the Hogan Personality Inventory, can be found in Figure 6.2. According to this profile, this leader will generally come across to others as optimistic, resilient, and calm under pressure (high Adjustment); self-confident, goal oriented, and competitive (high Ambition); outgoing, liking to be the center of attention, but also distractible and a poor listener (high Sociability); diplomatic and charming, but having trouble dealing with performance problems (high Interpersonal Sensitivity); planful and rule abiding

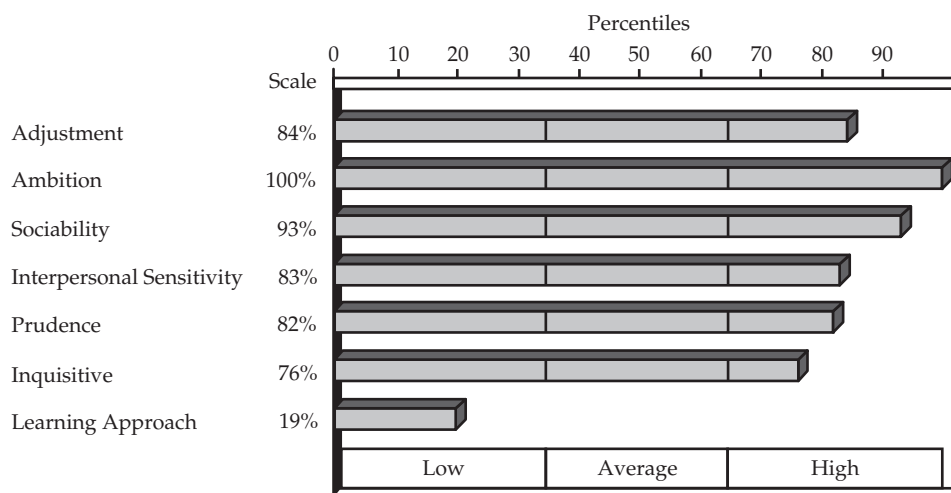


Figure 6.2 Leadership potential profile.

Source: Adapted with permission of Hogan Assessment Systems.



(high Prudence); a strategic, big-picture thinker (high Inquisitive); but someone who prefers to learn using a just-in-time, hands-on approach as opposed to sitting in a classroom setting. Other leaders will have different behavioral tendencies, and knowing this type of information *before* someone gets hired or promoted into a leadership position can help improve the odds of organizational success. When aggregated, these individual personality profiles can yield some interesting results. For example, researchers reported that a unique set of personality traits differentiated senior leaders in operational units compared with those in staff functions in the U.S. Army. Other researchers showed that engineers and accountants tended to be lower in the trait of surgency but higher in the trait of dependability. On the other hand, marketing and sales place a premium on creativity and on influencing others, and people in these occupations tended to be higher in surgency but lower in dependability. There is a compelling body of evidence showing that surgency, agreeableness, dependability, adjustment, and openness to experience are all positively correlated with leadership success—the higher the scores on one or more of these five FFM dimensions, the more likely an individual will be an effective leader. Some of this research also showed that surgency is the best predictor of a leadership job offer after an interview and successful completion of an overseas leadership assignment. Agreeableness and openness to experience are also key factors in completing overseas leadership assignments and working in tightly confined team situations, such as submarine crews. Dependability is related to the amount of time people take to prepare for an interview and their overall job performance and satisfaction; lower scores increase their likelihood of engaging in counterproductive work behaviors. Higher adjustment scores also helped leaders to complete an overseas assignment, successfully cope with change, and report positive earnings per share after an initial public offering. Research has shown that FFM traits can reliably predict entrepreneurial status and firm growth and employee productivity, performance, and job satisfaction. In a similar vein, one researcher reported some interesting findings for military cadets who were higher in agreeableness and surgency. His research indicated that higher agreeableness was positively related to performance ratings during the freshman and sophomore years but that higher surgency was more strongly related to performance ratings over the last two years at the U.S. Coast Guard Academy. Apparently getting along with others and developing strong social supports are very important during the first two years of a military cadet's life, but getting ahead becomes more important over the last two years. It may be that it takes a couple of years to develop strong social networks and supports, and once they have been established, other personality traits, such as surgency, become more important.

Another advantage of the Five Factor Model is that it appears universally applicable across cultures. People from Asian, Western European, Middle Eastern, Eastern European, or South American cultures seem to use the same five personality dimensions to categorize, profile, or describe others. Not only do people from different cultures describe others using the same FFM framework, these dimensions all seem to predict job and leadership performance across cultures. For example, in a comprehensive review of the research, Salgado reported that all five of the FFM dimensions predicted blue collar, professional, and managerial performance in various European countries. But the strength of the personality–job performance relationship depends on the particular job. Some jobs, such as sales, put a premium on interpersonal skills and goal orientation (e.g., surgency and agreeableness); whereas manufacturing jobs put more of a premium on planning and abiding by safety and productivity rules (e.g., dependability). Researchers often get much stronger personality–job performance relationships when the personality traits being measured have some degree of job relatedness.

In summary, there are several things we can say about the bright side of personality. First, people tend to describe others using traitlike terms, and personality traits can be reliably categorized into the five major dimensions of the FFM. Second, personality traits are good measures of leadership potential and as such can be used to make predictions about how effective candidates will be if placed in leadership positions. Third, there is an overwhelming body of research that shows all five of the FFM dimensions are related to leadership success across different cultures. However, the strength of the personality–leadership performance relationships will depend on the particular demands of the situation and the job. Fourth, personality tends to be difficult to change—people are “hard wired” to exhibit those behaviors associated with their personality traits. Fifth, all behavior is under conscious control. We may more or less have an automatic response to stress based on our adjustment scores, but we can choose to act differently if we want to. But it does take conscious effort to exhibit nontrait behaviors. Sixth, having insight into one's personality traits can give

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Check Your Progress

According to you, which factor in FFM is most important for effective leadership?

NOTES

Check Your Progress

What is the
dark side of
leadership?



people information about their leadership potential, strengths, development needs, and how much effort they will have to put forth to overcome these needs. Because personality has been shown to be an effective predictor of leadership potential, more and more organizations are incorporating personality assessment into their hiring and succession planning practices. That being said, it is very likely that you will take some kind of personality assessment as you apply for jobs after graduation.

Why Do Some Leaders Fail? The Dark Side of Personality

As described in Chapter 4, the base rate of managerial incompetence may be as high as 75 percent; a majority of people in positions of authority have difficulty building cohesive, goal-oriented teams and achieving superior results. Some people in leadership positions seem able to get results without building a team, but these results are typically very short-term. Others seem more focused on playing the role of a cheerleader and are able to build cohesive teams, but these teams often do not get much accomplished.

There are several reasons for this high level of incompetence, some of which include invalid selection and succession planning systems (see Chapter 4), ill-defined performance expectations, and poorly designed leadership development programs (see Chapter 3). But **dark-side personality traits** are some of the other key reasons for the high failure rate of leaders. Dark-side personality traits are irritating, counterproductive behavioral tendencies that interfere with a leader's ability to build cohesive teams and cause followers to exert less effort toward goal accomplishment. A listing of 11 common dark-side traits can be found in Table 6.2. Any of these 11 tendencies, if exhibited on a regular basis, will negatively affect the leader's ability to get results through others. And if you thought about some of the worst bosses you ever worked for, chances are these individuals possessed one or more of these 11 dark-side personality traits.

There are several aspects of dark-side personality traits that are worth noting. First, everyone has at least one dark-side personality trait. Figure 6.3 shows a graphic output from a typical dark-side personality measure, and indicates that this individual has strong leisurely and diligent tendencies and moderate cautious and dutiful tendencies (scores above the 90th percentile indicate a high risk and within the 70–89th percentiles indicate a moderate risk of dark-side tendencies). These results in Figure 6.3 indicate that when in a crisis this leader will slow down the decision-making process, not follow through on commitments, tend to micro-manage others, and not stand up for his or her followers and get them the resources they need to get tasks accomplished. Second, dark-side traits usually emerge during crises or periods of high stress and are coping mechanisms for dealing with stress. People act differently when under stress and the behaviors associated with dark-side traits help leaders to deal with stress more effectively. The problem is that although these coping behaviors *positively affect leaders'* ability to deal with stress, these same behaviors *negatively affect followers'* motivation and performance. Although yelling and temper tantrums might help leaders to blow off steam (excitable), it makes followers feel like they are walking on eggshells and wondering if they are going to be the next target of their leader's tirades.

Third, dark-side traits have a bigger influence on performance for people in leadership versus followership roles. Individual contributors might have leisurely or cautious tendencies, but because they do not have to get work done through others these tendencies have less of an impact on their work units than if these same individuals were first-line supervisors or business unit leaders. Let there be no doubt that these individual contributors may not be fun to work with, but their counterproductive tendencies will not be as debilitating to their teams as they would if these people were leading their teams. Fourth, the dark-side traits are usually only apparent when leaders are not attending to their public image. In other words, people will not see the behaviors associated with dark-side traits when leaders are concerned with how they are coming across to others. These tendencies are much more likely to appear under times of stress, when multitasking or focusing on task accomplishment, during crises, or when leaders feel comfortable enough around others to “let their guard down.” And given the

Managerial failure may be due more to having undesirable qualities than lacking desirable ones.

Bob and Joyce
Hogan, Hogan
Assessment System

It is probably not an exaggeration to state that if individuals with significant narcissistic characteristics were stripped from the ranks of public figures, the ranks would be perilously thinned.

Jerrold M. Post,
political psychologist

I did not have sexual relations with that woman.

Bill Clinton, U.S.
president

Best Leadership Qualities as Defined by ‘The Leadership Guy’

Leadership is critical to every company. Workers need someone to look upto, learn from and thrive with. Every leader has their own style and strategy. Further, leadership styles and methods vary because of outside influences and personal challenges.

While leadership is unique to everyone, there are some common ways to define the term. Peter Economy, also known as "The Leadership Guy," listed the qualities of today's best leadership in an Inc.com article. According to Economy, leadership embodies:

- Decisiveness
- Awareness
- Focus
- Accountability
- Empathy
- Confidence
- Optimism
- Honesty
- Inspiration

Research published in Harvard Business Review in 2000 and an article on Mind Tools listed some common leadership styles:

- Coercive: Leaders demand immediate compliance.
- Authoritative: Leaders mobilize people toward a vision.
- Affiliative: Leaders create emotional bonds and harmony.
- Democratic: Leaders build consensus through participation.
- Pacesetter: Leaders expect excellence and self-direction.
- Coaching: Leaders develop people for the future.
- Bureaucratic leadership, whose leaders focus on following every rule.
- Charismatic leadership, in which leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward.
- Servant leadership, whose leaders focus on meeting the needs of the team.
- Transactional leadership, in which leaders inspire by expecting the best from everyone and themselves.

More specifically, leaders share similar goals and standards to abide by same goals.

Source: Adapted from The Business news daily, 21 Sept 2017.

NOTES

Check Your Progress

Identify five positive influence behaviours of leader.

high level of stress, challenge, and complexity associated with most leadership positions, the conditions are ripe for the appearance of dark-side traits.

Fifth, many dark-side traits co-vary with social skills and are difficult to detect in interviews or assessment centers, or with bright-side personality inventories. In other words, people who possess bold, mischievous, colorful, and imaginative dark-side traits often do well in interviews. And many of these individuals get hired because of their performance in interviews. It is only after these individuals have been on the job for some time that their dark-side tendencies begin to emerge. Sixth, the 11 dark-side personality traits are related to extreme FFM scores. For example, diligent is often associated with extremely high dependability scores, and excitable is associated with extremely low adjustment scores. However, just because a person has an extremely high or low FFM dimension score does not necessarily mean they also possess the corresponding dark-side personality traits. But there are strong relationships between the FFM and the dark-side personality traits. Seventh, the behaviors associated with dark-side personality traits can occur at any

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TABLE 6.2 Dark-Side Personality Traits

Excitable	Leaders with these tendencies have difficulties building teams because of their dramatic mood swings, emotional outbursts, and inability to persist on projects.
Skeptical	Leaders with this dark-side trait have an unhealthy mistrust of others, are constantly questioning the motives and challenging the integrity of their followers, and are vigilant for signs of disloyalty.
Cautious	Because these leaders are so fearful of making “dumb” mistakes, they alienate their staffs by not making decisions or taking action on issues.
Reserved	During times of stress these leaders become extremely withdrawn, are uncommunicative, difficult to find, and unconcerned about the welfare of their staffs.
Leisurely	These passive-aggressive leaders will only exert effort in the pursuit of their own agendas and will procrastinate or not follow through with requests that are not in line with their agendas.
Bold	Because of their narcissistic tendencies, these leaders often get quite a bit done. But their feelings of entitlement, inability to share credit for success, tendency to blame their mistakes on others, and inability to learn from experience often result in trails of bruised followers.
Mischievous	These leaders tend to be quite charming but take pleasure in seeing if they can get away with breaking commitments, rules, policies, and laws. When caught, they also believe they can talk their way out of any problem.
Colorful	Leaders with this tendency believe they are “hot” and have an unhealthy need to be the center of attention. They are so preoccupied with being noticed that they are unable to share credit, maintain focus, or get much done.
Imaginative	Followers question the judgment of leaders with this tendency, as these leaders think in eccentric ways, often changing their minds, and make strange or odd decisions.
Diligent	Because of their perfectionistic tendencies, these leaders frustrate and disempower their staffs through micro-management, poor prioritization, and an inability to delegate.
Dutiful	These leaders deal with stress by sucking up to superiors. They lack spines, are unwilling to refuse unrealistic requests, won’t stand up for their staffs, and burn them out as a result.

Source: Hogan Assessment Systems, *The Hogan Development Survey*. Tulsa, OK: 2002.

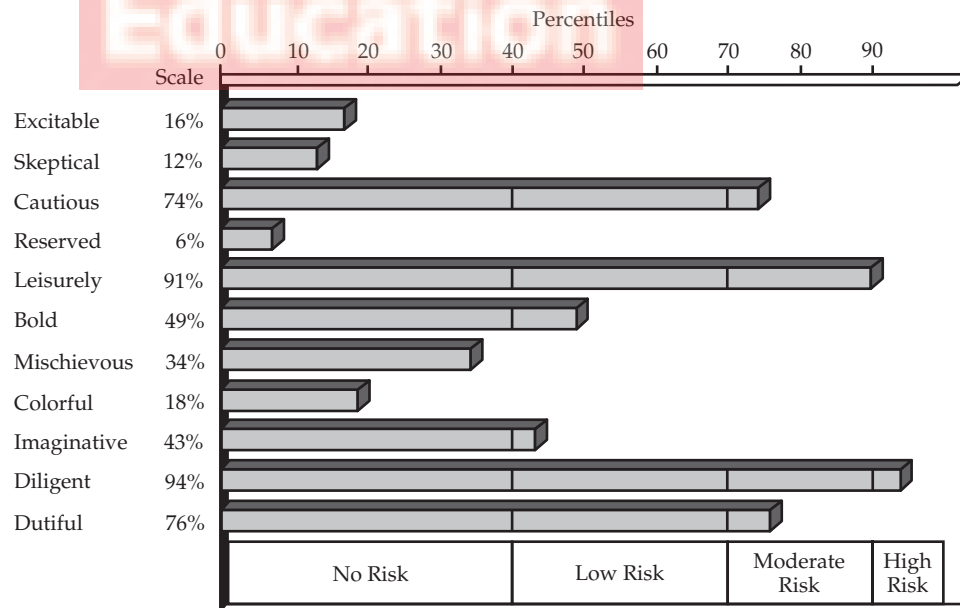


Figure 6.3 Leadership challenge profile.

Source: Adapted with permission of Hogan Assessment Systems.

Wipro on Right Path to Governance

Azim Premji, 80-year-old, visionary entrepreneur has managed to take everyone's attention with his far-sighted planning and smooth transition of succession at top. He systematically adopted a procedure to survive and thrive from more than 50 years, that's what they call 'Spirit of Wipro'.

Few good practices in Wipro which sets it apart from rest of the companies are:

- First audit committee was set up in 1986, when it was a mandate. The present-day committee comprises philanthropist and noted former banker N Vaghul, Ireena Vittal, a former McKinsey and co-partner, and M K Sharma, non-executive chairman of ICICI Bank Ltd.
- When Section 302 certification of financials first came out, Wipro was amongst the first in India to implement the practices.
- All committees are formed by independent Board of Directors.
- In early 90s only, Wipro was much ahead of normal standards of vigilance and audit.
- In 2000s, Wipro adopted ombudsman process of 'Line of Independent Managers to Directors'.
- Good corporate governance and a well-earned reputation for such behaviour has real business benefits.

Wipro, Infosys and HDFC Bank are the three best-governed companies among the Bombay Stock Exchange's 100 biggest companies in the Corporate Governance Scorecard for 2017, backed by the World Bank's International Finance Corporation and India's BSE. These practices are now treated as benchmark for many.

Source: Adopted from Forbes India, 18 Feb 2018

leadership level, and many times organizations tolerate these behaviors because the leader is smart, experienced, or possesses unique skills (see Profiles in Leadership 6.2, 6.3, and 6.4 and Highlights 6.4 and 6.6). Along these lines, persons with bold tendencies are particularly adept at moving up in organizations. Nothing ever got launched without a healthy dose of narcissism, and leaders with bold tendencies are quick to volunteer for new assignments, take on seemingly impossible challenges, and consistently underestimate the amount of time, money, and effort it will take to get a job accomplished. In some cases these leaders pull off the seemingly impossible and get promoted because of their accomplishments (for example, see Howard Hughes in the movie *The Aviator*). But when things go south (which they often do), these same leaders are quick to blame the situation or others for their failures and as a result never learn from their mistakes.

The final point to be made about dark-side tendencies is that they are a leading cause of managerial incompetence. Dark-side traits are prevalent (everybody has at least one), they are virtually impossible to detect using the most common selection techniques (interviews and résumés), and they tend to emerge during periods of stress (workloads, workplace stress, and burnout are at all-time highs these days). From Chapter 4, Competent Managers are those who have gained insight into their dark-side traits and have found ways to negate their debilitating effects on followers. Results Only Managers are likely to exhibit excitable, reserved, bold, and diligent tendencies, and Cheerleaders usually suffer from unchecked leisurely, mischievous, colorful, and dutiful tendencies. In Name Only Managers often exhibit the behaviors associated with skeptical, cautious, and imaginative dark-side traits.

So if virtually everyone has dark-side personality tendencies, what can individuals and organizations do about them? First and foremost, leaders and leaders to be need to identify their dark-side personality traits. This can be done by asking trusted others about how one acts under pressure or what behaviors interfere with one's ability to build teams, or by completing a dark-side personality assessment. Once these counterproductive tendencies are identified, leaders then need to understand the situations or conditions in which these tendencies are likely to appear. Again,

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Check Your Progress

Define the role of personality over leadership. Discuss it with few examples.

NOTES

HIGHLIGHT 6.5

Why do Strategies Fail in Business?

- Fact 1** **Most Fail**
 - 90% of strategy fails due to poor execution
- Fact 2** **Priorities**
 - 60% fail due to failed priority linkage with strategies
- Fact 3** **Leadership**
 - 85% give undue importance to speed than quality
- Fact 4** **Communication**
 - 27% of strategy are not communicated properly
- Fact 5** **Incentives**
 - 70% incentives are not linked with strategies
- Fact 6** **Knowledge**
 - 95% don't understand the foundation of strategy and detailed know how

Sources: Adapted from The bottomline coach, Jul 2015

dark-side traits are most likely to appear during times of stress and heavy workload, so finding ways to better manage stress and workload will help reduce the likelihood of these dark-side tendencies. Just being aware of one's dark-side tendencies and understanding the circumstances in which they appear will go a long way toward controlling the manifestation of counterproductive leadership behaviors. Exercise and other stress reduction techniques and having trusted followers who can tell leaders when they are exhibiting dark-side traits can also help control these tendencies. Finally, having higher scores on the FFM dimension of adjustment also helps with some of these dimensions, as these leaders seem to be better able to cope with stress than those with low scores.

LEARNING OUTCOME 6.2

INTELLIGENCE AND LEADERSHIP

What Is Intelligence?

The first formal linkage between intelligence and leadership was established around 1115 B.C. in China, where the dynasties used standardized tests to determine which citizens would play key leadership roles in the institutions they had set up to run the country. Using intelligence tests to identify potential leaders in the United States goes back to World War I, and to a large extent this use of intelligence testing continues today. Over 100 years of very comprehensive and systematic research provides overwhelming evidence to support the notion that general intelligence plays a substantial role in human affairs. Still, intelligence and intelligence testing are among the most controversial topics in the social sciences today. There is contentious debate over questions like how heredity and the environment affect intelligence, whether intelligence tests should be used in public schools, and whether ethnic groups differ in average intelligence test scores. For the most part, however, we will bypass such controversies here. Our focus will be on the relationship between intelligence and leadership.

Perhaps no concept in the history of psychology has had or continues to have as great an impact on everyday life in the Western world as that of general intelligence.

Sandra Scarr, researcher

Be willing to make decisions. That's the most important quality of a good leader.

George S. Patton, U.S. Army general

Check Your Progress

What is the relationship between intelligence and leadership?

We define **intelligence** as a person's all-around effectiveness in activities directed by thought. So what does this definition of intelligence have to do with leadership?

Research has shown that more intelligent leaders are faster learners; make better assumptions, deductions, and inferences; are better at creating a compelling vision and developing strategies to make their vision a reality; can develop better solutions to problems; can see more of the primary and secondary implications of their decisions; and are quicker on their feet than leaders who are less intelligent. To a large extent people get placed into leadership positions to solve problems, be they customer, financial, operational, interpersonal, performance, political, educational, or social in nature. Therefore, given the behaviors associated with higher intelligence, it is easy to see how a more intelligent leader will oftentimes be more successful in influencing a group to accomplish its goals than a less intelligent leader. Like personality traits, however, intelligence alone is not enough to guarantee leadership success. There are plenty of smart people who make poor leaders just as there are less intelligent people who are great leaders. Nevertheless, many leadership activities do seem to involve some degree of decision-making and problem-solving ability, which means that a leader's intelligence can affect the odds of leadership success in many situations.

As seen in Figure 6.4, intelligence is relatively difficult to change. Like personality, it is also an unseen quality and can only be inferred by observing behavior. Moreover, intelligence does not affect behavior equally across all situations. Some activities, such as following simple routines, put less of a premium on intelligence than others. Finally, we should point out that our definition of intelligence does not imply that intelligence is a fixed quantity. Although heredity plays a role, intelligence can be and is modified through education and experience.

Managers and executives need to make decisions on how to meet customer needs, develop products, compete, get results, and allocate resources. Each decision is a problem-solving exercise. The history and success of an organization is the cumulative sum of these problem-solving exercises and subsequent decisions.

Bob and Joyce Hogan, Hogan Assessment Systems

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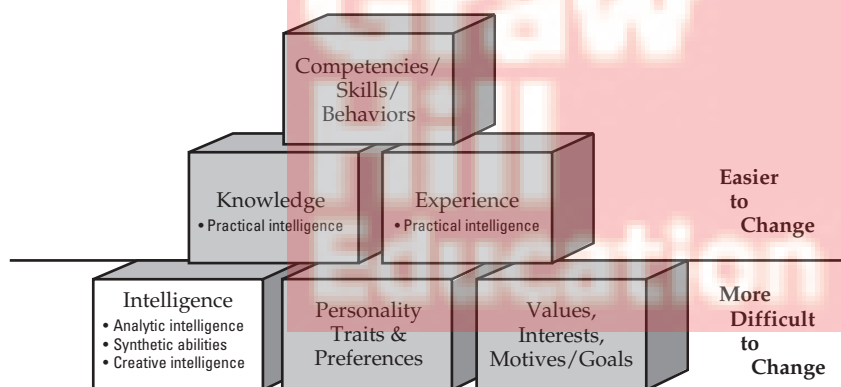


Figure 6.4 The building blocks of skills.

Source: © 1991–2000 Personnel Decisions International Corporation. Reprinted with permission.

The Triarchic Theory of Intelligence

Although there is a positive relationship between intelligence and leadership effectiveness, there is still an ongoing debate about the nature of intelligence. Many psychologists have tried to determine the structure of intelligence; is intelligence a unitary ability, or does it involve a collection of related mental abilities? Other psychologists have said that the *process* by which people do complex mental work is much more important than determining the number of mental abilities. One of the most comprehensive and compelling theories of intelligence developed and tested over the past 20 years is Sternberg's **triarchic theory of intelligence**. It also offers some of the most significant implications for leadership. The triarchic theory focuses on what a leader *does* when solving complex mental problems, such as how information is combined and synthesized when solving problems, what assumptions and errors are made, and the like. According to this theory, there are three basic types of intelligence. **Analytic intelligence** is general problem-solving ability and can be assessed using standardized mental abilities tests. Analytic intelligence is important

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Check Your Progress

What is declarative and cognitive intelligence?

because leaders and followers who possess higher levels of this type of intelligence tend to be quick learners, do well in school, see connections between issues, and have the ability to make accurate deductions, assumptions, and inferences with relatively unfamiliar information.

There is still much, however, that analytic intelligence does not explain. There are a number of people who do well on standardized tests but not in life. At the same time, some people do relatively poorly on standardized intelligence tests but often develop ingenious solutions to practical problems. For example, Sternberg and his associates described a situation where students in a school for the mentally retarded did very poorly on standardized tests yet consistently found ways to defeat the school's elaborate security system. In this situation the students possessed a relatively high level of **practical intelligence**, or "street smarts." People with street smarts know how to adapt to, shape, or select new situations in order to get their needs met better than people lacking street smarts (e.g., think of a stereotypical computer nerd and an inner-city kid both lost in downtown New York). In other words, practical intelligence involves knowing how things get done and how to do them. For leaders, practical intelligence is important because it involves knowing what to do and how to do it when confronted with a particular leadership situation, such as dealing with a poorly performing subordinate, resolving a problem with a customer, or getting a team to work better together.

Because of its potential importance to leadership effectiveness, there are several other aspects of practical intelligence worth noting. First, practical intelligence is much more concerned with knowledge and experience than analytic intelligence (see Figure 6.4). Leaders can build their practical intelligence by building their leadership knowledge and experience. Thus, textbooks such as this one can help you to build your practical intelligence. Getting a variety of leadership experiences, and perhaps more important, reflecting on these experiences, will also help you to build practical intelligence. But you should understand that it will take some time before you will become an "expert" at leadership, as research shows that it takes 10 years to truly master any particular topic.

Second, practical intelligence is *domain specific*. A leader who has a lot of knowledge and experience in leading a pharmaceutical research team may feel like a duck out of water when asked to lead a major fundraising effort for a charitable institution. As another example, one of the authors worked with a highly successful retail company having over 100,000 employees. All of the key leaders had over 20 years of retail operations and merchandising experience, but they also did very poorly on standardized intelligence tests. The company had successfully expanded in the United States (which capitalized on their practical intelligence), but their attempt to expand to foreign markets was an abysmal failure. This failure was due in part to the leaders' inability to learn, appreciate, or understand the intricacies of other cultures (analytic intelligence), their lack of knowledge and experience in foreign markets (practical intelligence), and in turn their development of inappropriate strategies for running the business in other countries (a combination of analytic and practical intelligence). Thus, practical intelligence is extremely useful when leading in familiar situations, but analytic intelligence may play a more important role when leaders are facing new or novel situations.

Third, this example points out the importance of having both types of intelligence. Organizations today are looking for leaders and followers who have the necessary knowledge and skills to succeed (practical intelligence) and the ability to learn (analytic intelligence). Fourth, it may be that high levels of practical intelligence may compensate for lower levels of analytic intelligence. Leaders having lower analytic abilities may still be able to solve complex work problems or make good decisions provided they have plenty of job-relevant knowledge or experience. But leaders with more analytic intelligence, all things being equal, may develop their street smarts more quickly than leaders with less analytic intelligence. Analytic intelligence may play a lesser role once a domain of knowledge is mastered, but a more important role when encountering new situations.

No psychologist has observed intelligence; many have observed intelligent behavior. This observation should be the starting point for any theory of intelligence.
I. Chien, researcher

The first method for estimating the intelligence of a ruler is to look at the men he has around him.
Niccolò Machiavelli, writer

Everyone is ignorant, only on different subjects.
Will Rogers, comedian

We do know with certain knowledge that Osama bin Laden is either in Afghanistan, in some other country, or dead.
Donald Rumsfeld, former U.S. Secretary of Defense

The third component of the triarchic theory of intelligence is **creative intelligence**. Creative intelligence is the ability to produce work that is both novel and useful. Using *both* criteria (novel and useful) as components of creative intelligence helps to eliminate many of the more outlandish solutions to a potential problem by ensuring that adopted solutions can be realistically implemented or have some type of practical payoff. Several examples might help to clarify the novel and practical components of creative intelligence. The inventor of Velcro got his idea while picking countless thistles out of his socks; he realized that the same principle that produced his frustration might be translated into a useful fastener. The inventor of 3M's Post-it notes was frustrated because bookmarks in his church hymnal were continually sliding out of place, and he saw a solution in a low-tack adhesive discovered by a fellow 3M scientist. The scientists who designed the *Spirit* and *Opportunity* missions to Mars were given a budget that was considerably smaller than that of the previous missions to Mars. Yet the scientists were challenged to develop two spacecraft that had more capabilities than the *Pathfinder* and the *Viking Lander*. Their efforts with *Spirit* and *Opportunity* were a resounding success, due in part to some of the novel solutions used both to land the spacecrafts (an inflatable balloon system) and to explore the surrounding area (both were mobile rovers).

The best way to have a good idea is to have a lot of ideas.

Dr. Linus Pauling,
researcher

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Check Your Progress

What is the role of creative intelligence in leadership?

Two of the more interesting questions surrounding creativity concern the role of intelligence and the assessment of creative ability. Research shows that analytic intelligence correlates at about the .5 level with creative intelligence. Thus, the best research available indicates that analytic intelligence and creativity are related, but the relationship is far from perfect. Some level of analytic intelligence seems necessary for creativity, but having a high level of analytic intelligence is no guarantee that a leader will be creative. And like practical intelligence, creativity seems to be specific to certain fields and subfields: Bill Gates cannot write music and Madonna cannot do math.

In addition, actually assessing creativity is no simple matter. Tests of creativity, or **divergent thinking**, are very different from tests that assess **convergent thinking**. Tests of convergent thinking usually have a single best answer; good examples here are most intelligence and aptitude tests. Conversely, tests of creativity or divergent thinking have many possible answers. Although Sternberg and his associates all showed that it is possible to reliably judge the relative creativity of different responses, the fact remains that judging creativity is more difficult than scoring convergent tests. For example, there are no set answers or standards for determining whether a movie, a marketing ad, or a new manufacturing process is truly creative. Another difficulty in assessing creativity is that it may wax and wane over time; many of the most creative people seem to have occasional dry spells or writer's block. This is very different from analytic intelligence, where performance on mental abilities tests remains fairly constant over time.

Most artists have to hack through a tangled thicket of negativity, logic, and procrastination on the way to creating anything. Peter seems to be supernaturally free of any such concerns. This is a guy with a big wide conduit running from the creative, imaginative part of his brain, straight to the place where most of us keep our willpower. That could be a recipe for a monstrosly selfish ego. Again, Jackson's ability to chase goals doesn't come with that type of baggage. He's driven, and he's incredibly demanding, but he's always focused on results, never on himself.

Costa Botes,
screenwriter

The Components of Creative Intelligence

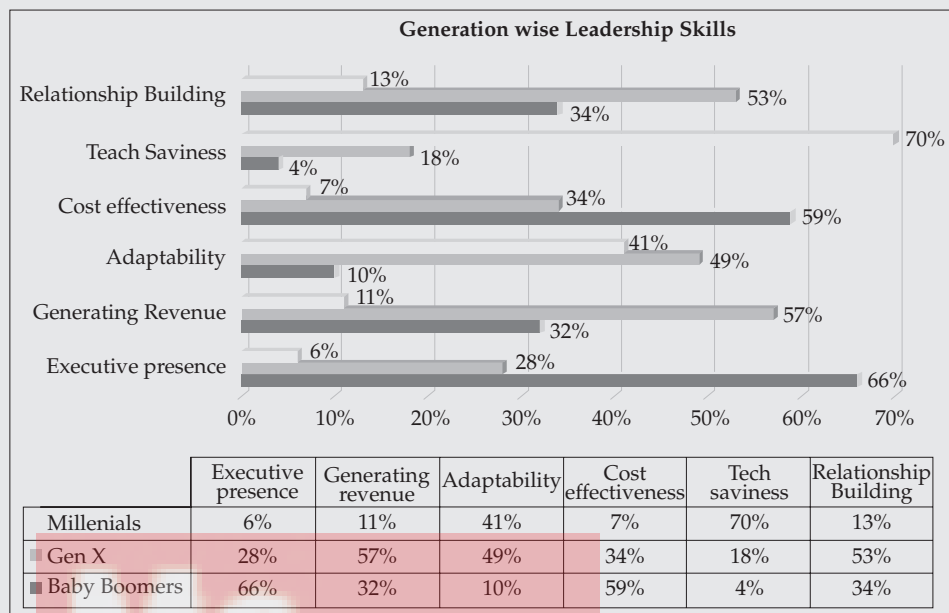
So far we have discussed creative intelligence as a unitary ability. However, as seen in Table 6.3, research suggests that creativity appears to be made up of seven components: *synthetic ability, analytic intelligence, practical intelligence, thinking style, personality factors, intrinsic motivation, and environmental factors*. **Synthetic ability** is what we traditionally view as creativity; these skills help people see things in new ways or recognize novel patterns or connections. Analytic intelligence helps people to evaluate solutions, and practical intelligence provides the knowledge and experience base from which novel solutions are developed. These first three components are very important to the creative process, and leaders lacking in any one of them will be less creative than those possessing all three. Thinking style is somewhat related to synthetic ability. Thinking styles are not abilities per se, but rather are the preferred ways for using the abilities one has. For example, some people seem to prefer improving or adapting already existing products or processes. A first-line supervisor in a manufacturing facility may be very adept at

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HIGHLIGHT 6.6



Generation wise Leadership Skills



Source: Survey by Professional Solutions, 2016

TABLE 6.3 The Components of Creative Intelligence

Check Your Progress

What is the role of environmental factors in creative intelligence?

- Synthetic Ability:** These skills help people see things in new ways or recognize novel connections between seemingly unrelated issues or concepts.
- Analytic Intelligence:** This helps to evaluate the usefulness of potential solutions to problems.
- Practical Intelligence:** Novel solutions to problems are usually based on relevant knowledge and experience.
- Thinking Style:** People either prefer to modify what already exists or completely start over with new solutions.
- Personality Factors:** Lower prudence, higher openness to experience, and higher surgency scores are related to creativity.
- Intrinsic Motivation:** People tend to generate more creative solutions when the problem at hand is personally interesting.
- Environmental Factors:** Supportive leadership, a lack of time pressure, team stability, and weaker social ties are all related to generating more creative solutions to problems.

modifying existing production schedules or equipment in order to better meet customers' needs. Other people seem to prefer developing completely new products. A team leader tasked with developing a new ad campaign for a major brewer might come up with a series of promotional ads using novel attention-getting devices, such as cavemen or chameleons. These two examples illustrate the difference between **adaptive** and **innovative thinking styles**. Adaptors prefer to modify or change existing products or processes; innovators prefer to create entirely new processes or products. Adaptors and innovators may have the same level of synthetic ability, but they just seem to use this ability in different ways. It is important to note that U.S. companies seem particularly adept at developing new technology (i.e., innovation), whereas Japanese industries are very good at improving the technology and finding efficient ways to bring it to the marketplace (i.e., adaptation).

Several personality factors also seem to play a role in creativity. More specifically, people having higher levels of self-confidence, independence, and energy (synergy), risk-taking and

impulsiveness (dependability), and natural curiosity (openness to experience) seem to be more creative than people who lack self-confidence, are more conforming, and are less open to new and novel experiences. People will also be more creative when they are intrinsically motivated or feel challenged by the subject matter or problem itself or are expected to be creative. Creative people are more likely to focus attention on solving the problem at hand, not on the need to meet deadlines, make money, or impress others. Finally, several situational or environmental factors appear related to creativity. People who have more complex or challenging jobs, who have supportive, noncontrolling leaders, and are given ample time seem to be more creative than people in uninteresting jobs who are under tight deadlines and also have highly controlling supervisors. Several aspects of work groups also seem to affect creativity. Although the size of the group did not seem to matter, teams that were given clear goals, stayed task focused, and provided mutual support and participation often developed more innovative solutions than teams lacking these qualities. Team stability also seems to play a role in creativity. Amabile and Conti studied companies before, during, and after going through a large downsizing, and reported that teams that remained relatively intact during this process were substantially more creative in terms of patent applications than teams that were broken up. These authors also reported that an organization's support for creativity, in terms of time and resources, was a key factor in the creativity of individual employees.

Another factor that affects creativity is team cohesiveness. You might think that teams with higher levels of cohesiveness would be more creative than teams that do not get along, but research shows that just the opposite is true. Because highly cohesive teams tend to share the same values, their team members often look at the world in similar ways. Teams having members with dissimilar values will likely have more conflict, but they are also more likely to look at problems from different perspectives. And looking at issues differently is critical to creative problem solving.

The story of Chester Carlson provides a good example of how some of the seven components play important roles in developing a creative and useful solution to a problem. Chester Carlson invented the photocopy duplicating process, which revolutionized office work. Duplicating machines are relied on so much today that most people probably assume the invention was met with instant acceptance. That was not the case, however. Most people do not realize that it was 22 years from the time Carlson got the idea to the time his product became commercially available—or that refining and “selling” his concept was an uphill battle primarily because of the existence of carbon paper. (With carbon paper, people thought, why would you need anything else?) His solution for making copies of documents was certainly imaginative, but it was also derived from his considerable technical expertise. Moreover, his persistence in developing and persuading others of the potential of his process is a testament to the importance of intrinsic motivation in creativity.

Creative thinking is not an entirely rational or conscious process. Many times we do our most imaginative thinking unconsciously; people often gain sudden insights to an old problem out of the blue. There are interesting anecdotal accounts of how different creative thinkers recognized and even harnessed these unconscious processes. Albert Einstein, for example, once remarked that he got his best ideas in the morning when he was shaving. The great inventor Thomas Edison reportedly developed a technique to awaken himself and capture the typically unusual imagery and mental activity occurring as one falls asleep. These thinkers recognized the mind's fertility during its resting periods. Einstein's and Edison's receptivity to ideas emerging from their nonlogical mental processes was surely an important part of their genius. They were able to harness their unconscious rather than censor it, as many of us may do by suppressing or discounting mental activity that seems purposeless, nonsensical, or threatening.

Many if not most inventions were developed by people driven by curiosity or a love of tinkering, in absence of product demand.

Jared Diamond,
author

The fastest way to succeed is to double the failure rate.

Thomas Watson, Sr.,
IBM

Implications of the Triarchic Theory of Intelligence

Some 200 separate studies have examined the relationship between intelligence test scores and leadership effectiveness or emergence, and these studies have been the topic of major reviews. These reviews provided overwhelming support for the idea that leadership effectiveness or emergence is positively correlated with analytic intelligence.

NOTES

Check Your Progress

What is team cohesiveness and how it affects the leadership style?

NOTES

Check Your Progress
Elaborate Triarchic Theory of Intelligence.

Nonetheless, it is important to recognize that the correlation between analytic intelligence and leadership success is not that strong and is not as strong as previously assumed. It now appears that personality is much more predictive of leadership emergence and effectiveness than analytic intelligence. Leadership situations that are relatively routine or unchanging, or require specific in-depth product or process knowledge may place more importance on personality and practical intelligence than analytic intelligence. Having a high level of analytic intelligence seems more important when solving ambiguous, complex problems, such as those encountered by executives at the top levels of an organization. Here leaders must be able to detect themes and patterns in seemingly unrelated information, make accurate assumptions about market conditions, or make wise merger, acquisition, or divestiture decisions. Further evidence that higher levels of analytic intelligence are associated with top leaders can be found in Figure 6.5.

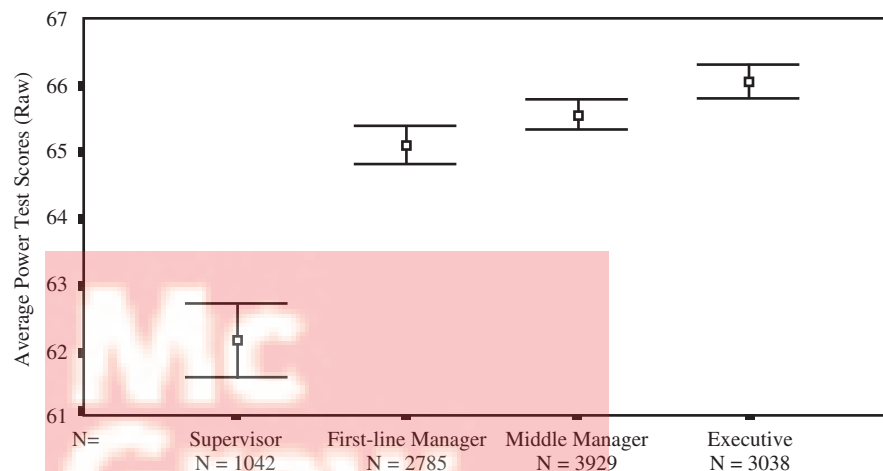


Figure 6.5 Average intelligence test scores by management level.

Source: N. Kuncel, "Personality and Cognitive Differences among Management Levels." Unpublished manuscript, Personnel Decisions International, Minneapolis, 1996.

Although a high level of analytic intelligence is usually an asset to a leader, research also suggests that in some situations analytic intelligence may have a *curvilinear* relationship with leadership effectiveness. When differences in analytic intelligence between leader and followers are too great, communication can be impaired; a leader's intelligence can become an impediment to being understood by subordinates. An alternative explanation for the curvilinear relationship between analytic intelligence and leadership effectiveness may have to do with how stress affects leader-subordinate interactions. Fiedler and his associates found that smart but inexperienced leaders were less effective in stressful situations than less intelligent, experienced leaders. An example of this finding was clearly demonstrated in the movie *Platoon*. In one frantic scene an American platoon is ambushed by the Vietcong. An inexperienced, college-educated lieutenant calls for artillery support from friendly units. He calls in the wrong coordinates, however, and as a result artillery shells are dropped on his own platoon's position rather than the enemy's position. The situation comes under control only after an experienced sergeant sizes up the situation and tells the artillery units to cease firing. This example points out the importance of practical intelligence in stressful situations. Leaders revert to well-practiced behaviors under periods of high stress and change, and leaders with high levels of practical intelligence have a relatively broad set of coping and problem-solving behaviors to draw upon in these situations. Because of the level of stress and change associated with many leadership positions today, systematically improving practical leadership skills through education and experience is extremely important for leaders and leaders to be.

With respect to creative intelligence, perhaps the most important point leaders should remember is that their primary role is not so much to be creative themselves as to *build an environment where others can be creative*. This is not to say that leaders should be uncreative, but rather that most innovations have their roots in ideas developed by people closest to a problem or opportunity (i.e., the workers). Leaders can boost the creativity throughout their groups or organizations in many ways, but particularly through selecting creative people in the first place, and providing opportunities

for others to develop their creativity, and through broader interventions like making sure the motivation or incentives for others are conducive to creativity and providing at least some guidance or vision about what the creative product or output should look like.

There are several things leaders can do to improve the group and organizational factors affecting creativity. Leaders should be mindful of the effect various sorts of incentives or rewards can have on creativity; certain types of motivation to work are more conducive to creativity than others. Research has shown that people tend to generate more creative solutions when they are told to focus on their intrinsic motivation for doing so (i.e., the pleasure of solving the task itself) rather than focusing on the extrinsic motivation (i.e., public recognition or pay). When they need to foster creativity, leaders may find it more effective to select followers who truly enjoy working on the task at hand (i.e., are intrinsically motivated) rather than relying on rewards (i.e., extrinsic motivation) to foster creativity.

It is also helpful to remember that synthetic abilities can also be hindered if people believe that their ideas will be evaluated. Experiments by Amabile and Zhou showed that students who were told their projects were to be judged by experts produced less creative projects than students who were not told their projects would be judged. A similar sort of phenomenon can occur in groups. Even when a group knows its work must ultimately be evaluated, there is a pronounced tendency for members to be evaluative and judgmental too early in the solution-generating process. This tends to reduce the number of creative solutions generated, perhaps because of a generally shared belief in the value of critical thinking (and in some groups the norm seems to be the more criticism, the better) and of subjecting ideas to intense scrutiny and evaluation. When members of a group judge ideas as soon as they are offered, two dysfunctional things can happen. People in the group may censor themselves (i.e., not share all their ideas with the group), as even mild rejection or criticism has a significant dampening effect, or they may prematurely reject others' ideas through negativistic focus on an idea's flaws rather than its possibilities. Given these findings, leaders may want to hold off on evaluating new ideas until they are all on the table, and should also encourage their followers to do the same.

Finally, leaders who need to develop new products and services should try to minimize the level of turnover in their teams and provide them with clear goals. Teams having unclear goals may successfully develop new or novel products, but these products may have low marketability or usefulness. Two examples might help illustrate this point. In the 1980s Texas Instruments (TI) decided to delve into the personal computer business. TI had a reputation for technical excellence, and one of the best managers in the company was asked to head up the project. The manager did not

NOTES

Check Your Progress

Do you agree that leadership style depends upon type of followers? Justify.

TABLE 6.4 Creativity Killers: How to Squelch the Creativity of Direct Reports

The following is a list of things leaders can do if they wish to stifle the creativity of their followers:

Take Away All Discretion and Autonomy: People like to have some sense of control over their work. Micro-managing staff will help to either create yea-sayers or cause people to mentally disengage from work.

Create Fragmented Work Schedules: People need large chunks of uninterrupted time to work on novel solutions. Repeated interruptions or scheduling "novel solution generation time" in 15-minute increments around other meetings will disrupt people's ability to be innovative.

Provide Insufficient Resources: People need proper data, equipment, or money to be creative. Cut these off, and watch creativity go down the tubes.

Focus on Short-Term Goals: Asking a person to be creative at right this moment is like asking Chris Rock to be funny the first time you meet him. People can be creative and funny if given enough time, but focusing on only short-term outcomes will dampen creativity.

Create Tight Timelines: The tighter the deadlines, the more likely that innovation will be reduced.

Discourage Collaboration and Coordination: The best ideas often come from teams having members with very different work experiences and functional backgrounds. By discouraging cross-functional collaboration, leaders can help guarantee that team members will only offer up tried and true solutions to problems.

Keep People Happy: If you keep workers happy enough, then they will have little motivation to change the status quo.

Source: T. M. Amabile and J. Zhou, in S. F. Dingfelder, "Creativity on the Clock." *Monitor on Psychology*, November 2003, pp. 56–58.

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PROFILES IN LEADERSHIP 6.3

Baba Ramdev

Baba Ramdev, is a well-known name in the Ayurveda segment and yoga treatment. He was born in a Yadav family in 1965. He has been to various Gurukuls and gathered knowledge about Sanskrit, India and Yoga. In 1995, he founded a trust Divya Yog Mandir. He initially started his career by teaching yoga, which was telecast by several channels. Slowly and steadily he gained popularity. He then along with Swami Balkrishna, ventured in Patanjali Yogpeeth with the intention of treating underprivileged section of society with minimalistic cost, with yoga and Ayurveda. In order to make his treatment effective, he entered in backward integration of medicine manufacturing, which as a result created labs.

As an expansion plan, in 2006, he along with Swami Balkrishna decided to enter in FMCG goods. All this while, he has created a strong and determined workforce, deeply rooted value system and a popular name among all generation people. Today, his organisation is challenging many big names in the industry. He has been awarded many prestigious awards and he is advisor to many in politics as well as business.

have a clear sense of what customers wanted or what a personal computer should be able to do. This lack of clarity had some fairly dramatic effects. As more and more engineers were added to the project, more and more innovative hardware ideas were added to the computer design. These additions caused the project to take much longer and cost a lot more than planned, but the TI personal computer ended up winning a number of major engineering awards. Unfortunately, it was also a business disaster, as the product ultimately failed to meet customer needs. Although Compaq computers arose from the ashes of TI's failure, the TI project serves as a good example for a concept called **creeping elegance**. Leaders not having a clear vision of what a final project should look like may end up with something that fails to meet customer needs. Leaders need to provide enough room for creativity to flourish, but enough direction for effort to be focused.

One industry that places a premium on creativity is the motion picture industry. Because creativity is so important to the commercial success of a movie, it is relatively easy for a movie to succumb to creeping elegance. But how do movie directors successfully avoid creeping elegance when dealing with highly creative people having huge egos? Part of the answer may be in the approach of two of Hollywood's most successful directors. Steven Spielberg and Ron Howard said that before they ever shot a scene they first had a very clear picture of it in their own minds. If they did not have a clear picture, then they sat down with the relevant parties and worked it out. Both situations point out the importance of having a clear vision when managing creativity.

Intelligence and Stress: Cognitive Resources Theory

In the preceding section we noted that intelligence may be a more important quality for leaders in some situations than others. You may be surprised to learn, however, that recent research actually suggests there are times when intelligence may be a disadvantage. A key variable affecting this paradoxical finding seems to be whether or not the leader is in a stressful situation. Recent research suggests that stress plays a key role in determining just how a leader's intelligence affects his or her effectiveness. While it is not surprising that stress affects behavior in various ways, Fiedler and Garcia developed the **cognitive resources theory (CRT)** to explain the interesting relationships between leader intelligence and experience levels, and group performance in stressful versus nonstressful conditions.

As first described in Chapter 4, CRT consists of several key concepts. Certainly one of these is intelligence. Fiedler and Garcia defined intelligence as we have earlier—it is one's all-around effectiveness in activities directed by thought and is typically measured using standardized intelligence tests (i.e., analytic intelligence). Another key concept is experience, which represents the habitual behavior patterns, overlearned knowledge, and skills acquired for effectively dealing with task-related problems (i.e., practical intelligence). Although experience is often

Check Your Progress

Identify any two leaders who reflect high EI.

gained under stressful and unpleasant conditions, experience also provides a “crash plan” to revert back to when under stress. As Fiedler observed, people often act differently when stressed, and the crash plan describes this change in behavior patterns. For most of the CRT studies, experience has been defined as time in the job or organization. A third key concept in CRT is stress. Stress is often defined as the result of conflicts with superiors or the apprehension associated with performance evaluation. This interpersonal stress is believed to be emotionally disturbing and can divert attention from problem-solving activities. In other words, people can get so concerned about how their performance is being evaluated that they may fail to perform at an optimal level. In sum, cognitive resources theory provides a conceptual scheme for explaining how leader behavior changes under stress levels to impact group performance.

Cognitive resources theory makes two major predictions with respect to intelligence, experience, stress, and group performance. First, because experienced leaders have a greater repertoire of behaviors to fall back on, leaders with greater experience but lower intelligence are hypothesized to have higher-performing groups under conditions of high stress. Experienced leaders have “been there before” and better know what to do and how to get it done when faced with high-stress situations. Leaders’ experience levels can interfere with performance under low-stress conditions, however.

That leads to a second hypothesis. Because experience leads to habitual behavior patterns, leaders with high levels of experience will have a tendency to misapply old solutions to problems when creative solutions are called for. Experienced leaders overrely on the tried and true when faced with new problems, even when under relatively low periods of stress. Thus, leaders with higher levels of intelligence but less experience are not constrained by previously acquired behavior patterns and should have higher-performing groups under low-stress conditions. In other words, experience is helpful when one is under stress but is often a hindrance to performance in the absence of stress.

These two major predictions of CRT can be readily seen in everyday life. For the most part, it is not the most intelligent but the most experienced members of sporting teams, marching bands, acting troops, or volunteer organizations who are selected to be leaders. These leaders are often chosen because other members recognize their ability to perform well under the high levels of stress associated with sporting events and public performances. In addition, research with combat troops, firefighters, senior executives, and students has provided strong support for the two major tenets of CRT.

Despite this initial empirical support, one problem with CRT concerns the apparent dichotomy between intelligence and experience. Fiedler and Garcia’s initial investigations of CRT did not examine the possibility that leaders could be *both* intelligent and experienced. Subsequent research by Gibson showed not only that many leaders were both intelligent and experienced, but also that these leaders would fall back on their experience in stressful situations and use their intelligence to solve group problems in less-stressful situations.

Another issue with CRT concerns the leader’s ability to tolerate stress. As Schonpflug and Zaccaro correctly pointed out, some leaders may be better able to tolerate high levels of stress than others. Some leaders have personalities characterized by high adjustment scores, and it may be that such leaders may do well in high-stress situations even when they lack experience because of their inherent ability to handle stress. Further research on this issue seems warranted.

A third issue with CRT concerns stress and dark-side traits. As stated earlier in this chapter, the dysfunctional tendencies associated with dark-side traits are more likely to emerge during times of stress. It may be that more experienced leaders are either better able to tolerate stress or have learned how to limit the emergence of their dark sides during times of high stress. Less experienced leaders may not have learned about their dark sides and how they come out when stressed. The emergence of dark-side traits does not contradict the major tenets of CRT but may provide an explanation for why less experienced leaders do not perform as well under stressful conditions.

In general, there appears to be solid evidence to support the major tenets of CRT. Because of this research, CRT has several important implications for leaders. First, it may be that the best leaders are often smart *and* experienced. Although intelligence tests are good indicators of raw mental horsepower, it is just as important for leaders to broaden their leadership knowledge and experience if they want to be successful in high-stress situations. This latter point may be very important today, where the additional stress of organizational downsizing and “delaying” may cause the performance of leaders to be scrutinized even more closely than in the past. In fact, this additional scrutiny may well cause leaders who were previously successful to perform rather poorly in this high-stress environment.

NOTES

Check Your Progress

Why leadership fails due to personality traits?

NOTES

Check Your Progress

Elaborate upon
the disadvantages
of using CRT in
leadership.



Second, leaders may not be aware of the degree to which they are causing stress in their followers. If followers perceive that their performance is being closely watched, then they are likely to revert to their crash plans in order to perform. If the situation calls for new and novel solutions to problems, however, the leaders' behavior may be counterproductive. A key point here is that leaders may be unaware of their impact on followers. For example, they may want to review their followers' work more closely in order to be helpful, but followers may not perceive it this way.

Third, the level of stress inherent in the position needs to be understood before selection of leaders. Those doing the selection to fill high-stress leadership positions can either look for experienced leaders or reduce the stress in the situation so that more intelligent leaders can be more successful. Another alternative could be to hire more intelligent leaders and put them through some type of stress management program so that the effects of stress are minimized. It is also possible that experienced leaders may get bored if placed into low-stress positions.

LEARNING OUTCOME 6.3

EMOTIONAL INTELLIGENCE AND LEADERSHIP

What Is Emotional Intelligence?

In terms of the building blocks of skills, values play a role in leadership. Similarly, this chapter has discussed how bright- and dark-side personality traits and analytic, practical, and creative intelligence are related to leadership effectiveness. In other words, people's core beliefs and how they make decisions, develop plans, interact with others, and react to stress can affect their ability to build teams and get results. But do moods affect a person's ability to build teams and get results through others? Moods and emotions are constantly at play at work, yet most people are hesitant to discuss moods with anybody other than close friends. It also appears that moods can be contagious, in that the moods of leaders often affect followers in both positive and negative ways. And charismatic or transformational leaders use emotions as the catalyst for achieving better than expected results. Given the importance and prevalence of emotions in the workplace, it would seem that there would be a wealth of research regarding mood and leadership effectiveness. But this is not the case. Researchers have really begun to seriously examine the role of emotions in leadership only over the past 15–20 years.

The relationships between a leader's emotions and their effects on teams and outcomes became popularized by researcher Dan Goleman with the publication of a book, *Emotional Intelligence*. But what is emotional intelligence (EQ), and how is it the same as or different from personality or the three types of intelligence described in this chapter? Unfortunately, there appear to be at least four major definitions of **emotional intelligence**. The term *emotional intelligence* can be attributed to two psychologists, Peter Salovey and John Mayer, who studied why some bright people fail to be successful. Salovey and Mayer discovered that many of them ran into trouble because of their lack of interpersonal sensitivity and skills, and defined emotional intelligence as a group of mental abilities that help people to recognize their own feelings and those of others. Reuven Bar-On believed that emotional intelligence was another way of measuring human effectiveness and defined it as a set of 15 abilities necessary to cope with daily situations and get along in the world. Rick Aberman defined emotional intelligence as the degree to which thoughts, feelings, and actions were aligned. According to Aberman, leaders are more effective and "in the zone" when their thoughts, feelings, and actions are perfectly aligned. Daniel Goleman, a science writer for *The New York Times*, substantially broadened these definitions and summarized some of this work in his books *Emotional Intelligence* and *Working with Emotional Intelligence*. Goleman argued that success in life is based more on one's self-motivation, persistence in the face of frustration, mood management, ability to adapt, and ability to empathize and get along with others than on one's analytic intelligence or IQ. Table 6.5 provides a comparison between the Salovey and Mayer, Bar-On, and Goleman models of emotional intelligence.

There is no single entity called EQ (emotional intelligence quotient) as people have defined it. One sympathetic interpretation of what journalists were saying is that there were a dozen unrelated things, which collectively might predict more than intelligence, things like warmth, optimism, and empathy. But there was nothing new about that. Instead, the story became this fabulous new variable that is going to outpredict intelligence. There is no rational basis for saying that.

John Mayer,
EQ researcher

TABLE 6.5 Ability and Mixed Models of Emotional Intelligence

Ability Model	Mixed Models	
	Mayer, Salovey, and Caruso	Bar-On
Perceiving Emotions	Self-Awareness	Intrapersonal
	Emotional Awareness	Self-Regard
	Accurate Self-Assessment	Emotional Self-Awareness
	Self-Confidence	Assertiveness
		Independence
Managing Emotions	Self-Regulation	Adaptability
	Self-Control	Reality Testing
	Trustworthiness	Flexibility
	Conscientiousness	Problem-Solving
	Adaptability	
Using Emotions	Innovation	
	Motivation	Stress Management
	Achievement	Stress Tolerance
	Commitment	Impulse Control
	Initiative	
Understanding Emotions	Optimism	
	Empathy	Interpersonal
	Understanding Others	Empathy
	Developing Others	Social Responsibility
	Service Orientation	Interpersonal Relationship
	Diversity	
	Political Awareness	General Mood
		Optimism
	Social Skills	Happiness
	Influence	
	Communication	
	Conflict Management	
	Leadership	
	Change Catalyst	
	Building Bonds	
	Collaboration/Cooperation	
	Team Capabilities	

NOTES
Check Your Progress

Why social skills are important in modern era of leadership?

Sources: R. Bar-On, *Emotional Quotient Inventory*. North Tonawanda, NY: Multi-Health Systems, Inc., 2001; D. Goleman, *Working with Emotional Intelligence*. New York: Bantam Doubleday Dell, 1998; D. R. Caruso, J. D. Mayer, and P. Salovey, "Emotional Intelligence and Emotional Leadership," in R. E. Riggio, S. E. Murphy, and F. J. Pirozzolo (Eds.), *Multiple Intelligences and Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002, pp. 55–74; online source: <http://www.eiconsortium.org>.

Although these definitions can cause confusion for people interested in learning more about emotional intelligence, it appears that these four definitions of EQ can be broken down into two models: an ability model and a mixed model of emotional intelligence. The ability model focuses on how emotions affect how leaders think, decide, plan, and act. This model defines emotional intelligence as four separate but related abilities, which include: (a) the ability to accurately perceive one's own and others' emotions; (b) the ability to generate emotions to facilitate thought and action;

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TABLE 6.6 Comparison between the FFM and Goleman’s Model of EQ

Goleman et al.	Likely FFM Correlates
Self-Awareness	
Emotional Awareness	Agreeableness
Accurate Self-Assessment	Adjustment
Self-Confidence	Surges
Self-Regulation	
Self-Control	Adjustment, Dependability
Trustworthiness	Dependability
Conscientiousness	Dependability
Adaptability	Adjustment, Dependability
Innovation	Openness to Experience, Dependability
Motivation	
Achievement	Surgency
Commitment	Surgency
Initiative	Surgency
Optimism	Adjustment
Empathy	
Understanding Others	Agreeableness
Developing Others	Openness to Experience
Service Orientation	Agreeableness
Diversity	Agreeableness
Political Awareness	Agreeableness
Social Skills	
Influence	Surgency, Agreeableness
Communication	Surgency
Conflict Management	Agreeableness
Leadership	Surgency
Change Catalyst	Surgency
Building Bonds	Agreeableness
Collaboration/Cooperation	Agreeableness
Team Capabilities	Surgency, Agreeableness

(c) the ability to accurately understand the causes of emotions and the meanings they convey; and (d) the ability to regulate one’s emotions. According to Caruso, Mayer, and Salovey, some leaders might be very good at perceiving emotions and leveraging them to get results through others, but have difficulties regulating their own emotions. Or they could be very good at understanding the causes of emotions but not as good at perceiving others’ emotions. The ability model is not intended to be an all-encompassing model of leadership, but rather supplements the FFM and triarchic theory of intelligence. Just as leaders differ on adjustment or practical intelligence, so do they differ on their ability to perceive and regulate emotions. The ability model of EQ is helpful because it allows researchers to determine if EQ is in fact a separate ability and whether it can predict leadership effectiveness over and above the FFM and cognitive abilities.

The Goleman and Bar-On definitions of EQ fall into the mixed model category. These researchers believe emotional intelligence includes not only the abilities outlined in the previous paragraph but also includes a number of other attributes. As such, the mixed model provides a much broader, more comprehensive definition of emotional intelligence. A quick review of Table 6.5 shows that the attributes of emotional intelligence are qualities that most leaders should have, and Goleman, Boyatzis, and McKee maintain that leaders need more or less all of these attributes to be emotionally intelligent. Moreover, the mixed model of emotional intelligence has been much more popular with human resource professionals and in the corporate world than the

Check Your Progress

Is there any co-relation between FFM and EQ? Elaborate.

ability model. But does the mixed model really tell us anything different from what we already know? More specifically, is the mixed model any different than the FFM of personality? The fact of the matter is that the mixed model is very, very similar to the FFM. Comprehensive research by Van Rooy and Viswesvaran shows that EQ predicts job performance or other important job outcomes no better than the FFM. Goleman and Bar-On should deservedly get credit for popularizing the notion that noncognitive abilities are important predictors of leadership success. But on the negative side, they also maintain that they have discovered something completely new and do not give enough credit to the 100 years of personality research that underlie many of the attributes in the mixed model.

Can Emotional Intelligence Be Measured and Developed?

The publication of *Emotional Intelligence* has sprouted a cottage industry of books, training programs, and assessments related to measurement and development of emotional intelligence. Mayer, Salovey, and Caruso’s Emotional Intelligence Test (MSCEIT) is a measure of the ability model of emotional intelligence and asks subjects to recognize the emotions depicted in pictures, what moods might be helpful in certain social situations, and so forth. Bar-On has self, self-other, youth, and organizational measures of emotional intelligence, such as the Bar-On Emotional Quotient—360 or EQi-S.

The Emotional Competence Inventory (ECi) was developed by Goleman and consists of 10 questionnaires. These questionnaires are completed by the individual and nine others; the responses are aggregated and given to the participant in a feedback report. Because these researchers have defined emotional intelligence differently and use a different process to assess EQ, it is not surprising that these instruments often provide leaders with conflicting results. Nevertheless, the U.S. Air Force Recruiting Service has used the EQ-i to screen potential recruiters; it found that candidates scoring higher on the attributes of assertiveness, empathy, happiness, self-awareness, and problem solving were much less likely to turn over prematurely in the position and had a 90 percent chance of meeting their recruiting quotas.

One issue that most EQ researchers do agree upon is that emotional intelligence can be developed. Goleman and Aberman have developed one- to five-day training programs to help leaders improve their emotional intelligence; Bar-On has developed 15 e-learning modules that are available at EQ University.com. One of the big adopters of EQ training has been the sales staff at American Express Financial Advisors (AEFA). Leaders at AEFA discovered that the company had a well-respected set of investment and insurance products for customers, but many sales staff were struggling with how to respond to the emotions exhibited by clients during sales calls. Moreover, the best salespeople seem to be better able to “read” their clients’ emotions and respond in a more empathetic manner. Since 1993 more than 5,500 sales staff and 850 sales managers at AEFA have attended a five-day training program to better recognize and respond to the emotions exhibited by clients. AEFA found that sales staff attending this program increased annual sales by an average of 18.1 percent, whereas those who did not attend training only achieved a 16.1 percent increase. However, the sample was very small and the comparison somewhat unfair because the control group did not receive any kind of sales training in lieu of the EQ training. Therefore, it is uncertain whether the EQ training content actually adds value over and above five days of sales training.

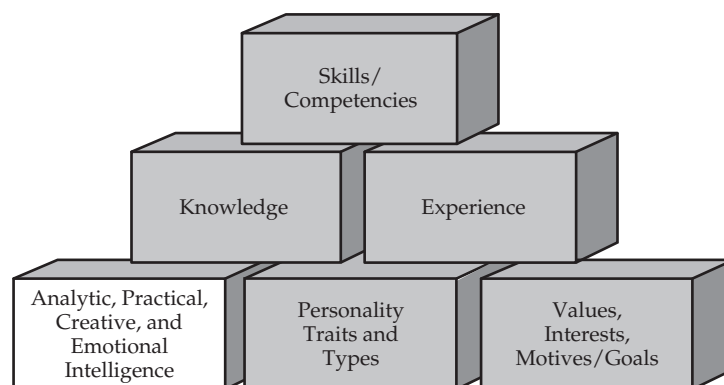


Figure 6.6 Emotional intelligence and the building blocks of skills.

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Check Your Progress

What are the determinants of emotional intelligence?

NOTES

Check Your Progress

Emotional
intelligence
is the recipe
of successful
leadership.
Justify.



Implications of Emotional Intelligence

Aberman maintained that people can be extremely ineffective when their thoughts, feelings, and actions are misaligned—for example, arguing with someone on your cellular phone when driving on the interstate highway. It seems likely that leaders who are thinking or feeling one thing and actually doing something else are probably less effective in their ability to influence groups toward the accomplishment of their goals. The EQ literature should also be credited with popularizing the idea that noncognitive abilities, such as stress tolerance, assertiveness, and empathy, can play important roles in leadership success. Today, many organizations are using *both* cognitive and noncognitive measures as part of the process of hiring or promoting leaders. Finally, the EQ literature has also helped to bring emotion back to the workplace. Human emotions are very important aspects of one-on-one interactions and teamwork, but too many leadership practitioners and researchers have chosen to ignore the role they play. When recognized and leveraged properly, emotions can be the motivational fuel that help individuals and groups to accomplish their goals. When ignored or discounted, emotions can significantly impede a leader's ability to build teams or influence a group. As discussed in the FFM section of this chapter, leaders who can empathize and get along with others are often more successful than those who cannot.

Some of the more recent research in emotional intelligence indicates that it moderates employees' reactions to job insecurity and their ability to cope with stress when threatened with job loss. Employees with lower EQ reported more negative emotional reactions and used less effective coping strategies when dealing with downsizing than those with higher EQ. Along these lines, other researchers report relationships between leaders' moods and followers' moods, job performance, job satisfaction, and creativity. And Boyatzis, Stubbs, and Taylor accurately point out that most MBA programs are more focused on cognitive abilities and developing financial skills than on those abilities needed to successfully build teams and get results through others.

Despite these positive contributions, emotional intelligence has several limitations. First, Goleman and his associates and Bar-On have not acknowledged the existence of personality, much less 100 years of personality–leadership effectiveness research. As seen in Table 6.6, Goleman's conceptualization of EQ looks very similar to the FFM found in Table 6.1. At least as conceptualized by these two authors, it is difficult to see how EQ is any different from personality. Second, if the EQ attributes are essentially personality traits, then it is difficult to see how they will change as a result of a training intervention. Personality traits are very difficult to change, and the likelihood of changing 20 to 40 years of day-to-day behavioral patterns as the result of some e-learning modules or a five-day training program seems highly suspect. As we will see in Chapter 7 people can change their behavior, but it takes considerable effort and coaching over the long term to make it happen. Finally, an important question to ask is whether EQ is really something new, or simply a repackaging of old ideas and findings? If EQ is defined as an ability model, such as the one put forth by Mayer, Salovey, and Caruso, then emotional intelligence probably is a unique ability and worthy of additional research (see Figure 6.6). A leader's skills in accurately perceiving, regulating, and leveraging emotions seem vitally important in building cohesive, goal-oriented teams, and measures like the MSCEIT could be used in conjunction with FFM and cognitive abilities measures to hire and develop better leaders. But if EQ is defined as a mixed model, then it is hard to see that Goleman and his associates and Bar-On are really telling us anything new.

Activity

1. Your instructor has access to a self-scored personality type assessment as well as online FFM and dark-side personality assessments. The online assessments take about 40 minutes to complete and could be given as homework. Once the assessments are completed, you should review the feedback reports and discuss in class.
2. Your instructor could suspend a 30-foot rope approximately 2 feet off the ground. You and the rest of the class would get on one side of the rope. The rope represents an electrified fence, and your task is to get everyone successfully *over* the rope without touching it. You may not touch, lower, raise, or adjust the rope in any manner. You may not let any part of your skin or clothing touch the rope, nor can you drape anything over the rope to protect you from the current. There are two rules you must follow to successfully navigate the rope. First, before starting to cross

the fence, everyone in the group must form a line parallel to the rope and hold hands with the people on either side. These links with the other people in the group cannot be broken. Second, a quality error is committed if any group member touches the fence. If the group detects their own error, then only the person currently attempting to navigate the fence needs to start over. If the instructor catches the error but the group does not, then the instructor has the right to have the entire group start over. This is analagous to catching a bad product before it is delivered to a customer instead of delivering defective products to customers. You will have about 25 minutes to plan and execute this exercise. After the exercise your group should discuss the role of bright-side and dark-side personality traits as well as analytic, practical, creative, and emotional intelligence in the exercise.

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Minicase

“Lessons on Leadership from Ann Fudge”

How do you rescue one of the largest advertising and media services firms in the world from a downward spiral? That is the question Martin Sorrell faced when his London-based WPP Group acquired Young & Rubicam in 2000. After many years on top, Y&R was starting to lose momentum—and clients. Kentucky Fried Chicken, United Airlines, and Burger King had all decided to take their advertising dollars elsewhere. Sorrell needed to stop the exodus, but how? He decided a fresh face was needed and started a search for a new CEO for Y&R—he wanted a dynamic leader who could revitalize Y&R. He found such a leader in Ann Fudge.

Ann Fudge was formerly president of Kraft Foods. At Kraft she had been responsible for the success of the \$5 billion division that included well-known brands such as Maxwell House, Grape Nuts, Shredded Wheat, and General Foods International Coffees. Fudge’s reputation as a charismatic leader who listens was a major issue for Sorrell when he went looking for a new CEO for Y&R. Among the talents Fudge had to offer was an ability to interact effectively with all constituencies of a consumer business. Mattel Chairman and CEO Bob Eckert was Fudge’s boss when he was president and CEO of Kraft. Of Fudge, Eckert says, “She is equally comfortable with consumers at the ballpark, factory workers on a production line, and executives in the boardroom. She could engage all three constituents in the same day and be comfortable. She is very comfortable with herself, and she’s not pretending to be someone else. That’s what makes her such an effective leader.”

Her commitment to her work and the people she works with is evident in the lessons she offers to other leaders:

1. Be yourself; do not feign behavior that you think will make you “successful.”
2. Always remember it’s the people, not you. A leader cannot be a leader if he/she has no followers. Be honest with people. Give them feedback. Put the right people in the right jobs. Surround yourself with the smartest people you can find—people who will offer differing perspectives and diversity of experience, age, gender, race.
3. Touch your organization. It’s easy to get stuck behind your desk. Fight the burden of paperwork and get out in the field. Don’t be a remote leader. You cannot create a dynamic culture if people can’t see, hear, touch you. Let them know you as a person.
4. Steer the wheel with a strategic focus, yet maintain a wide peripheral vision. Know when to stop, speed up, slow down, brake quickly, swerve, or even gun it!

Fudge had a difficult decision to make when she was approached by Sorrell about the position at Y&R. She was in the midst of a two-year break—after 24 years working for corporate America, Fudge decided to take some time for herself. She had left her position as president of Kraft Foods in 2001 based not on her dissatisfaction with her job, but on a desire to define herself by more than her career. “It was definitely not satisfaction, it was more about life,” says Fudge about her sabbatical. During her two-year break she traveled, cycling around Sardinia and Corsica; she took up yoga; and she wrote a book: *The Artist’s Way at Work*, a manual for improving creativity and innovation on the job.

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Fudge took on the challenge and has not looked back. In her tenure at Y&R she has worked hard to get Y&R back on top. She has traveled the globe, visiting with Y&R employees around the world, living rule number three of her own leadership rules. She frequently puts in 15-hour days pushing her strategy to focus on clients, encouraging teamwork, and improving creativity. A major undertaking for Fudge is to try and bring together the various business entities under the Y&R umbrella to better meet the needs of clients. She's also trying to institute a Six Sigma method for creativity—looking for ways to increase productivity so employees have more time to be creative. Fudge's hard work is paying off. Y&R has recently added Microsoft and Toys R Us to its list of clients, and, if Fudge has her way, the list will continue to grow until Y&R is back on top.

1. How would Ann Fudge fall into each of the Five Factor Model (FFM) categories?
2. Consider the components of creative intelligence from Table 6.3. Identify the key components that have impacted Ann Fudge's success.
3. Ann Fudge decided to take a sabbatical to focus more on her personal life. Based on her experience, what are some of the benefits to such a break? What might be some of the drawbacks?
4. In which year Ann Fudge left the job due to dissatisfaction?
 - (a) 2003
 - (b) 2005
 - (c) 2003
 - (d) 2001
5. What was the title of her book?
 - (a) The Artist's way to Work
 - (b) A Monk who Sold his Ferrari
 - (c) Merry Christmas
 - (d) Corporate Sutra

4. (d) 5. (a)
Key to MCQs

Sources: Diane Brady, "Act Two: Ann Fudge's Two-Year Break from Work Changed Her Life. Will Those Lessons Help Her Fix Young & Rubicam?" *BusinessWeek* (March 29, 2004), p. 72; http://www.internet-marketing-branding.com/News/african_american.htm; http://www.brandweek.com/brandweek/search/article_display.jsp?vnu_content_id1000506747; <http://www.linkageinc.com/conferences/leadership/gild/>

Key Terms

Analytic intelligence An ability to understand cause and effect

Cognitive resources theory (CRT) A theory establishing relation between mental makeup and leadership behaviour

Convergent thinking An ability to consolidate

Creative intelligence An ability to think out of box

Creeping elegance Leaders not having a clear vision of what a final project should look like may end up with something that fails to meet customer needs

Dark-side personality Few traits are identified as dark side of leadership

Divergent thinking Applying different tests differently into divergent ways

Emotional intelligence An ability to associate and disassociate emotionally with situations

Five-factor model (FFM) of personality Identified five traits important for personality. These are—urgency, agreeableness, dependability, adjustment, openness to experience

Great man theory Theory started in 1900s stating that followers are fundamentally different

Level 5 leadership types These are five levels of leadership

Myers-Briggs type indicator (MBTI) Myer Briggs identified four personality dimensions—extraversion/introversion, sensing/intuition, thinking/feeling, judging/ perceiving

Personality trait approach An approach wherein personality is measured through traits

Personality typology Different traits required at different levels

Practical intelligence An ability to interpret meaning about of content

Synthetic ability An ability to assemble, shape and give a meaningful result

Triarchic theory of intelligence Most comprehensive theory to test and develop intelligence

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In Review

This chapter examined the relationships between personality, intelligence, and emotional intelligence with the ability to build teams and get results. In general, all of these attributes can help a leader to influence a group toward the accomplishment of its goals, but in and of themselves they are no guarantee of leadership success.

Oftentimes the situation will dictate which personality traits, components of intelligence, or emotional intelligence attributes will positively affect a leader's ability to build a team or get results through others.

Although the term *personality* has many different meanings, we use the term to describe one's typical or characteristic patterns of behavior. There are several different theories to describe why people act in characteristic ways, but the trait approach to personality has been the most thoroughly researched, and as such plays a key role in the chapter.

The adoption of the Five Factor Model (FFM) of personality has helped to clarify the personality–leadership relationships, and researchers have noted that leadership success is positively correlated with the FFM personality dimensions of surgency, dependability, agreeableness, and adjustment.

The FFM comprises the bright side of personality, but there are a number of traits that also constitute the dark side of personality.

Dark-side personality traits are irritating, counterproductive behaviors that are exhibited during times of stress and interfere with a leader's ability to build teams or get results through others. Virtually everyone has one or two dark-side traits; some of the keys to being a more successful leader is knowing which dark-side traits you possess, identifying the situations in which they appear, and developing strategies to manage them.

A more recent theory for understanding intelligence divides it into three related components: analytic intelligence, practical intelligence, and creative intelligence. All three components are interrelated. Most research shows that leaders possess higher levels of analytic intelligence than the general population, and that more intelligent leaders often make better leaders. Analytic intelligence appears to confer two primary benefits upon leaders.

First, leaders who are smarter seem to be better problem solvers. Second, and perhaps more important, smarter leaders seem to profit more from experience.

The roles of practical and creative intelligence in leadership are receiving increasing attention. Practical intelligence, or one's relevant job knowledge or experience, is proving to be extremely important for leaders.

Leaders with higher levels of practical intelligence seem to be better at solving problems under stress. Moreover, practical intelligence seems to be the easiest of the three components to change.

Creative intelligence involves developing new and useful products and processes, and creativity is extremely important to the success of many businesses today. Creativity consists of seven components, including synthetic abilities, analytic intelligence, practical intelligence, thinking skills, relevant personality traits, intrinsic motivation, and several environmental factors. Understanding the seven components of creativity is important as the factors can give leaders ideas about how to improve their own and their followers' creativity. It is important that leaders learn how to successfully stimulate and manage creativity, even more than being creative themselves.

In some ways emotional intelligence is a relatively new concept and it is generally concerned with accurately understanding and responding to one's own and others' emotions. Leaders who can better

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align their thoughts and feelings with their actions may be more effective than leaders who think and feel one way about something but then do something different about it. Although emotional intelligence has helped to point out the role emotions and noncognitive abilities play in leadership success, some of it seems to be nothing more than another label for personality. If this is the case, then emotional intelligence may be a leadership fad that will fade away over time.



Multiple-Choice Questions

- Individuals higher in surgency:
 - prefer to work by themselves.
 - are not interested in competing with others.
 - have relatively little interest in influencing others.
 - appear self-confident.
- “I remain calm in pressure situations.” This behavioral aspect corresponds to which FFM personality dimension?
 - Openness to Experience
 - Adjustment
 - Dependability
 - Agreeableness
- These managerial types have the highest adjustment scores.
 - Cheerleaders
 - Competent Managers
 - Results Only Managers
 - In Name Only Managers
- Which of the following pertains to the amount of time people take to prepare for an interview and their overall job performance and satisfaction?
 - Openness to experience
 - Agreeableness
 - Surgency
 - Dependability
- Which dark-side personality trait is often associated with extremely high dependability scores?
 - Excitable
 - Diligent
 - Skeptical
 - Colorful
- Leaders and followers who possess higher levels of this type of intelligence tend to be quick learners and have the ability to make accurate deductions, assumptions, and inferences with relatively unfamiliar information.
 - Analytic intelligence
 - Practical intelligence
 - Creative intelligence
 - Social intelligence
- The ability to produce work that is both novel and useful is called:
 - practical intelligence.
 - social intelligence.
 - analytic intelligence.
 - creative intelligence.
- What term relates to a component of creative intelligence that deals with people either preferring to modify what already exists or completely starting over with new solutions?
 - Thinking style
 - Environmental factors
 - Personality factors
 - Analytic intelligence
- Which theory explains the interesting relationships between leader intelligence and experience levels, and group performance in stressful versus nonstressful conditions?
 - Strategic contingencies theory
 - Trait theory
 - Leader-member exchange theory
 - Cognitive resources theory
- This is a measure of the ability model of emotional intelligence and asks subjects to recognize the emotions depicted in pictures, what moods might be helpful in certain social situations, and so forth.
 - MSCEIT
 - Bar-On EQi
 - Emotional Competence Inventory
 - SASQ

Key to MCQs
1. (d) 2. (b) 3. (d) 4. (d) 5. (b) 6. (a) 7. (d) 8. (a)
9. (d) 10. (a)

Concept Questions

1. What FFM and dark-side personality traits do you think would help professional sports players be more or less successful? Would successful coaches need the same or different personality traits and preferences? Would successful players and coaches need different traits for different sports?
2. How would you rank-order the importance of analytic intelligence, practical intelligence, creative intelligence, or emotional intelligence for politicians? Would this ranking be the same for college professors or store managers at a Target or Best Buy store?
3. Think of all the ineffective leaders you have ever worked or played for. What dark-side traits did these leaders possess that caused them to be ineffective?
4. Individuals may well be attracted to, selected for, or successful in leadership roles early in their lives and careers based on their analytic intelligence. But what happens over time and with experience? Do you think *wisdom*, for example, is just another word for intelligence, or is it something else?
5. What role would downsizing play in an organization's overall level of practical intelligence?
6. We usually think of creativity as a characteristic of individuals, but might some organizations be more creative than others? What factors do you think might affect an organization's level of creativity?
7. Can better leaders more accurately perceive and leverage emotions? How could you determine if this was so?

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Suggested Readings

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*Developing Effective
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