

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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*Ю.В. МАТВЕЕВА, С.В. НАЗАРОВ*

*Y.V. MATVEEVA,  
S.V. NAZAROV*

КОММУНИКАЦИИ,  
ЛИДЕРСТВО  
И КОМАНДООБРАЗОВАНИЕ

COMMUNICATION,  
LEADERSHIP  
& TEAMWORK

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для студентов, обучающихся по основной образовательной программе высшего образования по направлению подготовки 38.04.02 Менеджмент

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д-р экон. наук, проф. Д.Ю. Иванов

*Матвева, Юлия Валерьевна*

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В пособии достаточно полно рассмотрены основные положения теории и практики управления коллективом на предприятии, вопросы стратегической ориентации деятельности менеджеров в эпоху становления и укрепления рыночных отношений.

Достоинством учебного пособия является оригинальность материала: все главы содержат определения основных понятий, образцы соответствующих бизнес-кейсов для использования студентами в процессе самоподготовки, а преподавателями – для осуществления контроля знаний студентов.

Предназначено для студентов, обучающихся по направлению подготовки 38.04.02 Менеджмент.

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## **INTRODUCTION**

The course of “Communication, leadership & teamwork” is designed to help the student understand how to become a better leader. While the course is grounded in leadership theory, it describes the basics of leadership in an understandable and user-friendly way. Each chapter focuses on a fundamental aspect of leadership, discusses how it can be applied in real leadership situations, and provides a relevant profile of a leader. Perhaps the most notable features of this course are the four applied activities included in every chapter, which allows the reader to explore leadership concepts and real-world applications.

The tutorial set out the basic methodology of work over the course of management of communication, leadership & teamwork. In particular, it sets out methods of teaching with practical lessons, laboratory work and independent work of students. The instruction guidance was developed in accordance with the requirements of The State educational standards for higher professional education. The tutorial explains the procedure of organizing and conducting course of Communication, Leadership & Teamwork for master’s students and systemize the requirements for its structure, content and implementation.

# 1. FUNCTION OF THE LEADER IN MODERN SOCIETY

## 1.1. Functions of the leadership

*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.*

### 1. Trait

First, leadership is thought of as a trait. A trait is a personal distinguishing quality, which is often inherited. Defining leadership as a trait is that each individual has certain qualities that influence the way he or she leads. Some leaders are confident, some are decisive, and still others are sociable and outgoing. Saying that leadership is a trait places a great deal of emphasis on the leader and on the leader's special gifts. It means that "leaders are born, not made." Some people think that focusing on traits makes leadership an elitist enterprise because it follows that only a few people with special talents can lead. Although here may be a truth to this argument, it could also be argued that everyone is born with a wide array of unique traits and that many of these traits can have a positive impact on our leadership. It also may be possible to change or modify some traits. Through the years, researchers have identified a multitude of traits that are associated with leadership. Although there are many fundamental leadership traits, what is most important for leaders is having the required traits that a particular situation demands.

For example, a chaotic emergency room at a hospital requires a leader who is insightful and decisive and can bring calm to the situation. Conversely, a high school classroom in which students are bored demands a teacher who is inspiring and creative. Effective leadership works when the leader engages the right traits in the right place at the right time.

### 2. Ability

In addition to being as a trait, leadership also is conceptualized as an ability. An individual who has leadership ability should be a leader—that is, has the capacity to lead. While the definition ability often refers to a natural capacity, ability can be acquired.

For example, some people are naturally good at public speaking, while others rehearse to become comfortable speaking in public. Similarly, some people have the natural physical ability to excel in a sport, while others develop their athletic capacity some people have the natural ability to lead, while others develop their leadership abilities through hard work and practice.

### ***3. Skill***

That's the third term. As a skill, leadership is conceptualized like a competency developed to accomplish a task effectively. Skilled leaders are competent individuals. They know the methods and means for carrying out their responsibilities.

For example, a skilled leader in a fund-raising campaign knows every step and procedure in the fund-raising process and is able to use this knowledge to run an effective campaign. In short, skilled leaders are competent — they know what they need to do, and they know how to do it. Leadership and Skills Describing leadership as a skill makes leadership available to everyone because skills are competencies that people can learn or develop. Even without natural leadership ability, people can improve their leadership with practice, instruction, and feedback from others. Viewed as a skill, leadership can be studied and learned. If you are capable of learning from experience, you can acquire leadership.

### ***4. Behavior***

Leadership is a behavior too. It means what leaders are going to do when they got a leadership role. The behavioral dimension is applied with how leaders act toward others in various situations. Unlike traits, abilities, and skills, we can observe the leadership behaviors. Research on leadership has shown that leaders engage generally in two types of general behaviors: task behaviors and process behaviors. The first are used by leaders to get the job done (e.g., a leader prepares an agenda for a meeting). Process behaviors are used by them to help people feel comfortable with other members of the group and at ease in the situations in which they find themselves (e.g., a leader helps individuals in a group to feel included). Since leadership

requires both types, the challenge for leaders is to find the best way to mix them in their efforts to achieve a goal.

### ***5. Relationship***

Unusual and another way about leadership is to think that's as a relationship. From this challenge, leadership depends on the communication between followers and leaders rather than on the unique opportunities of the leader. Thought of as a relationship, leadership becomes a process of dependence that exists between leaders and followers. A leader affects and is affected by followers, and both of them are affected in turn by the situation that surrounds them. This side emphasizes that leadership is not a linear one-way event, but rather an interactive event. In traditional leadership, authority is often top down; in the interactive type of leadership, authority and influence are shared. When leadership is defined by this approach, it becomes available to all of us. It is not framed to the formally designated leader in a group. Thinking of leadership as a relationship means that leaders should include followers and their interests in the process of leadership. A leader has to be fully aware of the followers and their ideas, interests, attitudes, positions, and motivations. Also this access has an ethical color because it stresses the demand for leaders to work with followers to reach their mutual goals. Stressing mutuality lessens the possibility that leaders could act toward followers in paths that are unethical or forced. In addition, it increases the possibility that leaders and followers will work together toward a common good.

### ***6. Influence Process***

Defining leadership as an influence process follows that it is not a trait or an ability that resides in the leader, but rather an interactive event that occurs between the leader and the followers. Influence is a central process of leadership because leaders affect followers. Leaders direct their energies toward influencing people to get something together. Stressing common goals gives leadership an ethical dimension because it lessens the possibility to act toward followers in ways that use coercion or are unethical. Eventually to explain what leadership is, it is important to make a difference between leadership and management. To discuss what leadership is and



might be, the terms of leadership and management sometimes overlap. Both of them involve influence, but the first is about looking for a constructive change, and management is about making order.

For example, it is often said that “managers are people who do things right, and leaders are people who do the right thing.” Since both leaders and managers are engaged in influencing people toward goal accomplishment, our discussion in this book will treat the roles of managers and leaders similarly and not emphasize the differences between them.

## **1.2. Evolution in leadership approaches**

Leadership has long intrigued humankind and has been the topic of extensive literature for centuries. The earliest writings include philosophies of leadership such as Machiavelli’s *The Prince* and biographies of great leaders. With the development of the social sciences during the 20th century, inquiry into leadership became prolific. Studies on leadership have come from every discipline “that has had some interest in the subject of leadership: anthropology, educational administration, business administration, public administration, military science, history, nursing administration, philosophy, organizational behavior, political science, psychology, sociology, and theology”.

Consequently, there are a lot of approaches to leadership. Not unlike fashion, approaches to leadership have evolved, changed direction and focus, and built upon one another during the past century. To figure out this evolution a brief historical view can be helpful:

### ***1. Trait Approach***

The early trait approach theories were called “Great Man” theories because they directed on identifying the innate characteristics and qualities possessed by great social, political, and military leaders such as Catherine the Great, Mohandas Gandhi, Abraham Lincoln, Moses, and Joan of Arc. Studies of leadership traits were especially strong from 1900 to the early 1940s and enjoyed a renewed emphasis beginning in the 1970s as researchers began to examine visionary and charismatic leadership. In the 1980s, researchers linked leadership to the “Big Five” personality factors while interest in emotional intelligence as a trait gained favor in the 1990s.

## ***2. Behavior Approach***

In the late 1930s, leadership research began to focus on behavior—what leaders do and how they act. Groundbreaking studies by researchers at The Ohio State University and the University of Michigan in the 1940s and 1950s analyzed how leaders acted in small group situations. Behavior approach theories hit their heyday in the early 1960s with Blake and Moulton’s (1964) work exploring how managers use task and relationship behaviors in the organizational setting.

## ***3. Situational Approach***

The premise of this approach is that different situations demand different kinds of leadership. Serious examination of situational approach theories began in the late 1960s by Hersey and Blanchard (1969) and Reddin (1967). Situational approaches continued to be refined and revised from the 1970s through the 1990s (Vecchio, 1987). enhance performance and satisfaction. Another approach, contingency theory, focuses on the match between the leader’s style and specific situational variables.

## ***4. Relational Approach***

In the 1990s, researchers began examining the nature of relations between leaders and followers. This research ultimately evolved into the Leader-Member Exchange (LMX) Theory. LMX Theory predicts that high-quality relations generate more positive leader outcomes than low-quality relations. Research in the relational approach to leadership continues to generate moderate interest today.

## ***5. “New Leadership” Approach***

When these approaches began appearing in the mid-1980s—three decades ago—they were, and continue to be, called “new leadership” approaches (Bryman, 1992). Beginning with the work of Bass (1985, 1990), leadership studies generated visionary or charismatic leadership theories. From these approaches developed transformational leadership theory, which describes leadership as a process that changes people and organizations.

## ***6. Emerging Leadership Approaches***

A diverse range of approaches to leadership is emerging during the 21st century. Currently, authentic leadership that looks at the authenticity of leaders and their leadership is enjoying strong interest. Similarly, the spiritual leadership approach examines how leaders use values, a sense of “calling,” and membership to motivate followers. Servant leadership emphasizes the “caring principle” with leaders as “servants” who focus on their followers’ needs in order to help these followers become more autonomous, knowledgeable, and like servants themselves. Gender-based studies have gained much momentum as women continue to become more dominant in the workforce, especially on a global level. The shrinking of the world through technology has also been illuminated through the study of cultural and global approaches to leadership. This historical timeline is not intended to represent theory appears. Instead, many of these theories occur concurrently, building upon one another. Even when a certain approach’s period of popularity has waned, the theory continues to influence further study and the development of new leadership approaches.

## **2. PERSONALITY CHARACTERISTICS OF A LEADER**

### **2.1. Basic components of a leader’s personality**

Which specific traits do people need to be successful leaders? Here are six key traits: *intelligence, confidence, charisma, determination, sociability, and integrity*. In the next sections, we will discuss each of those traits in turn.

#### ***1. Intelligence***

This is an important trait related to effective leadership. Intelligence includes having good language skills, reasoning ability and perceptual skills. This combination of 3 makes people good thinkers, and helps them better to lead.

While it is hard for an individual to alter his or her IQ, there are certain ways for a person to get improved intelligence in general. Intelligent leaders are strongly informed. They are aware of what happens around them and

understand the job that needs to be done. Leaders think that it is important to obtain information about what their role of leading entails and learn as much as possible about their work environment. That information will support leaders to be more knowledgeable and insightful. The majority of us has average intelligence and know that there are limits to what we can do. Nonetheless, becoming more knowledgeable about our leadership positions gives us the information we need to become better leaders.

## ***2. Confidence***

To be confident is another important trait of an effective leader. Confident individuals feel self-assured and believe they can achieve their goals. Rather secure about their positions. They do not second-guess themselves, but rather move forward on projects with a clear vision. Confident leaders are sure and they truly believe that they are vdoing the right thing. Clearly, confidence is a term that has to do with feeling positive about oneself and one's ability to succeed.

If confidence is a central feature of successful leaders, how can you build your own confidence? First, confidence comes from understanding what needs from you. In leadership, practice builds confidence because it provides assurance that aspiries leader can do what needs to be done. Building one leadership activity on another can grow up confidence for more-demanding leadership roles. People who accept possibilities to practice their leadership will experience increased confidence in their leadership abilities.

## ***3. Charisma***

Of all the traits related to effective leadership, charisma is to get the most attention. Charisma refers to a leader's special magnetic appeal and charm, and can have a huge effect on the leadership process. Charisma is a special personality characteristic that gives leaders the power for doing extraordinary things.

It is not unusual for many of us to feel challenged with regard to charisma because it is not a common personality trait. There are a few select people who are very charismatic, but most of us are not. Since charisma appears in short supply, the question arises: What do leaders do if they are

not naturally charismatic? Fourth, charismatic leaders communicate high expectations for followers and show confidence in their abilities to meet these expectations. Finally, charismatic leaders are an inspiration to others. They can excite and motivate others to become involved in real change, as demonstrated by John F. Kennedy and Martin Luther King Jr.

#### ***4. Determination***

It is another trait that characterizes effective leaders. Determined leaders are very attentive and focused to tasks. They see where they are going and how they intend to get there. Determination is the decision to get the job done; it has initiative, persistence and drive characteristics. Individuals with determination want to assert themselves, they are proactive, and they have the capacity to persevere in the face of obstacles.

Staying focused on the task, clarifying the goals, articulating the vision, and encouraging others to stay the course are characteristics of determined leaders. Being determined takes discipline and the ability to endure, but having this trait will almost certainly enhance a person's leadership.

#### ***5. Sociability***

Sociability refers to a leader's capacity to establish pleasant social relationships. Everyone wants sociable leaders—leaders with whom they could get along. Leaders who show sociability are friendly, outgoing, courteous, tactful, and diplomatic. They are sensitive to others' needs and show concern for their well-being. Sociable leaders have good interpersonal skills and help to create cooperative relationships within their work environments. Being sociable comes easier for some than for others. For example, it is easy for extroverted leaders to talk to others and be outgoing, but it is harder for introverted leaders to do so. Similarly, some individuals are naturally "people persons," while others prefer to be alone. Although we vary in the degree to which they are outgoing, it is possible to increase sociability. A sociable leader gets along with coworkers and other people in the work setting. Being kind, friendly and thoughtful, as well as talking freely with others and giving them support, goes a long way work environment a more enjoyable place.

## **6. Integrity**

This feature for leaders who possess the qualities of honesty and trustworthiness. People who adhere to a strong set of principles and take responsibility for their actions are exhibiting integrity. Leaders with integrity inspire confidence in others because they can be trusted to do what they say they are going to do. They are loyal, dependable, and transparent. Basically, integrity makes a leader believable and worthy of our trust. Integrity Grown-ups often tell children, “Never tell a lie.” For children, the lesson is “Good children are truthful.” For leaders, the lesson is the same: “Good leaders are honest.” Dishonesty creates mistrust in others, and dishonest leaders are seen as undependable and unreliable. Integrity undergirds all aspects of leadership. It is at the core of being a leader. Integrity is a central aspect of a leader’s ability to influence. If people do not trust a leader, the leader’s influence potential is weakened. In essence, integrity is the bedrock of who a leader is. When a leader’s integrity comes into question, his or her potential to lead is lost.

### **2.2. Fundamental principles of ethical leadership**

To begin, it is important to first define ethical leadership. In the simplest terms, ethical leadership is the influence of a moral person who moves others to do the right thing in the right way for the right reasons (Ciulla, 2003). Put another way, ethical leadership is a process by which a good person rightly influences others to accomplish a common good: to make the world better, fairer, and more humane. Ethics is concerned with the kind of values and morals an individual or society finds desirable or appropriate. In leadership, ethics has to do with what leaders do and the nature of leaders’ behavior, including their motives. Because leaders often have control, power, and influence over others, their leadership affects other individuals and organizations. Because of this, it is the leader’s ethics—through his or her behavior, decisions, and interactions—that establish the ethical climate for an organization.

There is a strong demand for ethical leaders in our society. Ethical leadership is defined as a process in which a good person acts in the right ways to accomplish worthy goals. There are six factors related to ethical leadership. Leader Charisma, Effectiveness, and Integrity.

First, character is fundamental to ethical leadership. A leader's character refers to who the leader is as a person and his or her core values. The Six Pillars of Character are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Second, ethical leadership is explained by the actions of the leader—the means a leader uses to accomplish goals. An ethical leader engages in showing respect, serving others, and showing justice.

Third, ethical leadership is about the goals of the leader. The goals a leader selects reflect his or her values. Selecting goals that are meaningful and worthwhile is one of the most important decisions an ethical leader needs to make.

Fourth, ethical leadership is concerned with the honesty of the leader. Without honesty, a leader cannot be ethical. In telling the truth, a leader needs to strike a balance between openness and sensitivity to others.

Fifth, power plays a role in ethical leadership. A leader has an ethical obligation to use power for the influence of the common good of others. The interests of subordinates need to be taken into account, and the leader needs to work with subordinates to accomplish mutual ends.

Finally, ethical leadership is concerned with the values of the leader. An ethical leader has strong values and promotes positive values within his or her organization. Because leaders and followers often have conflicting values, a leader needs to be able to express his or her values and integrate these values with others' values.

In summary, ethical leadership has many dimensions. To be an ethical leader, you need to pay attention to who you are, what you do, what goals you seek, your honesty, the way you use power, and your values.

### **3. LEADER PROMOTION MECHANISMS**

#### **3.1. Theory X**

*Douglas McGregor* in his famous book *The Human Side of Enterprise* (1960). He was interested in how managers view the motivations of workers and their attitudes toward work. He believed that understanding these motivations was central to knowing how to become an effective manager. To explain the ways that managers approach workers, McGregor proposed two general theories—Theory X and Theory Y. McGregor believed that by exploring the major assumptions of each of these theories people could

develop a better understanding of their own viewpoints on human behavior and the relationship of these viewpoints to their leadership style. Below is a description of both theories. As you read, ask yourself if the assumptions of the theory are consistent or inconsistent with your own attitudes and philosophy of leadership.

**Theory X** is made up of three assumptions about human nature and human behavior. Taken together, these assumptions represent a philosophy of leadership that many leaders exhibit to work; they view it as unpleasant, distasteful, or simply a necessary evil. According to this assumption, if given the chance people would choose not to work. An example of this assumption is the worker who says, “I only go to work to be P-A-I-D. If I didn’t need to pay my bills, I would never work.” People with this philosophy would avoid work if they could.

Since people naturally do not like work, management needs to set up a system of incentives and rewards regarding work that needs to be accomplished because workers are often unwilling or unable to motivate themselves. This assumption says that without external direction and incentives people would be unmotivated to work.

*People want security, not responsibility.* The picture this assumption paints is of workers who want their leaders to take care of them, protect them, and make them feel safe. Because it is too difficult to set their own goals, workers want management to do it for them. This can only happen when managers establish the guidelines for workers. An example of this assumption can be observed at a fast-food restaurant where the employees only have to focus on completing the specific tasks set before them (e.g., cleaning the shake machines or making fries) and are not required to take initiative on their own. In general, many fast-food restaurant workers are not when to do it. Consistent with this assumption, this example highlights how some workers are not ambitious but want job security above everything else.

So what does it mean if a person’s personal leadership style or philosophy is similar to Theory X? It means these leaders have a tendency to view workers as lazy and uninterested in work because they do not value work. As a result, Theory X leaders tend to be directive and controlling. They supervise subordinates closely and are quick to both praise and criticize them as they see fit. At times, these leaders remind workers of their goal (e.g., to be P-A-I-D) or threaten them with punishment to persuade them to accomplish tasks. As the person in charge, a Theory X leader sees his or her leadership role as instrumental in getting the job done. Theory X leaders also believe it is their role to motivate subordinates because these



workers have little self-motivation. Because of this belief, these leaders take on the responsibility for their subordinates' actions. From the Theory X perspective, it is clear that subordinates have a need for leadership.

### 3.2. Theory Y

**Theory Y** is based on several specific assumptions about human nature and behavior. Taken together, the assumptions of Theory Y present a distinctly different perspective from the ideas set forth in Theory X. It is a perspective that can be observed to a degree in many leaders today.

**Relationships.** The average person does not inherently dislike work. Doing work is as natural as play. Rather than viewing work as a burden or bad, this assumption suggests people see work as satisfying and not as a punishment. It is a natural activity for them. In fact, given the chance, people are happy to work. An example of this can be seen in what former president Jimmy Carter has done in his retirement. He has devoted much of his time and energy to constructing homes throughout the United States and around the world with Habitat for Humanity. Certainly, the former president does not need to work: He does so because work is natural for him. All his life, Carter has been used to making a contribution to to contribute. Some people view work as a natural part of their lives.

People will show responsibility and self-control toward goals to which they are committed. As opposed to Theory X, which suggests that people need to be supervised and controlled, Theory Y suggests that people can and will make a conscious choice to work on their own.

People can be committed to the objectives of their work. Consider some examples from the sports world. Successful athletes are often highly committed to their goals and usually do not need to be controlled or supervised closely. Coaches design training plans for these athletes, but the athletes do the work themselves. A successful long-distance runner does not need to be pushed to run 60 training miles a week in preparation for a marathon because the runner is already motivated to run long distances. Similarly, an Olympic swimmer does not need to be forced to do daily 3-mile pool workouts at 5:00 A.M. because the swimmer chooses to do this independently of any coach's urging. These athletes are self-directed because they are committed to their goals. This is the point of Theory Y.

When people can find commitment in their work, they will work without needing leaders to motivate or cajole them. Put another way, when people have a passion for their work, they will do it even without outside direction.

In the proper environment, the average person learns to accept and seek responsibility. While Theory X argues that people lack ambition, prefer to be directed, and want security, Theory Y assumes that the average person is inherently resourceful and, if given the chance, will seek to take responsibility. If given the chance, people have the capacity to engage in a wide range of goal-setting and creative problem-solving activities. Theory Y argues that, given the opportunity, people will act independently and be productive.

So if a leader's philosophy of leadership is similar to Theory Y, what does it mean? It means that the leader views people as capable and interested in working. Even though Theory Y leaders may define work requirements, they do not try to control workers. To these leaders, subordinates are not lazy; on the contrary, they naturally want to work. In addition, these leaders do not think they need to try to motivate subordinates or make them work since workers are capable of motivating themselves. Using coercion or external reinforcement schemes is not a part of their leadership repertoire. Theory Y leaders are very attuned to helping subordinates find their passion for what they want to do. These leaders know that when subordinates are committed to their work they are more motivated to do the job. Allowing subordinates to seek and accept responsibilities on their own comes easily for Theory Y leaders. In short, Theory Y leadership means supporting subordinates without the need to direct or control them.

In summary, all of us maintain certain basic beliefs and assumptions about human nature and work that form our leadership philosophy. The next section discusses how that philosophy impacts your behaviors as a leader, or your leadership style. Whether a person's philosophy is similar to Theory X or similar to Theory Y, it affects his or her style of leadership. The challenge is to understand the philosophical underpinnings of your own leadership style.

## **4. GENERAL COMMUNICATIVE SKILLS**

### **4.1. Task oriented style**

Task Style Task-oriented people are goal oriented. They want to daily planners. Accomplishing things and doing things is the *raison d'être* for this type of person. That is, these personal reason for being comes from doing. Their “in-box” is never empty. On vacations, they try to see and do as much as they possibly can. In all avenues of their lives, they find meaning in doing.

Task leadership behaviors facilitate goal accomplishment—they are behaviors that help group members to achieve their objectives. Researchers have found that task leadership includes many behaviors. These behaviors are frequently labeled in different ways, but are always about task accomplishment.

In short, task leadership occurs any time the leader is doing something that assists the group in reaching its goals. This can be something as simple as handing out an agenda for an upcoming meeting or as complex as describing the multiple quality control standards of a product development process. Task leadership includes many behaviors: Common to each is influencing people toward goal achievement.

As you would expect, people vary in their ability to show task-oriented leadership. There are those who are very task oriented and those who are less task oriented. This is where a person's personal style comes into play. Those who are task oriented in their personal lives are naturally more task oriented in their leadership. Conversely, those who are seldom task oriented in their personal lives will find it difficult to be task oriented as a leader.

Whether a person is very task oriented or less task oriented, the important point to remember is that, as a leader, he or she will always be required to exhibit some degree of task behavior. For certain individuals this will be easy and for others it will present a challenge, but some task-oriented behavior is essential to each person's effective leadership performance.

### **4.2. Relationship oriented style**

Relationship-oriented people differ from task-oriented people because they are not as goal directed. The relationship-oriented person finds meaning in being rather than in doing. Instead of seeking out tasks,

relationship-oriented people want to connect with people. They like to celebrate relationships and the pleasures relationships bring.

Furthermore, relationship-oriented people often have a strong orientation in the present. They find meaning in the moment rather than in some future objective to be accomplished. In a group situation, sensing and feeling the company of others is appealing to these people. They have been described by some as “relationship junkies.” They are the people who are the last to turn off their cell phones as the airplane takes off and the first to turn the phones back on when the airplane lands. Basically, they are connectedness.

In a work setting, the relationship-oriented person wants to connect or attach with others. For example, the relationship-oriented person would not be afraid to interrupt someone who was working hard on a task to talk about the weather, sports, or just about anything. When working out a problem, relationship-oriented people like to talk to and be associated with others in addressing the problem. They receive satisfaction from being connected to other people. A task-oriented friend described a relationship-oriented person perfectly when he said, “He is the kind of person who stands and talks to you, coffee mug in hand, when you’re trying to do something like mow the lawn or cover the boat.” The meaning in “doing” is just not paramount in the relationship-oriented person’s style.

Relationship leadership behaviors help subordinates feel comfortable with themselves, with each other, and with the situation in which they find themselves. For example, in the classroom, when a teacher requires each student to know every other student’s name, the teacher is demonstrating relationship leadership. The teacher is helping the students to feel comfortable with themselves, with other students, and with their environment.

Researchers have described relationship leadership in several ways that help to clarify its meaning. It has been labeled by some researchers as consideration between leaders and followers. Other researchers describe relationship leadership as having an employee orientation (Bowers & Seashore, 1966), which involves taking an interest in workers as human beings, valuing their uniqueness, and giving special attention to their personal needs. Another line of research has simply defined relationship leadership as being concern for people (Blake & Mouton, 1964). Within an organization, concern for people includes building trust, providing good working conditions, maintaining a fair salary structure, and promoting good social relations.

Essentially, relationship leadership behavior is about three things:

- (1) treating followers with dignity and respect,*
- (2) building relationships and helping people get along, and*
- (3) making the work setting a pleasant place to be*

Relationship leadership behavior is an integral part of effective leadership performance. [2]

In our fast-paced and very diverse society, the challenge for a leader is finding the time and energy to listen to all followers and do what is required to build effective relationships with each of them. For those who are highly relationship oriented in their personal lives, being relationship oriented in leadership will come easily; for those who are highly task oriented, being relationship oriented in leadership will present a greater challenge. Regardless of your personal styles, every leadership situation demands a degree of relationship leadership behavior.

### **4.3. Conflict management in the organization**

Conflict has been studied from multiple perspectives, including intra personal, inter personal, and societal. Intrapersonal conflict refers to the discord that occurs within an individual. It is often studied by psychologists and personality theorists who are interested in the dynamics of personality and factors that predispose people to inner conflicts. Interpersonal conflict refers to the disputes that arise between individuals. This is the type of conflict we focus on when we discuss conflict in organizations. Societal conflict refers to clashes between societies and nations. Studies in this field focus on the causes of international conflicts, war, and peace.

*Conflict is a felt struggle between two or more interdependent individuals over perceived incompatible differences in beliefs, values, and goals, or over differences in desires for esteem, control, and connectedness.*

#### ***1. Content conflicts***

They involve struggles between leaders and others who differ on issues such as policies and procedures. Debating with someone about the advantages or disadvantages of a particular rule is a familiar occurrence in most organizations. Sometimes these debates can be very heated (e.g., an argument between two employees about surfing the Internet while working).

These disagreements are considered conflicts on the content level when they center on differences in beliefs and values or goals and ways to reach those goals.

## ***2. Procedural conflict***

It refers to differences between individuals with regard to the approach they wish to take in attempting to reach a goal. In essence, it is conflict over the best means to an agreed-upon goal; it is not about what goal to achieve. Procedural conflicts can be observed in many situations such as determining how to best conduct job interviews, choose a method for identifying new sales territories, or spend advertising dollars. In each instance, conflict can occur when individuals do not agree on how to achieve a goal.

## ***3. Substantive conflict***

This type occurs when individuals differ with regard to the substance of the goal itself, or what the goal should be.

## ***4. Relational conflict***

This conflict refers to the differences we feel between ourselves and others concerning how we relate to each other.

For leaders and subordinates alike, interpersonal conflict is inevitable. Conflict is defined as a felt struggle between two or more individuals over perceived incompatible differences in beliefs, values, and goals, or over differences in desires for esteem, control, and connectedness. If it is managed in appropriate ways, conflict need not be destructive but can be constructive and used to positive ends. Communication plays a central role in conflict and in its resolution. Conflict occurs between leaders and others on two levels: content and relational. Conflict on the content level involves differences in beliefs, values, or goal orientation.

Conflict on the relational level refers to differences between individuals with regard to their desires for esteem, control, and affiliation in their relationships. Relational conflicts are seldom overt, which makes them difficult for people to recognize and resolve. This model focuses on four

basic elements of negotiation—people, interests, options, and criteria—and describes four principles related to handling conflicts:

*Principle 1—Separate the People from the Problem;*

*Principle 2—Focus on Interests, Not Positions;*

*Principle 3—Invent Options for Mutual Gains;*

*Principle 4—Insist on Using Objective Criteria.*

Collectively, these principles are extraordinarily useful in negotiating positive conflict outcomes. Three practical communication approaches to conflict resolution are differentiation, fractionation, and face saving. Differentiation is a process that helps Fractionation refers to the technique of paring down large conflicts into smaller, more manageable conflicts. Face saving consists of messages that individuals express to each other in order to maintain each other's self-image during conflict. Together or singly, these approaches can assist leaders in making the conflict resolution process more productive.

Finally, researchers have found that people approach conflict using five styles: avoidance, competition, accommodation, compromise, and collaboration. Each of these styles characterizes individuals in terms of the degree of assertiveness and cooperativeness they show when confronting conflict. The most constructive approach to conflict is collaboration, which requires that individuals recognize, confront, and resolve conflict by attending fully to others' concerns without sacrificing their own. Managing conflicts effectively leads to stronger relationships among participants and more creative solutions to problems.

## 5. CONCEPT OF TEAM, TYPES OF TEAMS

**Team building** is a collective term for various types of activities used to enhance social relations and define roles within teams, often involving collaborative tasks. It is distinct from team training, which is designed to improve the efficiency, rather than interpersonal relations.

Many team building exercises are intended to expose and address interpersonal problems within the group.

Over time, these activities are intended to improve performance in a team-based environment. Team building is one of the foundations of organizational development that can be applied to groups such as sports teams, school classes, military units or flight crews. The formal definition of team-building includes:

- Aligning around goals
- Building effective working relationships
- Reducing teammembers' roleambiguity
- Finding solutions to team problems

Team building is one of the most widely used group development activities in organizations.

Of all organizational activities, one study found team-development to have the strongest effect (versus financial measures) for improving organizational performance. Recent meta-analyses show that team development activities, including team building and team training, improve both a team's objective performance and that team's subjective supervisory ratings [4].

## **5.1. Team approaches in the modern organization**

### ***1. Goal setting***

This emphasizes the importance of clear objectives and individual and team goals. Team members become involved in action planning to identify ways to define success and failure and achieve goals. This is intended to strengthen motivation and foster a sense of ownership. By identifying specific outcomes and tests of incremental success, teams can measure their progress. Many organizations negotiate a team charter with the team and (union leaders).

### ***2. Role clarification***

This emphasizes improving team members' understanding of their own and others' respective roles and duties. This is intended to reduce ambiguity and foster understanding of the importance of structure by activities aimed at defining and adjusting roles. It emphasizes the members' interdependence and the value of having each member focus on their own role in the team's success.



### ***3. Problem solving***

This emphasizes identifying major problems within the team and working together to find solutions. This can have the added benefit of enhancing critical-thinking.

### ***4. Interpersonal-relations***

This emphasizes increasing teamwork skills such as giving and receiving support, communication and sharing. Teams with fewer interpersonal conflicts generally function more effectively than others. A facilitator guides the conversations to develop mutual trust and open communication between team members

### ***5. Organizations***

Team building in organizations is a common approach to improving performance.

## **5.2. General idea of teambuilding**

Fun is an important component to team building, but the intent is become productive, focused, and aligned. Purely recreational activities can be helpful, but must be timed and consider the capabilities of team members (e.g., sports are not for everyone). Other activities geared toward creating a learning environment, exceeding results and engaging employees must be presenty.

Employee engagement exercises allow teams to create solutions that are meaningful to them, with direct impact on the individuals, the team and the organization. Experiential learning and gamification methods are effective ways to engage millennials in the workplace.

Employeeengagementiseffectivebecause:

- Employees enjoy problem-solving activities.
- Problem-solving creates owner ship.
- It can increase capacity.
- Competitive activities encourage a results-based outlook.

Outdoor activities can be an effective way to engage the team.

Competitive activities allow teams to own their actions by producing meaningful results. Collaborative team building activities push teams to work together to produce results.

## **6. SOCIAL AND PSYCHOLOGICAL STRUCTURE OF THE TEAM CLIMATE TO FORM EFFECTIVE TEAMS**

As was discussed in earlier chapters, a leader needs to attend to tasks and to people. A leader also has to have a vision that he or she can express and implement. Equally important, a leader must be able to establish a constructive climate for the people in a group or an organization.

Establishing a constructive climate demands that a leader provide structure, clarify norms, build cohesiveness, and promote standards of excellence. By establishing a constructive climate for the group, a leader ensures that members work more effectively together. When a leader creates a constructive climate, he or she helps group members perform at their highest levels of excellence. [3]

In order to create a constructive climate, a leader needs to consider four factors: providing structure, clarifying norms, building cohesiveness, and promoting standards of excellence.

### ***1. Positive Work Climate***

Because working in groups can be chaotic and challenging, it is helpful when a leader provides a sense of structure for group members. Providing structure is much like giving group members an architectural blueprint for their work.

A leader also provides structure by identifying the unique ways that each individual member can contribute to the group. The leader helps followers understand their roles within the group and how to be productive group members. Effective groups use the talents of each individual and, as a result, accomplish a great deal. This is known as synergy, when the group outcome is greater than the sum of the individual contributions. The challenge for a leader is to find how each individual group member can contribute to the group's mission, and to encourage the group to recognize

these contributions. For example, some people are good at generating ideas, while others are skilled at building consensus.

## *2. Clarifying Norms*

In addition to structuring the group, a leader needs to clarify group norms. Norms are the rules of behavior that are established and shared by group members. Norms emerge as a result of how leaders treat followers and followers treat each other.

Establishing a constructive climate is a subtle but essential aspect of effective leadership that plays a major role in whether groups or organizations function effectively. Establishing a constructive climate is similar to creating a positive climate for workers in a company. It requires that a leader provide structure, clarify norms, build cohesiveness, and promote standards of excellence. A leader provides structure by establishing concrete goals, giving explicit assignments, and making responsibilities clear. Helping each group member feel included and know that he or she contributes to the overall goals of the group also provides structure.

A leader plays a significant role in helping to develop positive group norms. Effective groups establish positive norms that allow them to work productively. When norms for a group are negative or unproductive, the leader needs to help group members to change and develop new norms. By assisting groups in establishing positive norms, a leader facilitates the group in maximizing its performance.

Building cohesiveness is the third facet of establishing a constructive climate. Cohesiveness is a special quality of high-functioning groups that feel a strong sense of connectedness and esprit de corps. Associated with many positive outcomes, cohesiveness is established by a leader who assists group members in trusting each other, listening to and respecting one another's opinions, and accepting each other as unique people.

Finally, to establish a constructive climate a leader promotes standards of excellence. Highly effective teams have strong standards of excellence—they have established benchmarks for desired performance. rewards results.

To summarize, establishing a constructive climate is a complex process that involves a great deal of work by a leader. A leader who sets a positive tone will find payoffs in remarkable group performance.

An effective leader creates compelling visions that guide people's behavior. In the context of leadership, a vision is a mental model of an ideal future state. It offers a picture of what could be. Visions imply change and can challenge people to reach a higher standard of excellence. At the same time, visions are like a guiding philosophy that provides people with meaning and purpose.

## **7. TEAM ACTIVITY MANAGEMENT**

### **7.1. Administrative skills**

While often devalued because they are not glamorous or exciting, administrative skills play a primary role in effective leadership. Administrative skills help a leader to accomplish the mundane but critically important aspects of showing leadership. Some would even argue that administrative skills are the most fundamental of all the skills required of a leader.

**Managing People** Any leader of a for-profit or nonprofit organization, if asked what occupies the most time, will reply, "Managing people." Few leaders can do without the skill of being able to manage people. The phrase management by walking around captures the essence of managing people. An effective leader connects with people and understands the tasks to be done, those skills required to perform them, and the environment in which people work. The best way to know this is to be involved rather than to be a spectator. For a leader to deal effectively with people requires a host of abilities such as helping employees to work as a team, motivating them to do their best, promoting satisfying relationships among employees, and responding to their requests. The leader also needs to find time to deal with urgent staff matters. Staff issues are a daily fact of life for any leader. Staff members come to the leader for advice on what to do about a problem, and the leader needs to respond appropriately.

A leader must also pay attention to recruiting and retaining employees. In addition, leaders need to communicate effectively with their own board of directors, as well as with any external constituencies such as the public, stockholders, or other outside groups that have a stake in the organization [5].

## ***1. Managing Resources***

Although it is not obvious to others, a leader is often required to spend a significant amount of time addressing resource issues. Resources, the lifeblood of an organization, can include people, money, supplies, equipment, space, or anything else needed to operate an organization. Managing resources requires a leader to be competent in both obtaining and allocating resources. Obtaining resources can include a wide range of activities such as ordering equipment, finding work space, or locating funds for special projects.

## ***2. Technical competence***

It involves having specialized knowledge about the work we do or ask others to do. In the case of an organization, it includes understanding the intricacies of how an organization functions. A leader with technical competence has organizational know-how—he or she understands the complex aspects of how the organization works.

Technical competence is sometimes referred to as “functional competence” because it means a person is competent in a particular function or area. No one is required to be competent in all avenues of life. So, too, a leader is not required to have technical competence in every situation. Having technical skills means being competent in a particular area of work, the area in which one is leading.

## **7.2. Interpersonal skills**

**Interpersonal skills** are people skills—those abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization’s goals. While some people downplay the importance of interpersonal skills or disparage them as “touchy-feely” and inconsequential, leadership research has consistently pointed out the importance of interpersonal skills to effective leadership.

To successfully lead an organization toward change, a leader needs to be sensitive to how her or his own ideas fit in with others’ ideas. Social perceptiveness includes having insight into and awareness of what is important to others, how they are motivated, the problems they face, and

how they react to change. It involves understanding the unique needs, goals, and demands of different organizational constituencies.

A leader with social perceptiveness has a keen sense of how employees will respond to any proposed change in the organization. In a sense, you could say a socially perceptive leader has a finger on the pulse of employees on any issue at any time. Leadership is about change, and people in organizations often resist change because they like things to stay the same. Novel ideas, different rules, or new ways of doing things are often seen as threatening because they do not fit in with how people are used to things being done. A leader who is socially perceptive can create change more effectively if he or she understands how the proposed change may affect all the people involved.

### ***1. Emotional intelligence***

It is concerned with a person's ability to understand his or her own and others' emotions, and then to apply this understanding to life's tasks. Specifically, emotional intelligence can be defined as the ability to perceive and express emotions, to use emotions to facilitate thinking, to understand and reason with emotions, and to manage emotions effectively within oneself and in relationships with others.

### ***2. Handling Conflict***

A leader also needs to have skill in handling conflict. Conflict is inevitable. Conflict creates the need for more individuals over perceived differences regarding substantive issues (e.g., the correct procedure to follow) or over perceived differences regarding relational issues (e.g., the amount of control each individual has within a relationship). When confronted with conflict, leaders and followers often feel uncomfortable because of the strain, controversy, and stress that accompany conflict. Although conflict is uncomfortable, it is not unhealthy, nor is it necessarily bad. If conflict is managed in effective and productive ways, the result is a reduction of stress, an increase in creative problem solving, and a strengthening of leader-follower and team-member relationships.

## **7.3. Conceptual skills**

### ***1. Problem-solving skills***

They refer to a leader's cognitive ability to take corrective action in a problem situation in order to meet desired objectives. The skills include identifying the problem, generating alternative solutions, selecting the best solution from among the alternatives, and implementing that solution. These skills do not function in a vacuum, but are carried out in a particular setting or context.

### ***2. Creating Vision***

Similar to strategic planning, creating vision takes a special kind of cognitive and conceptual ability. It requires the capacity to challenge people with compelling visions of the future. To create vision, a leader needs to be able to set forth a picture of a future that is better than the present, and then move others toward a new set of ideals and values that will lead to the future. A leader must be able to articulate the vision and engage others in its pursuit. Furthermore, the leader needs to be able to implement the vision and model the principles set forth in the vision. A leader with a vision has to "walk the walk," and not just "talk the talk." Building vision is an important leadership skill.

## **8. PROBLEMS OF STAFF MANAGEMENT**

### **8.1. Understanding of obstacles**

Obstacles are important for leaders to recognize. They make clear cues for what leaders could do to help their followers. Addressing obstacles can be very direct and practical. But some leadership views are much esoteric and prescribe some leadership strategies (e.g., be authentic), addressing obstacles is a very concrete approach to leadership.

Whether it is by talking about their complaints, motivating them, or saying counsel, there are many chances a leader could be helpful to their subordinates. The first challenge in helping people with obstacles is to

understand what the problems are; the second one is in determining what might be done to solve them. If a leader does it, his or her subordinates will be more encouraged, satisfied and productive with their work.

Path-goal leadership proposes that a leader must choose a style that best fits the needs of define their goals and the paths they wish to take to reach those goals. When obstacles arise, the leader needs to help people confront them. This may mean helping them to move around the obstacles, or it may mean helping them get them be removed. The leader's job is to help group members achieve their goals by directing, guiding, and coaching them along the way.

Based on ideas set forth in path-goal leadership theory, this chapter addresses the obstacles that subordinates may face and how a leader can help subordinates overcome them. Although people encounter many obstacles in their lives, this chapter highlights seven major obstacles.

## **8.2. Types of obstacles**

### *Obstacle 1: Unclear Goals*

Sometimes the goal is not known, sometimes it is obscure, and sometimes it is hidden among a tangle of clearly articulated and understood, individuals are less likely to be successful in achieving them. Furthermore, they will be less excited about their work and less gratified about their accomplishments.

### *Obstacle 2: Unclear Directions*

A leader needs to define the path to the goal by giving clear directions. Directions that are vague, confusing, rambling, imprecise, or incomplete are not helpful to anyone. In fact, unclear directions can have a debilitating effect on individuals. People lose their capacity to move forward when they do not have clear directions on how to proceed. Some individuals are lost without directions. They may have a picture of where they are headed, but they do not know how to get there.

When giving clear directions is important, it is also important to be aware that people vary in their need for direction. Some of them would like very elaborate, specific instructions, while others prefer general directions that allow them to proceed on their own. It is the leader's job to adapt directions to the needs of each person.



### *Obstacle 3: Low Motivation*

Individuals are also more highly motivated when their expectations are met. Knowing that effort will lead to an expected outcome is very important. Reaching an expected result makes the effort worthwhile, but it is unmotivating and disheartening while work does not when people do not get the results they expect, they distrust the way the system works. A leader has to make sure the outcome that people expect from their effort is achievable and will likely occur. A leader should be aware of what outcome individuals expect, and confirm if those outcomes are realistic.

Not only does a leader need to be sensitive to what others expect from their work and make sure these expectations are realistic, but he or she must also ensure that these expected outcomes are realized. For example, if a student is promised additional points for doing an extra-credit assignment, the teacher must make sure the student receives them. Similarly, if a worker expects a pay raise if he or she meets the new sales quota, the leader needs to make sure the employee receives the pay increase.

As a leader, the challenge is to help others see the value in their work performance. Whether this is done through monetary rewards, positive personal feedback, or getting special achievement awards, the key is to help others feel good about those things toward which they are directing their energies.

So, the leader's challenge to encourage others is threefold: to help others feel competent, to help others get what they expect, and to help others see the overall value of their work. When all three of these conditions are met, people will be more highly motivated to work.

### *Obstacle 4: Complex Tasks*

Sometimes the obstacle facing people is the task itself. When a task is ambiguous, unstructured or complex, it creates an obstacle for individuals. Individuals are often frustrated and threatened when confronting complex tasks. Some of them may even be overwhelmed. When a task is complex, the leader needs to use a directive leadership style—to “take charge” and clarify the way to the goal. Directive leaders give others instruction, which includes what is expected of them, how it is to be done, and a timeline for when it can be completed. To be directive means setting clear standards of performance and making rules and regulations clear for people. When a leader simplifies complex tasks, it helps subordinates to feel more competent about their work.

### *Obstacle 5: Simple Tasks*

Sometimes the obstacle to people's success is simplicity. Like complex tasks, simple and repetitive tasks may have a negative impact on motivation. There is little excitement in doing the same job over and over again. With no variety or nuance, simple tasks become dull and uninteresting. For work like this, it is important for a leader to motivate others when they are engaged in tasks that are so unchallenging and boring. Supportive leadership suggests a sense of human touch for those engaged in mundane mechanical activity.

The solution to this problem is for a leader to be supportive and nurturing. A good supervisor senses when jobs are mundane and tries to give people the missing ingredient—social support. Although social support can take a variety of forms (e.g., being friendly, talking about the other's family, or giving compliments), the bottom line is that social support shows care for the well-being and personal needs of the worker. When the task is not challenging, an effective leader will provide stimulation in the form of social support.

### *Obstacle 6: Low Involvement*

Having a voice in what happens is very important to people. When people are not involved in a group or an organization, their productivity goes down, and the group or organization suffers. People want to have an identity that is unique from others, but they also want to be there and to fit in with others. By expressing their own thoughts and opinions on different issues, people are able to sense that they are contributing to a group. When they sense they are not heard, their participation decreases, they contribute less, and often they disengage from the group.

One should use a participative leadership style to address the issue of low involvement. Participative is to get things done. They work to establish a climate that is open to new and diverse opinions. This leader consults with others, obtains their ideas and opinions, and integrates their suggestions into the decisions regarding how the group or organization will proceed.

### *Obstacle 7: Lack of a Challenge*

Some people do not work well because they are not challenged by what they are doing. Without a challenge, these people find work uninteresting and not worthwhile. As a result, these people work less hard, or they quit and move on to something that they find more engaging.

A leader should adopt an achievement-oriented style of leadership in dealing with individuals who are not challenged. Achievement-oriented leadership is characterized by a leader who challenges individuals to perform at the highest level possible. This leader seeks continuous improvement. In addition to expecting a lot from subordinates, an achievement-oriented leader shows a high degree of confidence that people can reach those challenging goals.

Difficulties and challenges will always be present for individuals in the workplace. A leader plays a critical role in helping people overcome these obstacles. Most important, effective leaders help individuals define their goals and the paths they wish to take to meet those goals. Based on expectancy theory, leaders could help others be encouraged by helping them feel competent, to receive what they expect from their work, and to see the overall value of their work.

If the obstacle a person faces is a complex task, the leader must provide directive leadership. If the obstacle is a task that is too simple or mundane, however, the leader needs to give supportive leadership. Sometimes leaders have followers who are uninvolved in the group or organization; for these individuals, the leader should adopt a participative leadership style. At other times, for followers who are not challenged, the leader should incorporate an achievement-oriented leadership style. Obstacles will always exist and present a challenge in all endeavors. The sign of a good leader is one who is willing to help individuals overcome these obstacles so that they can more effectively move toward and accomplish their goals.

# WORKSHOPS

## Workshop 1

### Function of the leader in modern society

#### King of the Hill Denny

Hill's career as a high school swimming coach didn't start out well. The seniors on his team quit in the first season because he required them to come to all the workouts. The team only won three meets the whole season. That was 40 years ago. Since that time, the high school chemistry teacher's success as a swimming coach has been extraordinary; his winnings include more than 900 boys' and girls' dual meets and a phenomenal 31 state titles.

Denny is noted for creating a team effort out of what is usually considered an individual sport. He begins every season with a team sleepover, followed by "Hell Week," a two-week grueling regimen in which team members swim at least 5 miles a workout and 10 miles a day. He acknowledges this is a bonding experience for the swimmers, regardless of their skill, because they are "all in the his team members. Seniors are expected to be mature leaders who inform the freshmen of the team goals and expectations. Juniors are to be role models, while sophomores serve as quiet leaders who are still learning but have a foundation in the team culture. Even the freshmen members have a job: They are required to pay attention to the coaches and other team members as they learn the team's culture and what's expected.

Denny holds a 20-minute team meeting each Monday where every member has the opportunity to present a rose or a complaint to anyone on the team including the coaches. He is tough on swimmers and makes them work, but when they need support he is always there to put an arm around them. Denny also uses humor, often making jokes that help take the edge off long, hard workouts.

And despite his teams' successes, Denny isn't about winning; he's more about preparing to win—telling his swimmers that by preparing to win, everything takes care of itself. When you do win, he says, you've done it the right way [1].

#### Questions

1. What leadership traits account for Denny Hill's success?
2. How would you describe Denny Hill's leadership abilities?

3. Leadership includes administrative skills, interpersonal skills, and conceptual skills. How does Denny Hill stack up on these skills?

4. How does Denny Hill integrate task and relationship behaviors in his leadership?

5. From a relational perspective, how would you describe Denny Hill's leadership?

6. In what way does Denny Hill's coaching exemplify leadership as an influence process?

#### EXAMPLE:

1. Denny is noted for creating a team effort out of what is considered an individual sport. He passes leadership onto his team members from seniors to freshman, while giving them the opportunity to speak out during team meeting. Denny also uses humor to take the edge off.

2. From the many dimensions explained from the text, Denny has required traits to being a leader, which is obvious.

3. Denny's administrative skills are very minimal. But interpersonal skills such as taking, and bonding students is prevalent. Conceptual skills include creating team effort.

4. By passing leadership roles onto the students, Denny integrates task and relationship behaviors as an interactive event. Denny promotes these behaviors during team meetings or whenever they need a helping hand.

5. From this perspective, leadership is centered on the communication between Denny and his students. The authority and influence are shared become available to everyone; increasing the possibility that leaders and followers work together towards a common goal.

6. By Denny creating a team effort, a team sleepover, and a hell week, Denny Hill influences student bonding through creating a common goal.

## Workshop 2

### Personal characteristics of leader

#### An Emerging Leader

Tim T. portrays his life as a tension between "nature" and "nurture." He sees it this way: He has two sets of DNA, and these two very different sets of characteristics have given him what he needs to be a leader. The first set of DNA, he says, comprises those "God-given genetic talents" that came

from the biological parents who abandoned him at birth. The second set comes from the religious and caring family who adopted him two years later.

Tim's nature is to be out in front of people and relating to them. These innate abilities of his have always been very public and people oriented: from his easy and eloquent speaking style and teaching skills to singing and acting. "As a baby, I was always an extrovert, and since age 2 or 3, people have told me that I would be either president of the United States, a preacher, or a comedian," he says. "I didn't unassuming, and quiet. Tim admits he ran in the "middle of the crowd," while his family members were often silent bystanders standing off in a corner. They did, however, instill in him the strong values of "loving God, loving family, working hard, and giving back" that he embraces today.

Those two sets of characteristics allowed Tim to thrive early. Just out of high school, he was given an opportunity by baseball player Derek Jeter's Turn 2 Foundation to create a new after-school program for second to fifth graders called Proud to Be Me. The goal of the pilot program was to build children's self-esteem and self-concept by providing them with new and diverse experiences. Tim developed it with the goal of giving these children a larger lens of what the world could be, so they would be empowered to see more choices than what they found in their neighborhoods.

It was in this job that Tim realized his talents only worked if there was a purpose. "I tried to sell vacuum cleaners once and couldn't even sell one to my own mama," he says. "Do you know why? Because there was no purpose in it. But yet, I could talk these people who are struggling and hurting into making a payment. That's when I knew that I can't walk on the face of this earth and not help somebody. My persuasion has to have a purpose."

After finishing college, Tim went on to get a master's degree in communication and, at the age of 28, became the executive director of the Douglass Community Association, a 90-year-old private, nonprofit, inner-city agency that provides opportunities for youth development, education, healthy living, and leadership. Tim managed the center's \$1.2 million budget and 24 people. He spent much of his time out in the larger community raising money and resources and putting out fires. Although Tim enjoyed his role as executive director, day-to-day personnel issues at the agency.

"I spent a lot of time managing external human resources, but not paying attention to the needs of internal human resources at the center.

When my staff did an assessment of me, they consistently said, ‘He does a great job as a leader, but he is our boss and we need him here.’”

To enhance his skills, he took advanced leadership training at the Center for Creative Leadership in North Carolina and Harvard University in Cambridge, Massachusetts. Tim left the community center after four years to become an associate vice president at Southwest Michigan First, a regional agency focused on catalyzing job creation and economic growth in an area that has been hard hit by job losses. For Tim, it’s an opportunity that makes the most of his double set of DNA.

“This is the place where my talent and my passions meet. I can help people. I can sift through problems and take big issues and break them down in ways people understand. I can persuade and motivate people and organizations to grow,” he says. “And I am still helping others in ways that people can’t take away.”

But Tim still wants to find more ways to help others by creating an independent foundation to help people and kids in need. “My experience has been that it is hard to help hurting people because there is so much bureaucracy and BS tied up in how we do it. I want to help people without strings. If you give people money to help them, don’t give it to them if you need it back. If you’re gonna do something for someone, just do it.”

### Questions

1. What is your reaction to Tim’s story?

2. Nature and nurture play a significant role in Tim’s leadership journey. From your perspective, which has the greatest impact on Tim? Discuss your answer.

3. Of the six major traits described in the chapter (i.e., intelligence, confidence, charisma, determination, sociability, and integrity), which traits are Tim’s strongest, and which traits are his weakest?

4. What characteristics of Tim’s leadership would you like to incorporate into your own style of leadership?

Each has been to help others by giving them things that nobody can take away,” he says.

When Tim went to college, he supported himself working part-time at a bank doing collections, calling people on the phone to try to convince them to make payments on their debts. It wasn’t fun, but Tim excelled at it. “I would use my powers of persuasion to get people to make payments, not because it was my job, but because I wanted to help them. These weren’t bad people; they just got in over their head.

## Workshop 3

### Leader promotion mechanism

Many Managers, Different Styles.

Vanessa Mills was recently hired to work at a branch of Lakeshore Bank as a personal banker. The branch is very busy and has a large staff, including three on-site managers. As a new employee, Vanessa is trying to figure out how to succeed as a personal banker while meeting the expectations of her three very different managers.

Vanessa is paid a salary, but also receives a commission for activities including opening new accounts and selling new services to customers such as credit cards, lines of credit, loans, and stock accounts. Personal bankers are expected to open a certain number of accounts each month and build relationships with customers by exploring their various banking needs and offering services to meet those needs.

Marion Woods is one of the managers at Vanessa's branch. She has worked for Lakeshore Bank for 10 years and prides herself on the success of the branch. Marion openly talks about employees' progress in terms of the number of accounts opened or relationships established, and then commends or scolds people depending on their productivity. Marion stresses to Vanessa the importance of following procedures and using the scripts that Marion provides to successfully convince customers to open new accounts or accept new services with the bank.

As a new banker, Vanessa has not opened many accounts and feels very uncertain about her competence. She is intimidated by Marion, believing that this manager is continually watching and evaluating her. Several times Marion has publically criticized Vanessa, commenting on her shortcomings as a personal banker. Vanessa tries hard to get her sales numbers up so she can keep Marion off her back.

Bruce Dexter, another manager at Vanessa's branch, has been with Lakeshore Bank for 14 years. Bruce started out as a teller and worked his way up to branch manager. As a manager, Bruce is responsible for holding the bank staff's Monday morning meetings. At these staff meetings, Bruce relays the current numbers for new accounts as well as the target number for new accounts. He also lists hidden behind his computer monitor. He rarely interacts with others. Vanessa likes when Bruce retreats into his office



because she does not have to worry about having her performance scrutinized. However, sometimes when Vanessa is trying to help customers with a problem that falls outside of her banking knowledge, she is stressed because Bruce does not provide her with any managerial support.

The third manager at the branch is Heather Atwood. Heather just started at Lakeshore Bank within the last year, but worked for 9 years at another bank. Vanessa finds Heather to be very helpful. She often pops in when Vanessa is with a customer to introduce herself and make sure everything is going well. Heather also allows Vanessa to listen in when she calls disgruntled customers or customers with complicated requests, so Vanessa can learn how to manage these types of interactions. Heather trusts her staff and enjoys seeing them grow, encouraging them by organizing games to see who can open the most accounts and offering helpful feedback when customer interactions do not go as planned. Vanessa is grateful for the advice and support she receives from Heather, and looks up to her because she is competent and kind.

Vanessa is coming up on her 3-month review and is very nervous that she might get fired based on her low sales record and the negative feedback she has received from Bruce and Marion regarding her performance. Vanessa decides to talk to Heather about her upcoming review and what to expect. Heather assures Vanessa that she is doing fine and shows promise even if her numbers have not reached that of a seasoned banker. Still, Vanessa is concerned about Bruce and Marion. She has hardly had more than two conversations with Bruce and feels intimidated by Marion who, she perceives, manages by running around barking numbers at people.

### Questions

1. Based on the assumptions of Theory X and Theory Y, how would you describe each manager's philosophy and style of leadership? In what way do their attitudes about Vanessa affect their leadership?
2. In this type of customer service setting, any) manager exhibits the most appropriate leadership? Discuss.
3. What advice would you give to each of the managers to enhance their leadership skills within the bank?
4. What do you think Vanessa can do to prepare herself for her 3-month review?

## Workshop 4

### General communicative skills

#### From Two to One

Mark Schmidt runs Co-Ed Cleaners, a business that employs college students to clean offices and schools during the night hours. Due to an economic downturn, Co-Ed Cleaners has lost customers, and although Mark has trimmed everywhere he can think of he has come to the conclusion that he has to cut back further. This will require letting one of his two managers go and consolidating responsibilities under the other manager's leadership.

Dan Cali manages groups of students who clean school buildings. Dan is always on the go, visiting cleaning teams at each school while they are working. His employees describe him as an efficient taskmaster with checklists they are all required to follow and sign off on as they complete each job. Dan initiates most ideas for changing processes based on efficiency. When something goes wrong on a job, Dan insists he be alerted and brought in to solve it. "Dan is a very task-oriented guy," says one of his team members. "There is no one who works harder than he does or knows more about our jobs. This guy gets more done in an hour than most guys do in a day. In the two years I've been here, I don't think I've ever seen him stop and take a break or even have a cup of coffee." Dan's efforts have helped Co-Ed Cleaners be recognized as "The Best Professional Cleaning Service" for three years running.

Asher Roland is the manager of groups of students who clean small offices and businesses. Asher has up to 10 teams working a night and relies on his employees to do their jobs and keep him apprised of problems. He takes turns working alongside his teams to understand the challenges they may face, getting to know each of his employees in the process. Once a month, he takes the teams to a restaurant for a "Great Job Breakfast" where they talk about sports, the weather, politics, their relationships and families, and when they have time, work issues. One of his employees describes him this way: "Asher is a really good guy. Never had a better boss. If I am having problems, I would go to Asher first. He always advocates for us and listens when we have ideas or problems, but allows us to manage our own jobs the way we think best. He trusts us to do the right things, and we trust him to be fair and honest with us."

Mark likes both Dan and Asher, and in their own way they are both good managers. Mark worries, however, about how each manager's

individual style will affect his ability to take on the responsibilities of the manager he replaces. He must let one go, but he doesn't know which one.

**Questions**

1. Using ideas from the chapter, describe Dan's and Asher's styles of leadership.
2. How will Asher's employees, who are used to being able to manage themselves in their own way, respond to Dan's task-oriented style?
3. How will Dan's employees, who are used to being given clear direction and procedures, respond to Asher's more relationship-oriented style?
4. If you were an employee at Co-Ed Cleaners, would you want Mark to let Dan or Asher go? Explain your choice.

**Workshop 5**

**Teambuilding**

The task is to fill out the table below by 15 variants of making team.

<i>The way which makes team</i>	<i>The items that you use</i>	<i>Expected results</i>
1. Putting the uniform on	Uniform	Making the team label
2. Using badges	Badges	Everyone knows each other's name

**Workshop 6**

**Social and psychological structure of the team climateto form effective teams**

**A Tale of Two Classes**

Ebony Ellis has two communication classes back-to-back in the same room, but they couldn't be more different.

The first, a class on interpersonal communication, is taught by Steve Gardner, an older professor who has taught at the university for 20 years.

The first day of class he verbally explained the rules for class conduct, which were also distributed in a printed handout—cell phones off, no texting, and, unless a student needs to use one for taking notes, laptops closed. Class starts on time and ends on time, and students should try not to leave early.

Ebony's second class, an organizational communication course taught by Marissa Morgan, a younger professor in her 40s, has different rules. There aren't any. This professor doesn't care if the students use their laptops during class. Texting and talking are unrestrained. Professor Morgan and she trusts them to know how they learn best. When students walk in late or leave early, she always says hello or goodbye to them.

Ebony likes her interpersonal communication class a lot. Professor Gardner's manner has succeeded in getting the class of 75 students to engage with him and listen to one another. Personal disclosures by students and the professor alike are frequent, and there is often much humor and laughter. Even though it is a large class, most people know each other's names, as does Professor Gardner. Many of the students do things with each other outside of class. In his course, students write a reflection paper every other week, and they have a midterm and final exams.

The atmosphere in the organizational communication class is strikingly different to Ebony. It is spontaneous and uncontrolled. Sometimes professor Morgan lectures, but most of the time she just comes to class and invites students to discuss whatever they want to talk about. Students do not know each other's names and seldom connect with each other outside of class. Professor Morgan also assigns papers, but they are short, personal observation papers that aren't given grades but are marked as turned in or not. Students' final grades for the class are dependent on a presentation each student must give on an interpersonal communication topic of his or her choice.

Ebony thinks the two differing styles of the professors would make a great topic for her organizational communication class presentation. To get more information, she interviews both instructors to learn why their classroom management styles are so different.

Professor Gardner describes his teaching philosophy this way: "I want students to think that this class is unique and the subject is important and has value. I know all students by name, and I allow them to call me by my first name or my title. I really want them to be on board with the direction the train is going from the start. I try to build a community by getting the students to listen to one another. The fun and spirit of the class comes from

the camaraderie they establish. In order to listen to one another, however, they have to be fully present. To be fully present, they have to be paying full attention. Texting and open laptops suggest to me that the students are disassociated and disconnected from the group. The attention is on self, rather than the community.”

Professor Morgan says her goal is to be sure to cover the required course content and still enjoy the teaching experience. “I give the students just enough freedom in class that they will either sink or swim. This freedom allows me to present my ideas, and then they are free to discuss them as they wish. I think today’s students are so multifaceted that they can find their own way to learn, even if it involves texting or using their laptops during class. Many times a student will bring up something valuable that he or she has found while surfing the Internet during class that really adds to our discussions. As I see it, my role as a professor is to present the material to be learned, while the students are responsible for how much of it they can absorb.”

Ebony also interviewed two students, like herself, who are enrolled in both classes. Ian said he is very pleased with Professor Gardner’s class because he knows what is expected of him and what the norms for class behavior are, noting “He’s the only prof at the U who knows my name.” Professor Gardner’s grading structure is similar to that of most other classes Ian has had, and he likes that there are several graded assignments that allow him to know how he is doing through the course of the semester. As for Professor Morgan’s class, he thinks it is “OK” but finds it distracting when people are texting in class. Ian is also stressed about his grade being dependent on one big assignment.

Professor Gardner’s class is also BreeAnn’s favorite. She says that Professor Morgan’s class feels “a little wild,” the discussions are not controlled by the professor so the class does not stay on topic, and you learn very little. While Professor Morgan writes thoughtful comments on each of their papers, it is unclear how the papers are related to her lectures and more importantly the student’s final grade. BreeAnn finds the final presentation assignment to be an interesting challenge but irrelevant to the class and her major.

“They are both good,” Ian says, “just very, very different.”

## Questions

1. In establishing a constructive climate for his or her class, what kind of structure has each professor put in place?

2. How would you describe the group norms for each class?
3. What actions has each professor taken to establish cohesiveness in his or her class?
4. What standards of excellence has each professor established for his or her course?
5. Which class atmosphere would you do best in? Why?

## **Workshop 7**

### **Team activity management**

#### Sweet Caroline's

It started with cupcakes. As a teacher at Oak Park Elementary, Caroline would often make cupcakes for the school's teachers and staff. Everyone raved about her baking expertise, and a colleague asked Caroline to make cupcakes for her son's birthday party. The treats were such a hit that many of the parents at the party asked Caroline for her phone number, and she quickly found herself baking for multiple parties a week.

After a year of baking for private parties, an opportunity arose for Caroline to take her business to the next level. After a local coffee shop went out of business, Caroline signed a contract for its space and opened Sweet Caroline's, a bakery featuring her cupcakes, muffins, Danish, and other baked goods. Starting small with birthday parties and graduations and growing to wedding receptions and banquets, Sweet Caroline's quickly became the most sought-after caterer in the city. As the demand for catering cupcakes and cakes outside of regular business hours grew, Caroline expanded her staff and the services they offered. In just five years, Sweet Caroline's morphed from a small bakery into a full-service restaurant and catering company.

Although Caroline had no plans of ever going into business, Sweet Caroline's has been very successful. Caroline is very personable and genuine, which has been instrumental in creating a large and loyal customer base. Furthermore, Caroline's intuitive sense for how to tailor her services to fit the needs of the community has fueled the company's growth. Despite her success, however, Caroline has struggled with certain aspects of running Sweet Caroline's.

Now five years after Sweet Caroline's opened, it has become a highly complex operation to keep organized. Caroline's staff has grown to 40

employees, some who work in the bakery, some in the restaurant, and some in both places. There are five drivers who deliver cupcakes, cakes, and other catered goods to private parties and businesses six days a week. In addition, Caroline runs weekly ads in the local media, on the radio, and on the Web. Her 22-year-old daughter manages the company's Facebook page and Twitter account, which boasts more than 3,000 followers.

Caroline is a skilled baker, but she is finding that the demands of her growing business and client base are creating challenges that are out of her area of expertise. Many of these fall into the administrative area where she hasn't the patience or knowledge to deal with detail-oriented aspects of managing her business.

For example, Dale, Sweet Caroline's delivery driver, is often frustrated because the company does not have a system for how orders are to be delivered throughout the city. Dale worked for another company that had a "zone system" so that each driver delivered all orders in one specific area on a given day. In addition, Caroline has opted not to use computers at her company, so all delivery orders are written by hand and then rewritten on clipboards for the drivers when the order is ready. There are often mistakes including duplicate deliveries or a delivery that gets missed completely.

Caroline also struggles with scheduling. Employees' work schedules are developed the weekend before the start of a workweek so that employees often are unaware of their upcoming shifts. As a result, Sweet Caroline's is constantly understaffed. The food and baked goods are so good that patrons rarely complain about the wait, but staff members get frustrated with the lack of notice regarding their schedules, the lack of staffing, and the stresses these issues cause.

When it comes to catering events, there is often chaos as Caroline chooses to work on food preparation, while leaving staff members, who are not trained to do so, to plan the events, manage client concerns and issues, and execute the event. While the quality of the food is consistently superb, clients are often surprised by the disorganized style of the catering staff. The staff feels it, too; many have commented that they feel like they are "running blind" when it comes to the events because Caroline gives very little direction and is often not around to help when issues arise.

Caroline, however, has a good working rapport with her staff, and they acknowledge that Sweet Caroline's can be a fun place to work. For her part, Caroline knows that working in a bakery can be difficult and demanding, and she consistently praises the efforts and dedication of her staff members. Caroline is also very good about pitching in and working with staff on the

production of cupcakes, cakes, and food items, working side-by-side with them on big orders, while providing them with positive encouragement.

Caroline truly enjoys the novelty of being a business owner and handles all the accounting and payroll duties for the company. Unfortunately, this aspect of the job is becoming more demanding, and Caroline spends an increasing amount of time on these duties, leaving more and more of the day-to-day operations and catering to her staff.

Caroline has been approached about opening a second Sweet Caroline's in a neighboring town, and while she would like to build on her success, she already feels overwhelmed at times by her current operation and is not sure she can take on more. But she also knows the opportunity to expand won't last forever.

### Questions

1. How would you describe Caroline's skills? In what skills is she strongest, and in what skills is she weakest?
2. Sweet Caroline's bakery and restaurant seemed to emerge out of nowhere. What role did Caroline play in this? Do you think Caroline could improve her business with more strategic planning?
3. Have you ever worked at a place that was very successful but felt quite chaotic and disorganized? How did you handle it?
4. If you were a consultant to Caroline, would you recommend her open a second location? If so, what three specific skills would you have Caroline develop in order to help manage her business better?

## **Workshop 8**

### **Problems of staff management**

#### Book Quiz Blues?

As a community service project, Trey Morgan volunteered to coach a Book Quiz team of fourth graders at a local elementary school. As a college student majoring in education, Trey was excited for the opportunity to work one-on-one with children to prepare them for the competition. He felt it would give him a good indication of how much he would like teaching and whether he would be a good teacher. The Book Quiz is a competition where teams of students read 10 books and compete with other teams, answering



questions about the books. The teams have 10 weeks to prepare by reading the books and doing practice quizzes.

Trey's team members were selected by their teacher, who mandated that all students in her class be on a team. Trey spent an hour each week with his team. He made a chart, and as the students finished reading the books, he would put a star next to their name. He also established that the first student to finish all the books would get a prize.

After three weeks, one of the team members, Claire, had finished five of the books already and was moving way ahead of the other team members. Shelby had admitted to starting to read four of the books, but "they were boring" so she stopped reading them. Marco, who announced at the first meeting that he would win the prize for reading all 10 books first, had read three of them, but his progress had slowed considerably. Every time a new star was added to Claire's name on the chart, Marco became visibly discouraged and frustrated. Garrett, on the other hand, wasn't progressing at all. He was still reading the same 80-page book he started the first week. Trey observed that during their meetings Garrett would get up frequently and move around the room. He also liked to spin in circles, often hitting the other kids accidentally with his swinging arms. When Trey tried to encourage Garrett to go for the prize, he shrugged and said, "I can't win that. I don't read fast like Claire and Marco."

At the six-week point, Trey panicked. His Book Quiz guidebook said that each team member should have read at least five of the books by now. Claire had only read one additional book in the past three weeks homework for reading. Marco had read four books, but didn't seem interested in any of the remaining books. Garrett finally finished the one he started, and Shelby had started them all but not completed one. Trey hadn't even begun to quiz the students on the books because there was no point if they hadn't read them. He did have Marco and Claire work together on the four books they had both read, writing questions and quizzing each other.

With four weeks left, Trey has to figure out a way to get his team motivated and focused. He has given up any hopes of winning, but does want his team to at least make a good showing. As he tries to give them a pep talk, encouraging them to focus so they "won't look like idiots in the competition," Garrett interrupts. "Who cares if we look like idiots?" he asks. "I didn't ask to be on this team. I got put on this team. It's a stupid competition."

Marco gets mad. "Garrett, we are going to lose because you and Shelby won't read. I don't like losing, and when we do, it will be your fault."

Shelby and Claire both start to cry, with Claire saying she feels awful because she can't read as much anymore and she is letting everyone down. "I have too much to do," she wails.

Garrett gets up and spins in circles. Marco looks at Trey. "Aren't you going to do something?" he demands angrily.

Trey thinks to himself that if he does anything it will be to change his major to business.

### Questions

1. Obviously, things are not working out well for Trey and his team. If you were Trey, how would you have proceeded from the beginning to help the team avoid or overcome its obstacles?

2. Based on the seven obstacles discussed in this chapter, identify which obstacles each of the team members (Claire, Shelby, Marco, and Garrett) is facing.

3. Some of Trey's team members seem to lack motivation. Based on expectancy theory, how could Trey help his team members feel competent, get what they expect, and value what they do?

4. Based on how his team is feeling and doing, identify three specific things Trey could do to help his students.

# LABORATORY WORKS

## Laboratory work 1

### General functions of the leadership

#### Conceptualizing Leadership Purpose

1. To develop an understanding of the complexity of leadership.
2. To become aware of the different ways people define leadership.

#### Directions

1. In this exercise, select five people you know and interview them about leadership.

2. Describe his or her personal beliefs about effective leadership.

3. Record each person's response on a separate sheet of paper.

Person #1 (name) \_\_\_\_\_

Person #2 (name) \_\_\_\_\_

Person #3 (name) \_\_\_\_\_

Person #4 (name) \_\_\_\_\_

Person #5 (name) \_\_\_\_\_

#### Questions

1. What differences did you observe in how these people define leadership?

2. What seems to be the most common definition of leadership?

3. In what ways did people describe leadership differently from the definitions in Chapter 1, "Understanding Leadership"?

4. Of the people interviewed, whose definition comes closest to your own? Why?

## Laboratory work 2

### Relationship oriented style

#### Leadership Styles Purpose

1. To become aware of authoritarian, democratic, and laissez-faire styles of leadership.

2. To compare and contrast these three styles.

### Directions

From all of the coaches, teachers, music directors, or managers you have had in the past 10 years, select one who was authoritarian, one who was democratic, and one who was laissez-faire.

Authoritarian leader (name) \_\_\_\_\_

Democratic leader (name) \_\_\_\_\_

Laissez-faire leader (name) \_\_\_\_\_

On another sheet of paper, briefly describe the unique characteristics of each of these leaders.

### Questions

1. What differences did you observe in how each leader tried to influence you?
2. How did the leaders differ in their use of rewards and punishment?
3. What did you observe about how others reacted to each leader?
4. Under which leader were you most productive? Why?

## **Laboratory work 3**

### **Task oriented style**

#### Purpose

1. To understand how leadership includes both task and relationship behaviors.
2. To contrast different leaders' task and relationship behaviors.

#### Directions

1. Over the next couple of days, observe the leadership styles of two different leaders (e.g., teacher, athletic coach, choir director, restaurant manager, work supervisor).
2. Record your observations of the styles of each person.

#### Questions

1. What differences did you observe between the two leaders?
2. What did you observe about the leader who was most task oriented?
3. What did you observe about the leader who was most relationship oriented?

## **Laboratory work 4**

### **Handling conflicts**

#### **Purpose**

1. To become aware of the dimensions of interpersonal conflict.
2. To explore how to use Fisher and Ury's (1981) method of principled negotiation to address actual conflict.

#### **Directions**

1. For this exercise, you are being asked to observe an actual conflict. Attend a public meeting at which a conflict is being addressed. For example, you could attend a meeting of the campus planning board, which has on its agenda changes in student parking fees.

2. Take notes on the meeting, highlighting the positions and interests of all the people who participated in the meeting.

#### **Questions**

1. How did the participants at the meeting frame their arguments? What positions did individuals take at the meeting?

2. Identify and describe the interests of each of the participants at the meeting.

3. Discuss whether the participants were able to be objective in their approaches to the problem. Describe how the people involved were able to separate themselves from the problem.

4. In what ways did the participants seek to find mutually beneficial solutions to their conflict?

## **Laboratory work 5**

### **Ethical Leadership**

#### **Purpose**

1. To become aware of the dimensions of ethical leadership.
2. To assess how actual leaders exhibit ethical leadership.

#### **Directions**

1. For this exercise, you must observe a public presentation of a leader in your community. This can be a pastor, a college president, a mayor, a city commissioner, the head of a social service agency, or some other community leader.

2. Record what you observe about the leader's ethics in the categories that follow. Try to be thorough in your descriptions of the leader's presentation.

Leader's name: \_\_\_\_\_

Leader's title: \_\_\_\_\_

Occasion: \_\_\_\_\_

1. The character of the leader: What was the leader like? What kind of person was the leader? What were the leader's strengths and weaknesses?

2. The actions of the leader: How does this leader go about accomplishing goals? Where does the leader stand on (1) showing respect, (2) serving others, and (3) showing justice?

3. The goals of the leader: What were the leader's main goals? Were the leader's goals clear to you and others in the audience? How would you assess the value and worth of those goals?

4. The honesty of the leader: What did you observe about this leader's honesty? Was the leader open and forthright? How authentic did you find this leader to be?

5. The power of the leader: Based on French and Raven's (1959) types of power, what kind of power did this leader exhibit? What did you observe about how this leader would use his or her power with others?

6. The values of the leader: Based on the presentation, what do you think this leader values? What is important to this leader? What values did this leader promote in his or her presentation?

Questions

1. What is your overall assessment of this leader's ethics?

2. What specific examples in the leader's presentation were particularly revealing of the leader's ethics?

3. Which factors of ethical leadership (character, actions, goals, honesty, power, and values) were most apparent in the leader's presentation? Discuss.

4. On a scale from 1 to 10, how would you describe this speaker's ethical leadership? Defend your answer.

## **Laboratory work 6**

### **Team management by leadership skills**

Purpose

1. To develop an understanding of different types of leadership skills.

2. To examine how leadership skills affect a leader's performance.

Directions

1. Your task in this exercise is to observe a leader and evaluate that person's leadership skills. This leader can be a supervisor, a manager, a coach, a teacher, a fraternity or sorority officer, or anyone who has a position that involves leadership.

2. For each of the groups of skills listed below, write what you observed about this leader.

Name of leader: \_\_\_\_\_

Questions

1. Based on your observations, what were the leader's strengths and weaknesses?

2. In what setting did this leadership example occur? Did the setting influence the kind of skills that the weaknesses? Discuss.

## Laboratory work 7

### Establishing a Constructive Climate

Purpose

1. To develop an understanding of how leaders establish a constructive climate for a group or an organization.

2. To identify how specific factors contribute to effective group performance.

Directions

1. For this exercise, you will observe a leader running a meeting, a practice, a class, or some other group-related activity.

2. Attend a full session of the group and record your observations below.

Name of leader: \_\_\_\_\_

Name of the group: \_\_\_\_\_

Observations about the structure (organization) of the group:

Observations about the group's norms:

Observations about the cohesiveness of the group:

Observations about the group's standards of excellence:

Questions

1. In what ways did the leader make the goals of the group clear to group members?

2. How did the leader utilize the unique talents of different group members?

3. What were some of the positive and negative norms of this group? How did the leader reinforce these norms?

## **Laboratory work 8**

### **Problems of staff management**

#### Obstacles Purpose

1. To develop an understanding of the practical value of path-goal leadership as a strategy for helping followers reach their goals.

2. To identify obstacles that limit group effectiveness.

3. To investigate how a leader's style helps followers overcome obstacles to goal achievement.

#### Directions

1. Observe a meeting, practice, or session of one the following groups (or a similar group): a sports team practice, a class project group meeting, a weekly staff meeting at work, a fraternity or sorority council meeting, or a planning meeting for a nonprofit organization.

2. Record what you observe at the meeting. Be specific in your descriptions.

General observations of the meeting:

Observations of the leader's behavior:

Observations of group members' behaviors:

#### Questions

1. What are the goals of the individuals or group you observed? Are the goals clear?

2. What are the major obstacles confronting the individuals in the group?

3. What style of leadership did the leader exhibit? Was it appropriate for the group?

4. If you were leading the group, how would you lead to help group members?



## TESTS

### 1. Function of the leader in modern society

1. Viewing leadership as an ability refers to one's natural capacity to lead.

- A. True
- B. False

2. Conceptualized as a skill, leadership is available to only a few, not everyone.

- A. True
- B. False

3. Conceptualizing leadership as a trait means leaders are born not made.

- A. True
- B. False

4. Leadership is available to everyone if leadership is a relationship.

- A. True
- B. False

5. Cultural differences do not impact leadership effectiveness.

- A. True
- B. False

6. Which of the following perspectives views leadership as "what leaders do"?

- A. Dynamic
- B. Behavior
- C. Skill
- D. Ability
- E. All of the Above

7. Leadership as relationship is concerned with what?

- A. Procedure
- B. Task and process behaviors
- C. Friendship

- D. Communication between leader and followers
- E. None of the above

8. Leadership as a skill views leadership as a:

- A. Competency
- B. Ability
- C. Gift
- D. All of the above
- E. None of the above

9. According to the text, what is NOT a universally recognized characteristic of effective leaders?

- A. Just
- B. Informed
- C. Ruthless
- D. Decisive
- E. Coordinator

10. Task behaviors include:

- A. Setting an agenda
- B. Making sure group members are comfortable
- C. Courageous
- D. Positive Attitude
- E. None of the Above

11. What is NOT one of the ways to conceptualize leadership?

- A. Skill
- B. Trait
- C. Characteristic
- D. Behavior
- E. All of the above are ways to conceptualize leadership

12. People can improve their leadership skills with:

- A. Practice
- B. Instruction
- C. Feedback from others
- D. All of the above
- E. Only A and B

13. According to the text, management and leadership:
- A. Are identical
  - B. Both involve influence
  - C. Both emphasize order
  - D. All of the above
14. The definition of leadership used in the text focuses upon:
- A. Influence
  - B. Process
  - C. Achieving a common goal
  - D. All of the above
  - E. Only A and B

## **2. Personality characteristics of a leader**

1. We can increase our intelligence by obtaining information about our role and our environment.

- A. True
- B. False

2. The Bill and Melinda Gates Foundation was established in 2000 to reduce inequities and improve people's lives around the world.

- A. True
- B. False

3. Integrity is only slightly important to leadership—it is not completely necessary.

- A. True
- B. False

4. Having confidence means feeling self-assured and believing you can accomplish your goals.

- A. True
- B. False

5. Leaders with integrity have to be careful of disclosing too much information.

- A. True
- B. False

6. Nelson Mandela is an excellent example of a leader who possesses determination.

- A. True
- B. False

7. Which of the following is one of the six traits outlined in the text?

- A. Dynamic
- B. Integrative
- C. Confidence
- D. Communicative

8. Intelligence includes:

- A. Good language skills
- B. Perceptual skills
- C. Reasoning ability
- D. All of the above
- E. Both A and B

9. Determined leaders know:

- A. How to be persistent
- B. Where they are going and how to get there
- C. How to get people to do what they want
- D. How to let others lead first
- E. None of the above

10. It is important to develop integrity as a leader because:

- A. You can better influence people
- B. You should always be open with your followers
- C. You need to communicate high expectations for your followers
- D. Not many people take responsibility for their actions nowadays
- E. Not many people trust charismatic leaders

11. Who was Nelson Mandela most influenced by?

- A. Martin Luther King, Jr.
- B. Mahatma Gandhi
- C. Mother Teresa
- D. Abraham Lincoln
- E. None of the above

12. Sociability is an important leadership trait because:

- A. It makes work more pleasant for the leader
- B. It is correlated with charisma
- C. It helps the leader to influence others
- D. It proves the leader is trustworthy
- E. It brings positive energy to a group

13. Research studies on leadership traits have found:

- A. A broad range of leadership traits
- B. Only six key leadership traits
- C. That most of the important leadership traits are culturally specific
- D. That traits don't affect leadership behavior very much
- E. That traits are inborn and can't be developed

14. Sociability refers to:

- A. Being extroverted
- B. Showing concern for others
- C. Establishing pleasant relationships
- D. Serving as a strong role model
- E. Both B and C

15. Researchers have found that charismatic leadership is characterized by which of the following behaviors?

- A. Showing competence in every aspect of leadership
- B. Putting others first
- C. Communicating high expectations
- D. All of the above
- E. Both A and C

### **3. Leader promotion mechanisms**

1. Your leadership can demonstrate more than one style in any given situation.

- A. True
- B. False

2. Authoritarian leaders give praise and criticism freely based on objective qualifications.

- A. True
- B. False

3. A laissez-faire leader might say, "Because my workers are lazy, I need to tell them what to do."

- A. True
- B. False

4. Authoritarian leadership is useful for establishing goals and work standards.

- A. True
- B. False

5. A hospital emergency room would be an appropriate place to utilize democratic leadership.

- A. True
- B. False

6. Your \_\_\_\_\_ as a leader affects how others respond to you and how they respond to their work.

- A. Vision
- B. Philosophy
- C. Skills
- D. Project management
- E. None of the above

7. His book *The Human Side of Enterprise*, \_\_\_\_\_ proposed two general theories, Theory X and Theory Y.

- A. White
- B. McGregor
- C. Kouzes and Posner
- D. Stogdill
- E. None of the above

8. Which leadership style builds group cohesiveness?

- A. Authoritarian
- B. Democratic
- C. Laissez-faire
- D. Communist
- E. Anarchist

9. Laissez-faire leaders:

- A. Try to nurture and guide subordinates with a hands-off approach.
- B. Trust employees to do a good job without being micromanaged.
- C. Criticize frequently and are sparing with praise.
- D. Believe people dislike work.
- E. Do not motivate their workers.

10. Theory X managers:

- A. Assume that people dislike work and will avoid it if possible.
- B. Ignore workers and their motivations.
- C. Give objective praise and criticism.
- D. Think subordinates should take responsibility for their own actions.
- E. None of the above.

11. Authoritarian leadership is used to:

- A. Give direction
- B. Set goals
- C. Structure work
- D. All of the above
- E. Just A and B

12. Democratic leadership is used to:

- A. Give task directions
- B. Set productivity goals
- C. Structure employee's work
- D. Help employees become self-directed
- E. Help provide job security for employees

13. Leaders who highly value efficiency are most likely to use what leadership style?

- A. Democratic
- B. Authoritarian
- C. Laissez-faire
- D. None of the above

14. "I only go to work to be paid." This statement most closely aligns with Theory Y assumptions.

- A. True
- B. False

15. The textbook argues that this leadership style will be successful only in rare situations.
- A. Democratic
  - B. Authoritarian
  - C. Laissez-faire
  - D. None of the above

#### **4. General communicative skills**

1. Task-oriented people are goal driven and find meaning in doing.
- A. True
  - B. False
2. Handing out an agenda is an example of relationally oriented behavior.
- A. True
  - B. False
3. Task leadership behaviors help subordinates feel comfortable with themselves, with each other, and with the situation in which they find themselves.
- A. True
  - B. False
4. Good leaders are both task and relationship oriented.
- A. True
  - B. False
5. As a leader, one will always be required to exhibit some degree of task behavior.
- A. True
  - B. False
6. Which of the following is one of the three ways relationship leadership has been characterized?
- A. Consideration behavior
  - B. Concerned for people
  - C. Employee orientation
  - D. All of the above



7. Learning students' names is an example of:

- A. Relational leadership
- B. Task leadership
- C. Good teaching
- D. All of the above
- E. None of the above

8. Research has linked \_\_\_\_ with task-oriented leadership behaviors.

- A. Production orientation
- B. Initiating structure
- C. Camaraderie
- D. All of the above
- E. Only A and B

9. Relational leadership:

- A. Does not have an employee orientation
- B. Includes concern for fair labor practices
- C. Encourages people to be productive and competent
- D. Wants to get work done as fast as possible
- E. Does not care about employees safety

10. Production orientation is behavior consistent with:

- A. Relationship leadership
- B. Employee orientation
- C. Defining role responsibilities
- D. Only B and C
- E. None of the above

11. When would be an appropriate time to use more of a relationship-oriented leadership style?

- A. You have an inexperienced team
- B. Your team is immature
- C. Your team wants to be recognized
- D. Your team is lazy
- E. Your team is not working together

12. Our perspectives on task and relational leadership are closely related to our personal style.

- A. True
- B. False

13. A relationally-oriented leader is more effective in virtually every situation.

- A. True
- B. False

## **5. Handling conflict**

1. Conflict is inevitable in groups.

- A. True
- B. False

2. A disagreement about testing pharmaceuticals on animals is a content conflict.

- A. True
- B. False

3. During conflict, relational issues are usually bound to content issues.

- A. True
- B. False

4. The avoidance style of conflict is never useful.

- A. True
- B. False

5. Breaking down conflicts into smaller pieces is called differentiation.

- A. True
- B. False

6. Which of the following is NOT one of the four elements of conflict?

- A. Feelings
- B. Problems
- C. Struggle
- D. Differences
- E. Interdependence

7. Why does communication play a central role in handling conflict?

- A. Because conflict is an interactive process between people.
- B. Because people cause problems.
- C. Because policies and procedures can get in the way.
- D. Because people prefer to avoid conflict.
- E. Because people need to use objective criteria to settle differences.

8. According to Hocker and Wilmot, which of the following can lead to interpersonal struggles?

- A. Beliefs and values
- B. Goals
- C. Desire for control
- D. Desire for status
- E. All of the above

8. Competing leaders...

- A. Are assertive about pursuing their own goals and assisting others.
- B. Are not assertive about pursuing their own interests or assisting others.
- C. Are attentive to the needs of others at the expense of their own needs.
- D. Are attentive to the needs of others as well as their own needs.
- E. Are assertive about pursuing their own goals but not in assisting others.

9. Which of the following is an example of a content conflict?

- A. Disagreeing about rules at work that limit employee breaks
- B. Disagreeing with group members about how much work to put into a group project
- C. Disagreeing with a friend on the issue of abortion
- D. A and B only
- E. All of the above

10. Which of the following is true about relational conflicts?

- A. They are seldom covert.
- B. They are more prevalent than content conflicts.
- C. They are often intermingled with content conflicts.
- D. They can be substantive.

11. An outcome of framing conflict as an either-or proposition is:  
A. An increase in negative emotions in both parties.  
B. An inability to separate the people from the problem.  
C. An inability to differentiate people's positions.  
D. A reduction in creative solutions to benefit both parties.  
E. A tendency to compromise, so both parties got some of their needs met.

12. Fractionation refers to...  
A. The division between individuals caused by relational conflict.  
B. Conflict over procedures.  
C. Breaking down large conflict into manageable pieces.  
D. Separating individuals in order to deal constructively with their conflict.

13. The Kilmann & Thomas Styles of Approaching Conflict...  
A. Uses two dimensions - assertiveness and cooperativeness.  
B. Is based on the work of Blake and Mouton  
C. Provides five basic approaches  
D. All of the above are true.

14. Face saving is usually a poor approach to resolving conflict because it merely avoids the issue.  
A. True  
B. False

## **6. Social and psychological structure of the team climate to form effective teams**

1. Which positive outcomes are associated with building cohesiveness?  
A. Increased participation and better interaction  
B. Strong group influence over members  
C. Member satisfaction is high  
D. All of the above

2. Norms typically emerge on their own in group work.  
A. True  
B. False

3. When a leader provides an agenda for a group meeting, it is an example of:

- A. Clarifying norms
- B. Providing structure
- C. Promoting standards of excellence
- D. Establishing goals

4. Which of the following researchers is(are) responsible for much of the research on promoting standards of excellence?

- A. Kouzes and Posner
- B. Larson and LaFasto
- C. DeBaakey-Cooley
- D. McGregor

5. Norms in a group are:

A. The rules of behavior that are established and shared by group members.

B. The outcome of people interacting with each other and with the leader.

C. A roadmap for navigating how we are supposed to behave in a group.

D. All of the above

6. Giving group members necessary information and the skills they need to accomplish tasks is an example of:

- A. Providing structure
- B. Clarifying norms
- C. Building cohesiveness
- D. Promoting standards of excellence

7. When confronting inadequate performance by group members, a leader should:

A. Explain what needs to be done differently

B. Ask the members to leave the group

C. Let the rest of the group know that some members are not pulling their weight

D. Withhold rewards from the underperforming members

8. Requiring results is the first critical step for leaders in managing performance.

- A. True
- B. False

9. Esprit de corps is another term for cohesiveness.

- A. True
- B. False

10. When the group outcome is greater than the sum of the individual contributions.

- A. Cohesiveness
- B. Productivity
- C. Esprit de corps
- D. Synergy

11. Working in a group with structure is more difficult for everyone involved.

- A. True
- B. False

12. Promoting member-to-member interaction is an example of:

- A. Providing structure
- B. Establishing norms
- C. Building cohesiveness
- D. All of the above

13. Researchers have found that standards of excellence are a crucial factor associated with team success.

- A. True
- B. False

14. When an instructor provides a syllabus she is:

- A. Providing structure
- B. Promoting synergy
- C. Building cohesiveness
- D. All of the above

## 7. Team activity management

1. Leadership skills refer to learned competencies that leaders are able to demonstrate in performance.

- A. True
- B. False

2. Most often there is only one best way to correct a problem.

- A. True
- B. False

3. When generating alternative solutions in problem solving, a leader should not dismiss any solutions as unworthy.

- A. True
- B. False

4. According to Boal and Hooijberg, the capacity to adapt for strategic leadership is defined as the ability to respond slowly to changes in the environment.

- A. True
- B. False

5. In the field of leadership, researchers have primarily focused their studies on what foundation?

- A. Leadership as a skill
- B. Leadership as a relationship
- C. Leadership as a trait
- D. Leadership as a behavior
- E. None of the above

6. Administrative skills can include which of the following?

- A. Planning
- B. Organizing work
- C. Assigning tasks
- D. All of the above
- E. None of the above

7. Emotional intelligence can be defined as:

- A. Repressing emotions in public

- B. The ability to perceive and express emotions
- C. Understanding and reasoning with emotions
- D. All of the above
- E. B and C only

8. Conceptual skills can include which of the following?

- A. Being aware of the emotions of others.
- B. Understanding how change can affect a group.
- C. Understanding how an organization works.
- D. Taking corrective action in a problem situation.
- E. Knowing how to motivate people.

9. Interpersonal skills are:

- A. People skills
- B. Abilities that help a leader work effectively with subordinates, peers, and superiors
- C. Functionally equivalent to conceptual skills
- D. All of the above
- E. A and B only

10. Problem solving includes:

- A. Identifying the problem
- B. Generating alternative solutions
- C. Selecting the best solution
- D. All of the above
- E. A and C only

11. Social perceptiveness:

- A. Refers to one's ability to resolve conflicts.
- B. Ensures that leaders handle public relations effectively.
- C. Helps leaders recognize how employees would respond to change.
- D. All of the above

12. Virtually every leader would say that they spend most of their time managing resources.

- A. True
- B. False



13. Management by walking around:
- A. Is a poor leadership technique.
  - B. Captures the essence of managing people.
  - C. Demonstrates emotional intelligence.
  - D. Shows technical competence.

### **8. Problems of staff management**

1. Path-goal leadership focuses upon how leaders can overcome their personal obstacles in their organizational setting.

- A. True
- B. False

2. Individuals with low motivation need clear direction to overcome this obstacle.

- A. True
- B. False

3. Workers who face complex tasks are best served through a supportive leadership style.

- A. True
- B. False

4. When someone lacks challenge, the leader should focus upon achievement.

- A. True
- B. False

5. Group members who are uninvolved need a participative leadership style.

- A. True
- B. False

6. Expectancy theory provides a way to motivate others.

- A. True
- B. False

7. If the obstacle is unclear goals, the way to overcome it is by:

- A. Defining the path

- B. Helping the worker feel competent
- C. Valuing the work people do
- D. None of the above

8. A supportive leadership style is important when facing which obstacle?

- A. Complex tasks
- B. Low involvement
- C. Lack of a challenge
- D. Simple tasks

9. Participative leadership is helpful in overcoming this obstacle.

- A. Complex tasks
- B. Low involvement
- C. Lack of a challenge
- D. Simple tasks

10. Low motivation can be addressed by:

- A. Helping others feel competent
- B. Helping others get what they expect
- C. Helping others value what they do
- D. All of the above

11. Being a directive leader is useful if group members face:

- A. Complex tasks
- B. Low involvement
- C. Lack of a challenge
- D. Simple tasks

12. When group members face obstacles, leaders should:

- A. Expect the members to overcome them on their own.
- B. Clarify organizational policies through regular e-mails.
- C. Encourage workers to use Human Resources programming.
- D. Tailor their response based on the nature of the member's obstacle.

13. Leaders should set high standards and challenge group members to achieve them in overcoming this obstacle.

- A. Complex tasks

- B. Low involvement
- C. Lack of a challenge
- D. Simple tasks

14. Defining the path to the goal helps overcome this challenge.

- A. Unclear directions
- B. Low involvement
- C. Lack of a challenge
- D. Simple tasks

## CONCLUSION

Working on assignments for the course "Communication, leaderships & teamwork" by the student assumes a constant movement from theoretical research to practice and vice versa, that allows student not only to effectively apply their knowledge on the basis of a real object, but already got enough experience in this application.

The tutorial carried out in the control:

- Correct performance of work. According to the results of laboratory work the student must create and submit a report to the protection. On protecting the student must orientate in the present work, to be able to explain the sources of digital information, answer questions, both theoretical and practical, related to the subject of work;

- To do the work in time. A student who doesn't protect laboratory work in time, can be allowed to take the exam for this discipline.

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**COMMUNICATION,  
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(Самарский университет)  
443086 Самара, Московское шоссе, 34.

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Изд-во Самарского университета.  
443086 Самара, Московское шоссе, 34.