

Kazan Federal University

R. R. Galiakhmetova

WORKSHOP ON LEADERSHIP

Kazan 2024

KAZAN FEDERAL UNIVERSITY
Institute of Management, Economics and Finance
General Management Department

R. R. Galiakhmetova

WORKSHOP ON LEADERSHIP

Kazan – 2024

*Printed by the decision of the Educational and methodical Commission Institute of Management, Economics and Finance of KFU Protocol No. 08 of 27.05.2024
Meeting of the General Management Department
Protocol No. 7 of 24.05.2024*

Reviewers:

Palei Tatiana Feliksovna, Head of the General Management Department, Institute of Management, Economics and Finance, Kazan Federal University, Doctor of Science, Professor.

Ermolaeva Polina Olegovna, Head of the Department of Qualitative Studies, Center of Advanced Economic Research, Academy of Science of the Republic of Tatarstan, Candidate of Social Sciences.

Galiakhmetova R. R.

Workshop on Leadership: workshop / R. R. Galiakhmetova. – Kazan: Kazan University, 2024. – 82 p.

The workshop is an educational publication containing practical tasks and exercises that help you learn the course and prepare to the practical classes.

© Kazan University, 2024
© R. R. Galiakhmetova, 2024

CONTENT

INTRODUCTION	5
Topic 1. Introduction. Manager and Leader.	6
Topic 2. Main Leadership Styles.	13
Topic 3. Participation. Normative Decision Model. Delegation.	20
Topic 4. Additional Leadership Styles.	31
Topic 5. Power and Influence.	38
Topic 6. Leadership Traits. Two Pathways to Come to Leadership.	45
Topic 7. Motivation.	54
Topic 8. Decision Making. Creativity.	63
Topic 9. Level 5 Leadership.	72
Topic 10. Women Leadership.	77
EXAM QUESTIONS	81

INTRODUCTION

This workshop represents an educational publication and contains practical tasks and exercises that help the students of the direction 38.04.02 "Management" learn the fundamentals of the Leadership discipline and get prepared for the practical classes.

The main goal of the workshop is to allow the students to apply the theory on Leadership to practice. This goal is achieved via critical evaluation of the studied examples and cases, practicing brainstorming and decision making for solving the problems, practicing team and leadership behaviors during the games and case study work, further investigation of the literature on the field, etc.

Each topic contains short review of the studied class materials, questions to study, test questions, assignments, questions to discuss, and lists of the related literature. Test questions are designed to check the students' knowledges on the topic materials. Assignments include: self-tests, short film analyses, movie analyses, research paper analyses, cases, and games. Self-tests motivate the students' reflective thinking on their own leadership potential and leadership style. Film analysis implies watching in the class and further critical discussing of the famous speeches on leadership topic. Movie analysis and case study assignments provide an opportunity to apply the theory to particular situation. Finally, games give place for practicing leadership, team behavior, and decision making in small groups. Questions to discuss facilitate class discussions and debates on the topics.

This workshop uses materials from the textbooks of DuBrin A.J. "Essentials of management", Yukl, G. "Leadership in Organizations", and McShane and Glinov "Organizational Behavior. Emerging knowledge and practice for real world"; and papers by Zaleznik, A., Coleman, D., Coolins, J., Piterman, H., and others. Many of the assignments were developed by the author of these course, in particular: film analysis, movie analysis, paper analysis, some of the short cases, and games.

A graduate, who has mastered the discipline, must have the following competencies and abilities: to manage organizations, departments and project groups based on contemporary management practices and his or her leadership and communicative skills; to be able to develop strategy for achieving innovative goals; to recognize new opportunities of markets and to be able to respond to them; to further development of own leadership potential, cognitive and communicative skills as well as development of these skills and potential of his or her employees.

Topic 1. Introduction. Manager and Leader

Leadership is as old as the world is. The early leadership studies belong to Plato, Sun Tzu and Machiavelli. Leadership in form that we study it nowadays is considered as part of the Management studies.

The classic approaches of the Management study long ignored the leadership function of a manager. However, the founders of the Behavioral approach discovered and reopened the importance of the leading figure and the relationships between a leader and an employee for company performance. Currently Leadership - is one of the four functions of a manager along with Planning, Organizing and Staffing, and Controlling functions.

For the purposes of our class, we define *Leadership* as the ability to inspire and support the people who are needed to achieve organizational goals. As the next step, we define the seven distinctions between leadership and management:

1. Management is more *formal* and scientific than leadership. Management is a set of explicit tools and techniques that can be used in different situations.
2. Managing focuses on continuous improvement of the *status quo*, whereas Leadership is a force for change that makes a group to innovate and depart from routine. Leadership requires having a vision. Leaders are revolutionaries.
3. Managerial goals arise out of *necessities* (to solve problems), not desires. Leaders shape rather than respond to ideas. They change how people think about what's desirable and possible.
4. Managers *balance* opposing views, *limit* choices, and design *compromises*. Leaders increase options and develop fresh ideas.
5. Managers *avoid risk*. Leaders seek risks when opportunities appear promising.
6. Managers *avoid emotional involvement* with people and lack empathy. Leaders relate to others directly, intuitively, empathetically.
7. Managers feel *part of the organization* and wish to strengthen the organization. Leaders feel separate from the organization and wish to transform human and economic relationship.

Adapted from: DuBrin A. J. (2012), and Zaleznik A. (1992).

Summarizing, we assume that effective leadership and management are both required in the modern workplace. Managers must be leaders, but leaders must also

be good managers. Workers must be inspired and persuaded, but they also need assistance in developing smoothly functioning workplace.

Questions to study

1. Definition of a leadership.
2. The seven distinctions between a Manager and a Leader. Summary on a management and a leadership.
3. Criteria for a Manager's and a Leader's style of thinking.

Control testing

1. Management investigates the following four functions of a manager:
 - a. Planning, Organizing and Staffing, Leading, and Controlling.
 - b. Strategic planning, Current planning, Organizing, and Leading.
 - c. Planning, Realizing, Controlling, and Correcting.
 - d. Leading, Controlling, Rewarding, and Punishing
2. Leadership started developing as a part of _____ approach to Management.
 - a. administrative
 - b. bureaucratic
 - c. behavioral
 - d. system
3. Which of the following is true about Leadership:
 - a. Leadership is an old thing. There are old philosophic works on it. Current form of Leadership study started to develop in the middle of 20th century.
 - b. Leadership is a new phenomena. Leadership study started to develop in the middle of 20th century.
 - c. Leadership works belong to the ancient philosophers, current Leadership study is a fake.
 - d. Leadership as a study was never ignored by the Management studies.
4. Leadership is...
 - a. the ability to inspire and support people
 - b. the ability to inspire and support the people who are needed to achieve organizational goals.
 - c. the ability to coordinate the people who are needed to achieve organizational goals.
 - d. the ability to control the people who are needed to achieve organizational goals

5. Management is distinct from leadership, since:

- a. management is more formal, managers focus on improvement of the status quo, managers relate to others directly, intuitively, empathetically.
- b. management is more formal, managers don't feel part of the organization, managers avoid emotional involvement with people and lack empathy.
- c. management is more formal, managers focus on improvement of the status quo, managers avoid emotional involvement with people and lack empathy.
- d. management is more formal, managers avoid emotional involvement with people and lack empathy, managers love risk whenever possible

6. The following statements are true about managers when comparing them to leaders, except:

- a. Managers balance opposing views.
- b. Managers limit choices.
- c. Managers design compromises.
- d. Managers increase options and develop fresh ideas.

7. The following statements are true about leaders when comparing them to managers, except:

- a. Leaders focus on continuous improvement of the *status quo*
- b. Leaders make their groups to innovate and depart from routine.
- c. Leaders require having a vision.
- d. Leaders are revolutionaries.

8. Al Dunlap is considered to be:

- a. good manager and bad leader
- b. good manager and bad leader
- c. bad manager and good leader
- d. bad manager and bad leader

9. What is your result on the self-test “ Boy contemplating a violin”?

- a. leader.
- b. manager.

Explain your answer: _____

10. What is the main summary of the Lecture 1 discussion:

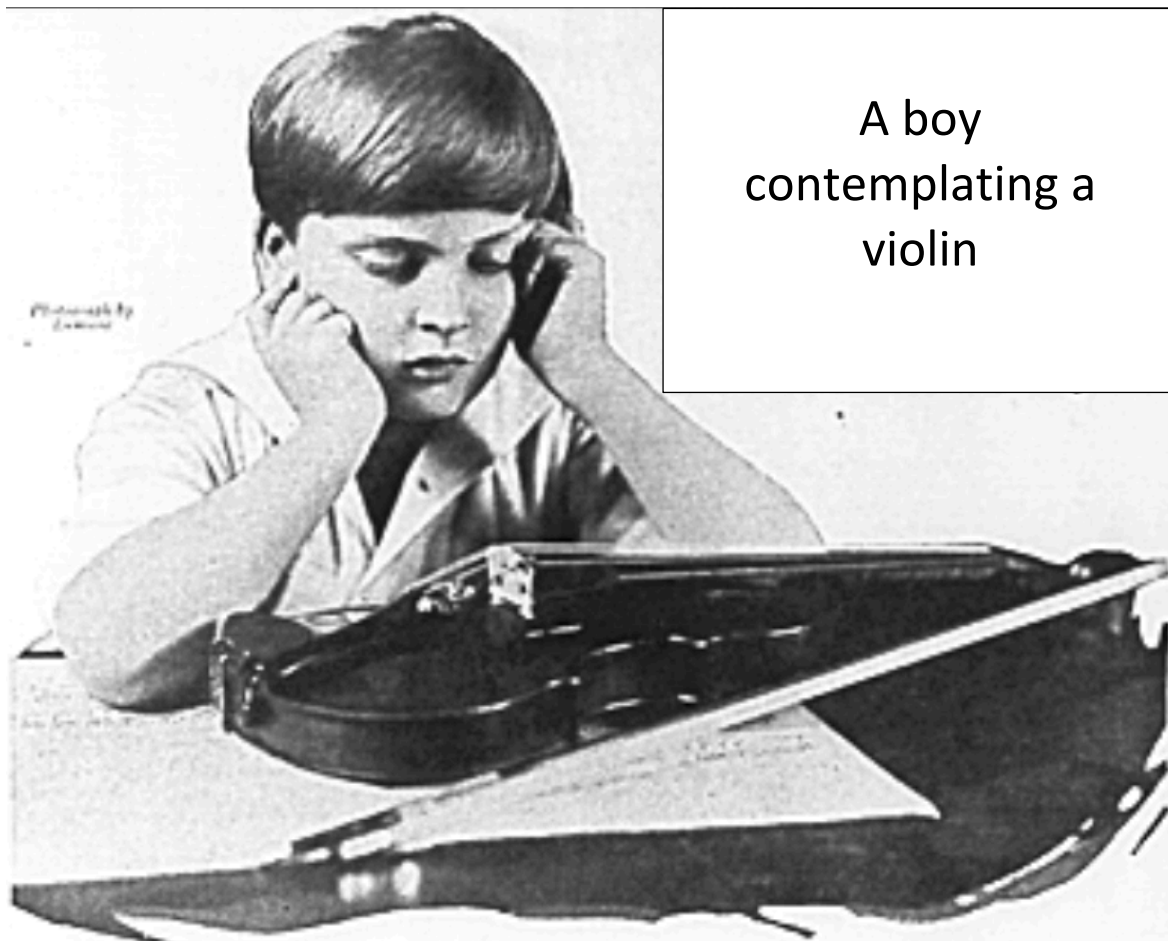
- a. We need both management and leadership.

- b. Leadership existed before management science started developing.
- c. Leadership as a study started developing under Behavioural approach to management.
- d. none.

Assignments and case studies

Assignment 1. Self-test

Look at the picture and write a short imaginative story in response to a picture.



After your imaginative story is ready, analyze it using the criteria below.

If your story illustrates:

1. Seeking out activity with other people (ex., a football team instead of violin training alone);
2. Low level of emotional involvement in those relationships. Low emotional involvement appears in the writer's use of conventional metaphors, even clichés (“playing with the squeak box”, “a good third baseman will take the field next spring”);
3. Transformation of potential conflict into harmonious decisions (ex., a boy, Mom, and Dad agree to give up the violin for sports);
4. Lack of empathy, or the capacity to sense intuitively the thoughts and feelings of others,

→ Then you are mostly a MANAGER, or have managerial way of thinking.

Examples:

“Mom and Dad *insisted* that their son take music lessons so that someday he can become a concert musician. His instrument was ordered and had just arrived. The boy is *weighing the alternatives* of playing *football with the other kids* or *playing with the squeak box*. He can't understand how his parents could think a violin is better than a touchdown.

“After 4 months of practicing the violin, the boy has had more than enough, Dad is going out of his mind, and Mom is willing to give in reluctantly to their wishes [*consensus*]. Football season is now over, but a good third baseman will take the field next spring.”

If your story illustrates:

1. Empathy – capacity to take in emotional signals and make them meaningful in a relationship.
2. Answers on the question: *what* the events and decisions mean to participants and *what* decisions to make (instead of *how* to make decisions, *how* to get things done),

→ Then you are mostly a LEADER, or have leader-like type of thinking.

Examples:

“This little boy has the *appearance of being a sincere artist*, one who is deeply affected by the violin, and has an *intense desire* to master the instrument.

“He seems to have just completed his normal practice session and appears to be somewhat *crestfallen* at his inability to produce the sounds that he is sure lie within the violin.

“He appears to be in the process of *making a vow to himself* to expend the necessary time and effort to play this instrument until he satisfies himself that he is able to bring forth the qualities of music that *he feels within himself*.

“With this type of determination and carry through, this boy became *one of the great violinists* of his day.”

Adapted from: Zaleznik (1992) <https://hbr.org/2004/01/managers-and-leaders-are-they-different>

Assignment 2. Critical analysis on a famous person’s behavior

Read Wikipedia or other sources about Al Dunlap. Watch Al Dunlap’s interview: <https://www.youtube.com/watch?v=s1ny6rPPVaA> What do you think of Al Dunlap as a manager and a leader? Analyze the seventh distinction between a manager and a leader. Is Al Dunlap a Leader?

Assignment 3. Film analysis

Watch the speech by Simon Sinek ‘How great leaders inspire action’ and answer the questions below:

1. What is the main idea of the “golden circle” by Simon Sinek?
2. What is the difference between how the most companies and Apple do their sales? Explain your answers using the “golden circle” model.
3. Please name the part of the brain, which controls human behavior.
4. What is the difference between the approaches of Samuel Pierpont Langley and Wright brothers to motivate themselves and other people?
5. Why is it important to attract those who believe in what you believe? Explain on the example of Apple or any other company.
6. What is the difference between the use of the “golden circle” by TiVo and Dr.King? What should TiVo communicate to sell well?
7. How do you understand the idea that people came to Dr. King for themselves?
8. How do you understand the idea that ‘those who lead - inspire us’ and ‘we follow them for us’?
9. How can we use this knowledge in practice?

10. Is there any danger that one could use the “golden circle” model for manipulative or inappropriate purposes? How does it happen in practice? Provide examples from life.

Game.

The Tallest Tower

Tallest Tower game is being used to encourage teambuilding in student’s group, to encourage collaboration and leadership behavior.

The students have to split in groups of 5 people. Each of the students is allowed to use only one personal object (a book, a pen, personal laptop, water bottle, etc.) to build tower in a group. Therefore, each tower should consist of no more than 5 objects. The students have 15 minutes to build their tower. There will be a 2-minute warning before the activity ends. After time is over, the Instructor will measure the towers and define the winning team.

The follow-up discussion includes the following questions:

1. Why did you choose this or that object to build your tower?
2. Which strategy did you follow in your team? Which decisions defined your result?
3. Define the functions that groupmates performed in a team? Identify the impact of each team member to the group result.

Discussion questions

1. How do you understand a Leader? Provide examples of leaders.
2. What is the difference between a Manager and a Leader?
3. How do you understand the seventh distinction between a Manager and a Leader? What do you think of Al Dunlap as a manager and a leader?
4. What is your ‘Manager or Leader’ self-test result? Do you agree with it? Why? What is the major takeaway from the test?
5. What is the main idea of ‘golden circle’ by Simon Sinek?

Related readings:

1. DuBrin A. J. (2012) Essentials of management. Chapter 10: Leadership.
2. Zaleznik, A. Managers and Leaders. Are They Different? Harvard Business Review, March–April 1992.

Topic 2. Main Leadership Styles.

Leadership *style* is the typical pattern of behavior that a leader uses to influence his or her employees to achieve organizational goals. The two main leadership styles include: participative and autocratic leadership. *Autocratic* leader is a task-oriented leader who retains most of the authority for himself/herself, makes decisions in a confident manner, and practices hands-on-management, meaning that he/she gets involved in the details of the operation. During a crisis, autocratic leadership is often welcome because group members want someone to take responsibility for the situation, make tough decisions, and eliminate ambiguity-related stress.

A *participative* leader/ team leader is the one who shares decision making with group members. Depending on the procedure of making decisions, participative leadership may take forms of:

- Consultative leadership. The leader consults with subordinates before making a decision but retains the final authority to make decision.
- Consensus leadership. The leader encourages group discussion about an issue and then makes a decision that reflects the general opinion of group members.
- Democratic leadership. The leader assigns final authority on the group.

Adapted from: DuBrin A. J. (2012).

As a result, there are four basic *decision making procedures*: autocratic, consultative, consensus, and democratic, - with the influence by group members growing from no to high levels.

Some researchers differentiate between *subvarieties* of these basic 4 procedures.

- Varieties of autocratic decision: 1) the leader merely announces an autocratic decision (“tell” style) and 2) the leader makes the decision alone but uses influence tactics such as rational persuasion (“sell” style) to gain support for it (Tannenbaum and Schmidt (1958)).
- Varieties of consultative leadership: 1) a leader who consults with individuals, and 2) a leader consults with a group (Vroom and Yetton (1973)).
- Varieties of consensus leadership: 1) A joint decision may involve only a single subordinate or several people, and 2) a group decisions.

Leadership style has a *dynamic quality* and may change over time. For example, what was initially consultation may become a consensus decision as it becomes evident that there is consensus about the best alternative. What was initially a group decision may become consultation when it becomes obvious that the group is deadlocked and the leader must make the final decision.

Sometimes a manager may manipulate the decision making procedure to make it look differently. For example, a manager may solicit ideas and suggestions from others but ignore them when making the decision. In this case what appears to be *participation* is only pretense, since consultation with employees is a fake procedure, the decision is made in an autocratic style. Another example of participation as a pretense is the manager who asks subordinates to make a decision, but does it in such a way that the subordinates are afraid to show initiative or deviate from the choices they know their boss prefers. The research article by H., Kakkar & S., Tangirala (*"If your employees aren't speaking up, blame company culture"*) investigates personal reasons and situational reasons for why employees remain silent with their opinions, concerns or ideas. The finding suggests: *"if you want employees to speak up, the environment and the teams social norms matter."*

Questions to study

1. Main leadership styles.
2. Decision making procedures and their subvarieties.
3. Dynamic quality of the leadership style.
4. Participation as a pretense.

Control testing

1. What are the two main leadership styles:
 - a. Autocratic and democratic.
 - b. Authoritative and democratic.
 - c. Autocratic and participative.
 - d. Autocratic, participative and democratic.
2. What is YOUR leadership style according to the self-test?
 - a. Autocratic.
 - b. Participative.
 - c. Democratic.
 - d. I did not do the self-test.

What is the number of your points: _____

3. Participative leadership forms include all, except:
 - a. democratic
 - b. autocratic.
 - c. consensus.
 - d. consultative.
4. Autocratic leaders have the following characteristics:
 - a. practice hands-out-management and make decisions in a confident manner.
 - b. practice hands-on-management and make decisions in a confident manner.
 - c. practice hands-on-management and encourage group discussion about an issue.
 - d. consult with subordinates before making a decision.
5. Participation (influence by others) level is the highest under:
 - a. democratic style.
 - b. autocratic style.
 - c. consensus style.
 - d. consultative style.
6. Subvarieties of autocratic decision include:
 - a. tell style.
 - b. sell style.
 - c. both.
 - d. none.
7. Leadership styles are:
 - a. constant, don't change over time.
 - b. dynamic and change over time.
 - c. both .
 - d. none.
8. Participation is only a pretence if:
 - a. employees are shy and prefer to stay silent (personal reasons).
 - b. environment is not safe to speak out (situational reasons).
 - c. a manager listens to his/her subordinates but ignores their ideas.
 - d. employees are afraid of talking to a manager.
9. The four potential benefits of participative leadership include all, except:

- a. more satisfaction with the decision process.
- b. development of the leader's decision-making skills.
- c. both.
- d. none.

10. "The Wave" movie is about:

- a. democracy.
- b. autocracy.
- c. participation.
- d. following a crowd.

11. When voting for the organisation name the students and the teacher act in _____ style ("The Wave" movie).

- a. democratic
- b. autocratic
- c. consensus
- d. consultative

Assignments and case studies

Assignment 1. Self-test 'Autocratic or participative'

Respond to the questions below and calculate your result to define your leadership style.

Directions: Answer the following questions, keeping in mind what you have done or think you would do in the scenarios and attitudes described.

	Mostly True	Mostly False
1. I am more likely to take care of a high-impact assignment myself than turn it over to a group member.	—	—
2. I would prefer the analytical aspects of a manager’s job rather than working directly with group members.	—	—
3. An important part of my approach to managing a group is to keep the members informed almost daily of any information that could affect their work.	—	—
4. It is a good idea to give two people in the group the same problem and then choose what appears to be the best solution.	—	—
5. It makes good sense for the leader or manager to stay somewhat aloof from the group in order to facilitate making a tough decision when necessary.	—	—
6. I look for opportunities to obtain group input before making a decision, even on straightforward issues.	—	—
7. I would reverse a decision if several group members presented evidence that I was wrong.	—	—
8. Differences of opinion in the work group are healthy.	—	—
9. I think that activities to build team spirit, such as the team fixing up a poor family’s house on a Saturday, are an excellent investment of time.	—	—
10. If my group were hiring a new member, I would like the person to be interviewed by the entire group.	—	—
11. An effective team leader today uses e-mail for about 98 percent of communication with team members.	—	—
12. Some of the best ideas are likely to come from group members rather than from the manager.	—	—
13. If our group were planning a banquet, I would seek input from each member on what type of food should be served.	—	—
14. I have never seen a statue of a committee in a museum or park, so why bother making decisions by committee if you want to be recognized?	—	—
15. I dislike it intensely when a group member challenges my position on an issue.	—	—
16. I typically explain to group members how they should accomplish an assigned task.	—	—
17. If I were out of the office for a week, most of the important work in the department would be accomplished anyway.	—	—
18. Delegation of important tasks is something that would be (or is) very difficult for me.	—	—
19. When a group member comes to me with a problem, I tend to jump right in with a proposed solution.	—	—
20. When a group member comes to me with a problem, I typically ask that person something like, “What alternative solutions have you thought of so far?”	—	—

Scoring and Interpretation: The answers in the participative/team-style leader direction are as follows:

Mostly True: 3, 6, 7, 8, 9, 10, 12, 13, 17, 20

Mostly False: 1, 2, 4, 5, 11, 14, 15, 16, 18, 19

Source: DuBrin A. J. (2012).

Results:

If you get 10 points or more – your leadership style is participative, or team leadership style.

If your result is 0-10 points, then you mostly practice autocratic leadership style.

Assignment 2. Movie analysis

Watch the movie "Die Welle"/"The wave"/«"Эксперимент: Волна» (2008) and answers the questions below:

1. What does autocracy mean according to the movie? Is the definition different from our lecture definition?
2. What are the strengths and weaknesses of autocratic leadership according to the movie?
3. Please list economical, political and social factors leading to strong autocracy?
4. What are the personal characteristics of the leader? Of his followers?
5. What are the steps of autocracy development (according to the movie)?
6. What is specific about “betrayers”/ “rats” of autocracy (according to the movie)?
7. What is the receipt for organizing autocracy in any community or society?
8. Would you like to live in such community or society? Explain your answer.
9. What are the benefits of autocracy for the community and its members? Use critical thinking. Provide examples from life.

Discussion questions

1. Provide examples of autocratic leaders. Name famous people or people from your life. Explain your answer.
2. Provide examples of participative leaders. Name famous people or people from your life. Explain your answer.

3. Why participation as a pretense is used by leaders? Explain your answer. Provide examples.
4. Power distance approach. According to the researchers, Russia is high power distance country. Would you like Russia to be low power distance country? How to do that? Explain your answer.
5. What is your result according to the self-test? What is the major takeover from this test for you?

Game

Scavenger Hunt

This variation of the Scavenger Hunt game implies developing a list of short and funny tasks that the competing groups of the students should perform. The team that completes all tasks first will win.

The game encourages the students to take responsibility in a group, suggest ideas, use talents and skills for the benefit of their own team, and support each other when necessary.

The Instructor helps the students to develop a list of 7-10 small tasks. Then, the students have to split in two or three groups of no more than 7 people. The students have a maximum of 20 minutes to complete the tasks. The results of the tasks should be recorded via short video or photo, which are demonstrated at the class. The Instructor checks the results of the tasks completion and defines the winning team.

The follow-up discussion includes the following questions:

1. Which strategy did you follow in your team? Which decisions defined your result?
2. Define the functions that groupmates performed in a team? Identify the impact of each team member to the group result.
3. How should you improve your own behavior in a group and results?

Related readings:

1. DuBrin A. J. (2012) Essentials of management. Chapter 10: Leadership.
2. If your employees aren't speaking up, blame company culture", H., Kakkar & S., Tangirala (2018) <https://hbr.org/2018/11/if-your-employees-arent-speaking-up-blame-company-culture>

Topic 3. Participation. Normative Decision Model. Delegation.

'If you want to hire great people and have them stay working for you – you have to let them make a lot of decisions and you have to be run by ideas, not hierarchy. The best ideas have to win, otherwise good people don't stay.'

Steve Jobs

Participative leadership offers a variety of *potential benefits*. They include: higher decision quality, higher decision acceptance by participants, more satisfaction with the decision making process, development of the decision-making skills of the subordinates. Whether the benefits are achieved depends on the participants, their number and power they possess, time limits, personality of the leader and other aspects of the decision situation. It means that participative leadership will be effective in some situations but not in others.

The previous research investigated the main factors that affect the effectiveness of the decisions procedures, and developed *decision rules* (Vroom and Yetton (1973) and Yukl (1990)). The adapted version of the rules is listed below.

If the decision is not important but it's important that subordinates accept it – choose group decision. Otherwise choose autocratic style.

If the decision is important:

- You have sufficient information on it, and it's not important that your subordinates accept your decision – choose autocratic style.
- You don't have sufficient information on it, and it's not important that your subordinates accept your decision – choose consultation.
- It's important that your subordinates accept your decision but they don't share the leader's goals – choose consultation.
- It's important that your subordinates accept your decision but they share the leader's goals – choose group decision.

Adapted from: G.Yukl (2013).

A simplified model that is easier for managers to use was proposed by Yukl (1990), and it is shown in the Table.

Normative decision model

Decision Quality	Subordinate Acceptance of Decision	
	Not Important or Assured with Autocratic Decision	Important and Not Assured with Autocratic Decision
Not important	AUTOCRATIC	GROUP
Important, but the leader has sufficient information; members share the leader's goals	AUTOCRATIC	GROUP
Important, but the leader has sufficient information; members do not share the leader's goals	AUTOCRATIC	CONSULTATION
Important and the leader lacks essential information; members share the leader's goals	CONSULTATION	GROUP
Important and the leader lacks essential information; members don't share the leader's goals	CONSULTATION	CONSULTATION

Based on Yukl (1990).

Source: Yukl, G. (2013).

The Table analyzes ten different situations with different combinations of the four factors:

1. Importance of the decision
2. Whether the leader has sufficient information
3. Whether the members share the leaders' goals
4. Whether subordinates' acceptance of decision is important

Combinations of these four factors define ten different situations with the three outcomes: autocratic decision, consultation, and group decision.

For example: "A leader of the sales department prepares a new offer for an old key client of the company. A leader used to work with the client himself for the 5 previous years. The preliminary version of the offer is on the table. Should the leader make decision alone? Or consult with his subordinates? Or give the decision to the group?"

In this case:

1. The decision is important
2. The leader has all information on the issue
3. The subordinates share goals of the leader, and
4. The acceptance of subordinates is not important,

Therefore, the leader should make decision in an autocratic way.

Summarizing, the Normative decision model is a convenient tool to increase the efficiency of the decision-making procedure.

Delegation is another part of participative decision making. It implies a process of sharing power with the subordinates who are given responsibility and authority for making some types of decisions formerly made by a manager. Some managers fail delegating, since they feel too strong need for power and are reluctant to share it with subordinates. Other managers may feel insecure when delegating, since they wish to avoid competition by subordinates, or wish to acquire the challenging task results to themselves. Some managers are not able to develop relationships with subordinates and end up doing the entire work by themselves. The inability of a manager to delegate decision process results in mostly autocratic decisions made in organization.

The *guidelines* for delegation include the following rules:

1. Delegate tasks that can be done better by a subordinate.
2. Delegate tasks that are urgent but not high priority.
3. Delegate tasks relevant to a subordinate's career.
4. Delegate tasks of appropriate difficulty.
5. Delegate both pleasant and unpleasant tasks.
6. Delegate tasks not central to the manager's role.
7. Specify responsibilities clearly.
8. Ensure subordinate acceptance of responsibilities.
9. Provide adequate authority.
10. Inform others who need to know.
11. Specify reporting requirements.
12. Provide support and assistance, but avoid reverse delegation.
13. Make mistakes a learning experience.

Adapted from: Yukl, G. (2013).

Questions to study

1. Potential benefits of participative leadership.
2. Decision rules.
3. Normative decision model.
4. Delegation. Guidelines for delegation.

Control testing

1. Participative leadership style:
 - a. always results in higher performance for a company.
 - b. always results in higher satisfaction of the employees.
 - c. always results in lower performance for a company.
 - d. depends on the situation.
2. Potential benefits of participative leadership include:
 - a. higher decision quality
 - b. higher decision acceptance by participants
 - c. more satisfaction with the decision making process
 - d. development of the decision-making skills of the subordinates.
3. Participative leadership will be effective:
 - a. in some situations but not in others
 - b. in all situations
 - c. never
 - d. no correct answer
4. Normative decision model by G. Yukl analyzes the following factors:
 - a. decision quality.
 - b. subordinate acceptance of decision.
 - c. whether a leader has sufficient information.
 - d. whether subordinates share the leader's goals.
5. Normative decision model by G. Yukl analyzes the following decision making procedures, except:
 - a. autocratic
 - b. consultation
 - c. consensus
 - d. group
6. According to G. Yukl (1990), if the decision is NOT important and it's NOT important that subordinates accept it, choose _____ decision making procedure.
 - a. autocratic

- b. consultation
- c. consensus
- d. group

7. According to G. Yukl (1990), if the decision is important, you DON'T have sufficient information on it, and it's NOT important that your subordinates accept your decision, choose _____ decision making procedure.

- a. autocratic
- b. consultation
- c. consensus
- d. group

8. The main reasons why managers fail delegating are:

- a. managers' need for power, insecurity, high need for achievement, and difficulty in forming relationships.
- b. subordinates' lack of experience and indifference about task objectives.
- c. managers' lack of power and control.
- d. subordinates' lack of creativity.

9. The inability of a manager to delegate decision process results in mostly _____ decisions made in organization:

- a. autocratic
- b. consultation
- c. consensus
- d. group

10. The guidelines for delegating include all, except:

- a. Delegate tasks that are not urgent and not high priority.
- b. Delegate both pleasant and unpleasant tasks.
- c. Delegate tasks relevant to a subordinate's career.
- d. Provide support and assistance, but avoid reverse delegation.

The inability of a manager to delegate decision process results in mostly autocratic decisions made in organization.

Assignments and case studies

Assignment 1. Advantages of Autocratic leadership style

Study the list of the potential benefits of Participative leadership, the decision rules and the Normative decision model. Then, develop a list of the potential benefits of Autocratic leadership.

Cases

Case 1. Alvis Corporation

Kathy McCarthy was the manager of a production department in Alvis Corporation, a firm that manufactures office equipment. The workers are not unionized. After reading an article that stressed the benefits of participative management, Kathy believed that these benefits could be realized in her department if the workers were allowed to participate in making some decisions that affect them. Kathy selected two decisions for an experiment in participative management.

The first decision involved vacation schedules. Each summer the workers are given two weeks vacation, but no more than two workers can go on vacation at the same time. In prior years, Kathy made this decision herself. She would first ask the workers to indicate their preferred dates, then she considered how the work would be affected if different people were out at the same time. It was important to plan a vacation schedule that would ensure adequate staffing for all of the essential operations performed by the department. When more than two workers wanted the same time period, and they had similar skills, she usually gave preference to the workers with the highest productivity.

The second decision involved production standards. Sales had been increasing steadily over the past few years, and the company recently installed some new equipment to increase productivity. The new equipment would make it possible to produce more with the same number of workers. The company had a pay incentive system in which workers received a piece rate for each unit produced above a standard amount. Separate standards existed for each type of product, based on an industrial engineering study conducted a few years earlier. Top management wanted to readjust the production standards to reflect the fact that the new equipment made it possible for the workers to earn more without working any harder. The savings from higher productivity were needed to help pay for the new equipment.

Kathy called a meeting of her 15 workers an hour before the end of the work day and explained that she wanted them to discuss the two issues and make recommendations. Kathy figured that the workers might be inhibited about participating in the

discussion if she were present, so she left them alone to discuss the issues. Besides, Kathy had an appointment to meet with the quality control manager. Quality problems had increased after the new equipment was installed, and the industrial engineers were studying the problem in an attempt to determine why quality had gotten worse rather than better.

When Kathy returned to her department just at quitting time, she was surprised to learn that the workers recommended keeping the standards the same. She had assumed they knew the pay incentives were no longer fair and would set a higher standard. The worker speaking for the group explained that their base pay had not kept up with inflation, and the higher incentive pay restored their real income to its prior level.

On the vacation issue, the group was deadlocked. Several of the workers wanted to take their vacations during the same two-week period and could not agree on who should go. Some workers argued that they should have priority because they had more seniority, while others argued that priority should be based on productivity, as in the past. Because it was quitting time, the group concluded that Kathy would have to resolve the dispute herself. After all, wasn't that what she was being paid for?

Source: Yukl, G. (2013).

Questions:

1. Were the two decisions appropriate for a group decision procedure according to the Normative decision model:

- a. decision on vacation schedules: YES / NO;
- b. decision on readjusting the production standards: YES / NO?

2. Indicate the number of the case according to the Normative decision model:

- a. decision on vacation schedules: N: _____;
- b. decision on readjusting the production standards: N: _____.

3. What mistakes were made in using participation, and what could have been done to avoid the difficulties the manager encountered?

4. Were these two decisions appropriate ones for introducing participation into the department? (YES / NO).

Adapted from: Yukl, G. (2013). Chapter 5. Participative Leadership and Empowerment, In Leadership in Organizations. (8th ed., pp. 105-134). Pearson, USA.)

Case 2. Read short cases below and choose the effective decision making procedure according to the Normative decision model.

1. A leader orders some office staff (paper, steppers, etc.) for the entire office. How should he make his choice of staff items?
2. After successful financial year a CEO wants to organize a corporate party for all employees. The budget is \$50,000. How should the CEO make her decisions on organizing the party?
3. A leader of the sales department prepares a new offer for an old key client of the company. A leader used to work with the client himself for the 5 previous years. The preliminary version of the offer is on the table. Should the leader discuss the offer with his subordinates?
4. A CEO wants to close the unprofitable department (and further to rearrange its people and sources between the remaining departments). Should the CEO organize the executive board meeting to discuss the decision about closing the department or make the decision herself?
5. A leader wants to organize a luxury meeting room to meet with key clients of the company. The room aims to communicate the company's stability, credibility, rich history, and past achievements. However, most employees of the company think this luxury room is a waste of money. The room will be used by the leader only. How should a leader make his decision?
6. A CEO wants to open an innovative production line. Now she has to decide how to distribute money between all departments. The only one who seems to support the CEO is an inventor. Other department heads feel worried by the fact their departments will receive less money. How should a leader make her decision?
7. A leader has to decide, which models of equipment he should buy within the "Modern equipment" program. The leader lacks sufficient technical expertise, therefore he plans to talk to technical expert in the field. What will be the decision making procedure?
8. The same leader as in the previous case (let's say a CEO) talks to Technical department head about buying new equipment. In this case the Technical department head has his part of information (ex., technical characteristics of the equipment), and the CEO has his part of information (ex., budgets available), and they feel free to discuss it all openly. What will be the decision making procedure?

9. A CEO plans to adopt a new marketing approach (let's say, social e-commerce). She consults with her Sales department head about the efficiency of the existing marketing approach. The Sales department head and his team don't really understand the need to change the marketing approach. However, their daily routine will not be affected by this change (The department that will work on implementing the new marketing approach is not Sales but Marketing department). What should the decision making procedure look like?
10. A leader plans to buy a new equipment to improve productivity. He consults with subordinates on existing production problems. The team is reluctant to change the way they used to work, but provide the leader all necessary information. What is the decision making procedure?

Question:

How should you make your decision according to the Normative decision model by G. Yukl? Explain your answer.

Game

Mars Mission

The Instructor splits the students in groups of 10 people and randomly assigns one of the 10 roles to each student. Then, the students have 30 minutes to read the case and answer the questions.

Game description:

After mass ecologic catastrophe on the Earth, the Mars colony was set up. A group of people should depart from the Earth to initiate the colony's work. This group has the highest survival chances. Your choice of the group members will define the survival and the further success of the colony.

Roles description:

1. Young girl, 15 years old. She is an excellent student, loves physics and math, and prepared herself for an early enrollment to a technical institute. She experienced a shock because of the Earth catastrophe, and therefore, almost doesn't talk. She is in love.

2. Young man, 16 years old. He had satisfactory grades in his school and a reputation of a deviant student. He is physically strong, loves athletics and fighting sports. He is in love.
3. Young girl, 19 years old. She is a member of the national rhythmic gymnastics team. She dedicated all her life to sports. She is very beautiful. Pregnant, 25 weeks.
4. Young girl, 22 years old. She is a recent graduate of a medical institute, where she had average performance. Her dream is to treat other people, but she is in doubt about her preparedness for it.
5. Young man, 25 years old. He served in emergency services. Has a big experience of saving people during earthquakes and in fire, doing emergency medical care. He has psychological skills for working with people in stress situations. He was fired from emergency services after fighting with his colleague.
6. Young woman, 35 years old. She is an engineer. Worked in construction bureau. She was planning to defend her doctoral thesis.
7. Young man, 30 years old. Military officer. Served in aerospace forces. Knows everything about flying machines. Alcoholic.
8. Woman, 46 years old. Agronomist. She selected and adapted the plants for the Mars colony's survival. Knows chemistry, biology and geology perfectly. Has weak health.
9. Man, 49 years old. Has a doctoral degree in physics and math. Knows technical disciplines perfectly. Theoretic.
10. Man, 57 years old. He is an academic of Russian Academy of Sciences. His field is social sciences. He is a bright and charismatic person.

For the colony's survival you need at least 5 people and 1 cargo ton (food, clothes, fuel, etc.) You may take all the passengers with you but you need to replace one person with 100 kg of cargo.

Your task is to come to agreement about:

- the amount of cargo;
- number of people,
- if you take more than 5 people, how to solve the resources problem.

The students communicate their group results orally and compare them with the competing group results. The Instructor checks the results of the tasks completion and defines the winning team.

The follow-up discussion includes the following questions:

1. Did you like the role you got in this game? How did you evaluate chances of that personage to depart to the Mars colony and – very likely – to survive?
2. Did you experience any conflict of interests between your personage and the rest of the group? Was it important for you that your personage would survive?
3. What strategy did you follow in your group discussions? Were you able to affect the final decision?
4. Analyze your teammates' behavior during the game. Identify the impact of each team member to the group result.
5. How should you improve your own behavior in a group for the better results of your team in a future?

Discussion questions

1. How do you understand Participative leadership? Provide examples of participative leaders.
2. What do you think of the leadership style of Steve Jobs. Explain your answer.
3. How should a manager overcome barriers to avoid delegating?
4. Analyze the Eizenhower matrix. Which of the four blocks should a manager delegate?

Related readings:

1. DuBrin A. J. (2012) Essentials of management. Chapter 10: Leadership.
2. Yukl, G. (2013). Leadership in Organizations. (8th ed., pp. 105-134). Pearson, USA.) Chapter 5. Participative Leadership and Empowerment.

Topic 4. Additional Leadership Styles.

Leadership styles are not limited to Autocratic and Participative. In this Topic we will study four additional leadership styles: coercive, affiliative, pacesetting, and coaching.

- *Coercive* leader demands immediate compliance. He or she is highly efficient when working with problem employees, or in cases of turnaround and disaster. This style should be used for short time and with extreme caution. Otherwise, it will dampen employees' motivation, kill flexibility and innovations.
- *Affiliative* leadership, instead, increases employees' loyalty, flexibility and sense of belonging. This happens due to the fact that a leader's focus is on creating harmonious and emotionally safe place to work in. This could work well when emotional ties in organization are weak and create barrier for the performance. However, this style could be inefficient when working with poor performers, or if the leaders is unable to be autocratic when necessary.
- *Pacesetting* leader represents himself an outstanding example of how to perform a good job and demands the same from the employees. This style motivates highly-competent employees, who need little or no directions. Others would feel lost or overwhelmed by such a leader's demand for excellence, especially in case when the leader is unable to provide clear instructions on the job.
- *Coaching* leader focuses on the long-term personal and professional development of his employees. Sometimes the subordinates are allowed to fail in immediate task-related task if that means a learning lesson for them. Coaching leaders love delegating, giving challenging assignments and providing constructive feedback as tools for improving their employees' results. This style works well with the employees who wish to improve, but fails with the employees who are unaware of their weaknesses or are reluctant to change.

To summarize the leadership styles we have already studied, let's list the slogans and goals for each of them:

	<i>Leadership style</i>	<i>Slogan</i>	<i>Main goal</i>
1	Autocratic	"Follow me!"	Mobilizing people towards a goal
2	Participative/ team	"Let's discuss"	Finding consensus through participation
3	Coercive	"Do what I say"	Demanding immediate compliance
4	Affiliative	"People come first"	Creating strong emotional bonds and harmony

5	Pacesetting	“Do like me”	Expecting excellence and self-direction
6	Coaching	“I believe in you”	Long-term personal development

The suggestions on leadership styles include the following:

1. Leaders should know and be able to use each leadership style.
2. Leaders should choose between them.
3. Switching flexibility is well advised.

Adapted from: Coleman (2000).

Questions to study

1. Coercive leadership style.
2. Affiliative leadership style.
3. Pacesetting leadership style.
4. Coaching leadership style.
5. Comparing the studied leadership styles.

Control testing

1. The slogan for autocratic leadership style is:
 - a. let’s discuss.
 - b. people come first.
 - c. follow me.
 - d. do what I say.
2. The slogan for participative leadership style is:
 - a. let’s discuss.
 - b. people come first.
 - c. follow me.
 - d. do what I say.
3. The slogan for coercive leadership style is:
 - a. do like me.
 - b. people come first.
 - c. follow me.
 - d. do what I say.
4. The slogan for affiliative leadership style is:
 - a. do like me.

- b. people come first.
 - c. follow me.
 - d. do what I say.
5. The slogan for pacesetting leadership style is:
- a. let's discuss.
 - b. people come first.
 - c. do like me.
 - d. do what I say.
6. The slogan for coaching leadership style is:
- a. let's discuss.
 - b. people come first.
 - c. do like me.
 - d. I believe in you.
7. Coaching leadership style will work with:
- a. problem employees.
 - b. self-motivated employees.
 - c. employees who are aware of their weaknesses.
 - d. employees whose trust is broken.
8. Pacesetting leadership style will work with:
- a. problem employees.
 - b. self-motivated employees.
 - c. employees who are aware of their weaknesses.
 - d. employees whose trust is broken.
9. Affiliative leadership style will work with:
- a. problem employees.
 - b. self-motivated employees.
 - c. employees who are aware of their weaknesses.
 - d. employees whose trust is broken.
10. Coercive leadership style will work with:
- a. problem employees.
 - b. not self-motivated employees.
 - c. employees who are resistant to change.
 - d. employees whose trust is broken.

Assignments and case studies

Assignment 1. Movie analysis

Watch the movie “Whiplash” (2013) and answer the questions below:

1. Analyze the personality of Fletcher. What are his methods to work with the students? What is Fletcher’s leadership style?
2. Analyze the personality of Andrew. What makes him play music? What is his motivation?
3. Analyze the appropriateness of the Fletcher’s methods to work to the case. Do you support these methods or not? What are the consequences of the Fletcher’s style for the group? Explain your answer.
4. Analyze Andrew’s success in music at the end of the movie. Was that thanks to Fletcher? Or ‘despite of’ Fletcher? Explain your answer.
5. Provide examples of ‘the Fletchers’ from life, especially from sports and military services.

Cases

Short cases

Define the leadership styles in the situations below. Use the six styles we have learned: autocratic, participative, coercive, affiliative, pacesetting, and coaching.

1. You are a trainer of a football team. During a new football season, one of your players gets shocking news: he lost his dad. Which style would you choose in this case? Provide short explanation.
 - a. Autocratic
 - b. Participative
 - c. Coercive
 - d. Affiliative
 - e. Pacesetting
 - f. Coaching
2. Sam, an expert in biochemistry, was successful in heading a team developing a new product & demonstrating how to do first-class scientific work. Sam was promoted to charge the entire division of R&D. His tasks expanded to creating a vision, coordinating the projects, delegating tasks and helping others. Sam ended up working nights and weekends and became a micromanager. What is the Sam’s leadership style? Explain your answer.
 - a. Autocratic

- b. Participative
- c. Coercive
- d. Affiliative
- e. Pacesetting
- f. Coaching

3. The first act of a division president was to demolish the executive conference room with its long marble table that symbolized the tradition-bound formality that was paralyzing a company. The destruction of the room and the subsequent move to a smaller, more informal setting, sent a message no one could miss. What is the leadership style? Explain your answer.

- a. Autocratic
- b. Participative
- c. Coercive
- d. Affiliative
- e. Pacesetting
- f. Coaching

4. Lawrence, the president of the manufacturing division, decided to close a product unit at a global computer company & reassign its people and products. James, the head of the unit, decided to go over his boss's head and plead his case to the CEO. Instead of blowing up at James, Lawrence sat down with him and talked about his future, opportunities to gain new skills and blossom in a new role, as well as how to talk when meet with the CEO. What is the leadership style of Lawrence? Explain your answer.

- a) Autocratic
- b) Participative
- c) Coercive
- d) Affiliative
- e) Pacesetting
- f) Coaching

5. Tom, the vice-president of marketing at pizza restaurant chain, figured out: the concept that aims to increase shareholders' wealth doesn't have power to inspire a restaurant managers to be innovative or do better than good-enough job. Tom suggested a new vision to drive everything in a company: distributing high-quality, convenient-to-get pizza. What is the leadership style of Tom? Explain your answer.

- a) Autocratic
- b) Participative
- c) Coercive

- d) Affiliative
- e) Pacesetter
- f) Coaching

Adapted from: Coleman, D. (2000).

Game.

Blind Drawing

Blind Drawing game helps the students to analyze their own leadership style and the leadership styles their groupmates use when guiding each other.

The students have to split in groups of 2 people. One of the students in the group will choose a famous painting and will instruct his or her peer for drawing it without naming the painting or the artist. While the second student will draw a picture on the board following those instructions and try to guess the painting. Each group has 5 minutes for their performance. After time is over, the Instructor will evaluate the group work results.

The follow-up discussion includes the following questions:

1. Evaluate your leadership style when instructing your peer.
2. Was you demanding? Did you feel anger or impatience?
3. Did you focus on feelings of your peer? Did you try to comfort him or her? Reduce his or her stress level?
4. Did you use phrases like ‘look at me’, ‘do like this’, or the like?
5. Was your focus to teach your peer more you know about the painting or deepen his or her knowledges? Did you challenge your peer giving him or her more of the new and interesting details to paint?
6. Evaluate whether your leadership style was appropriate to the situation (task and person). Which strategy would you better choose? Explain your answer.

Discussion questions

1. Tell about the leadership styles we have already studied. Which of the styles do you mostly practice? Provide examples from your life.
2. Are you flexible enough when switching from one leadership style to another? Provide examples from your life.
3. Provide examples of leaders who correspond to each of the styles.
4. Define leadership style/-s of Steve Jobs, Donald Trump, etc. Explain your choice.

Related readings:

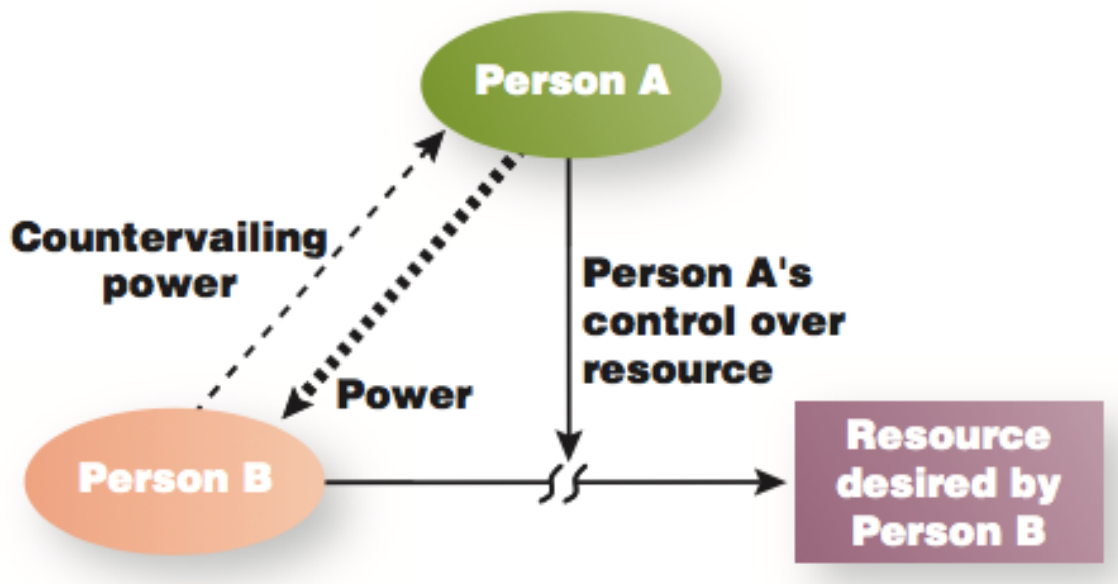
1. DuBrin A. J. (2012) Essentials of management (ninth edition). Chapter 10: Leadership.
2. Yukl, G. (2013). Leadership in organizations (eight edition). Chapter 14: Cross-cultural leadership and diversity.
3. Coleman, D. (2000). Leadership That Gets Results. Harvard Business Review, March-April 2000.

Topic 5. Power and Influence.

Power is the capacity of a person, team or organization to influence others. So, 'capacity' and 'influence' are the two keywords to understand power. Power is about potential to change someone's behavior or attitude, not necessarily the real act of doing it. Power includes personality of a leader, his or her charisma, emotional intelligence, communication skills, and many other aspects or the leader's personal and professional traits and skills.

The necessary *prerequisite* of power is that one person believes that he or she is dependent on another person and may get some desired source of value from him or her. This way people assign power to leaders and believe their dreams of salary increase, bonuses, job promotion, etc. will come true. So, power is a strong belief by others that they get something valuable for them from the leader. Interestingly, but the leaders don't always have or may ever get access to the valuable sources they promise. This is the paradox of power.

In the picture below we can see visual representation of the relationships between a person who has a power and a person who accepts this power.



Source: McShane and Glinov (fifth edition).

On the Picture above Person A is the one who has power, and Person B is the one who accept this power. Person B also has power over Person A in form of ability to deny his or her requests.

There are different types of power:

1. *Legitimate* power is the authentic right of leader to make certain types of requests. It is the easiest type of influence for most subordinates to accept.

For example, virtually all employees accept the manager's authority to conduct a performance evaluation.

2. *Reward* power is a leader's control over rewards to the group members. Exercising this power includes giving salary increases and recommending employees for promotion.
3. *Coercive* power is a leader's control over punishment, such as assignment to undesirable working hours, demotion, or firing. Effective leaders generally avoid heavy reliance on coercive power because it creates resentment and sometimes retaliation.
4. *Expert* power derives from a leader's job-related knowledge perceived by group members. It stems from having specialized skills, knowledge, or talent. Expert power can be exercised even when a person does not occupy a formal leadership position. Ex.: marketing manager who knows how to create demand for a product.
5. *Referent* power refers to the ability to control based on loyalty to the leader and the group member's desire to please that person. It derives from leaders' charisma and personal characteristics.

Source: DuBrin A. J. (2012).

Questions to study

1. Power definition.
2. Prerequisite of power.
3. Types of power: legitimate power, reward power, coercive power, expert power, and referent power.

Control testing

1. Power is:
 - a. the act of a person, team or organization of influencing others.
 - b. the capacity of a person, team or organization to influence others.
 - c. both
 - d. none
2. Source of value for the Person B, who accepts power, includes:
 - a. salary increase, bonuses
 - b. job promotion
 - c. access to valuable information
 - d. all listed

3. A leader:

- a. always has access to the valuable sources he or she promises
- b. doesn't always have access to the valuable sources he or she promises
- c. never has access to the valuable sources he or she promises
- d. none

4. The types of power for a leader include all, except:

- a. legitimate power.
- b. reward power.
- c. subordinate power.
- d. power motive.

5. Legitimate power:

- a. is authentic right of leader to make certain types of requests
- b. is a leader's control over rewards to the group members
- c. is a leader's control over punishment
- d. derives from a leader's job-related knowledge

6. Reward power:

- a. is authentic right of leader to make certain types of requests
- b. is a leader's control over rewards to the group members
- c. derives from a leader's job-related knowledge
- d. is the ability to control based on loyalty to the leader

7. Coercive power:

- a. is a leader's control over rewards to the group members
- b. is a leader's control over punishment
- c. derives from a leader's job-related knowledge
- d. is the ability to control based on loyalty to the leader

8. Expert power:

- a. is authentic right of leader to make certain types of requests
- b. is a leader's control over rewards to the group members
- c. derives from a leader's job-related knowledge
- d. is the ability to control based on loyalty to the leader

9. Legitimate power:

- a. is a leader's control over rewards to the group members
- b. is a leader's control over punishment
- c. derives from a leader's job-related knowledge
- d. is the ability to control based on loyalty to the leader

10. Which is true about coercive power:

- a. Effective leaders generally avoid heavy reliance on coercive power because it creates resentment and sometimes retaliation.
- b. Effective leaders generally rely on coercive power because it helps to improve employees' discipline.
- c. Effective leaders rely on coercive power even when they don't occupy a formal leadership position.
- d. It is the easiest type of influence for most subordinates to accept.

11. Which is true about legitimate power:

- a. Effective leaders generally avoid heavy reliance on coercive power because it creates resentment and sometimes retaliation.
- b. Effective leaders generally rely on coercive power because it helps to improve employees' discipline.
- c. Effective leaders rely on coercive power even when they don't occupy a formal leadership position.
- d. It is the easiest type of influence for most subordinates to accept.

Assignments and case studies

Assignment 1. Film analysis

Watch the film by Deborah Gruenfeld: Power & Influence

<https://www.youtube.com/watch?v=KdQHAcAnHmw> and answer the questions.

Questions:

1. In which situations do you have to play high? Provide examples of you playing high.
2. When should you play low? Provide examples from your life.
3. How should women play? High? Low? Analyze the case about Heidi and Howard.
4. Does body position affect our physiology? How do you plan to use this information for your self-perception?

Assignment 2. Movie analysis

Watch the movie "Coach Carter" (2005) and answer the questions below:

1. Analyze the personality of Carter. What are his methods to work with the students? What is Carter's leadership style?

2. Analyze the personalities of the students. What makes they play basketball? What is their motivation?
3. Analyze the appropriateness of the Carter's methods to work to the case. Do you support these methods or not? What are the consequences of the Carter's style for the group? Explain your answer.
4. Analyze changes that happened in the team after coach Carter took over the leadership. Was that thanks to Carter? How could one person change several lives? Explain your answer.
5. Provide examples of 'the carters' from life.
6. Compare the two coaches we analyzed: Fletcher and Carter. Whose methods do you like more?

Case

Coach Knight

Read the case 'Coach Knight. The will to win'

<https://www.hbs.edu/faculty/Pages/item.aspx?num=32637> and answer the questions.

Questions:

1. Discuss the personality of Coach Knight. What is his leadership style?
2. Would you like to train with Coach Knight? Explain your answer.
3. Would you like to be friends with Coach Knight? Would you like to be a son/a daughter of Coach Knight? Explain your answers.
4. Provide examples of other 'coaches knights' you know. You may name famous people we all know. What is specific about them?
5. Analyze personalities of the famous Russian coaches: Irina Viner, Eteri Tutberidze, Alexey Mishin, etc. Compare them to coach Knight.
6. What about the students who stay working with Coach Knight? What about all those people who accept such approach of a leader at work? Use the Picture on the slides for the Lecture 6, Power and Influence. Provide your analysis on the case.
7. Do you support the work approach by Coach Knight or people like him? Which is more important for you: the goal or the way to achieve it? What are the consequences of striving to win at any price? Provide your analysis on the case.

Game

Desert Island

This variation of the Desert Island game encourages creativity and collaboration as well as leadership behavior and ability to influence other group members.

The students have to split in groups of 5 people. They imagine they are on desert island. Each of the students is allowed to choose only one personal object (a pen, glasses, keys, a lighter, etc.) he or she thinks is the most important for the group's survival. At the end, each group would get 5 such 'sources of value'. The students have 15 minutes to complete the assignment.

Then, each group should choose a leader. The participants of the group should suggest themselves as leaders and try to convince others they are the best choice, and their 'source of value' is the most important for the group's survival. The students have 20 minutes to complete this task. After time is over, the Instructor will check the results.

The follow-up discussion includes the following questions:

1. Why did you choose this or that object?
2. How did you choose a leader for your team? What defined your final decision? What was the decision making procedure your group used?
3. What were the types of power that the leader of your group demonstrated? What is his or her leadership style?
4. Analyze the types of power you employed to influence your groupmates. What is your potential for growth as a leader? Analyze your leadership style.
5. Define the types of power that your groupmates demonstrated. Identify the leadership style/-s of each team member.
6. Analyze the chances of the leader to realize his or her plan on saving the team.

Discussion questions

1. What is power? Does it belong to one person only?
2. What is the other side of power? What is the benefit of those who accept power to obey?
3. What is the benefit of a leader to make others accept his or her power?
4. How do you understand referent power? Provide examples of leaders who possess referent power.

Related readings:

1. DuBrin A. J. (2012) Essentials of management. Chapter 10: Leadership.
2. McShane, Glinov. Organizational Behavior. Emerging knowledge and practice for real world. (fifth edition), Chapter 10.

Topic 6. Leadership Traits. Two Pathways to Come to Leadership.

The leadership effectiveness arises from a combined effect of the following *leadership traits*:

1. Drive and passion. Leaders are noted for the passion they have for work and the effort they invest in their work.
2. Power motive. Effective leaders have a strong desire to control others and resources.
3. Self confidence combined with humility. Self confidence of a leader encourages subordinates to follow a leader, while humility makes them to respect a leader.
4. Trustworthiness and honesty. Strong employee trust is important for high productivity and commitment by employees.
5. Good intellectual ability, knowledge and technical competence.
6. Sense of humor. This trait helps to build relationships in a team and overcome stress pressure or boredom.
7. Emotional intelligence. Leaders should be sensitive to themselves and the needs of others, and have the ability to manage their own emotions and emotions of others.
8. Leadership efficacy. Leader's confidence in his or her own knowledge, skills and experience helps to accomplish his or her job on a leadership position.

Source: DuBrin A. J. (2012).

Most trait studies on the relationship of traits and skills to effective leadership only test for simple, linear relationships. However, the relationship is often *curvilinear*, and a moderate amount of the trait is usually optimal rather than the maximum amount (Le et al. (2010)).

1. Self-confidence
 - With too little of self-confidence a leader: is indecisive, avoids risks, and does not seek to influence others.
 - With too much of self-confidence a leader: is arrogant, acts too quickly, and takes too many risks.
2. Need for Esteem
 - Too little: does not seek recognition or build a reputation for high expertise and reliability.
 - Too much: preoccupied with reputation and status, exaggerates achievements, covers up.
3. Need for Affiliation

- Too little: does not try to form strong relationships or build a social support network.
 - Too much: overly concerned about being liked and accepted by others, over-uses ingratiation, and will not risk popularity by asking for sacrifices or insisting on better performance.
4. Need for Independence
- Too little: dependent on others for direction, rule oriented, avoids taking initiative.
 - Too much: resents authority, too quick to ignore rules and standard procedures.
5. Altruism
- Too little: selfish, does not care about the needs of others, may exploit them for personal gain.
 - Too much: overly generous and forgiving, unable to ask for sacrifices or maintain discipline.
6. Performance Orientation
- Too little: the person accepts weak performance and does not push for improvement.
 - Too much: the person is a perfectionist and is overly demanding and never satisfied.

Adapted from: Yukl, G. (2013).

Questions to study

1. Leadership traits.
2. Curvilinear relationship between leadership traits and leader's efficacy.
3. Two pathways to come to leadership.

Control testing

1. The characteristics of effective leader include all, except:
 - a. power motive.
 - b. trustworthiness and honesty.
 - c. leadership efficacy.
 - d. self-confidence with no humility.
2. Drive and passion means:
 - a. Leaders are noted for the passion they have for work.
 - b. Leaders are noted for the effort they invest in their work.

- c. both.
- d. none.

3. Emotional intelligence means:

- e. Leaders should be sensitive to themselves and the needs of others.
- f. Leaders should have the ability to manage their own emotions and emotions of others.
- g. both.
- h. none.

4. Le et al. (2010) define that some leadership traits have ____ relationship with effective leadership.

- a. positive linear
- b. negative linear
- c. zero
- d. curvilinear

5. Leadership traits that have curvilinear relationship with effective leadership include:

- a. Self-confidence combined with humility
- b. Need for esteem
- c. Profit orientation
- d. Humanism

6. A leaders with too much of self-confidence will have all, except:

- a. arrogance.
- b. tendency to act too quickly.
- c. being too much preoccupied with reputation and status.
- d. taking too much risks.

7. A leaders with too much need for affiliation will do all, except:

- a. be overly concerned about being liked and accepted by others
- b. over-use ingratiation
- c. risk popularity by asking for sacrifices or insisting on better performance.
- d. all is true

8. A leaders with too little of altruism will be all, except:

- a. be selfish
- b. don't not care about the needs of others
- c. exploit others for personal gain
- d. be overly generous and forgiving.

9. “A trait or skill that is a strength in one situation can later become a weakness when the situation changes.” What does this phrase mean? Explain your answer.

10. The two pathways to come to leadership position include:

- a. coercive.
- b. charismatic.
- c. dominant.
- d. prestigious.

Assignments and case studies

Assignment 1. Paper analysis: Dominant and prestigious leadership

Read the two papers and answer the questions.

1. Explaining the Global Rise of “Dominance” Leadership, by Sivanathan, N., & Kakkar, H. <https://www.scientificamerican.com/article/explaining-the-global-rise-of-ldquo-dominance-rdquo-leadership/>
2. Why We Prefer Dominant Leaders in Uncertain Times. Kakkar, & H., Sivanathan, N. <https://hbr.org/2017/08/why-we-prefer-dominant-leaders-in-uncertain-times>

Questions:

1. Provide examples of dominant leaders from life.
2. Provide examples of prestigious leaders from life.
3. What is the current tendency in your country and in the world? Analyze top management of your home country companies and international companies. Explain your answer.

Cases

Is Julia too empowering?

Read the case and answer the questions.

Is Julia Too Empowering?

Julia is the director of the municipal bond group of a financial services firm. Julia has four managers reporting to her, each of whom supervises a unit of the group: retail sales, institutional sales, customer service, and internal administration.

Laura, the branch director and company vice president, heard rumblings that the group was not receiving enough supervision, so she decided to investigate. During a dinner meeting requested by Laura, she asked Julia about her approach to leading the group. Julia replied:

“I am leading my four managers as if they are all responsible professionals. I believe in management by exception. Unless I am aware of a problem, I am hesitant to get involved in how my managers conduct their work. Don’t forget that as the head of the municipal bond group, I have some responsibility for spending time with major customers as well as meeting with you and other senior executives. I do hold a weekly meeting, and conduct my annual performance reviews as required.”

Laura thanked Julia for having attended the dinner, and said that the meeting was informative. With Julia’s permission, Laura said that she would be visiting the municipal bond group to have a few casual conversations with the four managers.

When asked about Julia’s leadership, the first manager said his nickname for Julia was Macro Julia; instead of being a micromanager, she went to the other extreme and was a macromanager who had minimal contact with the group. He added that at times Julia didn’t seem to even care what was happening. The manager said, “I recently asked Julia’s advice about finding a good contact who could introduce me to the pension fund manager of a hospital. Julia told me that a big part of my job was to develop contacts on my own.”

The second manager Laura spoke to said that she enjoyed working with Julia because she was a nice person who didn’t get in her hair. “I don’t need a boss to remind me to attain my goals or get my work done on time. A little smile of encouragement here and there is all I need,” the manager said.

The third manager said to Laura, “I think Julia would be a great manager for me a few years down the road. But right now, I do not want to feel so much on my own. Julia is a talented person who I could learn from. Yet she is more involved with customers and higher-level management than she is with her managers. I’m new in the field, so I could use more of a coaching style of manager.”

The fourth manager said, “I remember meeting Julia a few times, but I don’t remember much about her. You said she is my manager? I don’t care if my comments get back to her, because I’m joining a competitor next month.”

Discussion Questions

1. To what extent has Julia chosen the right approach to leading the managers in her unit of the financial services firm?
2. What advice can you offer Julia to be a more effective leader?
3. What advice can you offer Laura to help Julia be a more effective leader?
4. Explain whether you think Laura was justified in asking Julia’s direct reports about Julia’s approach to leadership.

Source: DuBrin A.J. (2012).

National products

Read the case and answer the questions.

National Products

Susan Thomas is the vice president for human resources at National Products, a manufacturing company with 500 employees. The company has an opening for a general manager in one of its product divisions, and the president asked Susan to review the backgrounds of three department managers who are interested in being promoted to this position. She is expected either to recommend one of the three internal candidates or to begin recruitment of external candidates. The internal candidates are Charley Adams, Bill Stuart, and Ray Johnson. The following information about each candidate was obtained from performance records, interviews with the candidates, and discussions with the boss of each candidate.

Charley Adams

Charley Adams has been a production manager for the past eight years. He is an easy-going person who loves to swap jokes and tell stories. Charley stresses the importance of cooperation and teamwork. He is uncomfortable with conflict, and he tries to smooth it over quickly or find an acceptable compromise.

Before becoming a manager, Charley was always willing to take on extra assignments for his boss and to provide helpful advice to less experienced coworkers in his department. Charley is proud of his reputation as a “good team

player” and a loyal “company man.” It is important to Charley to be liked and appreciated by people in the organization.

Charley comes from a cultural background emphasizing the importance of close family ties. He holds frequent Sunday dinners at which the entire Adams clan gathers for an afternoon of swimming, baseball, eating, and singing. On Saturdays, Charley likes to play golf with friends, including some of the other managers in the company.

Charley wants his department to have a good performance record, but he is reluctant to jeopardize relations with subordinates by pushing them to improve their performance beyond current levels, which he believes are adequate. When Charley gives out performance bonuses to subordinates, he usually tries to give something to everyone.

Bill Stuart

Bill Stuart has been the manager of an engineering department for three years. He was promoted to that position because he was the best design engineer in the company and was ambitious to further his career by going into management. At the time, Bill had little understanding of what the job would be like, but he saw it as both an opportunity and a challenge.

Bill grew up as somewhat of a loner. He still feels awkward around people he doesn't know well, and he dislikes social functions such as cocktail parties and company picnics. As a design engineer, Bill preferred assignments where he could work alone rather than team projects. He is impatient with bureaucratic authority figures and he is critical of corporate policies that he regards as too restrictive. Bill gets along well with his present boss, because he is left alone to run his engineering group in his own way.

Bill likes challenging assignments, and he tries to save the most difficult and interesting design projects for himself. Although Bill usually performs the set asks effectively, his preoccupation with them sometimes takes time away from some of his managerial responsibilities, such as developing and mentoring subordinates.

Ray Johnson

Ray Johnson has been a corporate marketing manager for five years. He grew up in a poor ethnic neighborhood where he learned to be tough in order to survive. He

has worked hard to get where he is, but for Ray, good performance has been a way to get ahead rather than something he enjoys for its own sake.

Ray lives in a large house with a big swimming pool in the best part of town, and he likes to throw big parties at his home. He wears expensive clothes, drives a luxury car, and he belongs to the best country club. Ray is married, but fancies himself as quite a playboy and has had many affairs, including some with female employees.

Ray views the organization as a political jungle, and he is quick to defend himself against any threats to his reputation, authority, or position. He tries to undermine or discredit anybody who criticizes or opposes him. He keeps a tight control over the operations of his department, and he insists that subordinates check with him before taking any action that is not routine.

Questions:

1. What are the dominant motives for each candidate?
2. What are the implications of these traits for the success of each candidate if selected for the general manager position?
3. Should Susan recommend one of these candidates for the position, or look for external candidates?

Source: Yukl G.A. (2012).

Discussion questions:

1. How do you understand Drive and Passion trait of a leader? Provide example of the leader.
2. Is Bill Gates an example of the leader with high power motive? Explain your answer.
3. Is it difficult to combine self confidence with humility? How do you think? Explain your answer. Provide an example.
4. How do you understand curvilinear relationship between need for independence and effective leadership?
5. Why too much of need for performance may harm leadership effectiveness? Which leadership style demands for high performance? Explain your answer.
6. Why too much of altruism may harm leadership effectiveness? Which leadership style implies high altruism? Explain your answer.

Related readings:

1. DuBrin A. J. (2012) Essentials of management. Chapter 10: Leadership.
2. Yukl, G. (2013). Leadership in organizations (eight edition). Chapter6: Leadership traits and skills.

Topic 7. Motivation.

Motivation has many definitions. From the standpoint of the individual, motivation is an internal state that leads to the pursuit of objectives. From the standpoint of the manager, *motivation* is the process of getting people to pursue objectives.

Motivation is the expenditure of efforts to accomplish results.

The simplest explanation of motivation is ‘need satisfaction’. The need satisfaction approach requires two key steps in motivating workers: knowing what other people want (what needs they are trying to satisfy), and giving each person a chance to satisfy needs on the job.

Adapted from: DuBrin A. J. (2012).

The most famous theory on motivation is Maslow’s needs hierarchy theory. It analyzes five needs: physiological, safety, social, esteem self-esteem and esteem, and self-actualization. The interesting details about the pyramid are:

- Along with developing these five categories, Maslow identified the desire to know and the desire for aesthetic beauty as two innate drives that do not fit within the hierarchy.
- Safety need includes physical and emotional safety needs.
- Esteem need includes two components: self-esteem, and social esteem (esteems by others).
- Self-actualization need has no limits to reach.

According to Maslow, we are motivated simultaneously by several needs but the strongest source is the lowest unsatisfied need at the time. As the person satisfies a lower-level need, the next higher need in the hierarchy becomes the primary motivator and remains so until satisfied.

Maslow’s contribution was to bring a more holistic and humanistic approach to motivation studies. He was the first to analyze more than one of the drivers affecting human behavior at the same time. In addition, Maslow analyzed higher-order needs that reflect personal and social aspirations, not just instincts.

Maslow’s Needs Hierarchy is not free of limitations. Firstly, the theory represents personal professional observations by Maslow which were widely accepted before anyone tested it. Empirical research has found that people do not progress through the hierarchy as the theory predicts: some people strive more for self-esteem before their belongingness needs have been satisfied. Secondly, the theory assumes that

needs priorities shift over a long time, whereas in reality needs priorities rise and fall far more frequently with the situation.

Source: McShane, Glinov (fifth edition).

Another theory on motivation through need satisfaction is Six psychological needs theory. The six psychological needs include: power need, achievement need, affiliation need, recognition need, pride, and need to take risks. Manager should define leading driver for a subordinate and give him or her opportunity to satisfy this need.

Herzberg's two factor theory also analyzes the subordinates' needs. The first factor includes groups of needs that prevent job dissatisfaction (company policy, salary, security, etc.), while the second factor includes motivators, a group of needs that lead to job satisfaction (achievement, recognition, challenging work, growth, etc.)

The Four drives model by Lawrence and Nohria (2000-s) analyze four basic emotional needs, or drives: Drive to acquire, Drive to bond, Drive to comprehend, and Drive to defend. The researchers assume, that a manager can't just pay a lot to his or her employees and hope they will be enthusiastic about their work. A manager should build strong bonds in his or her organization, give opportunity to the subordinates to do a meaningful job, and to defend their views and ideas.

Motivation theories analyze the role of the direct manager (for ex., Nohria et al. (2008), different financial reward systems, differences between generations, etc. for the better understanding of the factors that affect employee motivation and engagement to the work.

Questions to study

1. Definition of motivation.
2. Motivation through need satisfaction.
3. Maslow's needs hierarchy theory, its limitations and contributions
4. Six psychological needs theory
5. Herzberg's two factor theory
6. Four drives model
7. Learned needs theory

Control testing

1. From the standpoint of the manager, motivation is:

- a. an internal state that leads to the pursuit of objectives.
 - b. the process of getting people to pursue objectives.
 - c. an internal state that leads to firm performance.
 - d. an internal state that leads to stock growth.
2. From the standpoint of the person, motivation is:
 - a. an internal state that leads to the pursuit of objectives.
 - b. the process of getting people to pursue objectives.
 - c. an internal state that leads to firm performance.
 - d. an internal state that leads to stock growth.
3. Motivation through need satisfaction studies:
 - a. what people want.
 - b. how to set goals.
 - c. technical skills.
 - d. money motivation.
4. In addition to the five levels of needs, A. Maslow defined the following need/-s:
 - a. need to know.
 - b. need for aesthetic beauty.
 - c. both
 - d. none
5. The need for esteem includes (A. Maslow):
 - a. need for esteem by others.
 - b. need for self-esteem.
 - c. need for esteem by superiors.
 - d. need for esteem by subordinates.
6. An employee has several needs at the same moment of time: need for being recognized for a good job (he works on a project), safety need (his working chair was recently broken and needs replacement) and a hunger (it's a launch time). According to A. Maslow, the strongest motivation for an employee will be:
 - a. social need.
 - b. esteem need.
 - c. safety need.
 - d. physiological need.
7. The theory of A. Maslow has the following contributions:
 - a. it provides holistic approach to motivation studies.
 - b. it provides humanistic approach to motivation studies.

- c. it provides holistic and humanistic approach to motivation studies
 - d. it provides holistic, humanistic and overwhelming approach to study motivation
8. In order to motivate an employee with a strong need for affiliation, you should (6 psychological needs):
- a. give her opportunity to control people and resources.
 - b. put her photo on the office desk.
 - c. give her lot's of challenging tasks.
 - d. put her in a team.
9. Job dissatisfiers, according to the two-factor theory (Herzberg), relate to the:
- a. context of the job.
 - b. content of the job.
 - c. recognition.
 - d. professional growth.
10. The Four drives model by Lawrence and Nohria (2000-s) analyzes four basic emotional needs:
- a. Drive to acquire, Drive to require, Drive to comprehend, and Drive to defend.
 - b. Drive to acquire, Drive to bond, Drive to implement, and Drive to defend.
 - c. Drive to acquire, Drive to bond, Drive to comprehend, and Drive to detect.
 - d. Drive to acquire, Drive to bond, Drive to comprehend, and Drive to defend.

Assignments and case studies

Assignment 1. Self-test

McClelland's learned needs

Psychologist David McClelland investigates the three needs that could be strengthened through reinforcement, learning, and social conditions. They are: achievement, power, and affiliation. This test helps you to identify your primary motives.

Motives Questionnaire

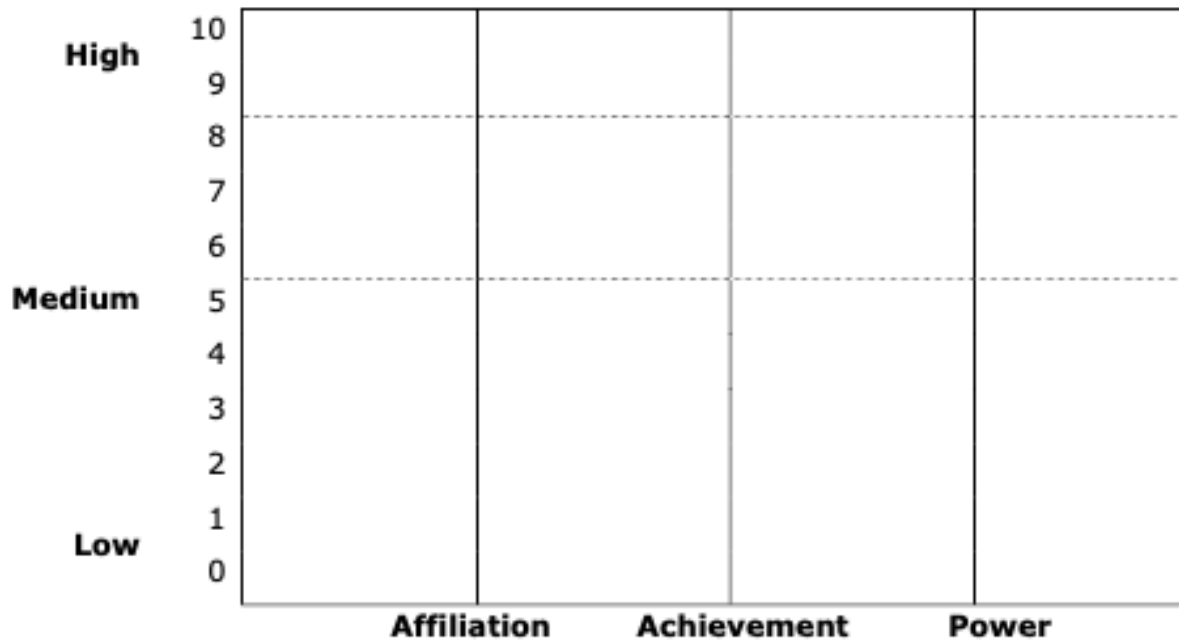
#		Agree	Disagree
1	People like to tell me their problems because they know I will help them		
2	I am quite effective in getting others to agree with me		
3	I often set goals that are very difficult to reach		
4	I feel any job done should be done thoroughly if you do it at all		
5	I feel confident when directing the work of others		
6	Job titles have meaning and significance		
7	I feel uneasy when I have to tell others what to do		
8	I spend a lot of time visiting with friends and family		
9	In an argument, I can usually win others over to my side		
10	Even when I am feeling ill, I will continue working if it is important		
11	I enjoy the opportunity to exercise control over an organization or group		
12	I enjoy challenging work		
13	I choose hobbies that I can share with other people		
14	I continuously look for ways of doing things better and faster		
15	Opportunities to become widely known are important to me		
16	I am uncomfortable in situations that involve conflict with others		
17	I am somewhat of a perfectionist and like to have things done just right		
18	I prefer to eat lunch on a regular basis with a group of people, rather than by myself		
19	When standing in line, I don't let others get in front of me		
20	I am uncomfortable complaining if I receive bad service in a restaurant		
21	It is important to me to seek feedback on how well I am performing		
22	I would work just as hard whether or not I had to earn a living		
23	I seldom try to draw attention to myself		
24	Being well liked by others is very important to me		
25	I often take new employees under my wing and mentor them		
26	I will not be satisfied until I am the best in my field of work		
27	Possessions that are impressive to others are important to me		
28	I don't like to have the responsibility for directing the work of others		
28	I enjoy competing with others		
30	I enjoy opportunities to influence others		

Answer the questions. Then, score your answers using the table below.

Motives Questionnaire scoring worksheet

	Give yourself one point for every time you checked "Agree" for the following items:	Add up your total points and insert here:
Affiliation	1, 7, 8, 13, 16, 18, 20, 23, 24, 28	
Achievement	3, 4, 10, 12, 14, 17, 21, 22, 26, 29	
Power	2, 5, 6, 9, 11, 15, 19, 25, 27, 30	

Plot your score for each of the motives on the graph to determine your motive profile. Your highest score reflects your primary motive.



Test keys:

Motives – behaviours

A small set of motives, present to some extent in all people, helps explain how leaders behave. The motives generate needs, which lead to aspirations, which in turn drive behaviour.

	Affiliation	Achievement	Power	
			Personalized power	Socialized power
When this motive is Aroused in them, leaders experience a need to:	Maintain close, friendly relationships	Improve their personal performance and meet and exceed standards of excellence	Be strong and influence others, making them feel weak	Help people feel stronger and more capable
As a result, they wish to:	<p>Establish, restore, or maintain warm relationships</p> <p>Be liked and accepted</p> <p>Participate in group activities, primarily for social reasons</p>	<p>Meet or surpass a self-imposed standard</p> <p>Accomplish something new</p> <p>Plan the long-term advancement of their careers</p>	<p>Perform powerful actions</p> <p>Control, influence, or persuade people</p> <p>Impress people inside or outside the company</p> <p>Generate strong positive or negative emotions in others</p> <p>Maintain their reputations, positions or strength</p>	<p>Perform powerful actions</p> <p>Persuade people</p> <p>Impress people inside or outside the company</p> <p>Generate strong positive emotions in others</p> <p>Maintain their reputations, positions or strength</p> <p>Give help, advice or support</p>
These aspirations lead them to:	<p>Avoid confrontation</p> <p>Worry more about people than performance</p> <p>Look for ways to create harmony</p> <p>Avoid giving negative feedback</p>	<p>Micromanage</p> <p>Try to do things or set the pace themselves</p> <p>Express impatience with poor performers</p> <p>Give little positive feedback</p> <p>Give few directions or instructions</p> <p>Cut corners</p> <p>Focus on goals and outcomes rather than people</p>	<p>Be coercive or ruthless</p> <p>Control or manipulate others</p> <p>Manage up – that is, focus more on making a good impression than on managing their subordinates</p> <p>Look out for their own interests and reputations</p>	<p>Coach and teach</p> <p>Be democratic and involve others</p> <p>Be highly supportive</p> <p>Focus on the team or group rather than themselves</p> <p>Work through others; they enable others to do the work rather than doing it themselves</p>

Assignment 2. Film analysis

Watch the film by Dan Pink – the puzzle of motivation

https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation/transcript and answer the questions below:

1. Does the reward-and-punishment approach work? Why?
2. Write the main ideas from the video you liked/ didn't like. Explain your answer/-s.
3. Try to apply this theory to Russia/ your home country. How to motivate 'white collars' in your home country?

Assignment 3. Movie analysis

Watch the movie "Office Space" (1999) and answer the questions below:

1. Tell the plot of the movie. What happened to Peter to make him change his behavior?
2. Why Peter is not motivated?
3. Analyze the personality of Peter. What makes him come to his work? What is his motivation?
4. Analyze the managers of Peter. How do they motivate Peter?
5. Do you support these methods or not?
6. What are the consequences of the Lumberth's leadership style for the group? Explain your answer.
7. How should motivation improve in the organization?

Game

Airplanes and snowflakes

Airplanes and snowflakes game is being used to encourage teambuilding in student's group, to encourage collaboration and leadership behavior.

The students have to split in groups of 5 people. These groups will do business: they will buy sources (paper and scissors), and produce and sell paper airplanes and snowflakes. They may produce both in any quantity. All purchases and sales are fixed by the Instructor and calculated at the end of the game. The group that earns the highest amount of profit will win.

Rules:

1. The students are not allowed to use their personal paper and scissors.
2. The groups have 15 minutes for producing their airplanes and snowflakes.
3. The airplanes and snowflakes that don't correspond to the Instructor's criteria will not be accepted and bought (the team will incur losses).
4. The Instructor may change his or her criteria for airplanes and snowflakes.

After time is over, the Instructor will check the airplanes and snowflakes and decide whether to buy or not to buy them. After calculating profits of each team, the Instructor will define the winning team.

The follow-up discussion includes the following questions:

1. Why did you choose to produce airplanes/ snowflakes?
2. What strategy/-es did you follow in your team? Which decisions defined your result?
3. Define the functions that groupmates performed in a team? Identify the impact of each team member to the group result.
4. Analyze motivation in your team, according to the theories you have already studied.

Discussion questions

1. How do you understand motivation?
2. Which motivation theories do you know?
3. Are there any individual differences in needs? Explain your answer.
4. Provide an example of your primary need, which was affected (for ex., reinforced or weakened) by social norms, your parents' or other's expectations, your self-concept or your past experience?

Related readings:

1. DuBrin A. J. (2012) Essentials of management (ninth edition). Chapter 11: Motivation.
2. McShane, Glinov. Organizational Behavior. Emerging knowledge and practice for real world. (fifth edition), Chapter 5: Foundations of Employee Motivations.

Topic 8. Decision Making. Creativity.

Most business leaders would say that the best decisions use pure logic. This sounds as if all information on the problem and the alternative solutions is available, so that a leader should only choose the best alternative that maximizes value (customer value, profits, etc.) In its extreme form, this calculative view of decision making represents the *rational choice paradigm*. According to the rational choice paradigm, decision making process goes through the 6 steps with the following tasks:

1. Identify problem or opportunity
2. Choose the best decision process
3. Develop alternative solutions
4. Choose the best alternative
5. Implement the selected alternative
6. Evaluate decision outcomes

The *problem* of the rational choice paradigm is that it is impossible to apply it in reality. Human beings are not pure logical information processing machines: they have problems identifying problems, cannot see all possible alternatives and consider them when making decision, fail choosing the best alternative and evaluating decision outcomes. At each step of the rational choice paradigm human beings are affected – perhaps even run – by emotions.

At the First step of the rational choice paradigm a leader may experience *perceptual defense* (block out bad news as a coping mechanism) or fall into *mental models* (be not able to see the uniqueness of the analyzed case). In addition, a leaders may act too quickly in order to seem self-confident and make others follow him (*decisive leadership*). Some leaders may engage in *solution-focused problem* identification, which means they are uncomfortable with ambiguity and try to find closure to the problem.

At the Steps 2, 3 and 4 of the rational choice paradigm leaders may have *problems with information processing* (limited information processing abilities) and *emotions* (have an implicit favorite, be in negative mood and pay more attention to details, etc.)

At the Step 6 a leader may be subject to *postdecisional justification* (forget or ignore negative outcomes of his decisions) or *escalation of commitment* that locks the leaders' team or a company into failing projects.

Being aware of the problems that arise at each step of the decision making process helps leaders to acknowledge their limitations and dampen emotions while making important decisions.

The second part of this lecture is about *creativity*.

Creativity is an important component of decision making process. Creativity itself goes through the 4 steps:

1. *Preparation*. The process of acquiring knowledge and skills regarding to problem and opportunity.
2. *Incubation*. The period of reflective thought, includes divergent thinking.
3. *Insight*. The experience of suddenly becoming aware of a unique ideas.
4. *Verification*. Includes logical evaluation and experimentation.

Creativity potential varies from person to person. Those people, who have higher level of *intelligence* and *persistence*, have more of the *knowledge and experience* and possess *a cluster of personality traits allowing independent imagination* – have more creative potential.

The suggestion to a leader, who wish to motivate creativity in his or her organization, is to give subordinates the right to make mistakes.

Source: McShane and Glinov (fifth edition).

Questions to study

1. Rational choice paradigm.
2. Problems of the rational choice paradigm.
3. Perceptual defense, mental models, decisive leadership, and solution-focused problem identification.
4. Problems with information processing
5. Postdecisional justification, and escalation of commitment.
6. Creativity
7. Four components for creativity potential

Control testing

1. Most business leaders would say that the best decisions use:
 - a. pure logic.
 - b. pure emotions.

- c. rational choice paradigm.
 - d. advice from knowing people.
2. According to the rational choice paradigm, decision making process goes through the 6 steps with the following sequence:
- a. Identify problem or opportunity, Develop alternative solutions, Choose the best decision process, Choose the best alternative, Implement the selected alternative, Evaluate decision outcomes
 - b. Identify problem or opportunity, Choose the best decision process, Develop alternative solutions, Choose the best alternative, Implement the selected alternative, Evaluate decision outcomes
 - c. Identify problem or opportunity, Choose the best decision process, Evaluate decision outcomes, Develop alternative solutions, Choose the best alternative, Implement the selected alternative.
 - d. Identify problem or opportunity, Choose the best decision process, Develop alternative solutions, Choose the best alternative, Evaluate decision outcomes. Implement the selected alternative.
3. Human beings are not pure logical information processing machines, because:
- a. they have problems identifying problems.
 - b. cannot see all possible alternatives and consider them when making decision.
 - c. fail choosing the best alternative and evaluating decision outcomes.
 - d. all listed.
4. At the First step of the rational choice paradigm a leader may experience the following problems:
- a. Perceptual defense, mental models, decisive leadership, and solution-focused problem identification.
 - b. Problems with information processing.
 - c. Postdecisional justification, and escalation of commitment.
 - d. Creativity.
5. At the Step 6 of the rational choice paradigm a leader may experience the following problems:
- a. Perceptual defense, mental models, decisive leadership, and solution-focused problem identification.
 - b. Problems with information processing.
 - c. Postdecisional justification, and escalation of commitment.

- d. Creativity.
6. At the Steps 2, 3 and 4 of the rational choice paradigm a leader may experience the following problems:
- a. Perceptual defense, mental models, decisive leadership, and solution-focused problem identification.
 - b. Problems with information processing.
 - c. Postdecisional justification, and escalation of commitment.
 - d. Creativity.
7. Perceptual defense is:
- a. blocking out bad news as a coping mechanism.
 - b. being not able to see the uniqueness of the analyzed case.
 - c. acting too quickly in order to seem self-confident and make others follow you
 - d. trying to find closure to the problem to avoid ambiguity.
8. Postdecisional justification is:
- a. blocking out bad news as a coping mechanism.
 - b. forgetting or ignore negative outcomes of the decision
 - c. acting too quickly in order to seem self-confident and make others follow you
 - d. trying to find closure to the problem to avoid ambiguity.
9. Creativity goes through the 4 steps with the following sequence: Preparation. Incubation. Insight. Verification.
- a. Preparation. Verification. Incubation. Insight.
 - b. Preparation. Incubation. Verification. Insight.
 - c. Preparation. Incubation. Insight. Verification.
 - d. Incubation. Preparation. Insight. Verification.
10. Those people, who have more creative potential, possess:
- a. higher level of intelligence and persistence.
 - b. more of the knowledge and experience.
 - c. a cluster of personality traits allowing independent imagination.
 - d. all listed.

Assignments and case studies

Assignment 1. Film analysis

Watch the film ‘IDEO shopping cart design process’

<https://www.youtube.com/watch?v=izjhx17NuSE> and answer the questions below:

1. Analyze the personality of a leader. What is his leadership style? What are his methods to work with the subordinates?
2. Analyze the personalities of subordinates. What makes them work for the IDEO? What is their motivation?
3. Analyze the appropriateness of the leader’s methods to work to the case. Do you support these methods or not? What are the consequences of the leader’s style for the team effectiveness? Explain your answer.
4. Analyze the innovations of the IDEO. Do you like them? What do you think about the failed innovations?
5. Would you like to work in a company like IDEO? Explain your answer.

Cases

Mount Everest – 1996

Read the case “Mount Everest-1996” by Harvard Business School

<https://store.hbr.org/product/mount-everest-1996/303061> and answer the questions.

Questions:

Main question: What are the reasons of tragedy on Everest in 1996?

1. Analyze the two leaders: Rob Hall and Scott Fisher. Analyze their: experiences, motivations, their personal characteristics that matter for the case, relationships with other team members, time management skills, organizational skills, etc.
Rob Hall (Adventure Consultants):
Scott Fisher (Mountain Madness):
2. Analyze the expertise levels, motivations, and intrapersonal relationships of the guides.
Adventure Consultants: Mike Groom and Andy Harris.
Mountain Madness: Anatoli Boukreev and Neil Beidleman.
3. Analyze the clients of Rob Hall. What were their motivations to reach the top?
Beck Weathers (reached the summit, almost died):
Frank Fishbeck (went back):
Doug Hansen (reached the summit, died):
Jon Krakauer (reached the summit):
Yasoko Namba (reached the summit, died):

- Lou Kasischke (went back):
4. Analyze the clients of Scott Fisher. What were their motivations to reach the top?
 - Sandy Pitman (reached the summit):
 - Pete Schoening (went back):
 - Klev Schoening (reached the summit):
 - Dale Kruse* (the one who helped the expedition financially but took too much of Fisher's time and forces) (went back):
 - Lene Gammelgaard (reached the summit):
 - Martin Adams (reached the summit):
 - Charlotte Fox (reached the summit):
 - Tim Madsen (reached the summit):
 5. Rob Hall's advertising brochure told: "100% success!" (p.2) However, he failed to lead any client to the top during the 1995 expedition. Did the slogan and the past failure affect his decisions during the 1996 expedition? If yes, how?
 6. Before 1996 expedition Scott Fisher told to a journalist: "When accidents happen, I think it's always human error. So that's what I want to eliminate" (p.3). Did he stay true to his words? Explain your answer.
 7. Anatoli Boukreev agreed to guide the clients of Scott Fisher with the following words: "There is no room for mistake. You need good weather and good luck. You need qualified guides... You need to screen [the clients] carefully; you need people who can carry the responsibilities and challenges of high altitude... You have to develop self-reliance in your climbers because you cannot hold their hands all the time." What was the reality? Did the guides have enough experience? Did the clients have enough self-reliance? Remember the case of Charlotte Fox and a Sherpa Jangbu. Is the idea of Boukreev (self-reliance in clients) in conflict with idea of commercial expedition (a client pays and has full rights for any help and assistance)?
 8. Some guides and clients experienced health problems when ascending the Everest. For example, many of them had stomach problems at the Base camp, later Hanses discovered early stages of frostbite on several toes, Pete Schoening and Dale Kruse became sick, etc. Did health problems affect the success of the expeditions?
 9. Some of the clients decided to go back or expressed concerns about their abilities to reach the summit or simply felt sick to go till the summit. How did the leaders act in these cases? Remember the cases with Krakauer and Hall, and Pete Schoening and Fisher (pp.6-7), and others. Did the leaders stay rational? Too optimistic? Too pessimistic? (Hall) Were they able to

demonstrate assertiveness? (Fisher) Were they able to delegate? (Fisher), etc.

Rob Hall (Adventure Consultants):

Scott Fisher (Mountain Madness):

10. What were the logistical problems the two expedition leaders faced? How did these problems affect them and their teams? (oxygen bottles, ropes, and else)

Rob Hall (Adventure Consultants):

Scott Fisher (Mountain Madness):

11. How did the leaders solve communication problems? (radios, communication in teams, team building)

Rob Hall (Adventure Consultants):

Scott Fisher (Mountain Madness):

12. Did the leaders develop a rule about an hour they turn back even if they and their teams do not reach the summit? Did they follow their rule?

Rob Hall (Adventure Consultants):

Scott Fisher (Mountain Madness):

13. There were several management problems in Fisher's team when reaching the summit. First, when Boukreev expressed concerns about weather conditions, Fisher did not listen to him but other team's leader Rob Hall. The second case is about Beidleman who felt unimportant in his team and was not able to make decision about starting to descend the summit. The third case is about Fisher himself. He reached the summit at 3:45! Much later than 1 or 2 p.m. Please analyze management in Fisher's team? What should be done?

14. Rob Hall accompanied his old client Hansen to the summit. Hansen arrived there at 4:00 p.m. Analyze the reasons of why Rob Hall broke his "two o'clock rule."

15. Boukreev descended to the Camp IV while Beidleman and Groom accompanied the clients. Afterwards, he was criticized a lot for his decision. What do you think about it?

16. Boukreev rescued Pittman, Fox, and Madsen (clients of Mountain Madness) but left Namba and Weathers (clients of Adventure Consultants) behind. Is there any ethical issue with saving your clients firstly? May Boukreev be justified, since no one of Adventure Consultants wanted to join him and exit the camp for saving team members? (Boukreev blamed himself for not rescuing Namba. He visited her husband in Japan and helped him to find his wife's dead body. Boukreev felt guilty for not being able to help Fisher also.)

17. So... What were the main mistakes that lead the two teams to tragedy when descending the Everest top?

Rob Hall and Adventure Consultants:

Scott Fisher and Mountain Madness:

Rob Hall: *“With enough determination, any bloody idiot can get up this hill. The trick is to get back down alive.”*

18. Is it possible to apply the analysis of the “Mount Everest-1996” case to commercial organizations? Are commercial expeditions and commercial organizations comparable? Do they experience common mistakes in planning, organizing, and leading?

Game

Alternative use

Alternative use game is being used to encourage collaboration, team work and creativity.

The students have to split in groups of 2 people. The Instructor distributes different objects (needles, empty cream tube, beautiful piece of glass, bag hanger, eye lenses container, brush keeper, or other funny or unusual objects) to each group. The teams should brainstorm on alternative uses of these objects and, then, present all of them to the class. Then, the Instructor asks several groups to join into one large group with a maximum of 10 students, and to invent an innovative equipment from all objects they got. Each group has 10 minutes for brainstorming. After time is over, the groups will present their inventions, and the Instructor will evaluate the groups' results.

The follow-up discussion includes the following questions:

1. Evaluate your team work. Was you comfortable working in a couple? In the large group? Explain your answer.
2. What was the strategy your group employed?
3. Who was a leader/-s of your team? Analyze the leadership style and leading methods. Evaluate whether they were appropriate to the situation.
4. Did your group accept mistakes or outstanding ideas?

5. Analyze the impact of each team member to the final result. Were they motivated? What motivated them?
6. Did you enjoy the process of innovating? Explain your answer. Develop suggestions for company leaders on how to make their employees engaged and excited about the work.

Discussion questions

1. How do you make decision? Rationally? Emotionally?
2. Try to evaluate the role of emotions on your decisions, in percentages.
3. Does our education system give the students the right to make mistakes? Why?

Related readings:

1. DuBrin A. J. (2012) Essentials of management (ninth edition). Chapter 10: Leadership.
2. Yukl, G. (2013). Leadership in organizations (eight edition). Chapter 5: Participative leadership and empowerment.
3. McShane, Glinov. Organizational Behavior. Emerging knowledge and practice for real world. (fifth edition), Chapter 7: Decision Making and Creativity.

Topic 9. Level 5 Leadership.

This topic introduces the study by Jim Collins, who investigated the executives at companies that went from good to great and sustained that performance for 15 years or more. These successful organizations all had a *Level 5 leader* at the time of transition.

Level 5 Executive

Builds enduring greatness through a paradoxical combination of personal humility plus professional will.

Level 4 Effective Leader

Catalyzes commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high performance standards.

Level 3 Competent Manager

Organizes people and resources toward the effective and efficient pursuit of predetermined objectives.

Level 2 Contributing Team Member

Contributes to the achievement of group objectives; works effectively with others in a group setting.

Level 1 Highly Capable Individual

Makes productive contributions through talent, knowledge, skills, and good work habits.

Source: Collins, J. (2005).

What distinguishes Level 5 Leaders from the rest is a paradoxical combination of Humility and Professional Will.

Personal *Humility* means that a leader:

- Demonstrates a compelling modesty; never boastful.

- Acts with quiet, calm determination; relies principally on inspired standards, not inspiring charisma, to motivate.
- Channels ambition into the company, not the self.
- Sets up successors for even more greatness in the next generation.
- Looks in the mirror, not out the window, to apportion responsibility for poor results, never blaming other people, external factors, or bad luck.

Professional Will means that a leader:

- Creates superb results, a clear catalyst in the transition from good to great.
- Demonstrates an unwavering resolve/ determination to do whatever must be done to produce the best long-term results, no matter how difficult.
- Sets the standard of building an enduring great company; will settle for nothing less.
- Looks out the window, not in the mirror, to apportion credit for the success of the company—to other people, external factors, and good luck.

Adapted from: Collins, J. (2005).

According to Jim Collins, one group of people population has a natural predisposition to become Level 5 Leaders, while the second group has no such ability. The main barrier for them is lack of humility, which stands in odds with their personal ambition.

Questions to study

1. Level 5 Leadership by Jim Collins.
2. Personal Humility.
3. Professional Will.
4. Level 5 Leadership seed.

Control testing

1. The Receipt for a Level 5 leadership includes the following components:
 - a. Personal humanity.
 - b. Personal will.
 - c. Personal humility.
 - d. Professional will.
2. The criteria for level 5 leader includes:
 - a. making a company great during a crisis.

- b. making a company great during a steady state.
 - c. sustained performance for over 15 years.
 - d. sustained performance for large manufacturing companies only.
3. The examples of level 5 leaders include all, except:
- a. Darwin Smith.
 - b. Jack Welch.
 - c. Katherine Graham.
 - d. Charles Cork.
4. When talking about himself Darwin Smith says that he:
- a. has unwavering resolve.
 - b. selects superb successors.
 - c. is able to create profits for any price.
 - d. is eccentric.
5. Colman M. Mockler was a CEO of:
- a. Scott Paper.
 - b. Kimberly-Clark.
 - c. Gillette.
 - d. Wallgreens.
6. The main difference between level 5 leaders and level 4 leaders is:
- a. level 4 leaders love talking about themselves, while level 5 leaders don't.
 - b. level 5 leaders make tough decisions, while level 4 leaders don't.
 - c. level 4 leaders focus on short-term benefits for shareholders and top-management, while level 5 leaders prefer sustainable growth for a company.
 - d. humility.
7. Our list of level 4 leaders include all, except:
- a. Lee Iacocca.
 - b. Jack Welch.
 - c. Al Dunlap.
 - d. Charles Cork.
8. Katherine Graham is an example of level 5 leader who:
- a. has unwavering resolve.
 - b. selects superb successors.
 - c. is able to create profits for any price.
 - d. is eccentric.

9. Personal humility implies:

- a. modesty.
- b. relying on charisma to motivate.
- c. personal responsibility for poor results.
- d. setting up superb successors.

10. Professional will implies:

- a. creating superb results.
- b. demonstrating unwavering resolve.
- c. modesty.
- d. relying on charisma to motivate.

11. According to Jim Collins:

- a. level 4 leaders potentially can develop to level 5.
- b. level 4 leaders can not develop to level 5.
- c. some people have level 5 seed while others don't.
- d. boards of directors prefer larger-than-life leaders.

Assignments and case studies

Assignment 1. Paper discussion

Read the papers listed below and answer the questions.

1. Collins, J. Level 5 Leadership^[1]_{SEP} The Triumph of Humility and Fierce Resolve. Harvard Business Review, July–August 2005.
2. “Can You Grow into Level 5 Leadership?” by Jim Collins
https://www.jimcollins.com/article_topics/articles/can-you-grow-into-level-5.html
3. “The 10 Greatest CEOs of All Time,” by Jim Collins
https://www.jimcollins.com/article_topics/articles/10-greatest.html

Questions:

1. What is special about Level 5 Leaders? What makes them different from Level 4 Leaders?
2. Provide examples of Level 4 Leaders from the papers. Explain, what is common for them.
3. Provide examples of Level 5 Leaders from the papers. Explain the reasons of their companies' success.

4. Compare the cases of Kimberly-Clark and Scott Papers. Compare the leaders of the two companies.
5. Provide examples of the leaders who were able to set up successors for even more greatness in the next generation.
6. Provide examples of the leaders who demonstrated an unwavering resolve. Explain your answer.

Assignment 2. Movie analysis

Watch the movie "Gandhi" (1982) and answer the questions below:

1. Analyze the personality of Mahatma Gandhi. Analyze the leadership traits that he possesses.
2. Analyze the Altruism trait of Gandhi. What are the consequences for the leader? For the country?
3. What is Gandhi's leadership style? Explain your answer.
4. What is his level of leadership? Provide explanations.
5. Analyze the appropriateness of the Gandhi's 'no violence' strategy to the case. Do you support these strategy or not? What were the consequences of the 'no violence' war? Explain your answer.
6. Provide examples of Level 5 Leaders from life. Why you think these people could be Level 5 Leaders?

Discussion questions

1. How do you understand Level 5 Leadership? Provide examples of Level 5 Leaders.
2. Provide examples of famous leaders from Russian/Foreign companies and analyze whether are they Level 5 Leaders or not. Explain your answer.
3. Can we say that Steve Jobs is Level 5 Leader? Why?
4. Do you feel yourself Level 5 Leader?
5. Do you agree with the statement that only one part of humans may become Level 5 Leaders, while another part not? Provide your arguments.

Related readings:

1. Collins, J. Level 5 Leadership. The Triumph of Humility and Fierce Resolve. Harvard Business Review, July–August 2005.
2. "Can You Grow into Level 5 Leadership?" by Jim Collins
3. "The 10 Greatest CEOs of All Time," by Jim Collins

Topic 10. Women Leadership.

The fact about *woman leadership* is that women are underrepresented on key positions in organizations. The main problem here lies between to be a leader and to be seen a leader by others.

Historically, women took over leadership role and wealth from their husbands and families, since this was the easiest way to become a leader for a woman. In such cases, society expected leadership from these women and assigned leadership to them.

Nowadays, gender diversity programs, which aim to increase the proportion of women in leadership roles in companies, are failing. Companies spend money for such programs but the result is not significant. The main reason why women fail when taking on leadership position is a *cultural bias*. A culture is deeply conflicted about whether, when, and how women should exercise authority. Practices of men leadership (aggressiveness, assertiveness, etc.) suggest that women are simply not cut out to be leaders.

Another bias on women leadership is '*second-generation*' bias. Human tendency to promote people like oneself leads to further underrepresentation of women in top positions, and thus, reinforcement of the beliefs in 'for men only' leadership.

The *suggestions* for women to overcome the two biases include: realizing the existence of the 'second generation' bias; feeling empowered, not victimized; putting themselves forward for leadership roles; seeking out others to support and develop their leadership role; and negotiating for work arrangements that fit both the employees' life and the organization's performance requirements.

Adapted from Ibarra, H. et al. (2013).

Questions to study

1. Women leadership.
2. Cultural bias on women leadership.
3. 'Second-generation' bias on women leadership.
4. The suggestions for women

Control testing

1. Compared with male leaders, female leaders are usually:
 - a. equally presented on executive boards, boards of directors and in the Forbes richest list.

- b. underrepresented on executive boards, boards of directors and in the Forbes richest list.
 - c. subject to double standards since boards of directors prefer larger-than-life alpha male leaders.
 - d. not subject to double standards; that depends on a culture, country, and work settings.
2. Historically, women took over leadership role and wealth from:
- a. their husbands.
 - b. their families.
 - c. their kids.
 - d. their husbands and families.
3. Most of the gender diversity programs are currently:
- a. succeeding.
 - b. failing.
 - c. both.
 - d. other.
4. The cultural bias on women leadership tells that:
- a. women are cut out to be wives.
 - b. women are cut out to be mothers.
 - c. women are cut out to be subordinates.
 - d. women are not cut out to be leaders.
5. Women leadership implies the following practices:
- a. aggressiveness
 - b. assertiveness.
 - c. both.
 - d. none.
6. The “second-generation” bias on women leadership implies that:
- a. women are not cut out to be leaders.
 - b. people have natural tendency to support and promote people like oneself.
 - c. women leadership shows in different ways.
 - d. underrepresentation of women in top positions reinforces the beliefs in ‘for men only’ leadership.
7. The suggestions to overcome the two biases on women leadership include all, except:

- a. women should put themselves forward for leadership roles when they are qualified but have been overlooked, “ask for”.
 - b. women should negotiate for work arrangements that fit both their lives and organization’s performance requirements.
 - c. women should try to correspond to double standards.
 - d. performance evaluation should be based on objective criteria.
8. The suggestion to work with stereotypes in a company implies:
- a. providing clear criteria for developmental assignment.
 - b. being transparent about how high potential is evaluated.
 - c. giving directions on how to increase one’s potential.
 - d. all listed
9. The suggestion to create safe identity workspaces in a company aims avoiding:
- a. double standards about women leadership.
 - b. performance feedback forms.
 - c. age stereotypes.
 - d. all listed
10. The research on women performance feedback forms demonstrated that:
- a. competence and likability tend to go hand in hand.
 - b. women who are evaluated as *competent* managers often fail the likability test.
 - c. women who are evaluated as *competent* managers often fail the performance test.
 - d. none is true

Assignments and case studies

Assignment 1. Film analysis

Watch the film by Sheryl Sanberg ‘Why we have too few women leaders’ https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders and answer the following questions:

1. What are the observations of Sheryl Sanberg about women behavior in organizations? Is it a problem? Explain your answer.
2. Which part of the Sheryl’s speech did you find interesting? Why?
3. What are the main reasons of women failing in leadership roles?
4. How should leader women find their life and work balance? What are the suggestions for working women?

Assignment 2. Movie analysis

Watch the movie “The post” (2017) and answer the questions below:

1. Analyze the personality of Katerine Graham. Why did she took over leadership for the ‘Washington post’? Was that her personal choice or not?
2. Analyze the leadership behavior of Katerine Graham. What were her methods to work?
3. Analyze her leadership traits and leadership style.
4. Was she accepted as a new leader of the WP? What was the reason of the WP employees’ resentment?
5. How did Katerine’s leadership efficacy increasy?
6. Why Katerine Graham is Level 5 Leader?

Discussion questions

1. Provide examples of women leaders.
2. Analyze the Forbes list for the number of women in it. What is the proportion of women in it?
3. Analyze the websites of large Russian companies for the number of women in them. What is the proportion of women in the analyzed companies?
4. Explain the reasons for women underrepresentation on leadership positions.
5. What do you know about gender diversity programs? What do you think about them?
6. How do you think: is there any women leadership problem in Russia? Does this problem depend on the region of the world?
7. Provide examples of double standards for women. Analyze how emancipation processes have affected fashion in western countries.
8. Analyze leadership style and leadership traits of famous women leaders.

Related readings:

1. Ibarra, H., Ely, R.J., & Kolb, D. Women Rising: The Unseen Barriers. Harvard Business Review, September 2013. <https://hbr.org/2013/09/women-rising-the-unseen-barriers>
2. Piterman, H. (2008). Women in management: the leadership challenge <https://www.dss.gov.au/our-responsibilities/women/publications-articles/economic-independence/the-leadership-challenge-women-in-management?HTML>

EXAM QUESTIONS

1. Leadership definition.
2. The 7 distinctions between a manager and a leader.
3. Autocratic leadership
4. The 3 characteristics of an autocratic leader.
5. Participative leadership.
6. The 3 forms of participative leadership.
7. Sub varieties of autocratic leadership.
8. Sub varieties of consultative leadership.
9. Sub varieties of consensus leadership.
10. The 2 forms of participation as a pretense.
11. The 4 potential benefits of participative leadership.
12. When decision quality increases under participative leadership?
13. When decision quality decreases under participative leadership?
14. Explain higher decision acceptance under participative leadership.
15. When satisfaction increases and decreases under participative leadership?
16. Describe the main idea of the Leadership Grid.
17. Coercive leadership: the slogan & the main idea, directions for use, & an overall impact on corporate climate.
18. Affiliative leadership: the slogan & the main idea, directions for use, & an overall impact on corporate climate.
19. Pacesetter leadership: the slogan & the main idea, directions for use, & an overall impact on corporate climate.
20. Coaching leadership: the slogan & the main idea, directions for use, & an overall impact on corporate climate.
21. The rules for choosing a leadership style.
22. The two pathways to a leadership.
23. Description of the dominant leader.
24. Description of the prestigious leader.
25. The main factors of the Normative decision model.
26. Provide examples for the situations 1-10 according to the Normative decision model.
27. What are the steps to diagnose whether a participative procedure is appropriate for a particular decision situation?
28. List the main guidelines for encouraging participation.
29. What is the difference between a power and an authority?
30. 6 types of power. What does legitimate (reward, coercive, expert, referent, and subordinate) power mean?
31. Characteristics of effective leaders.

32. Influence tactics of effective leaders.
33. Behaviors and skills of effective leaders.
34. List and describe the 6 traits (motivations) of effective leaders.
35. Describe the research by Jim Collins: the research questions, the objects of the research (whom did they investigate), and the research findings.
36. Describe the levels of leadership.
37. What is the formula for the level 5 leadership? Explain the main components.
38. What is the core meaning of personal humility?
39. What is the core meaning of professional will?
40. Why Darwin Smith is level 5 leader? Explain the humility and will components of his leadership approach.
41. Why Colman M. Mockler is level 5 leader? Explain the humility and will components of his leadership approach.
42. Describe an unwavering resolve of Charles R. "Cork" Walgreen III.
43. Is it possible to become a level 5 leader? Explain your answer.
44. What are the two categories of people to develop to level 5 leadership according to Jim Collins.
45. What are the 2 biases on women leadership according to M.E., Inesi & D.M., Cable, (2014)?
46. Explain the cultural bias on women leadership?
47. Describe the second generation bias on women leadership?
48. Describe the 4 stages of the leadership identity adopting process.
49. What are the suggestions to avoid the 2 biases on women leadership (according to M.E., Inesi & D.M., Cable, (2014))?
50. Discuss the relations between motivation, performance and engagement.
51. Motivation through need satisfaction theories.
52. Maslow's need theory. Limitations, contributions, interesting details.
- 53.6 Psychological needs theory.
54. Herzberg's two-factor theory.
55. Motivation through goal setting.