

**AGL – AUTONOMOUS GROUP LEARNING**

**CRE - CREATIVE RELAXATION EXERCISE**

**AGL 100 – LEADERSHIP, MANAGEMENT  
STYLE & EFFECTIVE MANAGEMENT**

**Draft for correction before publication in June 2017  
Dr. Bob Boland & Team  
FCA, CPA, D.Com, ITP (Harvard)**

**Source: HBS/KM/EDW et alia  
Audio: freely available in [www.crelearning.com](http://www.crelearning.com)  
Help: drbobboland@hotmail.com  
Copyright: RGAB/4**

## TABLE OF CONTENTS

Section	Page
1. Introduction	3
2. Workpack – Part 1	5
3. Workpack – Part 2	39
4. Guide	79
5. Diary & Glossary	104
6. Quiz	124
7. Further Study	145

# **1. INTRODUCTION**

## **DEDICATION**

**This is an amusing program, dedicated to memory of the all hard working managers, who have always been the respected traditional honest leaders in the tough game of business, but have been relegated to the relatively humble job of scorekeepers.**

**In revenge the managers keep the score, in such a complex way, that nobody except skilled accountants, can know what the score really is ... was ... or will be .**

**Dedicated also to WSM. In 2017 women are now becoming the best for: leadership, management style and effective management.**

**They care about peace and not continuous conflict in the organization and in the world..**

**Perhaps effective management by women, for peace in the world, can begin to prevent the tragic child abuse, in so many environments with continuous conflict?**

## ABBREVIATIONS

<b>AGL</b>	<b>-</b>	<b>AUTONOMOUS GROUP LEARNING:</b>
<b>IND</b>	<b>-</b>	<b>INDIVIDUAL</b>
<b>SG</b>	<b>-</b>	<b>SMALL GROUP</b>
<b>CSG</b>	<b>-</b>	<b>COMBINED SMALL GROUP</b>
<b>MG</b>	<b>-</b>	<b>MAIN GROUP</b>
<b>L</b>	<b>-</b>	<b>LECTURE</b>
<b>D</b>	<b>-</b>	<b>DISCUSSION</b>
<b>CH</b>	<b>-</b>	<b>CHAPTER</b>

# WORKPACK – PART 1

<b>INTRODUCTION</b>	<b>MG/SG</b>	<b>8.30 - 9.00 a.m.</b>
<b>QUIZ</b>	<b>IND</b>	<b>9.00 - 9.30</b>
<b>STUDY – LEADERSHIP</b>	<b>MG/SG</b>	<b>9.30 - 10.00</b>
		<b>COFFEE</b>
<b>LECTURE – CONCEPTS</b>	<b>MG/SG</b>	<b>10.30 - 11.00</b>
<b>CASE – BILL SMITH</b>	<b>SG/CSG</b>	<b>11.00 - 12.30 p.m.</b>
<b>LECTURE</b>	<b>MG/CSG</b>	<b>12.30 - 1.00</b>
		<b>LUNCH</b>
<b>EXERCISE – STYLE</b>	<b>SG/CSG</b>	<b>2.00 - 3.15</b>
<b>LECTURE – STYLE</b>	<b>MG/SG</b>	<b>3.15 - 3.45</b>
		<b>TEA</b>
<b>CASE – ALLEN JONES</b>	<b>MG/CSG</b>	<b>4.00 - 5.30</b>
<b>LECTURER</b>	<b>MG/CSG</b>	<b>5.30 - 6.00</b>
<b>SUMMARY &amp; HOMEWORK</b>	<b>MG/SG</b>	<b>6.00 - 6.30</b>

## **1.0 INTRODUCTION**

### **1.1 LEARNING OBJECTIVES**

Understand the language and concepts of leadership.

Appreciate the nature and determinants of management style.

Assess the management styles of other members of the program.

Evaluate the effectiveness of management styles in different organizational settings.

Motivate further study in the future.

### **1.2 AUTONOMOUS GROUP LEARNING (AGL)**

The AGL method is designed to achieve rapid individual learning using special materials and the stimulus of group activity without a formal instructor. The groups use the materials to find the answers to problems and questions.

### **1.3 ARRANGEMENTS**

The work will be done:

IND - INDIVIDUALLY, or

SG - SMALL GROUP (in small groups of four members which change daily), or

CSG - COMBINED SMALL GROUP (two small groups together.), or

MG - MAIN GROUP (for short taped lectures on key learning points with visual aids).

.

## **1.4 LEARNING MATERIALS**

Textbook

Notebook for recording every key points

Course Diary and Glossary

Work Packs for Parts I and II including: Introduction, lectures, cases and instructions. Case Guide and Quiz..

NOTE: Use your notebook. You receive all the materials in your SG. Don't look ahead in the Work Pack until you are specifically asked to do so!

## **1.5 METHOD**

Try to complete fully every task in the time allowed.

A pattern of learning methods will be used including:

Lectures

Case analysis

Role assignments

Exercises

Quizzes

Learning patterns

Readings

## **1.6 CONCEPTS OF LEADERSHIP**

Leadership depends mainly on the situation. In the business environment the effective leader usually exhibits the following key traits: Energy, Empathy, Flexibility, Integrity.

He has the ability to: lead, administer, manage, motivate Directive, Accommodative, Participative or Task Centered, Group Centered etc.

Some managers have a combination of management styles. The manager is often unaware of his own real style!

## **1.7 CONCEPTS OF EFFECTIVE MANAGEMENT**

Effective management achieves organizational objectives by:

:

Creating the environment to motivate people to work

Establishing effective communication systems

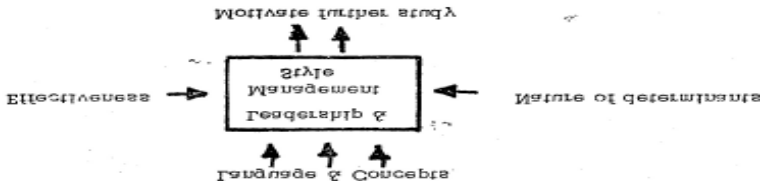
Successful management of change

The manager measures effectiveness not only in terms of profit, but also growth, stability, survival, social responsibility, etc. and timeliness.

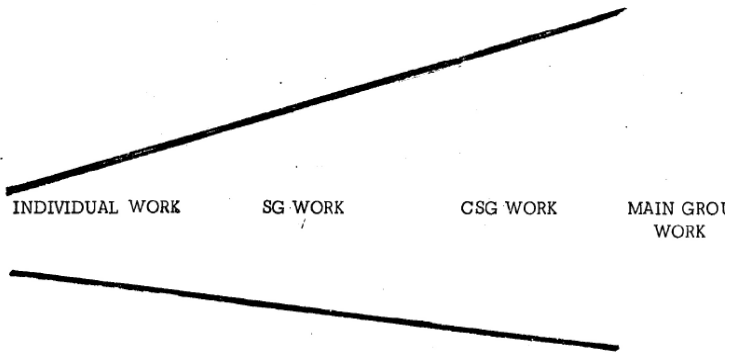


# 1,8 LEARNING PATTERNS

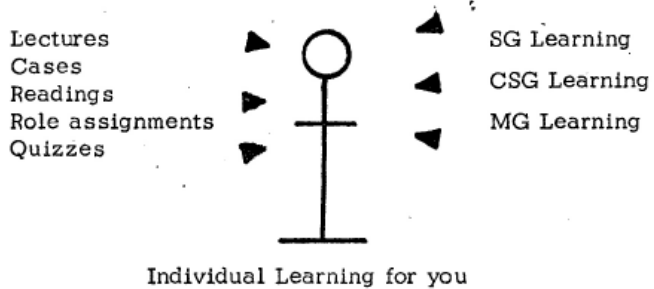
STYLE ....



Work



ENVIRONMENT



## **1.9 INSTRUCTIONS**

Make notes on your past experience in and what you hope to contribute to and gain from the course.

Complete page one of the Course Diary.

Reassemble in MG when the bell rings.

## **2.0 QUIZ - INDIVIDUAL WORK**

Assemble in SG

Answer the Quiz of 100 questions; mark your answers a, b, c, d, with a clear X on the special form provided in the Course Diary. (45 minutes)

Work as quickly as possible but don't guess - leave blanks.

Mark it yourself and mark it or hand in your answer sheet to the Organizer. It will give you a quantitative measure of your knowledge at the start of the course.

Reassemble in MG when the bell rings.

## **3.0 STUDY - LANGUAGE & BASIC CONCEPTS**

### **3.1 INSTRUCTIONS - INDIVIDUAL WORK**

Assemble in SG.

Study carefully lecture 4.0 following (20 minutes)

Discuss each key point with your SG. (25 minutes)

Record significant points in your notebook.

Reassemble in MG when the bell rings.

## **4.0 LECTURE – LANGUAGE & BASIC COCEPTS**

### **4.1 NATURE OF LEADERSHIP**

Two possible theories:

Trait approach. Certain key leadership traits are common to all leaders, at all times and in any field; a leader is "a man for all seasons",

i. e. a great business leader in the 70's could be a great military, religious, sports or educational leader in any other century.

Situationist approach. Different situations require different types of leaders. The existence of "a man for all seasons" is denied.

NOTE: We prefer (b).

## **4.2 LEADERSHIP TRAITS**

Empathy, flexibility and energy are prerequisites for all types of leaders.

Other desirable characteristics include: integrity, tolerance, loyalty, tact, enthusiasm, physical and emotional endurance and decisiveness.

## **4.3 BUSINESS LEADERS**

Discover problems before they occur.

Reduce complex situations to essentials.

Conceptualize, i.e. see the forest and not the trees.

Rate everything in terms of importance and urgency

Take decisions and make provision for all the consequences.

Establish two-way communication with others.

Listen well.

Have control of their emotions.

Dispense with popularity.

Realise the difference between delegating responsibility and dumping

Motivate people's wishes, impulses, intentions, and attitudes: behaviour and personal commitment of the whole person both on and off the job.

NOTE: "Maintenance" however merely produces movement" without real incentive.

## **4.4 THE NECESSITY FOR MOTIVATION**

Motivation is an impulse or image that generates behaviour. Motivation requires an individual to satisfy a need. Without needs, there can be no motivation.

A leader must be able to satisfy both the organization and the personal goals of its employees, if he is to succeed. To be truly effective, he should ensure that personal needs and organizational needs are congruent, i.e. harmonious.

## **4.5 BASIC HUMAN NEEDS**

Hierarchy of needs:

Physiological needs: e.g. hunger, rest, exercise, shelter.

Safety needs e.g. protection against danger, threat, deprivation.

Social needs e.g. belonging, acceptance by fellows, giving and receiving friendship and love.

Ego needs:

Self-esteem e.g. self-confidence, achievement, independence, competence and knowledge.

Reputation e.g. status, recognition, appreciation

Self-fulfillment needs for realizing one's own potentialities, continued self-development and for being creative.

## **4.6 LACK OF MOTIVATION**

People, deprived of opportunities at work to satisfy the needs which are important to them, behave with indolence, passivity, resistance to change, lack of responsibility, willingness to follow a

troublemaker, and unreasonable demands for economic benefits.

#### **4.7 MANAGEMENT ACTION – REQUIRES**

Selection of the right receiver. Understanding of receiver's, point of view, i.e. background, values, goals, status, etc.

Selection of correct message medium and tone.

Appreciation of receiver's defences.

Frequent feedback. Certain willingness on part of receiver to accept messages.

#### **4.8 NATURE OF GROUPS**

Like people, groups have roles, background, status, etc.

They also suffer from frustration and conflict, and they perceive things differently from other groups.

Each group sets itself standards of behaviour; members are expected to conform to these norms; deviation is punished.

#### **4.9 ROLE AND STATUS IN GROUPS**

The role i.e. part played and status i.e. rank of the individual in the group affects his ability to communicate effectively.

Individuals do not work in isolation; they work together to accomplish their needs and the needs of the group.

Management is a group or team effort. The effectiveness of the group is dependent upon the communication process operating in that group.

## **4.10 INTERGROUP BEHAVIOUR**

A group's survival and effectiveness depends on its ability to communicate with other groups in the organization.

Reciprocity i.e. exchange of favours, creates valued relationships and facilitates communication.

Must be effective in promoting confidence and satisfaction among groups and individual employees.

Consistency of behaviour enables subordinates to know where they stand and to predict actions and reactions of their manager.

## **4.11 ALTERNATIVE MANAGEMENT STYLES**

**Directive:** Leader habitually makes his own decisions and announces them to his subordinates, expecting them to carry them out without question.

**Accommodative:** Leader's behaviour neither challenges a group nor violates its norms as to how a leader should behave. Group determines its own procedure because of the leader's inability to control the situation.

**Participative:** Before making a decision, leader presents problem to group, listens to their advice and makes suggestions. Subordinates are given considerable amount of independence in making final decision.

**Task (or production)-centred:** Leader allows subordinates little or no influence in setting up work procedures. They are supervised closely and continually.

**Group-centred:** Leader sees the job primarily in terms of organization, training and motivation of subordinates.

**NOTE: Manager can display "mixed styles".**

#### **4.12 ANALYSIS OF MANAGEMENT STYLES**

A useful analysis of management style is achieved by the personal asset with personal asset and liability matrix in the following form:

Assets - over which the manager has no control, which he has consciously developed himself.

Liabilities - uncontrollable and controllable.

A further useful measure of style is the "Managerial Grid" in which a manager's concern for people and production is quantified.

Alternatives are::

Little concern for people or production

Mostly concerned with people

Mostly concerned with production

Highly concerned with both production and people

Three personal alternative managerial grid ratings could be considered:

The manager as he would like to be. "L"

The manager as he imagines other people see him. "O"

The manager as he thinks he is in reality. "ME"



## 5.0 CASE: BILL SMITH

### 5.1 INSTRUCTIONS

General - Bill Smith is a case study in your Work Pack with specific and detailed instructions on how to study the case.

SG Work (60 minutes)

CSG Work (30 minutes) Two SGs working together with one group acting as "Dealers" to record all the key points on the flipchart provided - flipchart is a key of the learning process!

Reassemble in MG when the bell rings.

NOTE:

This case challenges you to identify alternative management styles and to evaluate their affect upon group behaviour and productivity.

Role assignments:

Groups A, C, E, G      General Manager (Dealers)

Groups B, D, F, H      Bill Smith (Receivers)

Quickly read the case (12 minutes); then discuss each question in SG keeping individual notes. Cover all the questions in the time allowed.

## **5.2 BILL SMITH - CASE QUESTIONS**

1. Diagnosis - what happened and why?
2. List the key events in this case?
3. Identify the management style of the 1st supervisor and its affect upon his subordinates.
4. To what extent was this style a function of his personality, and in what circumstances would it be appropriate?
5. Similarly, identify the management style of the 2nd supervisor, and its affect upon his subordinates.
6. Why was the new man always given the toughest job first? How did this affect his productivity?
7. What was the function of the trade union in this organization?
8. Why did the group set production levels at only 25 units an hour? Why was the group decision not broken by anyone?
9. How, in this case, has management style affected productivity?
10. Decisions & Justification - what to do and why?
11. As General Manager of the Automobile Plant, what system of feedback is necessary for you to understand the affect of your management style on the organization?
12. In view of the existing tone of the organization, how long would it take to change it?
13. What would you do about the leadership of this organization? Decide and justify.

### 5.3 CASE: BILL SMITH

In 20014 after a year of national service I planned for business school at INSEAD and decided it would be helpful to spend part of the summer as a tough on line worker in a large factory.

At the employment office of an automobile plant I was given a routine interview and a quick physical examination, and was told to report for work the next morning

I reported in at 6.30 a.m. and received a plant badge.. Then a guard took me into the factory. The noise was terrible. Everyone shouting. Then a old foreman told me to follow him, through a maze of machines until we stopped before a drill press.

He picked up one of several metal plates and showed me how to make specific holes and hook them on to a particular moving conveyor line-

I was confused, but repeated this operation about ten times, as he watched and corrected me. After 15 minutes, he left me and kept coming back to tell me to work faster and keep the oonveyor line filled up.

I asked about the toilet an lunch and was told to wait for the GONG! Then he kept coming to speed me up, using another workman to take took over for a bit.

Suddenly a gong sounded, and everyone rushed off to a counter to buy sandwiches and milk. I ate lunch alone. No one talked to me. Half-hour gone and back to work.

In afternoon I slaved away until I returned home to fall asleep without dinner until the next morning when I was assigned a new job!!! Had I failed? The new job was with an assembly team.

Hooray. people to talk or shout to. The foreman, even gave me gloves and allowed me 10 minute rest in the morning and afternoon.

I had a tough job of tightening down nuts, with foreman's help, when I fell behind the team. I soon achieved the team speed. It was a team custom to always give a new team member toughest job, so the rest did easier work. I soon joined the union, and met everyone who welcomed me. Then I learned that the plant workers were not too happy.

Three weeks later I got a new job for individual unit assembly. Workers told me produce only 25 units an hour, but foreman set 35 units-

Foreman checked every hour. We reported only 25 or less even when we finished more.

Next week the foreman set hourly standard 30 units. We were happy!!

NOTE: This brief case was developed from other cases. See GUIDE 6.0.

## 7.0 EXERCISE ON MANAGEMENT STYLE AND ATTRIBUTES

**NOTE: HAVE FUN WITH SELF ANALYSIS OF WHO YOU REALLY ARE?**

### 7.1 INSTRUCTIONS

In SG, study the materials 7,2 & identify your assets and liabilities.

Then study 7,3 and identify your style and resolve the cases.

Discuss alternative management styles and traits of other SG members.

Record and defend your decisions.

Reassemble in MG when the bell rings.

### 7.2 ATTRIBUTES (Traits)

A trait is an [attribute](#). It is a quality or characteristic of a person, place or thing. Personal attributes are character traits or personality traits.

**Positive** Attributes n... make your **VERY PERSONAL** selection:

Achiever, Active, Adaptable, Ambitious, Balanced, Candid, Cheerful, Communicative, Compassionate, Competitive, Consistent, Cooperative, Courageous, Curious, Devoted, Diplomatic, Easy going, Emotional, Enterprising, Enthusiastic, Entrepreneurial, Exciting, Facilitator, Fast, Flexible, Focused, Forgiving,

Generous, Genuine, Good listener, Helpful, Imaginative, Incredible, Independent, Industrious, Initiator, Insightful, Interesting, Inventive, Knowledgeable, Leader, Literate, Logical, Meditative, Mediator, Modest, Open Minded, Organized, Original, Outgoing,

Particular, Patient, Perceptive, Personable, Persuasive, Pleasant, Political, Positive, Powerful, Practical, Proactive, Productive, Professional, Quality, Quick Quirky, Quixotic, Racy

Rebellious, Responsible. Results-driven, Results-oriented, Self-reliant, Sense of Humour, Sensible, Sensitive, Sensuous, Sincere, Skilled, Social Consciousness, Solid, Sporty Thoughtful Trustworthy Understanding Warm- Enough?

**Negative** Attributes - make your selection

Aggressive. Aloof, Arrogant, Belligerent, Big-headed, Bitchy, Boastful, Bone-idle Boring, Bossy, Callous, Cantankerous, Careless, Changeable, Clinging, Compulsive Conservative, Cowardly, Cruel, Cunning, Cynical, Deceitful, Detached, Dishonest Dogmatic, Domineering, Finicky, Flirtatious, Foolish, Foolhardy,

Fussy, Greedy Grumpy, Gullible, Garish, Impatient, Impolite, Impulsive, Inconsiderate, Inconsistent Indecisive, Indiscreet, Inflexible, Interfering, Intolerant, Irresponsible, Jealous, Lazy Machiavellian, Materialistic, Mean, Miserly, Moody, Narrow-minded, Nasty, Naughty Nervous, Obsessive, Obstinate, Overcritical, Overemotional, Parsimonious, Patronizing

Perverse, Pessimistic, Pompous, Possessive, Pusillanimous, Quarrelsome, Quick-tempered Resentful, Rude, Ruthless, Sarcastic, Secretive, Selfish, Self-centered, Self-indulgent Silly, Sneaky, Stingy, Stubborn, Stupid, Superficial, Tactless, Timid, Touchy, Thoughtless Truculent. Unkind, Unpredictable, Unreliable, Untidy, Untrustworthy, Vague, Vain Vengeful, Vulgar, Weak-willed

## **Professional** Attributes – make your selection

Accountable, Acknowledges communications, Adaptable  
Admits when he/she is wrong, Authentic, Bears responsibility,  
Believes that family is important, Believes that health is important,  
Believes that time to relax is important,

Believes that time to think is important, Broadminded, Caring,  
Carries business cards to use for networking, Collaborates  
Commitment to excellence, Communicates well, Consistent,  
Courteous, Credible, Decisive,

Dependable, Determined, Diligent, Disciplined, Displays integrity  
and a high ethical standard Doesn't gossip, Doesn't hold grudges,  
Doesn't let things slip through the cracks, Doesn't make excuses,

Delivers above and beyond what people expect, Effective, Efficient,  
Empathetic, Engaging, Enthusiastic, Evolving, Excels in their line of  
work, Exercises self-control, Focused, Forgiving, Generous,  
Gets along with people, Gets the job done, Gives credit where  
credit is due , Go-getter, ,Goal-setter, Good at working in a team  
Good interpersonal skills, Hard worker,

Has a personal mission statement

Has a 30-second explanation of what they do (often called an  
"elevator speech")

Has conviction, Hears all sides, Helps others with their problems,  
Helps others to succeed Highly committed, Humble, Innovative,  
Interested in others, Is a person of their word Kind, Learns from  
mistakes, Listens well, ,Looks at obstacles as challenges , Loyal

Maintains gains while being proactive, Makes the best of situations,  
Manages stress, Methodical, Motivated, Networks well, Non-  
judgmental, Not afraid to fail Not manipulative, Not satisfied with  
mediocrity, Objective, Open to new ways of doing things,  
Organized, Passionate, Patient, Perseverant, Planner, Positive  
attitude, Precise

Proactive,, realistic, Relates well to others, Respectful, Scheduled, Scrupulous Seeks improvement, Selfless, Sharp spiritually, hows appreciation and expresses thanks, Sincere, Stays abreast of new developments, Studious, Takes responsibility, Teachable

Thinker, Time management skills, Transparent, Tries to do more with less, Trustworthy, Truthful, Upright, Values others ,Willing to change-

Willing to take necessary risks, Willing to do whatever it takes to get the job done, Having positive attributes can increase your business and personal relationships.

Being able to recognize and compliment positive attributes-



## 7.3 Management Styles

Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A management style is an overall method of leadership used by a manager. There are two sharply contrasting styles that will be broken down into smaller subsets later:

Autocratic  
Permissive

Each style has its own characteristics:

***Autocratic:*** Leader makes all decisions unilaterally.

***Permissive:*** Leader permits subordinates to take part in decision making and also gives them a considerable degree of autonomy in completing routine work activities.

Combining these categories with democratic (subordinates are allowed to participate in decision making) and directive (subordinates are told exactly how to do their jobs) styles gives us four distinct ways to manage:

***Directive Democrat:*** Makes decisions participatively; closely supervises subordinates.

***Directive Autocrat:*** Makes decisions unilaterally; closely supervises subordinates.

***Permissive Democrat:*** Makes decisions participatively; gives subordinates latitude in carrying out their work.

***Permissive Autocrat:*** Makes decisions unilaterally; gives subordinates latitude in carrying out their work.

In what situations would each style be appropriate? Inappropriate?  
Managers must also adjust their styles according to the situation that they are presented with. Below are four quadrants of situational leadership that depend on the amount of support and guidance needed:

***Telling: Works best when employees are neither willing nor able to do the job (high need of support and high need of guidance).***

***Delegating: Works best when the employees are willing to do the job and know how to go about it (low need of support and low need of guidance).***

***Participating: Works best when employees have the ability to do the job, but need a high amount of support (low need of guidance but high need of support).***

***Selling: Works best when employees are willing to do the job, but don't know how to do it (low need of support but high need of guidance).***

The different styles depend on the situation and the relationship behaviour (amount of support required) and task behaviour (amount of guidance required).

Can you guess which management styles would work best for each situation listed above?

Should managers use only one management style? Situational style?

## 7.4 CASES TO RESOLVE :

Listed below are a few situations and options for what you would do. Try to decide which of the four situational styles would work best in each situation. Then pick the option that best fits that style.

***Directive Democrat: Makes decisions participatively; closely supervises subordinates. DPA***

***Directive Autocrat: Makes decisions unilaterally; closely supervises subordinates. DAA***

***Permissive Democrat: Makes decisions participatively; gives subordinates latitude in carrying out their work. PPP***

***Permissive Autocrat: Makes decisions unilaterally; gives subordinates latitude in carrying out their work. PAP***

### **Situation 1**

The employees in your program appear to be having serious problems getting the job done. Their performance has been going downhill rapidly. They have not responded to your efforts to be friendly or to your expressions of concern for their welfare.

#### **Which style would you pick? What would you do?**

- a. Re-establish the need for following program procedures and meeting the expectations for task accomplishment.
- b. Be sure that staff members know you are available for discussion, but don't pressure them.
- c. Talk with your employees and then set performance goals.
- d. Wait and see what happens.

### **Situation 2**

During the past few months, the quality of work done by staff members has been increasing. Record keeping is accurate and up to date. You have been careful to make sure that the staff members are aware of your performance expectations.

#### **Which style would you pick? What would you do?**

- a. Stay uninvolved.
- b. Continue to emphasize the importance of completing tasks and meeting deadlines.
- c. Be supportive and provide clear feedback. Continue to make sure that staff members are aware of performance expectations.
- d. Make every effort to let staff members feel important and involved in the decision making process.

### **Situation 3**

Performance and interpersonal relations among your staff have been good. You have normally left them alone. However, a new situation has developed, and it appears that staff members are unable to solve the problem themselves.

#### **Which style would you pick? What would you do?**

- a. Bring the group together and work as a team to solve the problem.
- b. Continue to leave them alone to work it out.
- c. Act quickly and firmly to identify the problem and establish procedures to correct it
- d. Encourage the staff to work on the problem, letting them know you are available as a resource and for discussion if they need you.

### **Situation 4**

You are considering a major change in your program. Your staff has a fine record of accomplishment and a strong commitment to excellence. They are supportive of the need for change and have been involved in the planning.

#### **Which style would you pick? What would you do?**

- a. Continue to involve the staff in the planning, but direct the change.
- b. Announce the changes and then implement them with close supervision.
- c. Allow the group to be involved in developing the change, but don't push the process.
- d. Let the staff manage the change process.

## OUR SOLUTIONS ... YOU MAY NOT AGREE ...

1. C DPA
2. d DPD
3. c DAA,
4. a PDP

NOW:

### **8.0 LECTURE ON THE EXERCISE - STYLES AND TRAITS**

#### **8.1 INSTRUCTIONS**

First we evaluate our own personalities under the headings of "Assets" and "Liabilities" to try to recognize strengths and weaknesses?

Then we judged the personality and make-up of a colleague. How astute were we? Did we lie? (much?)

Our colleague assessed our qualities too. Is that how we judge ourselves? Are we satisfied with the first impressions we present to others?

#### **8.2 FIRST IMPRESSIONS**

Stick

Are difficult to alter

Cloud one's future attitude

Are often incorrect

### **8.3 SELF-EVALUATION**

Be aware of our skills and weaknesses; we can then recognize areas of personality and appearance that require improvement.

Set about reforming and improving in this area as much as possible, (most people can not really accomplish this) so .....

Capitalize on strengths!

### **8.4 REFUSAL TO RECOGNISE WEAKNESSES**

If we are unaware of, or refuse to admit to our shortcomings, there is a danger of: never developing our full personality potential.

Other people, who are aware of these shortcomings, make take advantage, Need to assess our personality, knowledge, experience and education.

This can also be done informally by other people's impressions, but this does not give information in depth.

### **8.5 FORMAL METHODS OF ASSESSING PEOPLE**

Pencil and Paper Tests - cheap and standardized but largely limited to mass-selection situations.

Projective Tests - provide a great deal of information, but are subjective, individualistic, expensive and poorly validated.

Socio-metric (i.e. members of group invited to express their opinions of each other) - easy and relatively valid, but carry serious implications for the power relationships in an organization.

## **8.6 MANAGEMENT'S ASSESSMENT PROBLEMS**

Are people to be consciously assessed?

Should the process be formalized?

Should all results be reported back? All results?

Or only "good" results? Who shall assess? Superiors only? Or peers? Or subordinates? What is to be assessed? Personality or performance?

## **8.7 WORK ENVIRONMENT**

Should there be a work environment permeated with an atmosphere of assessment? :

Some areas of our lives we are familiar with, but some we don't know and some we even refuse to admit.

Difficult to adjust or alter first impressions or to apologize.

Apologies seldom make any difference.

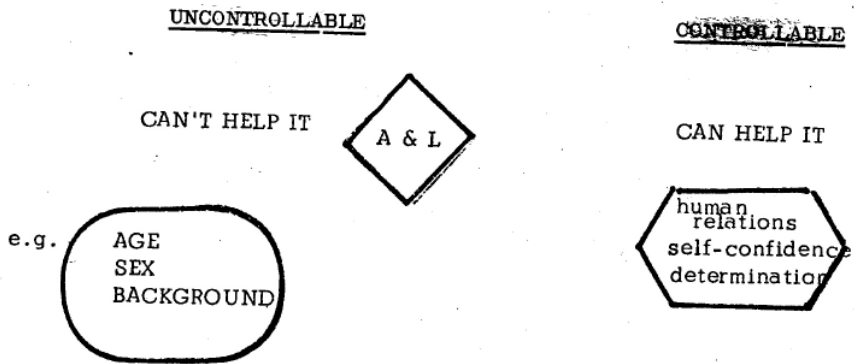
Avoid jumping to too hasty conclusions, but just assess the reality of the situation.

To promote character development, it is important to be aware of and admit to our own virtues and faults

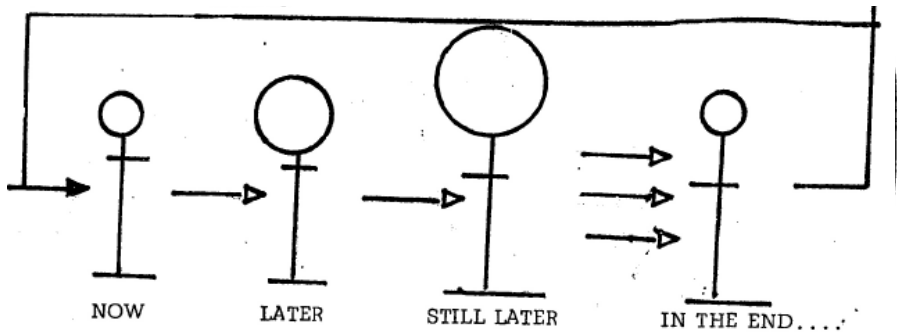
Assessment of people is a key management skill.



## 8.8 LEARNING PATTERNS



### ASSESSMENT OF PEOPLE.



### FIRST IMPRESIONS

## 8.9 INSTRUCTIONS

1. Study the lecture and learning patterns very carefully.
2. Record significant points in your notebook. Discuss outstanding questions.
3. Now make a personal one sheet summary of your style and values- as an ASSET & LIABILITIES MATRIX.
4. Relate each quality to your own personality and record in your notes: our:

"Assets" if you consider the quality to be one of your virtues.

"Inabilities" if you consider them to be one of your shortcomings.

"Internal" qualities which you have developed or Neglected yourself e.g. determination

"External" qualities over which you have had no control, e.g. age.

5. Then rate yourself and rate ONE other in SG member..
6. On the basis of the information make notes on the following:
  - "L" what you would like to be.
  - "O" what you imagine other people think you are.
  - "ME" what you think you really are.
7. Compare them with your original own Asset and Liability assessment.

## **NOW:**

### **8.10 DISCUSS ANSWERS TO THESE EXERCISE QUESTIONS**

In CSG and record the answers on the flipchart:

How important and correct are first impressions of people, and do they dictate future relationships between people? Do you think that your colleague has assessed you correctly on the Asset & Liability matrix?

How good are you at assessing your own virtues and shortcomings? You can judge this by the amount of indecision you felt, and the length of time it took you to fill in your Personal Asset and Liability matrix. Do you think it is possible to correct your weaknesses?

What is the result of not coming to grips with our short-Comings?

Are you able to evaluate other people's good and bad points i.e. did you ask your colleague pertinent questions when you interviewed him, and did you find it easy to fill in an Asset & Liability matrix for him?

What formal methods of assessing people are used in business and how valid are they?

What do you think are the problems that face management in assessing people?

List Learning Points that have arisen from this exercise.

**DO YOU FEEL THAT YOU KNOW YOURSELF BETTER NOW?**

## 9.0 CASE: ALLEN JONES

### 9.1 INSTRUCTIONS:

Assemble in SG now.

Individual and SG Work (60 minutes)

CSG Work (30 minutes)

Assemble in MG when the bell rings.

This case challenges you to evaluate the position of a highly qualified man in a huge business organization.

Role Assignments:

Groups A, C, E, G Vice President (Dealers)

Groups B, D, F, H Allen Jones (Receivers)

Quickly read the case, then discuss each question in SG,

Keep individual notes. Cover all the questions in the time allowed.

## **9.2 CASE: ALLEN JONES - QUESTIONS**

### **DIAGNOSIS**

1. Determine the structure of the Market Research division of Cooksey Industries, in which section Allen Jones belongs.
2. Does Jones's description of Cooksey Industries depict the usual workings of a big organization?
3. Do Jones and other highly qualified graduates constantly require praise, recognition and status? Why is he not getting these things?
4. Can there be adaptability from a Business School environment to being a small cog in a big wheel?
5. Whose perception do we have in this case, and how reliable is it?
6. What sort of person is Jones?

### **DECISION & JUSTIFICATION**

7. What should Jones do?
8. Should Jones resign?
9. Why?
10. If he resigns, should he write to the President giving the facts as he sees them? Would another big company be better for him?
11. How should he adapt his management style if he stays? .

### 9.3 CASE - ALLEN JONES

I am Allen Jones and in 2015, I have problems with my job at Cooksey Industries for the past three years. It is a major international company, and my first job after doing so well at INSEAD. But now I feel lost in a huge sales organization, even after three different jobs.

I am a systems analyst in the market research division, with 30 others. We have three different sections, with a supporting clerical group to provide the calculations to support our reports..

In my section we are six analysts, reporting to a section supervisor. In the division is a divisional manager reporting directly to a vice president, and two assistant managers.

What do we do? We receive-research problems, from top management. The staff all seem to think they are all super-analysts. They are not!!! I sometimes, discuss this with another INSEAD colleague.

For example, the first big research report I worked on, involved whether or not to discontinue a product line. Upstairs they had decided to discontinue it, but when I investigated my figures gave a different answer. My report went to my supervisor and up to the vice president. He refused

The other analysts in my section, just laughed and said: "Don't worry Allen. You will get used to it. Nothing will happen!" But I was very upset!

Two days later my supervisor said that upstairs, they were not impressed with my proposals. But I don't think they understood them. The end!!!

Most of our reports are prepared for the top management. They ask the questions and we do the work, get relevant data and report. But often they don't tell us what the real top management objectives are.

At first I was at headquarters, but six months ago I worked for a month in a district field office. The other analysts there, spent most their time getting data for headquarters. No time to help with local sales problems. But I did help the local staff and it was really appreciated it

They wanted me to stay at district level. The district supervisor even got headquarters approval from the head of market research for my transfer

But I didn't get the job. My headquarters assistant manager said I must stay with him. That was it! No one discussed it with me.

Why? Because top management is always in crisis with deadlines and fear of mistakes. People enjoy the mistakes of others. WE prepare a period letter on commercial operations. Everyone reads it. In minutes after release, we get reports of tiny errors.

Why? Because supervisors are in direct competition. They need to impress bosses, make no mistakes and avoid job insecurity. Not me with my INSEAD MBA. I could get another good job. By contrast most of my colleagues have no job alternatives. So they hold on for a career. And after a few years, they get a little bitter, caused by the tension.

Good example: for one deadline report, I needed urgent clerical group data. It was long delayed. I asked my boss to meet to resolve the problem quickly. He refused. Clerical were responsible for being on time. When nothing happened. He complained to the clerical section, who all blamed me.

My boss dislikes I discussions of our work. Even gives me salary increase with no discussion-

I love analytical work, but I'm discouraged. So lately, I've been helping a small company the owner on market information in planning operations and distribution. More fun than my regular job.

Problem? Should I stay with Cooksey? Move up in five or ten years? Prospects? Worth the effort? Could I ever help to change the organization? At my level no! No! Perhaps at a higher level? No!! After 50 years of age, managers become worried about keeping their jobs- Don't dare! My supervisor tried. Nothing happened. No explanation.

NOTE: Developed from other cases. See GUIDE.

**END OF WORKPACK PART 1**  
**END OF DAY – WELL DONE!!**

**HOMEWORK – STUDY THE SUMMARY LECTURE AND THE GLOSSARY TO UNDERSTAND EVERY WORD!**

# **WORK PACK - PART II**



## **Activity**

**Review & Quiz**                      **SG (New)**                      **8.30 - 9 00 a.m.**

**Exercise: Object Drama**   **CSG**                      **9.00 - 9.40**

**Lecture on the exercise**   **MG/CSG**                      **9.40 - 10.00**

**COFFEE**

**Case: ESC**                      **SG CSG**                      **10.15 - 11.45**

**Lecture**                      **MG CSG**                      **11.45 - 12.15 p.m.**

**Case: Bill Brown**                      **SG**                      **12.15 - 1.00.**

**LUNCH**

**Solutions: Bill Brown**                      **SG**                      **2.00 - 2.30 .**

**Lecture: Concepts**                      **MG**                      **2.30 – 2.45 .**

**Study: Concepts**                      **SG CSG**                      **2.45 - 3.15 .**

**Case: Bob Ford**                      **SG CSG**                      **3 .15 - 4.45**

**TEA**

**Lecture**                      **MG CSG**                      **4.45 - 5.15 .**

**Quiz**                      **IND**                      **5.15 - 6.00.**

**Lecture & Feedback**                      **MG**                      **6.00 - 6.30**

## **1.0 INSTRUCTIONS**

Assemble in NEW SG.

Discuss the work of Part 1

Do the short, quiz of 20 questions (Exhibit 1) Discuss answers in SG. (15 minutes)

When the SG has agreed, check the answers (Exhibit 2) and discuss questions arising. (15 minutes)

Reassemble in MG when the bell rings.

NOTE: This is a test of your personal effectiveness in communicating to resolve conflicts and achieve group commitment

## **2.0 SHORT QUIZ**

Write the most correct answer (a, b, c or d) to all the questions in your notebook. (Individual Work)

1. The responsibility of a leader in business is to:
  - a. develop people
  - b. motivate subordinates
  - c. manage
  - d. all of these

2. Effective management achieves:
  - a. profit
  - b. happiness
  - c. tough environments
  - d. organizational objectives
  
3. Managers who display a distinctive leadership style:
  - a. are taken advantage of by their employees
  - b. are not being intelligent
  - c. promote confidence and satisfaction
  - d. always get on well with their subordinates
  
4. A directive leader is one who:
  - a. speaks directly to his subordinates
  - b. expects his subordinates to carry out his decisions without question
  - c. is always pleasant and cheerful
  - d. expects his subordinates to make their own decisions
  
5. A manager who allows his workers to help in the setting of goals is:
  - a. directive
  - b. participative
  - c. task-centered
  - d. weak
  
6. Man is motivated to satisfy a hierarchy of needs". Which of the following is man's most basic need?
  - a. security
  - b. physical.
  - c. social
  - d. ego

7. A man normally wants to feel liked and to be part of a group:
  - a. true
  - b. false
  - c. depends on the circumstances
  - d. if he is not a leader
  
8. The results of effective motivation are:
  - a. speedy work and efficiency
  - b. a happy band of workers
  - c. creativity, performance and productivity
  - d. a smiling managing director
  
9. When a person is unable to achieve a desired goal, he becomes:
  - a. aggressive
  - b. apathetic
  - c. insecure
  - d. frustrated
  
10. The effect of all communication should be to change people's behavior:
  - a. generally true
  - b. false
  - c. if one is a dictator
  - d. only the behavior of subordinates
  
11. Feedback is a waste of time:
  - a. between intelligent people
  - b. not true
  - c. c between meals.
  - d. between unintelligent people

- 12, Individuals do not work in isolation in an organization they work::
- together, but only to accomplish their own needs
  - by necessity, in close proximity to each other
  - together to accomplish their needs and the needs of the group.
  - only if they can't help it
- 13..When a member breaks a group norm, the rest of the group:
- Feel sorry for him
  - change the norm
  - punish him by isolation
  - beat him up
14. For man to learn he must have:
- the need to acquire new knowledge
  - enough ability
  - the right attitude
  - a good memory
- 15 Assessing people is an important aspect of management:
- only in a big organization
  - not really important
  - true
  - false
- 16 A dynamic organization:
- is one that adapts to change well
  - has brilliant leaders
  - uses all the modern techniques
  - has high productivity

17 If the key management style of the leader is incongruent with the tone of the organization:

- a- something is wrong with the individual
- b. something is wrong with the organization
- c. he will be an ineffectual leader
- d. it doesn't really matter

18 A bureaucracy is an organization:

- a. where everyone sits at desks
- b- that has one man at its head
- c that is very large
- d where responsibility rests only with departmental heads

19 Management of change depends on effective communication:

- a. rarely
- b. sometimes
- c. never
- d. always

20 Change in organization is:

- a. always a good thing
- b. to be resisted if possible
- c. inevitable over time
- d. always good for efficiency.

## ANSWERS TO SHORT QUIZ

### Answer and brief explanation

1. (d) Effective management cannot exist without any of these factors.
2. (d) May not be tough!
3. (c) Even if it is directive!
4. (b) Which is effective in the short run.
5. (b) Which is effective in the long run.
6. (b) Food and roof over head come first!
- 7 (a) Very important to fulfil social need.
8. (c) The rest will usually follow
9. (d) Which will lower his productivity level.
- 10 (a) Even indirectly.
- 11.(b) Absolutely essential for effective communication.
- 12.(c) Groups have identities, etc.
- 13.(c) Deviation from a group norm is reprehensible!
- 14.(c) Brains are not nearly enough!
15. (c) To judge ability, etc. of labour force.
16. (a) And no frozen relationships!
17. (c) Nothing maybe "wrong" with either.
18. (d) And communication is usually minimal.
19. (d) Through communication networks.
20. (c) Should never be resisted.

## **2.0. EXERCISE - OBJECT DRAMA**

### **2.1 INSTRUCTIONS FOR THE OBJECT DRAMA (5 minutes)**

Assemble in CSG. Each member will receive an object (lemon/potato).

Write a description of your object in about 30 words on a separate sheet of paper.

Await instructions from the Organizer.

### **2.2 INSTRUCTIONS (5 minutes)**

Roll your object to the middle of the room,

Await instructions from the Organizer.

### **2.3 INSTRUCTIONS (5 minutes)**

Now go and locate your object.

When all conflicts have been resolved, return to CSG-

Write a further description in 30 words on: How to recognize your object..

Await instructions from the Organiser.



## **2.4 INSTRUCTIONS (7 minutes)**

Place objects and descriptions in the basket on the table of each CSG.

Transfer the basket with lemons/potatoes and descriptions to another CSG in exchange for their basket.

In CSG, take a description and locate the specific object in the description.

Return object and paper to its owner.

Await instructions from the Organizer.

## **2.5 INSTRUCTIONS (5 minutes)**

Study your object again and write a third (better) description. See how it compares with your first two descriptions.

Study the lecture on the object drama and await the instructions of the Organizer .

## **3.0 LECTURE ON THE OBJECT DRAMA EXERCISE**

### **3.1 STORY OF THE EXERCISE**

Participants were given three opportunities to write a description of a lemon/potato (object). They identified (or tried to identify) their own and someone else's specific objects from the written descriptions.

They were able to identify the object more easily as the written communication improved.

### **3.2 FIRST DESCRIPTION**

Most people tend to be preconditioned. They think of an object e.g. a lemon, in generalisations, without giving a thought to the peculiarities of the specific object.

Therefore, when first communicating information about this object, they tend to produce generalisation which makes identification of the object extremely difficult.

### **3.3 SCIENTIFIC FACTS**

An object is a scientific fact, but people perceive the fact differently, according to their state of mind. Communication about the object will therefore be derivative of a preconditioned state of mind.

### **3.4 SECOND AND THIRD DESCRIPTIONS**

It took three descriptions to describe an object adequately for identification. The second description probably contained fewer generalizations and more informative detail which made identification easier. By the time of the third description, relative information for the purpose of identifying objects became more obvious, and effective communication resulted.

### **3.5 PRECONDITIONING**

It was difficult to find someone else's object from their second description. This description was a preconditioned subjective communication concerning the object. It requires conscious effort and is difficult to overcome preconditioning.

Need to describe work in a meaningful way so that it is completely understood by his subordinates.

### **3.6 FOR EFFECTIVE DESCRIPTION OF WORK**

Leader must possess a sound knowledge of the work he is describing.

Information must be spoken or written clearly.

Important details must be stressed and generalizations avoided .No ambiguity.

Tone and content of the description must be correct.  
Subordinates must be motivated to desire the knowledge about the work.

Feedback is essential for discovering whether the description has been adequately received.

### **3.7 LEARNING POINTS**

Managers talk and write in generalizations.

We all perceive things differently; the same object may be seen quite differently by different people.

Define and evaluate objectives before communicating.  
When describing something specific, peculiarities are more

important than generalisations. The power of critical and keen observation is essential for the effective manager.

**NOW:**

**3.8 ANSWER THESE QUESTIONS ON THE DRAMA:**

In CSG, write detailed answers to the following questions on the flipchart provided. (20 minutes)

Was the first description adequate for the purpose of identifying the object? Why?

Was your description a scientific fact or an emotional state of mind? Why?

How did the second description differ from the first? Why was the third description more effective than the second?

Was it easy to find someone else's object from the second description? Why, with the previous experience, was a comprehensive description still not achieved?

Does this exercise relate to practical problems in management? How?

What specific precautions should a leader take to ensure that his description of work is understandable to subordinates?

List five practical learning points to this exercise.

## 4.0 CASE – ESC

### 4.1 INSTRUCTIONS

New SG Work (60 minutes)

CSG Work (30 minutes)

Reassemble in MG when the bell rings.

NOTE: This case challenges you to evaluate the situation of a young technician on a training program group, and the action to be taken by management.

Role assignments

Groups A, C, E, G  
Roberts (Dealers)

Groups B, D, F, H  
Mason (Receivers)

## 4.2 QUESTIONS ON THE CASE

### **Diagnosis:**

1. What is the problem?
2. List the key events and characters in the case and make notes of their respective backgrounds
3. For whom is this course on private electrical Installation and maintenance designed? Is Jones suitably qualified for it?
4. Why is Jones unable to cope with this course?
5. What sort of instructor is Brown? Describe his management style.
6. Which leadership qualities does Edwards manifest in his handling of Jones?

### **Decision & Justification:**

7. What to do now?
8. Should Jones be removed from the course? Why?
9. If the course is downgraded to Jones's level (as strictly outlined under the rules) what would the repercussions be?
10. What courses of action are open to Edwards?
11. For Jones, decide and justify about: (a) the existing course; (b) future courses.

### 4.3 CASE - ESC

The ESC – Electrical System Company, trains it's staff at a central training center. This center gives courses in various branches of electrical systems to selected employees. The school is managed by Edwards with five instructors

In March 2016 a course on the installation and maintenance of private electrical systems was run by Brown, an experienced technician, as instructor. Jones was assigned to this course from his district, as the only one available..

After six course days, Brown wants Edwards to remove Jones, from the class. Perhaps the great enthusiasm and experience of the other course members, has influenced Brown to upgrade the course a bit, to a higher level, to keep their interest.

But alas Jones has made poor progress and was holding up the class. He was highly nervous and confused and unwell,

Brown was a bit upset. He had several past failures. But he did not select the students. He needed Edwards approval for Jones to go.

Edwards reviewed Jones's history and talked with his district supervisor. He found that:

Jones worked well in ECB

He was high school graduate

Passed two other ESC courses, where the instructors Reported: lack of confidence and experience but good Analytical I ability.

Jones had been selected for the course as the only one available at the particular time-

Edwards then attended the course and spoke to Jones who said that:

The ESC job at district level home was going very well.

Here, the classroom is going badly.

No time to study before the course

Other students too experienced and advanced

The instructor tries hard to explain things, without success for Jones, but with success for all the other students

Technical terms are too confusing-

Situation is hopeless. Cannot sleep at night.

Need to learn to diagnose local electrical problems and decide on repair or equipment replacement – tough decision!

Other student discussions confuse him.

Would like to take another course from home? Out of hours?

**EDWARDS MUST NOW DECIDE WHAT TO DO!!!**

,  
NOTE: Case developed from other cases. SEE GUIDE  
5.0



## 6.0 BILL BROWN CASES

### 6.1 INSTRUCTIONS - INDIVIDUAL WORK (45/minutes)

Assemble in SG now.

Write in your notebook the answers (and justification) to all the questions. Individual Work) (15 minutes)

When you have finished all questions, then discuss in SG to resolve all problems. (30 minutes)

### 6.2 BILL BROWN – CASES - QUESTIONS

As Bill Brown, management consultant, deal with the following problems of leadership and management style presented by your various clients.

#### FAIRYTALE COTTON COMPANY

At the Fairytale Cotton Mills in Northern England there is racial strife between a foreman and his Pakistani workers. After the foreman is struck by one of his workers, there is an official investigation where witnesses support the foreman.

A Pakistani lawyer defends the worker, and the witnesses then come out in favour of the worker. The situation had arisen before. At that time the worker was fired and all the Pakistani work force had gone on strike for a month.

Question: Should the workman who struck the foreman be fired? What must be done

### KALENGACOMPANY

Victor van Wyk is an extremely well-liked supervisor, who has been employed by the Kalenga Company for 20 years. He has technical ability, but on a personal level has been the cause of much trouble as he is actively anti-change. Young men are leaving the department because they cannot get on with him.

Question: What must be done about the popular Victor van Wyk?

### DUMELA MANUFACTURING COMPANY

The work force of the Dumela Manufacturing Company is on strike. One loyal worker, Robin Redheart, comes in every day to do his work. He is ostracised by his workmates who refuse to cooperate with him. The group demands that he be fired.

Question: Should the Chief Executive accede to the group's demands to fire Redheart?

### POLLSMOOR COMPANY

Edward Savell-Smith, the son of the controlling shareholder in the Pollsmoor Company, has been working for the company for five years. The Chief Executive is presented with conclusive evidence that Edward has embezzled R3.000 from an elderly female customer. The normal penalty for this crime is prosecution, but Mr. Savell-Smith Snr. makes an appointment to see the Chief Executive.

Question: Does the Chief Executive come out in favour of ethics or expediency?

## SOULMATE COMPANY

Chris Turner a director of long standing is in a passionate extra marital love affair with his secretary. This has been kept fairly quiet but one or two employees know about it.

Question: What should the human relations manager do about it?

## UPPER ISABEL COMPANY

The Chief Executive appoints Dierdre Dordrechts as Chief Accountant at the Upper Isabel Company. There is a strong reaction against her by the staff, and although she is a competent manager, she is feeling the pressure, and suggests that she should leave.

Question: Should the Chief Executive let Dierdre leave?

## JACKMIL COMPANY

Gary Goliath, manager at the Jackmil Company, rules his department with a rod of iron and enforces strict discipline. His staff never complain. This is a complete contrast to the rest of the company, where the tone is participative.

Question: Should the Chief Executive take action against Gary Goliath?

## DE ZONK COMPANY

Dwight Derman, Chief Executive of De Zonk Soft Drink Company, asked his laboratory technician to develop a series of samples for a new cold drink called the Brownie, that he wished to bring out. Of the seven samples that the technician prepared, Mr. Derman liked two. He called in his Senior Managers to taste these two samples. They agreed with him that sample A was the best, and Mr. Derman now authorised production of this sample.

Question: Is Mr. Derman's style of management directive? Is his style conducive to fruitful discussion?

## KARRICK COMPANY

Longhaired and bearded Hennie Lipman enjoyed his work at the Karrick Company and often used to take work home at night and over the weekends. One day, Hennie extended his lunchtime to have his hair trimmed. On his return, his boss bawled him out for using company time for personal reasons.

Question: Was Hennie's boss justified in reprimanding him?

## SHIMSHI COMPANY

The Chief Executive at the Shimshi Company has asked all his managers to set high, difficult and creative targets. Most of them don't respond and set medium targets. Terence Tippet was the one manager who did set high targets, but he failed to achieve them. He could have manipulated the numbers, but he refused to do so.

Question: Where did the Chief Executive go wrong?

### GALEN COMPANY

Basil Bendel, 56 years, has given 30 years service as Sales Manager to the Galen Company. His ability has been mediocre and reasonable, but certainly no fireworks. In response to a request from the Chief Executive, he has developed an assistant who is now more competent than he is. Bendel is now to be retired early. Ironically, the other managers in the company ignored the request of the Chief Executive.

Question: What should the Chief Executive do about Basil Bendel, and about the other managers?

## 6.3 BILL BROWN SOLUTIONS

### FAIRYTALE COTTON COMPANY

No. Don't fire the Pakistani worker. We cannot afford to lose the production that a resulting strike would effect. Be pragmatic by using geography and time to solve the problem e . g . give the worker and foreman a month's paid holiday to cool off. When they return, place them in separate departments.

### KALENGACOMPANY

Victor van Wyk should be fired, but with very good compensation. The company has forced him to grow the way he is, but there is no point in continuing along this ill-advised path. (Note: alternatively he could be promoted or transferred to an "important" non-essential independent job until he dies or retires.)

### DUMELA MANUFACTURING COMPANY

Yes. Redheart must be fired. His deviation from the group's norms renders him totally unacceptable to them, and he would therefore prove of little value to the company. The Chief Executive should try to place him with another company.

### POLLSMOOR COMPANY

Expediency! The Chief Executive lets Edward off the hook, but gets rid of him quickly. The image of the company remains intact and the controlling shareholder is kept relatively happy.

### SOULMATE COMPANY

No. It is none of the Chief Executive's business. He can do nothing about it until it interferes with the running of the organization.

### UPPER ISABEL COMPANY

Yes. Once she has suggested it, she must leave. She is not strong enough to overcome the natural cultural barriers, and is therefore a liability to the company harmoniously in the same company if good communication nets are set up.

### DE ZONK COMPANY

Mr. Derrnan displays a directive management style. He allows no two-way communication and no participation. He forces his own point of view on the other managers without any discussion of ideas, or proposals. His style is not conducive to fruitful discussion. He is a dictator, who breeds "yes men", and people are scared to argue with him.

### KARRICKCOMPANY

No. Hennie's manager was unwise to reprimand him. Hennie as an enthusiastic worker and didn't deserve such treatment. Besides in 1972 managers cannot hope to control people's personal appearance. (Note: in some companies the manager might still be able to get away with it - but not for long).

## **SHIMSHI COMPANY**

**The Chief Executive must set realistic targets and overall sensible policies. He can now neither hammer Terence Tippet, nor praise the other managers for achieving their budgets. He must guard against their creating defensive budgets.**

## **GALEN COMPANY**

**Basil Bendel should not be retired early. To set this precedent would be inconsistent and change the tone of the organization. The Chief Executive's policies should be definite and consistent. Feedback is necessary to see that they are being carried through.**



## **7.0 LECTURE ON MANAGEMENT PRACTICE AND CONCEPTS**

### **7.1 MANAGEMENT**

Management is the accomplishment of organizational objectives through people. This requires extensive delegation and clearcut communication.

Effective delegation and communication require commitment on the part of subordinates. The best way to ensure commitment is by a live participation and two-way communication. Such communication must take place in an atmosphere of trust.

### **7.2 MANAGEMENT AND PEOPLE**

Effective management achieves organizational objectives. The manager creates the environment which motivates people to work in groups.

People are complex with different needs, values, backgrounds, education, status, goals, etc.

### **7.3 DEVELOPMENT OF PEOPLE**

People develop by learning

Learning by trial and error means to:act and perceive the effects of actions reorganize and remember perceptions, and act again on the basis of reorganised perceptions

Feedback (knowledge of results) is critical to Enable us to modify our behaviour.

## **7.4 PERCEPTIONS AND DEFENCES**

Perception is the individual's view of reality; each individual perceives life based on his individual needs, values, goals, etc.

What is obvious to one man is obscure to another man. We see what we want to see, and defend ourselves against those things that make us uncomfortable.

We believe not what is true but what we want to believe (sorry!)

## **7.5 MANAGEMENT OF CHANGE IN ORGANIZATION**

Strategies of Change -

Evolutionary change without major dislocations.

Rapid change accomplished before opposition can be voiced.

Participative change through commitment of all people involved.

Strategic change through the use of influential people and groups.

Practical methods for effective change

Organizational change results in behavioural change.

Behavioural change requires commitment.

Commitment requires participation.

Participation requires two-way communication.

## **7.6 CHANGING INDIVIDUALS**

To motivate subordinates to change their behavior. The manager must get them to accept some responsibility for changing themselves. The resulting change may thus be more lasting and generalised.

Ways of changing individual behavior:

Authority - useful in short-term specific situations.

Manipulation - forming a relationship with the individual and by using his humanity, fallibility and emotionality to influence him.

Without authority - individual takes most of the responsibility for changing himself, and changers are therefore helpers rather than manipulators.

## **7.7 ORGANIZATIONAL CHANGE**

The only constant factor in any organization is change.

Companies must adapt to both external or environmental changes and to internal change.

Companies that are inflexible and don't adapt to change die or are acquired.

## **7.8 PRINCIPLES OF ORGANIZATION**

An organization is a set of interrelated systems each designed to perform complicated tasks. To change an organization, we manipulate:

- : Structure - communication or power systems.
- Technology - tools used or information processing

devices  
People - numbers, training or skills.

## **7.9 NATURE OF ORGANIZATION**

Formal Organization- the planner of the organization designs the most efficient arrangement for accomplishing the objectives of the organization by a differentiated system of interrelated groups, positions and roles.

Informal Organization – the patterns of inter-personal and inter-group relationships that develop within the formal organization, which include cliques and friendship groups.

Dynamic Organization - organic organization that adapts to change well, and in which relationships are not frozen.

Frozen Organization - inflexible organization in which change is avoided, and where relationships are frigid.

## **7.10 LEADERSHIP IN RELATION TO THE EXTERNAL ENVIRONMENT**

Personality and style of the leader must fit the environmental nature of the business organization in which he finds himself.

The effective dictator in one business may be totally ineffectual in another.

## **7.11 THE EFFECTIVE EXECUTIVE**

Motivates his staff to accomplish organizational goals by understanding their individual needs, goals, frustrations, conflicts, etc., and takes these into account when communicating with them.

Ensures commitment to goals by allowing participation and two-way communication; this communication must take place in an atmosphere of mutual trust. Creates an organizational

environment in which people are prepared to work.

## **8.0 CONCEPTS AND PRACTICE**

### **8.1 INSTRUCTIONS**

Assemble in SG..

Study the lecture 7.0 and resolve all conflicts.

No guns allowed!!

Review the glossary and note any part you still do not immediately understand. (10 minutes)

Record key points.

## **9.0 CASE: BOB FORD**

### **9.1 INSTRUCTIONS**

This case challenges you to evaluate the effects of different management styles in the same company.

Role assignments:

Groups A, C, E, G (Colvin) (Dealers)

Groups B, D, F, H (Grayson) (Receivers)

Quickly read the case then discuss each question in SG keeping individual notes.

Cover all the questions in the time allowed.

## 9.2 CASE QUESTIONS

### Diagnosis - What happened and why?

1. Story of the case. Characters and their backgrounds.
2. Is Jack insecure?
3. What is Jack's management style and how does it contribute to Bob's frustration?
4. How does the Controller's style of management contribute to Jack's insecurity? Is the Controller justified in bypassing Jack?
5. Is EDP (Electronic Data Processing) a threat to Jack? If so, how will it affect his management style?

### Decision & Justification - What should the Controller do?

6. Should the Controller refuse Bob's resignation?
7. Is it possible to change Jack's management style?
8. Is it good leadership to fire Jack after 20 years? Is the company morally bound to keep Jack on, even if it is unprofitable?
9. What must the Controller do to install EDP? Decide and justify.

### 9.3 CASE - BOB FORD

In 2015 Bob Ford, with B.A. degree in psychology, had trouble after he worked for four months as assistant office manager with GMA - Group Medical Association, a health insurance organization. He supervised forty female office employees who recorded medical claims against GMA.

All the staff worked in one large open room, with Bob Ford and his boss Jack Cooksey, who has been the manager for 18 years as the company grew continually and progressed.

To his surprise Bob's duties were mainly to check attendance of the office workers, be sure all OK, and answering questions on insurance claims from the girls. He also did two statistical studies for the Controller, Mr Turner.

In reality, he felt that he worked two hours a day. However from his university management courses, he had strong convictions about doing much better in managing the staff.

At GMA, he was surprised worried about the 48% staff annual turnover and the apathy of the girls toward their work. But as a staff member he felt obligated to make management suggestions, to improve the staff efficiency.

He suggested a weekly one hour training in the physiology of body systems, to help the girls to better understand the claims on body functions. Jack disagreed!!!

Problem over Emma, a clerk typist, who came to Bob one morning, while Jack was away. She felt sick and wanted to go home. Bob gently arranged for her to go home safely.

However Jack was very annoyed!! Bob no authority to make such decisions. Only Jack would make such decisions in the future. Bob upset but said absolutely nothing .

A month later the Controller, called Bob to his office, to discuss plans for a new electronic data processing system to speed up the processing of claims. In two hours the Controller welcomed Bob's reactions and suggestions.

Bob was enthusiastic and spent the whole night at home working out a plan for the new system installation with minimum difficulties. He submitted his ideas to the Controller the next morning, who called an immediate meeting with supervisors and Jack, to review Bob's plan.

After the meeting, Jack was furious. Bob must never do that again. He must go through channels, and never direct to the Controller. All the girls were watching this criticism.

Jack continued and Bob's response was that he would have to resign. But the next day Jack apologized, saying he had been upset by other things, and that he still had total confidence in Bob. Ben gently accepted the apology. He resigned and wondered if he should also write to the



company president. **NOTE: Case developed from other cases. See GUIDE 10.0.**

## 11.0 QUIZ

### **INSTRUCTIONS - INDIVIDUAL WORK**

Assemble in SG.

Do the quiz of 100 Questions; mark the special answer form provided in the Course Diary.

Check answers with the solution card provided by the Organiser and record your score in your Course Diary.

Then check again your personal one sheet summary of assets, liabilities and style. Any changes to make?

Reassemble in MG when the bell rings.

## **12.0 SUMMARY LECTURE & FEEDBACK**

**FEEDBACK - First In MG individually complete the course evaluation sheets in the DIARY**

### **12.1 LEARNING OBJECTIVES**

Understand the language and concepts of leadership.

Appreciate the nature and determinants of management style.

Assess the management styles of other members of the program.

Evaluate the effectiveness of management styles in different organizational settings.

Motivate further study in the future.

## **12.2 NATURE OF LEADERSHIP**

Two possible theories:

Trait approach. Certain key leadership traits are common to all leaders, at all times and in any field; a leader is "a man for all seasons",

i. e. a great business leader in the 70's could be a great military, religious, sports or educational leader in any other century.

Situationist approach. Different situations require different types of leaders. The existence of "a man for all seasons" is denied.

NOTE: We prefer (b).

## **12.3 LEADERSHIP TRAITS**

Empathy, flexibility and energy are prerequisites for all types\_of leaders.

Other desirable characteristics include: integrity, tolerance, loyalty, tact, enthusiasm, physical and emotional endurance and decisiveness.

## **12.4 BUSINESS LEADERS**

Discover problems before they occur.

Reduce complex situations to essentials.

Conceptualise, i.e. see the forest and not the trees.

Rate everything in terms of importance and urgency

Take decisions and make provision for all the consequences.

Establish two-way communication with others.

Listen well.

Have control of their emotions.

Dispense with popularity.

Realise the difference between delegating responsibility and dumping

Motivate people! wishes, impulses, intentions, and attitudes  
:behaviour and personal commitment of the whole person both  
on and off the job.

NOTE: "Maintenance" however merely produces movement  
without real incentive.

## **12.5 ALTERNATIVE MANAGEMENT STYLES**

Directive: Leader habitually makes his own decisions and announces them to his subordinates, expecting them to carry them out without question.

Accommodative: Leader's behaviour neither challenges a group nor violates its norms as to how a leader should behave.

Group determines its own procedure because of the leader's inability to control the situation.

Participative: Before making a decision, leader presents problem to group, listens to their advice and makes suggestions. Subordinates are given considerable amount of independence in making final decision.

Task (or production)-centred: Leader allows subordinates little or no influence in setting up work procedures. They are supervised closely and continually.

Group-centred: Leader sees the job primarily in terms of

organization, training and motivation of subordinates.

NOTE: Manager can display "mixed styles".

## 12.6 ANALYSIS OF MANAGEMENT STYLES

A useful analysis of management style is achieved by the personal asset with personal asset and liability matrix in the following form:

Assets - over which the manager has no control, which he has consciously developed himself.

Liabilities - uncontrollable and controllable.

A further useful measure of style is the "Managerial Grid" in which a manager's concern for people and production quantified.

Alternatives are:

Little concern for people or production

Mostly concerned with people

Mostly concerned with production

Highly concerned with both production and people

Three personal alternative managerial grid ratings could be considered:

The manager as he would like to be. "L"

The manager as he imagines other people see him. "O"

The manager as he thinks he is in reality. "ME"

## **12.7 MANAGEMENT**

Management is the accomplishment of organizational objectives through people. This requires extensive delegation and clearcut communication.

Effective delegation and communication require commitment on the part of subordinates. The best way to ensure commitment is by a live participation and two-way communication. Such communication must take place in an atmosphere of trust.

## **12.8 MANAGEMENT OF PEOPLE**

Effective management achieves organizational objectives. The manager creates the environment which motivates people to work in groups.

People are complex with different needs, values, backgrounds, education, status, goals, etc.

## **12.9 DEVELOPMENT OF PEOPLE & ONESELF**

People develop by learning. Learning by trial and error means to: act and perceive the effects of actions reorganize and remember perceptions, and act again on the basis of reorganised perceptions

Feedback (knowledge of results) is critical to Enable us to modify our behaviour.

## **12.10 PERCEPTION AND DEFENCES**

Perception is the individual's view of reality; each individual perceives life based on his individual needs, values, goals, etc. What is obvious to one man is obscure to another man. We see what we want to see, and defend

ourselves against those things that make us uncomfortable.

**We believe not what is true but what we want to believe (sorry!)**

## **12.11 MANAGEMENT OF CHANGE IN ORGANIZATION**

Strategies of Change -

Evolutionary change without major dislocations.

Rapid change accomplished before opposition can be voiced.

Participative change through commitment of all people involved.

Strategic change through the use of influential people and groups.

Practical methods for effective change. Organizational change results in behavioural change. Behavioural change requires commitment. Commitment requires participation-Participation requires two-way communication.

## **12.12 CHANGING INDIVIDUALS**

To motivate subordinates to change their behavior. The manager must get them to accept some responsibility for changing themselves. The resulting change may thus be more lasting and generalised.

Ways of changing individual behavior:

Authority - useful in short-term specific situations.

Manipulation - forming a relationship with the individual and by using his humanity, fallibility and emotionality to influence him.

Without authority - individual takes most of the

responsibility for changing himself, and changers are therefore helpers rather than manipulators.

### **12.13 ORGANIZATIONAL CHANGE**

The only constant factor in any organization is change.

Companies must adapt to both external or environmental changes and to internal change.

Companies that are inflexible and don't adapt to change die or are acquired.

### **12.14 PRINCIPLES OF ORGANIZATION**

An organization is a set of interrelated systems each designed to perform complicated tasks. To change an organization, we manipulate:

- : Structure - communication or power systems.
- Technology - tools used or information processing devices.
- People - numbers, training or skills.

### **12.15 NATURE OF ORGANIZATION**

Formal Organization- the planner of the organization, designs the most efficient arrangement for accomplishing the objectives of the organization by a differentiated system of interrelated groups, positions and roles.

Informal Organization – the patterns of inter-personal and inter-group relationships that develop within the formal organization, which include cliques and friendship groups.

Dynamic Organization - organic organization that adapts to

change well, and in which relationships are not frozen.

Frozen Organization - inflexible organization in which change is avoided, and where relationships are frigid

## **12.16 MANAGEMENT STYLES**

***Directive Democrat: Makes decisions participatively; closely supervises subordinates.***

***Directive Autocrat: Makes decisions unilaterally; closely supervises subordinates.***

***Permissive Democrat: Makes decisions participatively; gives subordinates latitude in carrying out their work.***

***Permissive Autocrat: Makes decisions unilaterally; gives subordinates latitude in carrying out their work.***

## **12.17 GLOSSARY**

Now study again the GLOSSARY which will remind you of every key point you need to learn.

Leadership, management style and effective management are now your fields of practice. Good luck!

Then make a one page a PERSONAL brief plan of action for the future

**END OF THE PROGRAM**



## GUIDE

6.0 Case Analysis – Bill Smith

10.0 Case Analysis – Allen Jones

5.0 Case Analysis – ESC

10.0 Case Analysis – Bob Ford

## **ASSIGNMENT 6.0 - LECTURE - BILL SMITH**

### **6.1 DIAGNOSIS**

Tough job in an automobile company, before MBA at INSEAD.  
Routine employment interview. Started work 6.30 a.m. Plant noise.

### **6.2 LIST EVENTS**

Terrible. Assigned to drill press job. Pressure to learn fast. No sign of lunch or toilet. Survived to go home to sleep all night. Exhausted.

Following day transferred to an assembly job where each newcomer gets the hardest work. After two weeks joins the union and feels welcome..

Then shifted to a new assembly job where hourly production set at 35 units but workers in defiance produced 25 units. Standard changed to 30 units. Hooray for the workers!!!

Patterns of group behaviour which respond to leadership and management style in the plant.

### **6.3 1ST SUPERVISOR - MANAGEMENT STYLE**

Directive! Old-time supervisor assumes workers need pressure.  
Fails to train, consider personal needs or get feedback for control.

Treats his workers as robots, motivated by conveyor belt. Affect on group behaviour and productivity is strong. But workers organise to restrict production. No leadership!

#### **6.4 MANAGEMENT STYLE AND PERSONALITY**

Old foreman with same style for years. Cannot conceive of any alternatives.

#### **6.5 SECOND SUPERVISOR**

Meets expectations of a group. Trains, participates, controls and sees to the physical needs of his workers. He perceived the best method of integrating the new worker into his group.

#### **6.6 INTEGRATION OF NEW MAN INTO GROUP**

Toughest job integrates worker effectively into the group. Establishes a basis of communication between the worker and the supervisor. Helps worker to pace himself to the speed of the team. Consistent and caused no resentment within the group. Team effort encouraged.

#### **6.7 FUNCTION OF THE TRADE UNION**

Meeting ground for workers and leaders to get together to discuss problems.

Seeks better deals for the workers in terms of wage demands, better working conditions, etc. Could restrict output as well, if members not getting a fair deal.

## **6.8 GROUP SETTING OF PRODUCTION LEVELS**

Group felt foreman unreasonable at 35 units hour. Group set target at 25 units as reasonable.

Members are expected to conform. Any deviation is punished.

## **6.9 AFFECTS ON PRODUCTIVITY & STYLE**

Management style was too directive, with no consideration for the abilities of the workers.

Therefore, the group rebelled, and productivity decreased to below normal.

## **6.10 DECISIONS AND JUSTIFICATION**

Worker feedback indicates about the effect of style on operations management. Need to change.

For effective management feedback is essential to understand worker attitudes.

To establish feedback in this organization: develop better relationships between workers and those in authority.

## **6.11 CHANGE OF MANAGEMENT STYLE**

Needs interactive management style.

## **6.12 HOW LONG TO CHANGE?**

The tone of this organization would take a long, long time to change to an interactive style

Attitudes change slowly.

Management is inflexible in that it refuses to recognise the fact that an organization takes a long time to change.

### **6.13 LEADERSHIP OF THE ORGANIZATION**

Recognise the problem.

Work through informal leaders and shop stewards to facilitate change.

Demonstrate to workers with management support.

Encourage group-centred leadership.

### **6.14 KEY LEARNING POINTS**

Motivate by challenge and responsibility and a sense of achievement (rather than KITA kick in the ...).

Need for communication network to fit organizational structure.

The effective manager trains subordinates, and feels responsible for control and feedback. Covers all needs, especially their physical needs.

Workers' needs thwarted, so they behave and defeat organizational objectives. They become resistant, antagonistic, uncooperative with low productivity.

Motivation directly relates to the organizational environment and to worker productivity.

Directive style may sometimes meet the subordinates' expectations.

Groups get organised to respond to the organizational environment created by management.

## 6.12 LEARNING PATTERNS

Needs – **Security without ambiguity!!!**

Motivations?

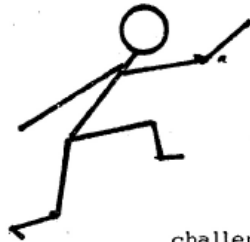
a

### Needs

physiological  
safety  
social  
ego  
self-fulfillment



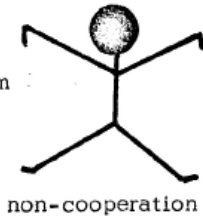
money  
power  
KITA



challenge  
responsibility  
achievement

resistance

antagonism



non-cooperation

low productivity

negative satisfaction

apathy

troublemaking

## FRUSTRATION

### 6.13 INSTRUCTIONS

Study this note and learning patterns very carefully.

Record significant points in your notebook.

Discuss outstanding questions

Reassemble in MG when the bell rings.

## **10.0 Case Analysis - Allen Jones**

### **10.1 STORY AND STRUCTURE**

A young INSEAD graduate joins a large corporation, works as systems analyst in the Market Research Department as one of many "experts". He is frustrated, because no one seems to be impressed by his MBA nor takes much notice of his ideas.

Organization included: Vice President, Manager - Market Research Division with 30 people, Two Assistant Managers. Three Section Heads. One Clerical group

### **10.2 WORKING IN A BIG ORGANIZATION**

Normal workings of a major business organization! Poor communication, no delegation, little interest in people, no participation nor trust and no job enlargement. The work is crisis and it is highly competitive.



### **10.3 REQUIREMENTS OF HIGHLY QUALIFIED PEOPLE**

Highly qualified people are conscious of reputation i.e. status, recognition, appreciation and respect of colleagues. Egoistic needs, not satisfied at lower level.

With his age, background, etc. organization seems frozen.

Any organizational experience os using MBA's well?.

Is he a threat or a resource.

### **10.4 PERCEPTION OF THE CASE**

Jones viewpoint may be highly emotional and suspect.

### **10.5 JONES**

Jones is obviously enthusiastic, ambitious and a hard worker.

Is he conceited, looking for success and appreciation. Seems to resist pressure or crises or the competition

INSEAD is great advantage. But are other big organizations the same?

### **10.6 DECISION AND JUSTIFICATION**

Jones should resign- Needs to at the top in decision making decisions-

Lost in a bureaucracy.

Does not tolerate this type of organization. Writing to president is naïve!!!

Better to find a small or medium-sized business.

## **10.7 IF NOT FIRED**

He must assume the organizational values and accept bureaucracy.

## **10.8 LEARNING POINTS**

Effective manager tolerates stress and copes with crisis situations.

Organizations are social and political environments.

Managers operate on several levels simultaneously.

Patience and tolerance needed to cope with the stress and frustration in bureaucracy.

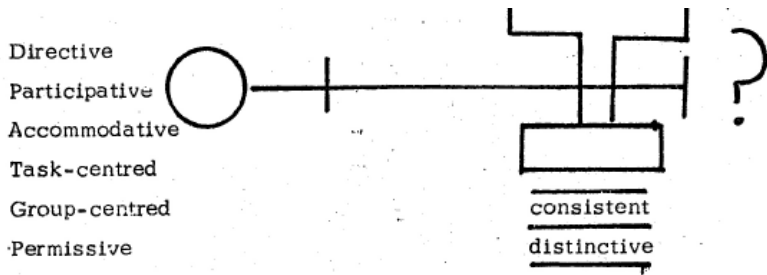
Adaptability and flexibility are necessary manager qualities.

Failure at a personal level is never effective leadership.

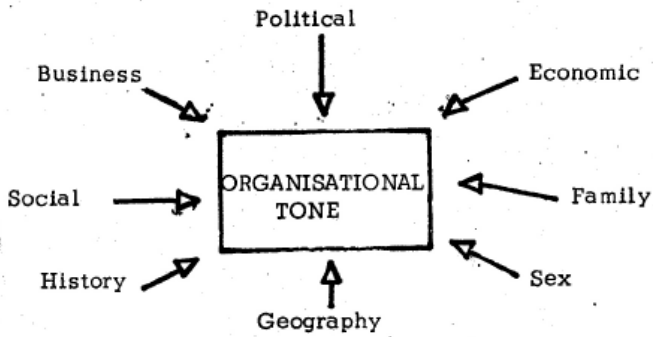
Large organizations are bureaucracies with rigid defensive patterns which resist change.

INSEAD graduates and all managers must adapt their style to the environment.

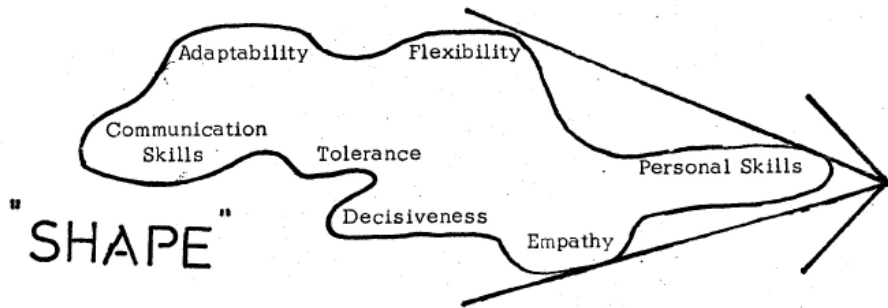
## 10.9 LEARNING PATTERNS



## ORGANIZATIONAL TONE



## LEADERSHIP QUALITIES



### 10.10 INSTRUCTIONS

Study this note and learning patterns very carefully.

Record significant points.

Discuss outstanding questions.

Reassemble in MG when the bell rings.



## **5.0 CASE ANALYSIS – ESC**

### **5.1 THE STORY**

Jones is sent by his firm to its central training school to undertake a course on the installation and maintenance of private electricity systems.

Brown, the instructor tells Edwards his supervisor, that Brown must be removed. Cannot cope with the program and is very insecure.

Edwards investigates the problem on why Jones cannot cope with the course.

Characters Involved::

Jones - high school graduate, employee for a year, passed two other courses. Wants to succeed. .

Brown - instructor, expert. is field. Teaching experience limited, with some failures on previous courses.

Edwards is the Director of the training school.

Other Members on Training Course; are far more experienced y than Jones.

### **5.2 THE COURSE**

Designed for Jones limited qualifications, but a bit upgraded by Brown to keep the majority of experienced students happy...

### **5.3 COPING**

Jones able for the original course but not the upgrading by Brown. Perception, background and experience lower than from other course members. He is frustrated and threatened.

### **5.4 BROWN'S STYLE AND ACTION**

Two alternatives:

Intelligent instructor - anxious not to bore advanced students.

Accommodative - allowed the group to determine the syllabus of the course.

His management style can be directive or accommodative,

He is insecure and defensive in response to Jones' problems..

Lack empathy and understanding. Fails to interact with Jones..

Unwilling to lower level course, when higher level satisfies the most students...

Needs to get permission to change the course.

Feels insecure.

### **5.5 EDWARDS'S MANAGEMENT STYLE**

Edwards handling of Jones shows: leadership, flexibility, empathy, energy, etc.

Investigates Jones' background, and encourages interface to build Jones' self-esteem and security without running down Brown.

Style is participative and supportive.

Fault: Why candidates not screened? Why did the course run for a week with him unaware of its problems? Lack of feedback and control in the organization.

## **5.6. DECISION & JUSTIFICATION**

Removal Jones from this course, and place him on another course to achieve his academic objectives and security.

Unfair to penalise the majority of students for one man, and just abide by regulations when the environment has changed.

The original course inappropriate to the existing student body.

Flexibility and adaptability needed with effective leadership.

## **5.7 DOWNGRADING THE COURSE**

To downgrade the course to lower level gives no benefit and provokes group resentment.

## **5.8 POSSIBLE COURSES OF ACTION**

### **Existing Course. :**

Jones removed and the course continues.

Determine whether Brown adapted for more experienced students trainees or abdicated to group pressure. Complete course.

Original course desired may be obsolete. Change with environment. Leadership must be creative.

Leadership satisfies the needs of the majority of the group, while also providing for the needs of the minority.I.



## **Future Courses:**

Both Edwards and Brown screen students for all future courses, with option to accept or reject..

Edwards is responsible for a control and feedback system for effective leadership in the organization.

Cannot delegate everything. Must not abdicate responsibility for operation control.

## **5.9 LEARNING POINTS**

Management style reacts to group pressure but only constructively.

Inability of a subordinate to cope may be due to: incompetence, misplacement or a changed environment.

Need to diagnose and manage insecurity.

Successful leadership is timely with rapid assessment of human nature and needs.

Leadership requires flexibility, and adaptability to changing environments.

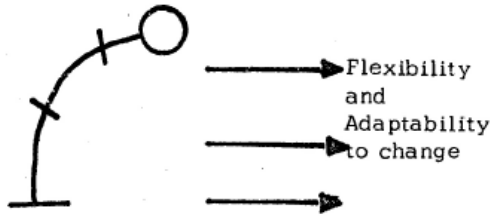
Staying with obsolete objectives may be destructive.

Leadership requires group satisfied followers.

Key leadership qualities: empathy, flexibility, energy.

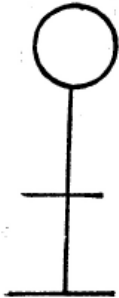
## 5.10 LEARNING PATTERNS

Group  
Pressures

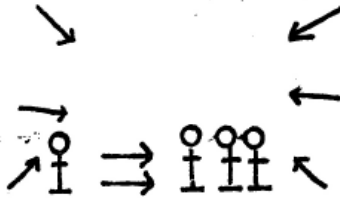
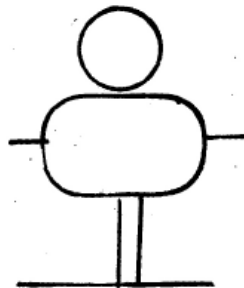


STYLE

Directive



Participative



GROUPS

## **5.11 INSTRUCTIONS**

Reassemble in CSG.

Study this note and learning patterns very carefully.

Record significant points in your notebook.

Discuss outstanding questions.

Reassemble in MG.

## **10.0 LECTURE ON THE CASE: BOB FORD**

### **10.1 STORY OF THE CASE - CHARACTERS AND BACKGROUNDS**

Bob Ford a young psychology graduate, joins the GMA as an assistant manager to Jack, who has been with the company for 18 years.

Jack supervises 40 girls. He refuses to delegate any authority to Bob, and rejects all his ideas for change. Bob is feels he only works two hours in a day.

The Controller, Jack's superior, asks Bob to prepare a report on a new electronic system. When Jack finds out, becomes very angry and Bob resigns.

#### **Characters involved:**

Bob - young graduate psychologist with only four months experience in the working as assistant office manager to Jack, supervising 40 office girls...

Jack - 40 years old, a non-graduate, with 20 years in the company, to become office manager. Very proud about the company growth and increase of employees he supervises.

Controller - ignores Jack and makes direct approaches to Bob

40 girls - for clerical work on medical claims. Dull work-  
Apathetic. 48 % annual turnover-

Emma: A typist who creates a crisis.

## **10.2 CRISIS**

Jack is threatened by change in the environment..

The Controller has bypassed Jack for the EDP planning.

Jack will be unable to handle a changed environment.

A younger brighter man (or woman) will overtake him.

Jack's security, self-esteem and feelings of adequacy are dangerously threatened.

Result: Bob is frustrated and over-qualified for the job .

Bob is denied his initiative, authority or status.

## **10.3 JACK'S STYLE OF MANAGEMENT**

Jack's management style is defensive and task-centred.

Refuses to delegate responsibility or authority.

Allows no participation in his supervision of the office.

Bob is a threat to his own status.

He lacks empathy, energy and flexibility - key leadership qualities.

## **10.4 CONTROLLER STYLE OF MANAGEMENT**

Management style is directive and task involved rather than the people.

Bypasses in order to get things done, which he does.

Fails to not consult Jack on EDP and causes a loss of status and insecurity-

Bypassing only justified when it gets things done quickly provided people do not feel insecure.

## **10.5 EDP AND ITS EFFECT ON JACK'S STYLE**

Can Jack understand EDP? Is he necessary for EDP installation?

His physical needs are threatened..

Loss of status by reducing the number of employees under him.

May need higher calibre women to operate it-. Can he handle them?

Result - management style defensive.

## **10.6 DECISIONS & JUSTIFICATION**

Controller must accept Bob's resignation.

Never reinforce a resignation. Bob displays immaturity, and naivety..

## **10.7 CHANGING A MANAGEMENT STYLE?**

Difficult to change management style, after 20 years in the company.

Jack's style acceptable for 5 years, is now inappropriate.

To change his style, insecurity must end, but this takes time.

## **10.8 FIRE JACK?**

Yes, fire Jack, if no staff reactions like:

Panic – could it happen to me?

Relief – old Jack gone at last.

Alternatively - transfer Jack to a nameless position of less responsibility.

## **10.9 EDP - DECISION AND JUSTIFICATION?**

Extremely difficult decision.

Jack can't run EDP. Transfer him? .

Or send Jack on a 6 week training program.

Release Jack with appropriate compensation.

## 10.10 LEARNING POINTS

Management styles may be defensive, participative, accommodative or directive.

Task-centered or group centered

New technology creates new insecurities at every management level, and therefore provides a threat.

Do not try to rehire people who have resigned. It is poor management style. Few people are indispensable.

Managers subjected to a directive management style for a long time may become obsolete.

Management styles must be compatible with each other-

(Controller was directive, Jack was defensive)

Poor delegation makes motivation and productivity difficult.

It causes frustration and conflict.

Subordinates of different educational and cultural backgrounds may force the manager into a defensive management style.



## 10.10 LEARNING POINTS - continued

Leadership that merely gets the job done is short term. Not enough!

Leadership that gets the job done and develops people at the same time is long term.

Bypassing may sometimes be the only way to achieve results in the required time.

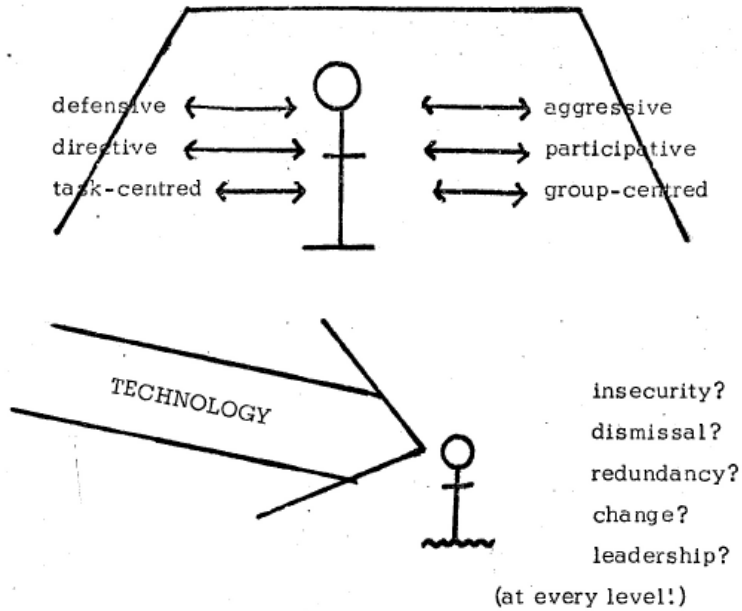
Superficial changes in management style are always possible.

But fundamental deep-rooted attitude changes are impossible.

Managers can be made more effective by being made aware of the results of their style on other people.

Dismissal after 20 years service may be inevitable for efficient operations.

## 10.11 LEARNING PATTERNS



### PROBLEM?

get the job done - productivity  
develop people – satisfaction

### TECHNOLOGY

### BYPASSING

## 10.12 INSTRUCTIONS

Reassemble in MG

Study the note and learning patterns

Record significant points

Discuss outstanding questions

Reassemble in MG when the bell rings

# DIARY & GLOSSARY

## APPENDIX A - REGISTRATION SHEET

### PART I BASIC DATA

Leadership, Management Style & Effective Management

Date and location:

Name:

Title:

Organization:

Address, telephone, fax:

### PART 2 PREVIOUS BACKGROUND

Please write 1- 4 lines on your relevant training and experience in the subject area of the program..

### PART 3 OBJECTIVES

Please complete the attached sheet: "Learner Objective Setting".

Then list below, three objectives in your taking the program.

- 1.
- 2.
- 3.

# 5.0 DIARY & GLOSSARY

## APPENDIX A - REGISTRATION SHEET

### LEARNER OBJECTIVE SETTING

1. Briefly, what is your idea of a working knowledge of the subject area?

2. Briefly describe a situation you faced in the last six months which involved the subject area. How did it arise? What did you do? What was the result? What did you feel?

3. Can you now list (below) 20 technical words, relevant to the subject area, that you need to use frequently?

## APPENDIX B - FIRST FEEDBACK SUMMARY

### 1. Basic data:

AGL: No. 100 Leadership, Management Style & Effective Management

Date and location:

Name of member:

Title:

Organization:

Address, telephone, fax:

### 2. Previous background:

### 3. Quiz results:

1. Quiz  $\frac{\quad}{100}$       2. Quiz  $\frac{\quad}{20}$       3. Quiz  $\frac{\quad}{100}$

### 4. To what extent did you achieve your personal objectives? Did anything surprise you?

### 5. Do you have any suggestions for improving the program?

6. What other programs might be useful to your company?

7. At this time , what is your overall evaluation of the program. in terms of the content, presentation, administration and usefulness?

Score each item below, from 1 (poor) to 5 (excellent) :

Content

Presentation

Administration

Usefulness

8. Other comments and questions to

[.drbobboland@hotmail.com](mailto:drbobboland@hotmail.com).

Signature .....

date .....

## **APPENDIX C – FINAL FEEDBACK SUMMARY – ONE MONTH LATER**

1. Basic data:

AGL: No. 100 Leadership, Management Style & Effective Management

Date and location:

Name of member:

Organization:

2. Did you complete the review work exactly as scheduled?

3. Could you please explain your reactions and difficulties?

For learning research, could you please indicate your reactions to the total AGL experience (circle YES or NO):

- A1 Was enough guidance, briefing and help provided'  
YES NO
- A2 Did the program stimulate you?  
YES NO
- A3 Did you know the learning objectives before you started ?  
YES NO
- A4 Do you think you achieved the learning objectives?  
YES NO
- A5 Would you choose to learn this way again?  
YES NO
- A6 Were the materials practical and relevant to you?  
YES NO
- B1 Were the technical difficulties and shorthand useful in your learning?  
YES NO
- B2 Would an experienced teacher have improved the learning environment?  
YES NO
- B3 Did you find the materials too confusing at times?  
YES NO
- B4 Were you a little embarrassed during the learning experienced?  
YES NO
- B5 Did the constraints upset you?  
YES NO
- B6 Did something disturb your learning? What was it?  
YES NO



OTHER QUESTIONS ::::PLEASE?

How you actually used what you taught yourself in the AGL?

Do you feel ready now for further training?

How "efficient" for you was the AGL learning (doing things right)?  
Please explain.

Thank you very much for giving us this second feedback data. Do you have any other helpful comments?

Would you kindly return this final feedback summary to the organizer on 28th day after completion of the AGL program. MANY THANKS

## QUIZ ANSWER SHEET

Name: .....

Mark each correct answer with a clear "X"

1 a b c d	26 a b c d	51 a b c d	76 a b c d
2 a b c d	27 a b c d	52 a b c d	77 a b c d
3 a b c d	28 a b c d	53 a b c d	78 a b c d
4 a b c d	29 a b c d	54 a b c d	79 a b c d
5 a b c d	30 a b c d	55 a b c d	80 a b c d

6 a b c d	31 a b c d	56 a b c d	81 a b c d
7 a b c d	32 a b c d	57 a b c d	82 a b c d
8 a b c d	33 a b c d	58 a b c d	83 a b c d
9 a b c d	34 a b c d	59 a b c d	84 a b c d
10 a b c d	35 a b c d	60 a b c d	85 a b c d

11 a b c d	36 a b c d	61 a b c d	86 a b c d
12 a b c d	37 a b c d	62 a b c d	87 a b c d
13 a b c d	38 a b c d	63 a b c d	88 a b c d
14 a b c d	39 a b c d	64 a b c d	89 a b c d
15 a b c d	40 a b c d	65 a b c d	90 a b c d

16 a b c d	41 a b c d	66 a b c d	91 a b c d
17 a b c d	42 a b c d	67 a b c d	92 a b c d
18 a b c d	43 a b c d	68 a b c d	93 a b c d
19 a b c d	44 a b c d	69 a b c d	94 a b c d
20 a b c d	45 a b c d	70 a b c d	95 a b c d

21 a b c d	46 a b c d	71 a b c d	96 a b c d
22 a b c d	47 a b c d	71 a b c d	97 a b c d
23 a b c d	48 a b c d	72 a b c d	98 a b c d
24 a b c d	49 a b c d	73 a b c d	99 a b c d
25 a b c d	50 a b c d	74 a b c d	100 a b c d

Score: /100

Note of errors for correction later:

# QUIZ ANSWER SHEET

Name: .....

- |            |            |            |             |
|------------|------------|------------|-------------|
| 1 a b c d  | 26 a b c d | 51 a b c d | 76 a b c d  |
| 2 a b c d  | 27 a b c d | 52 a b c d | 77 a b c d  |
| 3 a b c d  | 28 a b c d | 53 a b c d | 78 a b c d  |
| 4 a b c d  | 29 a b c d | 54 a b c d | 79 a b c d  |
| 5 a b c d  | 30 a b c d | 55 a b c d | 80 a b c d  |
| 6 a b c d  | 31 a b c d | 56 a b c d | 81 a b c d  |
| 7 a b c d  | 32 a b c d | 57 a b c d | 82 a b c d  |
| 8 a b c d  | 33 a b c d | 58 a b c d | 83 a b c d  |
| 9 a b c d  | 34 a b c d | 59 a b c d | 84 a b c d  |
| 10 a b c d | 35 a b c d | 60 a b c d | 85 a b c d  |
| 11 a b c d | 36 a b c d | 61 a b c d | 86 a b c d  |
| 12 a b c d | 37 a b c d | 62 a b c d | 87 a b c d  |
| 13 a b c d | 38 a b c d | 63 a b c d | 88 a b c d  |
| 14 a b c d | 39 a b c d | 64 a b c d | 89 a b c d  |
| 15 a b c d | 40 a b c d | 65 a b c d | 90 a b c d  |
| 16 a b c d | 41 a b c d | 66 a b c d | 91 a b c d  |
| 17 a b c d | 42 a b c d | 67 a b c d | 92 a b c d  |
| 18 a b c d | 43 a b c d | 68 a b c d | 93 a b c d  |
| 19 a b c d | 44 a b c d | 69 a b c d | 94 a b c d  |
| 20 a b c d | 45 a b c d | 70 a b c d | 95 a b c d  |
| 21 a b c d | 46 a b c d | 71 a b c d | 96 a b c d  |
| 22 a b c d | 47 a b c d | 71 a b c d | 97 a b c d  |
| 23 a b c d | 48 a b c d | 72 a b c d | 98 a b c d  |
| 24 a b c d | 49 a b c d | 73 a b c d | 99 a b c d  |
| 25 a b c d | 50 a b c d | 74 a b c d | 100 a b c d |

Score: /100

Note of errors for correction NOW:

# GLOSSARY

**ABDICATION** - Surrendering by the leader of his authority, either officially or because of a lack of ability.

**ACCOMMODATIVE LEADERSHIP** - Abdication of authority as a result of the inability of the leader to control a situation.

**AGGRESSION** - Attack upon an obstacle or barrier or person. Gives satisfaction!! **APATHY** - Tendency to disengage oneself from challenging environments.

**ASSESSMENT OF PEOPLE** - An evaluation of background, personality, assets, liabilities and forecasting of ability.

**ATTITUDE** - An enduring system of positive or negative valuations, emotional feelings, and pro or con action tendencies with respect to a social object.

**AUTHORITARIAN PERSONALITY** - A cluster of traits found in some persons. It includes a high degree of conformity, dependence upon authority over control of feelings and impulses, rigidity of thinking.

**AUTHORITY** - Decision making influence formally delegated to an individual by the organization. **AUTONOMY** - The degree of freedom an individual possesses to do his job in his own way.

**BARRIERS TO COMMUNICATION** - Factors such as physical and psychological noise and individual defences that distort the reception of messages.

**BUREAUCRACY** - An organization marked by constant striving for increased power, lack of initiative and flexibility, lack of concern for human needs and bound by red tape.

**BYPASSING** - Communication from a manager to a subordinate

without involving the subordinate's immediate superior.

**COHESIVENESS** - The overall attractiveness of a group to its members. **COMMITMENT** - Adherence of an individual or a group to a particular goal.

**COMMUNICATING TONE** - The feeling or attitude expressed in a communication, e.g. a directive tone, a pleading tone, a begging tone, etc.

**COMMUNICATION** - The interchange of meanings between people primarily accomplished through the use of conventional symbols.

**CONFORMITY** - The yielding of the individual's judgment or action to group pressure arising from a conflict between his own opinion and that maintained by the group.

**CONGRUENCE** - A matching of experience, awareness and communication.

**CONSISTENCY** - Showing a steady and regular conformity to character, profession, beliefs or customs.

**CONTROL** - Application of policies for directing, regulating and co-ordinating production, administration and other business activities to achieve the objectives of the organization.

**CULTURE** - The pattern of all those arrangements, material or behavioural, which have been adopted by a society as the traditional ways of solving the problems of its members. Culture includes all the institutionalized ways and implicit cultural beliefs, norms, values and premises which underlie and govern contact.

**DECISIVENESS** - The ability to reach a decision quickly.

**DEFENSIVE LEADERSHIP** - Resistance to aggression or attack by adopting <sup>1</sup> a pugnacious attitude, usually as a result of insecurity on the part of the leader.

**DELEGATION** - The transference of an authority to act to another individual.

**DEVIATION FROM A GROUP** - Departure from the principles, beliefs, party lines or norms of the group.

**DIRECTIVE LEADERSHIP** - Refusal on the part of the leader to delegate any decision making responsibility to subordinates.

**DYNAMIC ORGANIZATION** - An organization that adapts to change well. **EGO NEED** - The need for self-esteem and for recognition.

**EMPATHY** - The capacity for participating in and experiencing with another's feelings, ideas and wishes.

**ENERGY** - The ability to expend one's power efficiently and forcefully.

**FEEDBACK** – Communication from a receiver to a sender relating to the sender's original message and usually supplying the sender with valuable information as to the effectiveness of his message.

**FLEXIBILITY** – Ready capacity for modification change often by consequent adaptability to new situations

**FOREMAN** – A representative of management authority, over a group of workers, a particular operation or section of the plant-

**FORMAL ORGANIZATION** - The differentiated system of inter-related groups, position and roles which is designed by the organization planner as a most efficient arrangement for accomplishing the objectives of the organization.

**FRAME OF REFERENCE** - The standard or framework which serves as a reference against which the properties of a

particular object are judged.

**FROZEN ORGANIZATION** - An inflexible organization in which change is avoided and relationships are frigid.

**FRUSTRATION** - The motivational and emotional state which results from persistent blockage of goal directed behaviour.

**FUNCTIONS OF THE MANAGER** - Planning, organising, staffing, motivating, controlling.

**GENERALISATION (or GENERALITY)** - Reduction to general laws which excludes specific details.

**GOAL** - The end result, immediate or remote, which the individual seeks.

**GROUP** - An association of two or more persons sharing some common objective or goal.

**GROUP BACKGROUND** - The conditions and circumstances which led to the development of the group.

**GROUP-CENTRED LEADERSHIP** - Establishment of good personal relationships by the leader with his subordinates and concern for their welfare.

**GROUP GOAL** - An objective of a group accepted by most of the members of the group.

**GROUP NORM** - An attainable standard of behaviour that group members are expected to adhere to.

**HIERACHY OF NEEDS** – The arrangement of human needs in a graduated series of importance-

**HOMOGENEITY** – A state or quality of uniform structure consisting of similar elements-

**INFORMAL ORGANIZATION** - The patterns of inter-personal and inter-group relationships develop within formal organization.

The informal organization is cliques and friendship groups.

**INSECURITY** - Lack of assurance, usually because of some disability.

**INTEGRATION** - Combination with other objects or individuals to form a harmonious whole.

**INTEGRITY** - Sincerity, honesty and candour with avoidance of deception or shallowness.

**INTER-GROUP BEHAVIOUR** - The relationships established between two or more groups that communicate with each other.

**LANGUAGE** - Any set or system of the vocal or written symbols used in a more or less uniform way by the members of a community.

**LEADER** - A member of a group or organization who outstandingly influences the activities of the members of a group, and who plays a central role in defining group goals, and in determining the ideology of the group.

**LEADERSHIP** - The act of influencing the actions and desires of subordinates to achieve predetermined objectives.

**LEARNING** - A relatively permanent change in individual behaviour that results from experience.

**MANAGEMENT** - Accomplishment of organizational objectives by creating an environment in which people are motivated to work in groups; scientific utilisation of the organization's resources.

**MANAGEMENT STYLE** - The specific, characteristic way in which a manager manifests his qualities of leadership.

**MARKET STANDING** - The position of a company in relation to other companies involved in similar business.



**MECHANISTIC ORGANIZATIONS** - Organizations that are frozen and adapt poorly to change. Such companies frequently operate in non-competitive and relatively stable technological environments.

**MOTIVATION** - Behaviour arising from need arousal which creates personal commitment.

**MAINTENANCE** - Low level reward that merely helps a person to gain but does not create real personal commitment.

**NEEDS** - Goals or wants that the individual seeks to satisfy. Active needs motivate behaviour.' **OBSOLETE** - Antiquated or no longer functional.

**ONE-WAY COMMUNICATION** - The transmission of messages from sender to receiver without the receiver having the opportunity to give feedback.

**ORGANIZATIONAL CHANGE** – Changes in organization

**ORGANIZATIONAL OBJECTIVES** - The economic, productive and general responsibility aims of a business organization through the movement of objects or the restructuring of social relationships.

**PARTICIPATIVE LEADERSHIP** - A style of leadership in which the leader plays an active consulting and advising role but gives subordinates a considerable amount of independence in making final decisions.

**PERCEPTION** - The individual's view of reality. Each individual has a unique view of reality, including objects, and social situations.

**PERSONAL COMMITMENT** - Result of motivation (not maintenance) - key to effective management. **PERMISSIVE**

**LEADERSHIP** - Allowing free rein to the subordinates on the part of the leader.

**PHYSICAL NEED** - The need to satisfy basic necessities of life such as food, clothing and shelter.

**POWER** - The desire to control other persons or objects, to obtain their obedience, to compel their actions, to determine their fate.

**PRECONDITIONING** - The effect of an individual's past experience on his existing perception of reality.

**PRESTIGE** - The desire to be highly regarded by one's associates. The prestige want motivates the individual to strive for higher and higher status.

**PRODUCTIVITY** - A measure of output per man hour.

**PROJECTIVE TESTS** –Tests designed to analyse the make up of an individual by presenting him with ambiguous material that will elicit interpretive responses revealing his personality structure and values-

**PSYCHOLOGICAL NOISE** –Psychological or mental pre-occupation resulting in the inability to receive and comprehend messages.

**RATIONALISATION** - The process of justifying one's wants, beliefs and behaviour when they are challenged by oneself or others.

**REALITY** - The actual nature or constitution of something, or what actually exists and is not imagined or fictitious.

**RECIPROCITY** - The norm of requiring mutual obligation to repay favours.

**REFERENCE GROUP** - Any group with which an individual identifies himself such that he tends to use the group as a

standard for self evaluation, and as a source of his personal values and goals.

**REPRESSION** - The exclusion of specific wants and psychological activities or content from conscious awareness through a process of which the individual is not aware.

**RESISTANCE TO CHANGE** - Tendency on the part of individuals to avoid situations that require alterations of their behaviour. Change generates insecurity.

**ROLE** - The pattern of wants and goals, beliefs, feelings, attitudes, values and actions which members of a community expect should characterise the typical occupant of a position. Roles prescribe the behaviour expected of people in standard situations. The various roles in a group are inter- dependent.

**ROLE CONFLICT** - The situation in which an individual is expected to play two roles that involve responses that are competing or antagonistic.

**SECURITY NEED** - The need to avoid dangerous or intimidating situations.

**SELECTIVE PERCEPTION** - The propensity for individuals to see what they want to see and defend themselves against objects or ideas that cause discomfort.

**SELF** - The individual as he sees himself.

**SELF ACTUALISATION NEED** - The need to exercise one's individual potential. **SELF-ESTEEM** - Confidence and satisfaction in oneself.

**SHOP STEWARD** - A member of the Trade Union elected by the workers to serve as the representative of the Union.

**SOCIAL NEED** – The need for a sense of belonging. Individuals strive to become part of a group and thus avoid loneliness.

**SOCIETY** – An organized collectivity of persons made up of a network of inter connected groups and organizations which constitute the structure of society.

**SOCIOMETRIC TESTS** - Tests in which members of a group are invited to express their feelings with regard to one another.

**STATUS** - The rank or position of an Individual in the prestige hierarchy of a group or a community.

**STATUS SYMBOL** - Visible marks of the status of the various positions in a group or organization. Status symbols serve as cues which enable the members of the group or organization to perceive the status of other members accurately and thus guide their behaviour appropriately.

**STEREOTYPE** - A relatively simple and general judgment of a social group, e.g. all orientals look alike. **SUBORDINATE** - One who stands in order or rank below another.

**SUPER-ORDINATE GOAL** - A goal accepted by more than one group which • transcends the individual goals of any single group.

**SUPERVISOR** - One who has authority delegated by an employer to hire, transfer, suspend, recall, promote, etc another employee or to recommend such action, while in charge of a group.

**SUPPORTIVE LEADERSHIP** - Portrayal of interest by the leader in the problems of subordinates, and actively helping them to overcome these problems.

**TASK-CENTRED LEADERSHIP** - Refusal on the part of the leader to delegate any decision making responsibility to subordinates, and at the same time the close and continual supervision of subordinate activity.

**THEORY X** - Assumption that workers are lazy, require coercion, are not motivated and do not seek responsibility.

THEORY Y - Assumption that under suitable environment workers can become self-motivated, will seek responsibility, will seek challenge.

TOLERANCE - A liberal attitude towards beliefs and practices which differ from one's own

TRADE UNION – An organized association of workers of an industry for protection of their common interests.

TWO-WAY COMMUNICATION - The transmission of messages back and forth between sender and receiver. It involves participation and feedback.

VALUES - Beliefs about what is desirable or good or undesirable and bad, e.g. free speech or dishonesty.

WANTS - The initiating and sustaining forces of behaviour. Wants may be positive or negative. A positive want, e.g. a desire, is an assumed force which impels a person towards the achievement of a goal.

**NOTE: REVIEW THE GLOSSARY TO BRING BACK ALL THE LEARNING POINTS OF THE COURSE!**

## 6 - FINAL QUIZ

Mark the diary answer form provided with an X for the most correct answer.

1. The responsibility of a leader in business is to:
  - (a) develop people
  - (b) motivate subordinates
  - (c) manage
  - (d) all of these
  
2. The "trait" theory of leadership means that a leader:
  - (a) must be "a man for all seasons"
  - (b) need only possess a few key leadership traits
  - (c) need not be versatile
  - (d) is born and not bred
  
3. Empathy, a key leadership trait, refers to:
  - (a) being kind and tactful
  - (b) being completely impartial
  - (c) being able to put oneself in someone else's shoes and understanding how he feels
  - (d) having a powerful personality
  
4. The "situationist" approach to leadership means:
  - (a) different situations require different types of leaders
  - (b) a leader is "a man for all seasons"
  - (c) a leader displays different traits according to the situation
  - (d) no leader is necessary in certain situations

5. Key requirements for effective leadership are:
- (a) none of these
  - (b) patience, integrity and guts
  - (c) kindness, tact and sympathy
  - (d) energy, flexibility and empathy
6. It is essential that all managers have exceptional product knowledge:
- (a) always true
  - (b) false
  - (c) depends on the technical details of the product
  - (d) depends on the organization
7. Effective management achieves:
- (a) high profit and contented employees
  - (b) happiness
  - (c) tough environments
  - (d) organizational objectives
8. When a manager is bypassed on a matter of change, he usually:
- (a) objects forcefully
  - (b) becomes apathetic
  - (c) opposes change
  - (d) resigns
9. Leadership arises mainly from:
- (a) specific personal qualities
  - (b) the needs of a specific situation
  - (c) education

(d) the ambition of wives

10. An effective leader achieves results:

- (a) quickly and profitably
- (b) by putting the pressure on someone
- (c) by motivating and developing people
- (d) at minimum cost

11. Development of people is part of effective management:

- (a) depends on the level of the people
- (b) if profit targets are met
- (c) in the long run
- (d) in-the short run

12. Management is effective when targets are set:

- (a) for all levels of management .
- (b) in a hurry
- (c) by the managing director
- (d) quantitatively

13. Effective management is measured by:

- (a) market standing
- (b) productivity and profitability
- (c) all of these
- (d) physical and financial resources

14. Authority is:

- (a) the ability to persuade
- (b) power given from below or above
- (c) formal status
- (d) influence derived as a result of expertise



15. The effective manager is:
- (a) developing up to the age of 30
  - (b) effective all of his life
  - (c) continually developing
  - (d) away attending courses
16. Effective management achieves organizational objectives by:
- (a) managing power
  - (b) avoiding shirkers
  - (c) kindness and understanding of problems
  - (d) dynamic leadership
17. Commitment on the part of subordinates is essential to effective management. This is ensured by:
- (a) alive participation
  - (b) an atmosphere of trust
  - (c) all of these
  - (d) two-way communication
- 18... "The situation normally determines leadership". This statement is:
- (a) false
  - (b) true
  - (c) depends on the person
  - (d) depends on the situation
19. Change of leadership should occur:
- (a) in response to the situation

- (b) quickly before anyone realises it
  - (c) lowly so that it is hardly noticed
  - (d) frequently
20. A manager who displays a distinctive leadership style:
- (a) is taken advantage of by his employees
  - (b) achieves organizational objectives
  - (c) promotes confidence amongst his subordinates because of predictability
  - (d) always gets on well with his subordinates
21. Consistency of management style:
- (a) causes frustration among employees
  - (b) enables employees to know where they stand
  - (c) promotes happiness and contentment
  - (d) makes employees bored
22. A directive leader is one who:
- (a) speaks directly to his subordinates
  - (b) expects his subordinates to carry out his decisions without question
  - (c) is always pleasant and cheerful
  - (d) expects his subordinates to make their own decisions
23. A manager who allows his workers to help in the setting of goals is:
- (a) directive
  - (b) participative
  - (c) task-centred
  - (d) weak
24. A participative leader is one who:
- (a) participates in the work of his subordinates

- (b) encourages his subordinates to help make final decisions
  - (c) give's his subordinates free rein in making decisions
  - (d) is always kind and considerate
25. When a manager is task-centered he:
- (a) tries to get his subordinates to do their tasks well
  - (b) is concerned with getting the best out of his subordinates
  - (c) continually punishes and threatens his subordinates
  - (d) is more concerned with work procedures and productivity than developing the people responsible for them
26. A group-centred leader:
- (a) believes in forming his subordinates into groups
  - (b) makes himself one of the group
  - (c) sees a job in terms of organization, raining & motivation of subordinates
  - (d) wishes to be the centre of attraction
27. A leader who abdicates authority with inability to control is:
- (a) unintelligent
  - (b) hen-pecked
  - (c) group-centred
  - (d) accommodative
28. "Man is motivated to satisfy a hierarchy of needs". Which of the following is man's most basic need?
- (a) security
  - (b) physical
  - (c) social
  - (d) ego

29. Man's ego need revolves round the need for:
- (a) recognition
  - (b) power and respect
  - (c) friendship
  - (d) sex
30. A man normally wants to feel liked and to be part of a group:
- (a) if he isn't a leader
  - (b) false
  - (c) depends upon the circumstances
  - (d) usually true
31. Man's needs occur in the following order:
- (a) physical, ego, social, security, self-fulfillment
  - (b) self-fulfillment, physical, social, ego, security
  - (c) physical, security, social, ego, self-fulfillment
  - (d) self-fulfillment, ego, social, security, physical
32. Man is frustrated and has feelings of conflict when he:
- (a) hasn't been promoted
  - (b) hasn't achieved his aims
  - (c) has opposing aims
  - (d) isn't earning enough
33. Man's social need refers to his need for:
- (a) all of these
  - (b) a sense of belonging
  - (c) being liked
  - (d) having friends

34. "Once a need has been satisfied, it no longer motivates a person":
- (a) true
  - (b) depends on the need
  - (c) man can never get enough
  - (d) false
35. To achieve results, a manager must satisfy the needs of his subordinates by:
- (a) talking to them
  - (b) establishing a good relationship with them
  - (c) understanding their problems
  - (d) motivating them
36. Effective long term motivation is best achieved by:
- (a) KITA (kick in the ...)...
  - (b) fear
  - (c) money and good working conditions
  - (d) challenge, responsibility and achievement
37. Man's main motivation to work is money:
- (a) false
  - (b) sometimes true
  - (c) depends how much
  - (d) only if he is poor
38. Motivation is concerned with people's:
- (a) attitudes
  - (b) all of these
  - (c) desires

(d) interests

39. The results of effective motivation are:

- (a) speedy work and efficiency
- (b) a happy band of workers
- (c) creativity, performance and productivity
- (d) a smiling managing director

40. The behaviour of people who are not motivated sufficiently is:

- (a) indolent and apathetic
- (b) resistant to change
- (c) lacking in responsibility
- (d) all of these

41. People are motivated by:

- (a) improved work conditions
- (b) raised salaries
- (c) KITA
- (d) job enrichment

42. Productivity and contentment are:

- (a) not directly related
- (b) almost the same
- (c) not measurable
- (d) directly related

43. When a person is unable to achieve a desired goal he becomes:

- (a) aggressive
- (b) apathetic
- (c) insecure

- (d) frustrated
44. When a person is frustrated, he can:
- (a) attack the object of his frustration
  - (b) simply tell himself not to be frustrated
  - (c) all of these
  - (d) attack himself
45. The key binding factor that ties a group or organization together is its communication network:
- (a) depends on the organization
  - (b) depends on the intercom system
  - (c) true
  - (d) false
46. The communication network in an organization is unrelated to that organization's lines of authority:
- (a) true
  - (b) false
  - (c) depends on the organization
  - (d) depends on the communication network
47. For people in an organization, their roles, status, authority, responsibility, etc. are linked by:
- (a) common problems
  - (b) organizational objectives
  - (c) a series of communication nets
  - (d) a dynamic leader
48. Effective communication requires:
- (a) selection and understanding of right receiver
  - (b) selection of correct message medium and tone

- (c) frequent feedback
  - (d) all of these
49. The effect of all communication should be to change people's behaviour:
- (a) generally true
  - (b) False
  - (c) if one is a dictator
  - (d) only the behaviour of subordinate
50. The basic approach should be the same when communicating with subordinates, colleagues and superiors:
- (a) true
  - (b) false
  - (c) depends on the message
  - (d) depends on one's mood at the time
51. When communication is faulty, there results:
- (a) frustration
  - (b) apathy
  - (c) anger
  - (d) all of these
52. When communicating with someone who has a problem, the effective leader:
- (a) listens to the person's problem first
  - (b) is tactful and makes the person at ease
  - (c) puts across his own viewpoint first
  - (d) gives the person a drink



53. Feedback is a waste of time:
- (a) between intelligent people
  - (b) not true
  - (c) sometimes
  - (d) between unintelligent people
54. The effectiveness of each group in an organization depends on:
- (a) its ability to communicate with the other groups
  - (b) a dynamic group leader-
  - (c) the number of people in the group
  - (d) whether the atmosphere in the group is pleasant
55. Individuals do not work in isolation in an organization. They work:
- (a) together but only to accomplish their own needs
  - (b) by necessity, in close proximity to each other
  - (c) together to accomplish their needs and the needs of the group
  - (d) only if they can't help it.
56. Man's status is determined by his:
- (a) ranking in a group he associates with
  - (b) ability
  - (c) wealth
  - (d) family connections.
57. "Factory workers are generally more anti-management than office workers":
- (a) depends on the management
  - (b) depends on the workers

- (c) depends upon the industry
  - (d) depends upon the education of the workers
58. The strength of a work group is dependent upon:
- (a) physical surroundings
  - (b) satisfaction of social needs
  - (c) the sex drive of members
  - (d) all of the above
59. A group norm is:
- (a) a value that the group believes in
  - (b) a series of sentiments the group holds about management
  - (c) an attainable standard of behaviour that group members are expected to adhere to
  - (d) all of the above
60. "Hourly paid workers are more likely to form strong anti-management groups than are monthly paid staff":
- (a) generally true
  - (b) depends on the nature of management
  - (c) false
  - (d) depends on the workers
61. All groups have informal group leaders:
- (a) true
  - (b) depends on the group
  - (c) false
  - (d) only in the army
62. Groups of workers are always anti-management:
- (a) true
  - (b) false
  - (c) depends on the workers

- (d) depends on the management
63. Which of the following is an example of a group norm:
- (a) none of these
  - (b) anti-management sentiment
  - (c) the pegging of production output
  - (d) belief in fair play
64. Tension existing between groups can be reduced by:
- (a) settling the conflict by arbitration
  - (b) exchange of people
  - (c) common goals
  - (d) all of these within certain limitations
65. Communication channels and relationships between groups exist because of:
- (a) group norms
  - (b) reciprocity i.e. repayment of favours
  - (c) group leaders
  - (d) pleasant work environments
66. When a member breaks a group norm, the rest of the group:
- (a) feel sorry for him
  - (b) change the norm
  - (c) punish him by isolation
  - (d) beat him up
67. The individual's view of reality is:
- (a) understanding
  - (b) awareness
  - (c) perception

- (d) selection
68. "We see what we want to see, and defend ourselves against those things that make us uncomfortable":
- (a) sometimes true
  - (b) false
  - (c) true
  - (d) only if we are escapists
69. Men with different backgrounds will perceive things differently:
- (a) true
  - (b) depends on the background
  - (c) false
  - (d) depends on the "things"
70. For man to learn he must have:
- (a) the need to acquire new knowledge
  - (b) enough ability
  - (c) the right attitude
  - (d) a good memory
71. Correction and modification of behaviour is part of learning. One can accomplish this by:
- (a) developing one's memory
  - (b) effective feedback
  - (c) honest evaluation
  - (d) dynamic leaders
72. First impressions of people are easy to change:
- (a) true
  - (b) false
  - (c) depends on the people

- (d) only if the impressions are unfavourable
73. It is important to be aware of one's own skills and weaknesses so that:
- (a) one can recognise where one should improve
  - (b) one can capitalise on one's good points
  - (c) all of these
  - (d) one can develop one's character
74. If one doesn't recognise one's own shortcomings:
- (a) one is probably happy
  - (b) one will never be a leader
  - (c) one will never develop the full potential of one's personality i.
  - (d) it doesn't make any difference
75. Assessing people is an important aspect of management:
- (a) only in a big organization
  - (b) not really important
  - (c) true
  - (d) false
76. A formal organization is:
- (a) where everyone must wear ties and jackets
  - (b) a differentiated system of interrelated groups, positions and roles which have been planned
  - (c) headed by a managing director with managers in descending order under him
  - (d) one which was formed a long time ago

77. Cliques and friendship groups that develop within a formal organization are called:
- (a) communication groups
  - (b) nothing in particular
  - (c) a nuisance
  - (d) informal groups
78. A dynamic organization:
- (a) adapts well to change
  - (b) has brilliant leaders
  - (c) uses all the modern techniques
  - (d) has high productivity
79. An inflexible organization in which change is avoided, is called a:
- (a) formal organization
  - (b) frozen organization
  - (c) bureaucratic organization
  - (d) nothing in particular
80. Trends that exist in large industrial organizations are:
- (a) all of these
  - (a) difficulties in communication
  - (a) inflexible hierarchy in the distribution of authority
  - (a) idea of individual responsibility
81. If the key management style of the leader is incongruent with the general tone of the organization:
- (a) something is wrong with the individual
  - (b) something is wrong with the organization

- (c) he will be an ineffectual leader
  - (d) it doesn't really matter
82. Mixed styles can exist harmoniously within an organization:
- (a) false
  - (b) true
  - (c) depends on the organization
  - (d) depends on the styles
83. Automation replaces men and their judgement and decisions, but:
- (a) this doesn't matter
  - (b) we must sacrifice something for progress
  - (c) this won't last long
  - (d) it extends the field of management at the same time
84. An organization with a management that is absolute, aggressive, and suppresses all suggestion/opposition is:
- (a) dictatorial
  - (b) charismatic
  - (c) nepotistic
  - (d) bureaucratic
85. A bureaucracy is an organization:
- (a) where everyone sits at desks
  - (b) that has one man at its head
  - (c) that is very large
  - (d) where responsibility rests only with departmental heads
86. Companies must adapt to all types of change:
- (a) only if their productivity is low
  - (b) only some types

- (c) true
- (d) false

87. Companies that are inflexible:

- (a) don't really suffer
- (b) die or are acquired
- (c) flourish
- (d) are usually small in size

88. One cannot prevent change, in an organization because of:

- (a) changing environment
- (b) the efforts of management
- (c) changing values
- (d) pressure from workers

89. To change an organization one must manage:

- (a) the structure of the organization
- (b) the technology used in the organization
- (c) all of these
- (d) the people in the organization

90. Management of change depends on effective communication:

- (a) rarely
- (b) only sometimes
- (c) never
- (d) always

91. When a group is threatened by change, it usually becomes:

- (a) pliant
- (b) cohesive



- (c) aggressive
  - (d) miserable
92. The most effective long-term strategy of change is:
- (a) rapid, accomplished before opposition can be voiced-
  - (b) evolutionary, without major dislocation
  - (c) participative with commitment of all
  - (d) all of these
93. Effective management of change is best done by a manager who is:
- (a) old and experienced
  - (b) able to empathize
  - (c) young and dynamic
  - (d) cunning
94. Management of change is:
- (a) mainly a technical problem
  - (b) part of the normal management job
  - (c) the work of a special department
  - (d) a one shot activity
95. If one anticipates resistance to change then one usually:
- (a) can avoid it
  - (b) beats it
  - (c) gets it
  - (d) prevents the change
96. To change the behaviour of individuals, managers should:
- (a) accept all the responsibility themselves
  - (b) enlist the help of others
  - (c) buy the individuals a drink
  - (d) share the responsibility with the individuals

97. The best way to change the behaviour of individuals is:
- (a) without, obvious authority
  - (b) with authority
  - (c) by manipulation
  - (d) none of these
98. Change in organization is:
- (a) always a good thing
  - (b) to be resisted if possible
  - (c) inevitable over a time
  - (d) always good for efficiency
99. There is one best way to do every job:
- (a) false
  - (b) generally false
  - (c) depends on the job
  - (d) generally true
100. "Job autonomy is the freedom the worker has to do work in his own way":
- (a) depends on the society
  - (b) false
  - (c) depends on the job
  - (d) true

**Solutions ... did you enjoy the quiz? Good challenge?**

**Do you now agree with our answers? ...**

**Please protest to us at: [drbobboland@hotmail.com](mailto:drbobboland@hotmail.com)**

**01. d d c b d 06. b d c b c 11. c a c a c 16. d c a a b 21. c b b b a  
26. c d b a d 31. c b a a c 36. d b b c d 41. d a d c a 46. b b d a a**

51. d a b a c 56. a a b c a 61. a b c d b 66. c c c a c 71. b b c c c  
76. b d a b a 81. c d d a d 86. c b a c d 91. c c b b a 96. d d c c d

## **FURTHER`STUDY**

**Please review the Glossary and every part of the course and send us feedback after one month.**

**Well done indeed!!**