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**АНГЛИЙСКИЙ ЯЗЫК:
МОДУЛЬ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
(РАЗВИТИЕ ЛИДЕРСКИХ КАЧЕСТВ)**

Учебно-методический комплекс
для студентов специальности 1-23 01 15
«Социальные коммуникации»

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A73 Английский язык: модуль профессионального общения (развитие лидерских качеств) : учеб.-метод. комплекс для студентов специальности 1-23 01 15 «Социальные коммуникации» / Л. В. Ануфриенко. – Новополоцк : Полоцкий государственный университет, 2018. – 128 с.

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Способствует развитию видов речевой деятельности на английском языке в рамках темы лидерства как социального явления. Направлен на формирование лингвистической и межкультурной компетенции, помогает студентам раскрыть в себе лидерские качества и лидерский потенциал.

Предназначен для студентов специальности «Социальные коммуникации».

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LEAD UP

The main aim of the proposed educational complex is to improve speech skills and to develop the communicative competence on the linguistic and intercultural levels, to develop verbal and nonverbal competencies, as well as to get the acquisition of knowledge in the field of leadership as a social phenomenon.

The main task of the educational complex is to teach students to communicate in oral and written forms within the given topics.

The educational complex is made up of modules, and each module, in its turn, has a number of training (educational) elements, the purpose of which is to give the students some knowledge about the main and the basic problems in the field of Leadership. In order to remove some lexical difficulties, each element has before-and after-reading exercises that ensure the formation of the students' vocabulary within the given topic.

The complex is created on the basis of “English for Specific Purposes Approach”. It implies that students get the knowledge of the specific English language in order to be ready to use it in some definite situations concerning the sphere of Leadership or the Professional sphere.

The educational complex is comprised with the account of optimal balance between the theoretical and practical materials and contributes to the implementation of the basic principles of didactics.

The advantages of the publication are the existence of the questionnaires and the tasks for the development of leadership behavior skills. The modules are provided with the theoretical and practical training elements which help to improve the skill of leadership behavior in different situations.

While composing the given complex the author used up-to-date information and material of foreign textbooks, articles and dictionaries.

The suggested teaching materials can be employed by the students of the second course of non-language departments. It can be used on class hours as well as during the extracurricular time. It is suggested that the students have at least pre-intermediate level of English language.

MODULE 1. LEADERSHIP

Training element 1 (T.E. – 1) *Introduction into Leadership*

I. INTRODUCTION.

Leadership goes hand-in-hand with the success and the effective application of it is particularly essential in the modern world when important decisions are made daily.

1. *Comment on the following quotations. Give your opinion, agree or disagree with them.*

1. Leaders are people who do the right things; managers are people who do things right. *Professor Warren G. Bennis*

2. Leadership is the art of getting someone else to do something you want to be done because he or she wants to do it. *Dwight D. Eisenhower*

3. True leaders do not create followers, they create more leaders. *Sakiya Sandifer*

2. *Explain the pictures.*



Nazir Shaikh



II. Pre-reading tasks.

Look through the words and word-combinations, do the exercises.

to require	требовать
conventional notions	условное понятие
the authority	власть
enabling force	движущая сила
capacity	способность
pivotal	ведущий
to serve	удовлетворять, быть полезным
followers	последователи
behavioral	поведенческий
profound	глубокий
implications	соучастие, причастность

1. Match these words with the definitions below:

to require, the authority, capacity, pivotal, to serve, followers, behavioral, profound, implications.

1. to render assistance; be of use; help.
2. power of receiving impressions, knowledge, etc.; mental ability.
- 3 to make it necessary for someone to do something.
4. of vital or critical importance.
5. having deep insight or understanding.
6. an observable activity in a human or animal.
7. the power to determine, adjudicate or otherwise settle issues or disputes; jurisdiction; the right to control, command or determine.
8. something suggested as naturally to be inferred or understood.
9. a person who imitates, copies or takes as a model or ideal.

2. Arrange the following in pairs of synonyms.

1. to require, 2. capacity, 3. to serve, 4. a follower, 5. profound, 6. implications.

1. associations, connections.
2. to attend.
3. capability, competence.
4. to demand, to need.
5. a foe.
6. deep, superficial.

3. *Translate the Russian words given in brackets.*

1. The task (требуется) (глубокого) observations.
2. (Власть) if the Government is under the pressure.
3. Leadership is sometimes seen as an (условное понятие).
4. (Движущая сила) of each organization is its leader.
5. (Последователи) are always led by their leader.
- 6 My brother (служил) in the army.
7. We have discussed the (поведенческий) approach during our psychological seminars.
8. I consider that love is the (ведущий) motive in our lives.
9. He has the flying (способность).

4. *Make up your own sentences using the following words and word combinations.*

to require, conventional notions, authority, enabling force, capacity, pivotal, to serve, followers, behavioral, profound, implications.

Reading tasks:

Read the text and be ready to speak.

Introduction Into Leadership

Explaining and understanding the nature of good leadership is probably easier than practicing it. Good leadership **requires** deep human qualities, beyond **conventional notions of authority**.

In the modern age good leaders are an **enabling force**, helping people and organizations to perform and develop.

Effective leadership does not necessarily require great technical or intellectual **capacity**. These **attributes** might help, but they are not **pivotal**.

Good leadership involves **servicing** the organization or a group and the people within it. Leadership is centrally concerned with people. Of course leadership involves decisions and actions relating to all sorts of other things, but leadership is special compared to any other role because of its unique responsibility for people, it means – the **followers** of the leader.

Good leadership demands emotional strengths and **behavioral** characteristics which can draw deeply on a leader's mental and spiritual reserves.

The leadership role is an inevitable reflection of people's needs and challenges in modern life. Leadership is therefore a **profound** concept, with increasingly complex **implications**, driven by an increasingly complex and fast-changing world.

From the “*New free Leadership eLearning*”

After-reading tasks:

1. Answer the questions.

1. How do you understand the word “leadership”?
2. Why leadership is important for an organization?
3. Who is a leader?
4. What is important for a real leader?
5. What leadership qualities can you name?

2. Translate the sentences with highlighted words into Russian.

3. Just looking through the text:

- *find the main and the most important points of the text;*
- *make a list of questions.*

4. Ask your group mates those questions that you have made.

5. Retell the text using the following expressions:

- the title of the text/article I have read is....
- the main idea of the article is....
- the article is devoted to the problem of....
- the article starts with the information about....
- the article goes on to say that....
- I found the text interesting/important/informative because....
- I agree with the author that....
- the text will be useful for those who take interest in....

MODULE 2.
LEADERSHIP: ITS THEORIES, MODELS,
PHILOSOPHIES AND STYLES

Training element 1 (T.E. – 1)
Leadership as a Phenomenon

I. Warming-up. Your task is to choose the word from the list below that you like most. This word is the beginning and the fixed point of your monologue during 1 minute.

- leadership;
- a leader;
- a theory;
- different authors;
- the followers;
- to lead;
- the organization;
- a group of people;
- characteristics.

II. How do you understand the word “theory”? How do you understand the phrase “theories of leadership”?

A theory is an overall, over-arching term referring to the thinking and potentially scientific and academic analysis and explanation of how and why something works and how to control or manage the processes, causes and effects involved.

Leadership theory refers generally to a model, philosophy or style of leadership.

What leadership theories do you know and can recall?

<i>Theory</i>	<i>Scientists</i>	<i>The main points</i>

Pre-reading tasks.

confusing	сбивчивый, нечеткий, путаный
enormously	чрезвычайно, крайне, очень
diverse	различный, многообразный
responsibility	ответственность, обязанности
to assume	предполагать, допускать
adventure	приключение, переживание, событие
regardless	независимо, невзирая
behavior	поведение, поступок
viewpoint	точка зрения
framework	структура, основа, рамки
to enable	давать возможность или право
approach	подход
value	ценность, смысл
to govern	регулировать, руководить
to pursue	преследовать (цель)
to underpin	поддержать, подкрепить
particular	особый, особенный, исключительный
narrow	тесный, ограниченный
real-life	реальный
mode	способ, метод
inadequate	не отвечающий требованиям, недостаточный

1. Give Russian equivalents for the following words.

confusing, enormously, diverse, regardless, particular, narrow, real-life, inadequate.

2. Form nouns of the following verbs.

to pursue, to govern, to enable, to assume.

3. Fill in the appropriate noun.

1. the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.

2. an exciting or very unusual experience.

3. observable activity in a human or animal.

4. standpoint, perspective, position, stance, angle.

4. Give synonyms.

1. foundation, plan, scheme, structure, groundwork.

2. way, access, advent, request, suggest.

3. cost, price, rate.
4. approach, condition, form, mechanism, method, style, situation, rule, state.

5. *Make questions.*

1. Leadership is an important subject, full of confusing ideas. (What kind...)
2. Leadership definitions and descriptions also vary **enormously**. (How...)
3. In Leadership there exist three main conceptual viewpoints. (What...)
4. Leadership model is a structure or **framework**. (What...)
5. This can be underpinned by beliefs about wider issues than leadership. (How...)
6. A leadership style alone is very **inadequate** for teaching, applying and adapting leadership methods. (*What kind of...*)

6. *Translate the sentences.*

1. We lead the moment we take the first supervisory **responsibility** at work, and we may lead even before we **assume** official responsibility to do anything.
2. We can find leadership in every sort of work and play, and in every sort of **adventure** and project, **regardless** of scale, and regardless of financial or official authority.
3. Leadership philosophy is an **approach** to leading that is driven by a set of **values** and beliefs. These values **govern** the aims that a leader **pursues** and how he or she acts.
4. Leadership style is a **particular** and relatively **narrow** behavior, or set of behaviors, that are used by **real-life** leaders, and which may arise to a degree as an aspect or **mode** of leadership within a leadership model.

Reading task.

Read the text and be ready to render it in Russian.

Leadership models, philosophies and styles

Leadership is a vast and important subject, yet full of **confusing** ideas and terminology, open to widely different interpretations.

Leadership definitions and descriptions also vary **enormously**. Examples of leadership can be extremely **diverse** too.

We lead when we manage projects, or develop a new business. We lead the moment we take the first supervisory **responsibility** at work, and we may lead even before we **assume** official responsibility to do anything.

We can find leadership in every sort of work and play, and in every sort of **adventure** and project, **regardless** of scale, and regardless of financial or official authority.

And so, given the many ways in which leadership operates, it is no surprise that leadership is so difficult to define and describe.

So what is leadership? Is leadership a technical model? Or is leadership a **behaviour**? Or is leadership more a matter of style, or philosophy?

A helpful way to understand leadership is by exploring leadership thinking and theories using these three main conceptual viewpoints:

- Models;
- Philosophies;
- Styles.

Leadership model is a structure or **framework**, or process which can be used to learn, teach, apply and adapt leadership; or a tool that **enables** people to lead effectively and grow as leaders.

Leadership philosophy is an **approach** to leading that is driven by a set of **values** and beliefs. These values **govern** the aims that a leader **pursues** and how he or she acts. This can be **underpinned** by beliefs about wider issues than leadership.

Leadership style is a **particular** and relatively **narrow** behavior, or set of behaviors, that are used by **real-life** leaders, and which may arise to a degree as an aspect or **mode** of leadership within a leadership model. A leadership style alone is very **inadequate** for teaching, applying and adapting leadership methods.

From the “*New free Leadership eLearning*”

After reading tasks.

1. Find out the key words of the text.
2. High light the key sentences of the text.
3. Make the plan of the text.
4. Make the conclusion about the importance of using the three main conceptual viewpoints when speaking about leadership.
5. Retell the text using the key words, the key sentences and the plan.
6. Render the text in Russian.

Training element 2 (T.E.-2) *Leadership Models*

Supplementary Reading

A **leadership model** provides a **process** or **framework** for **learning, applying, and adapting leadership** for given groups, organizations, or situations.

Leadership models:

1. Trait-Based – Carlyle and Galton; Stogdill, Kouzes and Posner's Five Leadership Practices model.
2. Behavioural – Blake and Mouton's Managerial Grid.
3. Situational / Contingency – Hersey and Blanchard's Situational Leadership model; Kurt Lewin's Three Styles model; Fiedler's Contingency model; House's Path-Goal Theory; Bolman and Deal's Four Frame model.
4. Functional – John Adair's Action-Centred Leadership model.
5. Integrated Psychological – James Scouller's Three Levels of Leadership

Trait-Based	The oldest type of thinking about effective leadership. Logically, “Trait-Based” leadership models focus on identifying the traits of successful leaders .
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Trait-based leadership models.

Trait-based theoretical models of effective leadership draw on the idea that great leaders have certain common character traits.

The word “trait” is defined by the Oxford English Dictionary as “...a distinguishing quality or characteristic, typically belonging to a person...”

Trait theory attempts to analyze effective combinations of human personality traits, thereby suggesting or identifying a set of human traits that enable a person to lead others effectively.

Trait-based theory has definitely helped to encourage the perception that leadership ability is innate in leaders, that “good leaders are born, not made”. The extension of this notion is that effective leaders cannot be developed or taught.

In fact, the general acceptance of trait-based leadership theory remained virtually unchallenged for around a hundred years, when in the mid 20th century more modern ways of researching leadership started to uncover some inconsistencies in the trait-based ideas.

Carlyle and Galton's trait theory.

Notable trait-based theorists are Thomas Carlyle and Francis Galton.

Their ideas, published in the mid-1800s, did much to establish and reinforce popular support for trait-based leadership thinking then, and for many years afterwards.

Ralph Stogdill's trait theory.

Important research into leadership traits, and among the first to challenge traditional trait-based theory, was the work conducted by Ralph Stogdill.

Stogdill analysed data and findings from over a hundred leadership-related studies, across the following 27 groups of factors:

1. Age;
2. Dominance;
3. Height;
4. Initiative, persistence, ambition, desire to excel;
5. Weight;
6. Physique, energy, health;
7. Responsibility;
8. Appearance;
9. Integrity and conviction;
10. Fluency of speech;
11. Self-confidence;
12. Intelligence;
13. Happiness, sense of humour;
14. Academic results;
15. Emotional stability and control;
16. Knowledge;
17. Social and economic status;
18. Judgement and decision (US-English, judgment);
19. Social activity and mobility;
20. Insight (self, others, wider environment);
21. Energy, daring and adventurousness;
22. Originality;
23. Social skills (sociability, tact);
24. Adaptability;
25. Popularity, prestige;
26. Introversiveness-Extraversiveness;
27. Cooperation.

Stogdill found there wasn't much agreement on the key traits. Indeed, it was clear that if all the findings were combined, the list became too long to be useful as a guide for selecting future leaders.

Kouzes and Posner's trait theory.

Despite the trait-based approach falling largely out of favour, leadership trait theory featured strongly in the best-selling book, *The Leadership Challenge*, by James Kouzes and Barry Posner, based on their research from 1983-87.

Here are Kouzes and Posner's suggested ten primary or key leadership traits (sought by followers):

Kouzes and Posner's top ten leadership traits:

1. Honest;
2. Forward-looking;
3. Inspirational;
4. Competent;
5. Fair-minded;
6. Supportive;
7. Broad-minded;
8. Intelligent;
9. Straightforward;
10. Dependable.

Trait-based leadership theory in summary.

The most helpful conclusion from all this is probably that:

Distinctive traits certainly arise in the profiles of effective leaders, and in the ways that followers believe they should be led.

However, crucially a reliable and definitive list of leadership traits has yet to be established and agreed by researchers and thinkers on leadership, and there are no signs that this will happen.

Traits can perhaps define effective leadership for a **given situation**, but traits alone do not adequately explain what effective leadership is nor how it can be developed.

A traits-based approach can certainly assist in identifying future leaders, and in the leadership development process. However, traits are just a part of the profile and behaviour of an effective leader. To understand and measure leadership more fully we must broaden leadership criteria to include other factors beyond traits.

Behavioural Ideals	“Behavioural Ideals” leadership models concentrate on what researchers believe are the most effective behaviours as a leader .
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Behavioural ideals leadership models.

The “behavioural ideals” approach argues that if a leader is to be effective, he or she should practice a certain ideal behavioral style.

Blake and Mouton's Managerial Grid

Robert Blake and Jane Mouton created their “Managerial Grid” model in 1964, in their book, *The Managerial Grid: The Key to Leadership Excellence*.

Blake and Mouton depicted their model as a grid with two axes:

1. **Concern for People.**
2. **Concern for Production.**

The Blake and Mouton Managerial Grid identified five kinds of leadership behavior.

Situational / Contingency	“Situational” (or “Contingency”) leadership models are based on the idea that the leader's actions should vary according to the circumstances he or she is facing. In other words, leadership methods change according to the situation in which the leader is leading . This category includes most notably: Kurt Lewin's Three Styles model; the Fiedler Contingency model; House's Path-Goal theory; Hersey and Blanchard's Situational Leadership model; and Bolman and Deal's Four-Frame model.
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Situational/Contingency leadership models.

This sub-group of leadership models which might be called “situational” or “contingency” leadership models are based on an important assumption, that: **There is not one single ideal approach to leading because circumstances vary.**

So, situational leadership theory says, effective leaders must change their behaviour according to the situation.

These particular “situational” or “contingency” models offer a framework or guide for being **flexible and adaptable** when leading.

Kurt Lewin's Three Styles Model.

This is the oldest of the situational models. Kurt Lewin, a psychologist, led a research team in 1939 and identified what he called three “styles” of leadership behaviour in a 1939 article in the *Journal of Social Psychology*.

Lewin's three styles were Authoritarian, Participative and Delegative.

- **Authoritarian** – sometimes called the Autocratic style. It is where leaders spell out the goals, deadlines and methods while making decisions on their own without any or much consultation with others. Here, the leader doesn't usually get involved in the group's work. Not surprisingly, researchers have found that you are less likely to see creative decisions under this style of leadership. However, it is a decisive way of leading and can suit high-risk, short-timescale decisions; the kind that surgical teams and fire crews have to take. Lewin noted that leaders who adopt this style can go too far and be seen by others as over-controlling and dictatorial. He also noticed that they often find it hard to move to a Participative style – in other words, they get stuck in one mode of behaviour.

- **Participative** – sometimes called the Democratic style. It is where the leader expresses his or her priorities and values in setting goals and making decisions, but also takes part in the group's work and accepts advice and suggestions from colleagues. However, the leader makes the final decision. This style can produce more creative problem solving and innovation than the Authoritarian approach so it makes sense to adopt it in competitive, non-emergency situations.

- **Delegative** – sometimes called the Laissez-Faire style. Lewin classes this as a leadership style, but some may feel it is non-leadership. The Delegative style means the leader hands over responsibility for results to the group. He or she lets them set goals, decide on work methods, define individuals' roles and set their own pace of work. It is very much a hands-off approach. It can work well provided the group shares the same overall intent and direction as the leader and if he or she trusts all members of the group. However, there is always a risk that individuals may become dissatisfied with their roles or the group's goals and lose motivation.

Fiedler's Contingency Model.

Fred Fiedler's Contingency Model was a notable situational model of leadership. This model appeared first in Fiedler's 1967 book, *A Theory of Leadership Effectiveness*.

In general, **Fiedler's Contingency Leadership Model** focuses on the correlation between the leader's style (emphasis either on task or relationship) and the favourableness of the situation in which the leader is leading.

The essence of Fiedler's theory is that a leader's effectiveness depends on a combination of two forces:

- the leader's **leadership style**;
- “situational favourableness”.

Path-Goal Theory of Robert House.

The next significant leadership theory to emerge in the Situational/Contingency category was Robert House's Path-Goal theory, in his 1971 paper: A Path-Goal Theory of Leader Effectiveness, which he refined three years later in cooperation with T R Mitchell.

House said that the main role of a leader is to motivate his or her followers by:

1. Increasing or clarifying the (group's/followers') personal benefits of striving for and reaching the group's **goal**.
2. Clarifying and clearing a **path** to achieving the group's **goals**.

House's theory matched four ways of behaving to four sets of circumstances, or "situation".

The circumstances in Path-Goal theory are driven by **follower characteristics** and **workplace characteristics**.

Follower characteristics include:

- **What they believe about their ability** – Do they feel they are capable of fulfilling the task well?
- **Where control resides** – Do group members believe they have control over the way they approach the task and the chances of achieving the goal? Or do they see themselves as being controlled by other people and outside events?
- **Attitude to power and those in power** – Do members want to be told what to do and how to do it, or not? What do they think of those in the organization who have more official power than they do, especially the leader?

Workplace characteristics include:

- **The kind of task** – Is it repetitive? Is it interesting? Is it predictable or structured? Is it unpredictable, creative or unstructured?
- **The leader's formal authority** – Is it well-defined?
- **Group cohesion** – Do those working in the group feel a sense of unity?

House's Path-Goal theory asserts that leaders can and should **vary their behavior** according to the **situation** and the problems or opportunities that each situation presents.

Hersey and Blanchard's Situational Leadership Model.

Paul Hersey and Ken Blanchard first published their Situational Leadership Model in their 1982 book, Management of Organizational Behaviour: Utilizing Human Resources. The concept has become perhaps the best known of all the Situational/Contingency models.

The Situational Leadership model is sophisticated. Its notable features are briefly that the model:

- Focuses on **followers**, rather than wider workplace circumstances.
- Asserts that leaders should **change their behavior** according to the type of followers.
- Proposes a “**continuum**” or progression of **leadership adaptation** in response to the development of followers.

The model also requires a leader to be capable of adapting or changing leadership behaviour, which not all leaders find easy, and some find impossible if the leader's own underlying beliefs cannot be modified.

Bolman and Deal's Four-Frame Model.

Lee Bolman and Terry Deal outlined their Four-Frame model in their book, *Reframing Organizations: Artistry, Choice and Leadership* (1991).

Bolman and Deal stated that leaders should look at and approach organizational issues from four perspectives, which they called “Frames”.

In their view, if a leader works with only one habitual Frame (frame of reference), the leader risks being ineffective.

Bolman and Deal proposed that a leader should see the organization's challenges through these four Frames or “lenses”, to gain an overall view, and to decide which Frame or Frames to use.

The leader may use one Frame (implying a behavioural approach) for a time, and then switch to another. Or instead the leader might combine and use a number of Frames, or all four, at the same time.

These frames are the following:

Structural: This Frame focuses on the obvious “how” of change. It's mainly a task-orientated Frame. It concentrates on strategy; setting measurable goals; clarifying tasks, responsibilities and reporting lines; agreeing metrics and deadlines; and creating systems and procedures.

Human Resources: The HR Frame places more emphasis on people's needs. It chiefly focuses on giving employees the power and opportunity to perform their jobs well, while at the same time, addressing their needs for human contact, personal growth, and job satisfaction.

Political: The Political Frame addresses the problem of individuals and interest groups having sometimes conflicting (often hidden) agendas, especially at times when budgets are limited and the organization has to make difficult choices. In this Frame you will see coalition-building, conflict resolution work, and power-base building to support the leader's initiatives.

Symbolic: The Symbolic Frame addresses people's needs for a sense of purpose and meaning in their work. It focuses on inspiring people by making the organization's direction feel significant and distinctive. It includes creating a motivating vision, and recognising superb performance through company celebrations.

Functional	Functional types of leadership models focus on what the leader has to do. Functional leadership models focus on the action areas that a leader must address to be effective..
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Functional leadership models.

Functional refers to a sub-category of leadership models which focus on flexible leadership behavior. The **functional leadership** approach focuses on **what the leader has to do** to be successful.

The best-known functional leadership model is, probably, John Adair's Action-Centred Leadership model.

John Adair's Action-Centred Leadership model.

John Adair is a prolific writer on leadership and first published his Action-Centred Leadership model in the 1970s.

As Adair himself explains, his thinking emerged from group dynamics – the study of how groups form, evolve and work, and he adapted it to form his fundamental leadership model.

It is most commonly and very simply represented by Adair's famous three circles diagram, interpreted here as follows.



The diagram very elegantly symbolizes the three main overlapping and integrated functional responsibilities of a leader.

The Action-Centred Leadership model states that the leader must pay attention simultaneously to three areas of need:

1. Completing the **task** or challenge face by the group.
2. Creating and maintaining a sense of **team** or group unity, a sense of “we” and “us”, and collective responsibility.
3. Ensuring that each individual in the group is able to meet his or her own **individual** needs – psychological, and if appropriate physical too.

Integrated Psychological	The Integrated Psychological leadership model is so called because it integrates the thinking behind the four other leadership models sub-groups , while also addressing the leader's inner psychology , which tends not to be considered in other more traditional or conventional types of leadership models.
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Integrated psychological approach.

The integrated psychological leadership approach is a relatively very recent development in thinking on effective leadership.

The terminology “integrated psychological” in relation to leadership was firmly established, if not originated, by leadership author, James Scouller.

James Scouller says that his “Three Levels of Leadership” model (featured in his 2011 book, *The Three Levels of Leadership: How to Develop Your Leadership Presence, Know-how and Skill*).

Scouller uses a four-square overlapping diagram to present leadership as a **four-dimensional process**.



James Scouller says: “Leadership is a **process** that involves:

- setting a purpose and direction which inspires people to combine and work towards willingly;
- paying attention to the means, pace and quality of progress towards the aim;
- upholding group unity;
- attending to individual effectiveness throughout.”

Scouller's Three Levels of Leadership model is also referred to as the 3P model. The three Ps stand for Public, Private and Personal leadership.

From the “*New free Leadership eLearning*”

Use all your background knowledge about leadership to give your associations and formations about leadership and a leader, leadership historiography and its main problems.

<i>Leadership Model</i>	<i>The main problems</i>	<i>Scientists working on the problem</i>	<i>Its application</i>

Training element 3 (T.E. – 3) ***Leadership Philosophies***

A leadership philosophy is a way of thinking and behaving in leadership, a way of setting goals and means of achieving them according to your values and beliefs.

Leadership philosophies help us to understand how a leader comes to power and stays in power.

Philosophies help to explain:
<ul style="list-style-type: none">• values;• beliefs;• relationships;• morality;• ethics;• politics;• history;• society;• civilization;• economics.

Leadership philosophies:

1. Servant Leadership.
2. Authentic Leadership.
3. Ethical Leadership.
4. Values-based Leadership.
5. Sources of Power Leadership.

I.

– *The existing leadership philosophies are listed above try to find the Russian equivalents to them.*

– *Try to guess what is mentioned under these terms; what are the main ideas of these philosophies?*

II.

1. *Study the following words in order to understand the meaning of the text.*

servant	служащий
to embody	воплощать
lust for	сильное желание для
a benefit	выгода
to tend to do	иметь тенденцию делать что либо
at your own cost	за свой счет
awareness	осведомленность
healing	целебность, способность исцелять
persuasion	способность переубедить
stewardship	разумное руководство
commitment	принятие обязательств на себя
to be valid	имеющий силу
foresight	способность предвидеть

2. *Read about the first philosophy, A Servant Leader, and be ready to speak.*

Servant leadership

The terminology “Servant Leadership” became popular in a leadership context after Robert Greenleaf’s book, *Servant Leadership* (1977).

The idea of servant leadership is basically simple: that **the leader serves the followers**.

A leader who embodies servant leadership is not leading for reasons of status, wealth, popularity or lust for power. Instead, a servant-leader wants to make a positive difference to the benefit of all or at least the majority of followers. Crucially a servant leader also tends to do this knowingly and willingly at his or her own cost.

Larry Spears, a former president of the Robert K Greenleaf Center for Servant Leadership has listed ten characteristics of a servant leader:

1. Listening.
2. Motivation.
3. Empathy.
4. Awareness (including self-awareness).
5. Healing.
6. Persuasion.
7. Conceptualization.
8. Foresight.
9. Stewardship.
10. Commitment to other people's growth and a community spirit.

The examples illustrate the basic idea about a leader who serves others:

- Mother Theresa.

- Florence Nightingale.
- Mohandas (Mahatma) Gandhi.
- Nelson Mandela.
- Martin Luther King.

From the “*New free Leadership eLearning*”

3. *Answer the questions.*

1. What is the concept of the word-combination “servant leadership”?
2. When did the term become popular?
3. Who is a servant leader?
4. What characteristics does a servant leader have?

4. *The text lists the examples of people who are considered to be servant leaders:*

- who are they?
- what are they?
- what can you tell about them?
- do you know their biographies?

5. *Can you give your own examples of servant leaders? What are the modern excepted servant leaders?*

6. *List out the key words of the text.*

III.

1. *Before reading the text look through the words that might be unfamiliar to you.*

authentic	доподлинный, настоящий, прирожденный
counseling	консультация
coaching professions	специалисты по тренингу
a value	ценность
to pretend	претворяться
an expectation	ожидание
merely	всего лишь
politically astute	политически проницательный
a sustainable result	стабильный результат
to blur	сделать неясным
to overlap	перекрывать
to persist	настойчиво продолжать

Authentic leadership

The notion of “authenticity” has been around for decades in the counselling, psychotherapy and coaching professions.

Authenticity means being true to character, true to oneself; not living through a false image or false emotions that hide the real you.

The term “Authentic Leadership” was first used as a term by Bill George in his book, *Authentic Leadership*. He wrote it in 2003.

The key to becoming an authentic leader, according to Bill George, is “...to learn how to lead yourself... it's not about competencies and skills.”

Nick Craig, the co-author with Bill George of the book, *Defining Your True North*, lists four elements of authentic leadership:

1. Being true to yourself in the way you work.
2. Being motivated by a larger purpose (not by your ego).
3. Being prepared to make decisions that feel right, that fit your values, not decisions that are merely politically astute or designed to make you popular.
4. Concentrating on achieving long-term sustainable results.

Authentic leaders know and live their values and they win people's trust by being who they are, not pretending to be someone else or living up to others' expectations.

A difficulty in this philosophy is that as the popularity and writings around authentic leadership grow, so its definition is beginning to blur, and to overlap with other philosophies.

The philosophy of authentic leadership has gained ground in the 21st-century and the trend is likely to persist.

From the “*New free Leadership eLearning*”

2. Answer the questions.

1. In what fields has the term “authentic leadership” been widely used for the decades?
2. What does the term “authentic leadership” mean in general?
3. Who introduced this term?
4. What is the key to become an authentic leader?
5. According to Nick Craig, what are the main elements of authentic leadership?

3. State, whether these sentences are true or false.

1. The notion of “authenticity” has been around for centuries in the counselling, psychotherapy and coaching professions.

2. The term “Authentic Leadership” was first used as a term by George Bill in his book.

3. Authenticity means being true to character, true to oneself; not living through a false image or false emotions that hide the real you.

4. Nick Craig lists three elements of authentic leadership.

5. Authentic leaders know and live their values and they win people's trust by being who they are, not pretending to be someone else or living up to others' expectations.

4. *Check the pronunciation of the following words.*

authentic, psychotherapy, character, competencies, philosophy, blur.

5. *List out the key words of the text.*

IV.

1. *Before reading the text look through the following words in order to understand the meaning of the text.*

ethical	этичный
to equate to	считать равным
fairness	справедливость
responsibility	ответственность
sustainability	устойчивое развитие
equality	равенство
fairtrade	честная торговля
dignity	достоинство
markedly	заметно
fraud	мошенничество
a consideration	рассмотрение
bias	склонность

Ethical leadership.

Ethical leadership is defined as a philosophy of leadership.

To many it is seen to equate to moral leadership, or leading with a sense of great fairness. To others it is frequently connected to principles of:

- social responsibility;
- corporate social responsibility (CSR);
- sustainability;
- equality;
- “Fairtrade”;
- environmental care;
- humanitarianism.

Ethical leadership may necessarily be limited to, and more easily understood and applied by, considering the leader's own and society's ideas of “right and wrong”, and encouraging followers to adopt the same values.

The ethical leader must respect the rights and dignity of others, and the rule of law.

The demand for leaders to behave ethically seems to have increased markedly during the 21st century. This has been driven greatly by global financial crisis, corporate frauds, environmental disasters, etc., which have been judged failures of **ethical standards**. Leaders have been judged to lack **ethical consideration**, which suggests the need for more ethical bias in the ways leaders are selected and developed.

From the “*New free Leadership eLearning*”

2. *Comment on the following statements: Do you agree with them? Prove your point of view.*

1. Ethical leadership is seen to equate to moral leadership, or leading with a sense of great fairness.

2. Ethical leadership needs responsibility.

3. Ethical leadership considers the leader's own and society's ideas of “right and wrong” and encourages followers to adopt the same values.

3. *Speak on the following statements:*

1. The ethical leader must respect the rights and dignity of others, and the rule of law.

2. The demand for leaders to behave ethically has increased during the 21st century because of the global financial crisis, corporate frauds, environmental disasters.

4. *Finish the sentences.*

1. An ethical leader....

2. The main principles of ethical leadership are....

3. We need ethical leaders because...

5. *Find the key words of the text.*

V.

1. *Before reading the text get acquainted with the following words.*

to assert	утверждать
a commitment	готовность, активность, заинтересованность
employee	работник
to assume	допускать

Values-based leadership.

Values-based leadership is the idea that leaders should draw on their own and followers' values for direction, inspiration and motivation.

Values-based leadership philosophy asserts that people are mostly motivated by values; people care deeply about their personal values, and live according to these values. In other words, values are our most natural motivators. So it makes sense, and is natural, for leaders to refer to their own values in creating a vision or making decisions.

Richard Barrett, the author of *Building a Values-Driven Organization*, defines values-based leadership as "...a way of making authentic decisions that builds the trust and commitment of employees and customers."

From the "*New free Leadership eLearning*"

2. Translate the sentences.

1. Лидерство, основанное на ценностях, подразумевает под собой акцентирование внимания на ценностях последователей, их вдохновение и мотивация.

2. Люди становятся наиболее мотивированными в том случае, когда учитываются их интересы и ценности.

3. Ниши цели – это наши наиболее природные и ценные мотиваторы.

4. Лидерство, основанное на ценностях, помогает построить отношения с последователями на основе доверия, активности и заинтересованности.

3. Fill in the gaps with suitable words.

1. Values-based leadership is the idea that leaders should draw on their own and followers' ... for direction, inspiration and

2. Leaders to refer to their own ... in creating a ... or making

3. Values-based is a way of making ... decisions that builds the trust and ... of employees and customers.

4. Make up your own sentences using the following words and word combinations:

value-based leadership, motivation, followers, to make a decision, to trust.

5. Make a list of key words of the text.

VI.

1. Before reading the text, make sure that you know these words.

a source	основа
a perception	восприятие
a quality	качество
thereby	таким образом

Sources of Leadership Power

This is a different sort of leadership philosophy. It investigates the **basis of a leader's power**. It:

- classifies the leader's main **sources of power**;
- analyses the **followers' perceptions of a leader's position and qualities**;
- shows how these **perceptions** affect the **leader's power**, and thereby the leader's **freedom to lead**.

It is said that you cannot be a leader if you don't have followers. Followers have to accept the leader's power or give power to the leader.

The point is that: **Power does not depend only on the leader; power depends also on the perceptions that the followers have of the leader.**

From the “*New free Leadership eLearning*”

2. Answer the questions.

1. How do you understand the word “power”?
2. What does power mean for you?
3. Can you give the examples of modern leaders who practice this philosophy of leadership?
4. In general, what does this philosophy mean?
5. What characteristics does this philosophy have?
6. What role do the followers play?

3. Speak on the phenomenon of power, its influence in the modern world, its importance and its role for a person.

4. Name the characteristics of a powerful person.

5. Make a list of key words of the text.

VII.

1. You have read about the leadership philosophies, make a table or a diagram, showing the key ideas of these philosophies. Use your key words.
2. Speak on each philosophy. Give your pros and cons.
3. Split into groups, choose one of the philosophy, try to present the imaginary organization that practices your chosen philosophy.
4. In a group, discuss the weak and strong points of all the philosophies. Try to get to the conclusion, which philosophy is the best in the modern world.
5. Make a table to sum up the material:

Arguments FOR	Arguments AGAINST

Training element 4 (T.E. – 4)
Additional Reading on Leadership Philosophies

Mother Teresa (born **Anjezë Gonxhe Bojaxhiu**); 26 August 1910 – 5 September 1997) also known as **Blessed Teresa of Calcutta**, was an Albanian Roman Catholic nun and missionary.

Mother Teresa founded the Missionaries of Charity, a Roman Catholic religious congregation, which in 2012 consisted of over 4,500 sisters and was active in 133 countries. They run hospices and homes for people with HIV/AIDS, leprosy and tuberculosis; soup kitchens; dispensaries and mobile clinics; children's and family counselling programmes.

Mother Teresa was the recipient of numerous honours, including the 1979 Nobel Peace Prize. On 19 October 2003, she was beatified as “Blessed Teresa of Calcutta”. A second miracle was credited to her intercession by Pope Francis, in December 2015, paving the way for her to be recognised as a saint by the Roman Catholic Church. Her canonisation is scheduled for 4 September 2016.

A controversial figure both during her life and after her death, Mother Teresa was widely admired by many for her charitable works. She was both praised and criticised for her anti-abortion views. She also received criticism for conditions in the hospices she ran [18].

Florence Nightingale (12 May 1820 – 13 August 1910) was a celebrated English social reformer and statistician, and the founder of modern nursing.

She came to prominence while serving as a manager of nurses trained by her during the Crimean War, where she organized the tending to wounded soldiers. She gave nursing a highly favourable reputation and became an icon of Victorian culture.

All critics agree on the decisive importance of her follow-up achievements in professional nursing roles for women. In 1860, Nightingale laid the foundation of professional nursing with the establishment of her nursing school at St. Thomas' Hospital in London. It was the first secular nursing school in the world, now part of King's College London. In recognition of her pioneering work in nursing, the Nightingale Pledge taken by new nurses, and the Florence Nightingale Medal, the highest international distinction a nurse can achieve, were named in her honour, and the annual International Nurses Day is celebrated around the world on her birthday. Her social reforms include improving healthcare for all sections of British society, advocating better hunger relief in India, helping to abolish prostitution laws that were over-harsh to women, and expanding the acceptable forms of female participation in the workforce.

Nightingale was a prodigious and versatile writer. In her lifetime, much of her published work was concerned with spreading medical knowledge. Some of

her tracts were written in simple English so that they could easily be understood by those with poor literary skills. She also helped popularize the graphical presentation of statistical data. Much of her writing, including her extensive work on religion and mysticism, has only been published posthumously [7].

Mohandas Karamchand Gandhi (2 October 1869 – 30 January 1948) was the preeminent leader of the Indian nationalism in British-ruled India. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world.

Born and raised in a Hindu merchant caste family in coastal Gujarat, western India, and trained in law at the Inner Temple, London, Gandhi first employed nonviolent civil disobedience as an expatriate lawyer in South Africa, in the resident Indian community's struggle for civil rights. After his return to India in 1915, he set about organizing peasants, farmers, and urban labourers to protest against excessive land-tax and discrimination. Assuming leadership of the Indian National Congress in 1921, Gandhi led nationwide campaigns for easing poverty, expanding women's rights, building religious and ethnic amity, ending untouchability, but above all for achieving self-rule.

He was imprisoned for many years, upon many occasions, in both South Africa and India. Gandhi attempted to practice nonviolence and truth in all situations, and advocated that others do the same. He lived modestly in a self-sufficient residential community. He ate simple vegetarian food, and also undertook long fasts as a means of both self-purification and social protest.

His birthday, 2 October, is commemorated as a national holiday, and world-wide as the International Day of Nonviolence [16].

Nelson Rolihlahla Mandela (18 July 1918 – 5 December 2013) was a South African anti-apartheid revolutionary, politician, and philanthropist, who served as President of South Africa from 1994 to 1999. He was the country's first black chief executive, and the first elected in a fully representative democratic election. His government focused on dismantling the legacy of apartheid through tackling institutionalized racism and fostering racial reconciliation. Politically an African nationalist and democratic socialist, he served as President of the African National Congress(ANC) party from 1991 to 1997.

Mandela served 27 years in prison. Amid international pressure and growing fear of a racial civil war, President F. W. de Klerk released him in 1990. Mandela and de Klerk negotiated an end to apartheid and organized the 1994 multiracial elections, in which Mandela led the ANC to victory and became a president. Leading a broad coalition government, which promulgated a new constitution, Mandela emphasized reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights abuses. While continuing with the former

government's economic liberalism, his administration introduced measures to encourage land reform, combat poverty, and expand healthcare services. Internationally, he acted as mediator in the Pan Am Flight 103 bombing trial and served as Secretary-General of the Non-Aligned Movement from 1998–99. Declining a second presidential term, he was succeeded by his deputy, Thabo Mbeki. Mandela became an elder statesman, focusing on charitable work in combating poverty and HIV/AIDS through the Nelson Mandela Foundation.

He gained international acclaim for his activism, having received more than 250 honours, including the Nobel Peace Prize, the U.S. Presidential Medal of Freedom, and the Soviet Lenin Peace Prize [19].

Martin Luther King Jr. (January 15, 1929 – April 4, 1968) was an American Baptist minister and activist who was a leader in the African-American Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs.

King became a civil rights activist early in his career. He led the 1955 Montgomery bus boycott and helped found the Southern Christian Leadership Conference (SCLC) in 1957, serving as its first president. With the SCLC, King led an unsuccessful 1962 struggle against segregation in Albany, Georgia (the Albany Movement), and helped organize the 1963 nonviolent protests in Birmingham, Alabama. King also helped to organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech. There, he established his reputation as one of the greatest orators in American history.

On October 14th, 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolent resistance. In 1965, he helped to organize the Selma to Montgomery marches, and the following year he and SCLC took the movement north to Chicago to work on segregated housing. In the final years of his life, King expanded his focus to include opposition towards poverty and the Vietnam War, alienating many of his liberal allies with a 1967 speech titled "Beyond Vietnam".

In 1968, King was planning a national occupation of Washington, D.C., to be called the Poor People's Campaign, when he was assassinated on April 4th in Memphis, Tennessee. His death was followed by riots in many U.S. cities.

King was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal. Martin Luther King Jr. Day was established as a holiday in numerous cities and states beginning in 1971, and as a U.S. federal holiday in 1986. Hundreds of streets in the U.S. have been renamed in his honor, and a county in Washington State was also renamed for him. The Martin Luther King Jr. Memorial on the National Mall in Washington, D.C., was dedicated in 2011 [15].

Training element 5 (T.E. – 5)

Leadership Styles

A leadership style is a narrow and specific behavior. Leadership style may be strongly influenced by the leader’s personality, the aims of the leader, and relationship with followers.

Leadership styles are the descriptions or classifications of the main ways in which real-life leaders behave.

Here we explore the following **four leadership styles**:

- Transformational Leadership.
- Transactional Leadership.
- Charismatic Leadership.
- Narcissistic Leadership.

I.

1. Have you ever heard about any of these styles?
2. What other styles except these can you name (K. Lewin)?
3. Suggest the main points of each style, listed above.
4. Try to translate the names of the styles in Russian.

II.

1. Before reading the text learn the vocabulary.

transformational	трансформационный
transactional	транзакционный
to tap into	завоевать
to inspire	вдохновлять
to have an appeal	воздействовать, взывать, интересоваться
confidence	уверенность
conviction	убежденность
to avoid	избегать
mode	образ действий
to attain	достигнуть, добиться
the backing	одобрение, поддержка
to appeal	привлекать, взывать
to meet resistance	встретить сопротивление
provident	предусмотрительный, осторожный
a circumstance	обстоятельство

Transformational and Transactional Leadership.

James MacGregor Burns first described these two distinct styles of leadership in his 1978 book, *Leadership*. Here are the descriptions and differences of the two styles.

Transforming Leadership	Transactional Leadership
Where the leader taps into his followers' higher needs and values, inspires them with new possibilities that have strong appeal and raises their level of confidence, conviction and desire to achieve a common, moral purpose.	Where the leader causes a follower to act in a certain way in return for something the follower wants to have (or avoid). For example, by offering higher pay in return for increased productivity.

Although we are referring to two different styles of leadership, it wouldn't be correct to say that someone must be either a transformational leader or a transactional leader. It is possible to combine both styles.

While leaders in **transformational mode** would normally try to attain the backing of followers by appealing to their values and offering an inspirational vision, the leader may meet resistance. At times like this, a leader may adopt the **transactional style** to create more of a traditional exchange by trading something that the leadership can offer (desired by followers) in return for something the leadership seeks from the followers. The transactional leadership style often works well, provided everyone knows and agrees on the goals, priorities and methods.

However, the transactional style may not work when the situation calls for a big change in direction, or circumstances, for a demand of creative problem solving. In such a climate, a transformational style is often required and tends to be more successful.

From the “*New free Leadership eLearning*”

2. *Split into two groups, the first is to study transformation leadership, the second is to study transactional leadership. Your task is:*

- to find positive and negative characteristics of the chosen style;
- to find the examples of transactional or transformational leaders;
- to make a list of personal characteristics of transactional or transformational leaders;
- to list the ways of behaving in the group according to the style.

3. *Role play.*

- split into two groups;
- decide which style each group will take;
- choose a leader in each group;
- make up your own problem situation or ask your teacher to help you with the situation;
- role play the situation where you have a leader with the definite style and a problem to solve.

4. Finish the sentences.

1. If I am a transactional leader, I
2. If I am a transforming leader

Use the phrases: I have to ..., I need ..., my duties are..., I will..., I will make/do/behave ..., my way of leading is... etc.

III.

1. Before reading the text look through the words that might be unfamiliar.

charismatic	харизматичный
a gift	дар
grace	благоволение
a favour	расположение
specialness	уникальность, несравнимость
the authority	власть
twin	два
to drain of	исчерпывать
a credibility	доверие
legacy	наследие
to preserve	сохранять

Charismatic leadership

The word “charisma” comes originally from the Greek language. It meant basically “gift”, from the Greek kharisma and kharis, meaning “grace” or “favour”, or gift given by God.

Charismatic leaders rely on their personality “gifts” to influence people and shape their future.

Charismatic leadership demands more than just a remarkable personality. The followers must also **project an image of specialness and authority onto the leader** and give the leader power over them.

Charismatic leadership therefore relies on the twin effect of a leader's personality and a strong belief by followers that this special person is the one to lead them in their hour of need.

If the leader disappoints the followers in some way or the leader fails to deliver promises, the followers' belief tends to fade, draining charismatic leaders off their authority. For this reason, charismatic leadership runs the risk of being unstable and short-lived.

Charismatic leadership is greatly dependent on credibility. The leader's power remains unless credibility is lost. When a charismatic leader loses credibility, the followers seek new leadership or ways to oust the damaged leader.

Although charismatic leadership can be short-lived, it can also leave a lasting legacy if the leader's policies and teachings are preserved in laws, rules and norms.

From the “*New free Leadership eLearning*”

2. *Answer the questions.*

1. What is “charisma”?
2. What characteristics does a charismatic leader have?
3. What role do the followers play for the charismatic leader?
4. What problems does charismatic leadership face?
5. Name the charismatic leaders of the past and the present.

3. *Fill in the missing words.*

1. Charismatic leadership runs the risk of being ... and
2. Charismatic leadership is greatly dependent on
3. Charismatic leadership can be ..., it can also leave a ...
4. Charismatic leaders rely on their personality “gifts” ... people and ... their future.

4. *Make a list of personal traits of a charismatic leader.*

IV.

1. *Study the following list of words.*

narcissistic	самовлюбленный
selfishness	эгоизм
to crave for	жаждать, требовать
admiration	восхищение
codependent	находящийся в патологической зависимости
to succeed	преуспеть
hidden	скрытые
interiority	внутренность
inadequacy	несоответствие требованиям, несостоятельность, недостаточность
prone	предрасположенный
to over-estimate	переоценивать
to be liable	склонный
to fly into a rage	пребыть в бешенстве, быть в ярости
street-wise	человек, хорошо знающий проблемы
to exploit	использовать, разрабатывать
consequence	следствие, последствие
a bunch	множество
infighting	ожесточенная конкуренция, внутренняя борьба
suspicion	подозрительность
to intense	делать напряженным

Narcissistic leadership

The definition of narcissism in a psychological context: “Extreme selfishness, with a grandiose view of one's own talents and crave for admiration, as a characteristic a personality type.” (Oxford English dictionary)

Narcissistic leadership refers to leadership by a narcissist and the co-dependent relationship it involves between the leader and his closest circle of followers.

The main feature of the narcissist in a leadership context is a drive to success, which is motivated by a (usually) hidden sense of inferiority and inadequacy.

The narcissistic leaders are often:

- Prone to grandiose, unrealistic visions and over-estimating their wisdom and judgments - so they may take foolish risks.
- Unusually sensitive to criticism and liable to fly into a rage, which makes it hard and risky to disagree with them or tell them bad news. It can also make them slow to learn.
- Lacking in empathy - and because narcissistic leaders are often very “street-wise”, followers may be exploited with no care for consequences.
- Likely to gather a bunch of “yes-men” around them, which can lead to poor decisions.
- Distrustful and so keen to win that they can create an atmosphere of infighting, suspicion and intense internal competition, making teamwork harder.

From the “*New free Leadership eLearning*”

2. Check the pronunciation.

Narcissistic, grandiose, succeed, inadequate, over-estimating, empathy, exploit, consequence, infighting.

3. Characterize a narcissistic leader. Try to find positive moments of this type of leadership style.

V.

1. Give the definitions of each leadership style.
2. Think about how each style is different from the others.
3. Make a table of positive and negative moments of each style:

STYLE	FOR	AGAINST

4. Make a list of questions about each style and ask your group mates these questions.
5. Choose the best style for you and stand for your point.
6. Name a historic person who suits each of the style.
7. Choose a style that suits you best and explain why.
8. Recollect other leadership styles (authoritarian, participative, delegative). Speak on them.
9. Split into groups, choose one of the styles (authoritarian, participative, delegative) and role play the meeting of the group on a certain problem question with a leader who practices one of these styles.
10. Choose the best meeting and the best leader, explain your choice.
11. Sum up the whole information about the styles in written form (essay).

Training element 6 (T.E. – 6)
Assessing Your Leadership Style

I

How to Assess Your Leadership Style.

By **Marilee B. Sprenger** from **The Leadership Brain For Dummies.**

The following assessment gives you a good idea of your strengths as a leader. Knowing your leadership style may help you understand why you lead the way you do, whether changing your style will be easy.

On a scale of 1 to 5, with 1 being *never* and 5 being *always*, rate yourself on the following statements:

1. I like power and control.
2. I listen to others, but I like to have the final word.
3. I am not an expert in all areas of my business.
4. I don't care what others think; I do what is best for me.
5. I like shared decision-making.
6. I prefer control to be with my followers.
7. I micromanage.
8. I like to recognize achievement.
9. Group members should create their own goals.
10. I do not trust my employees.
11. I like to encourage collaboration.
12. I allow group members to solve their own problems.
13. Employees do only what they're told.
14. I want my business to run through teams.
15. I am not good at following up with employees.
16. I decide how to fix problems.
17. I like to help my employees grow and learn.
18. I give very little input because my employees know their jobs better than I do.
19. I don't want to make time for employee input.
20. I like to hear the opinions of my employees.
21. Employees have the right to create their own objectives.
22. I like being in charge.
23. I want input from my employees.
24. I like my employees to make decisions on their own.

25. I tell my employees what to do, when to do it, and how to do it.
26. I want my employees to fulfill their potential.
27. I don't want more authority than others in my organization.
28. Mistakes are not acceptable.
29. When things go wrong, I ask for advice from team members.
30. Power belongs to the entire organization.

Authoritarian leaders

Add up your scores for items 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28. That sum is your authoritative total.

Authoritarian leaders know exactly what they want done, who is to do it, and when it should be completed. Although these leaders don't offer much wiggle room, they often get the job done, and they make their expectations obvious. Authoritarian leaders do well in small organizations with untrained employees. Beware of failing to seek feedback or being dictatorial.

Democratic leaders

Add up your scores for items 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29. This is your democratic total.

The democratic style encourages employees and stakeholders to participate in decision-making. With an experienced workforce, the democratic style can be a positive and motivational experience for all stakeholders. Because everyone is included in making decisions, the decision makers need to be knowledgeable about the business, the process, the product, and the vision statement. This can require more time to get things done.

Delegative leaders

Add up your scores for items 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30. This is your delegative total.

Trust and confidence are hallmarks of the delegative leadership style, which is sometimes called *laissez faire leadership* because of its minimal interference in employees' efforts. Under a delegative leader, employees have free rein to make decisions and get their jobs done. This style works very well with an educated and experienced workforce, especially with those who would like to become leaders themselves. Be careful using this style with employees who are insecure, afraid of making mistakes, or have difficulty communicating with others.

The leadership style with the highest total is the style you use most often. One high score with two low scores indicates a strong preference for that leadership style.

II

Note: This test is designed to help determine your personal leadership style. There is no right or wrong answer. Just choose the answer which seems most like what you would naturally do.

1. When your chapter is meeting, it is most important to you that:
 - a. You stay on schedule and get through the material you planned for the group
 - b. You make sure that each person has had a voice in the discussion
 - c. You let the discussion run its natural course and see what happens

2. If you are leading a discussion and you find one person dominating it, do you:
 - a. Invite others to participate in the discussion
 - b. Hope that the person will eventually get the hint and stop talking so much
 - c. Tell the person that you'd like others to have a chance to participate

3. You arrive late to an important chapter event and discover that the two freshmen in charge have not set the room up properly and are busy in last minute preparations. Do you:
 - a. Figure it's too late to do anything and roll with the punches
 - b. Pull them aside and tell them what has to be done
 - c. Ask them if they can try to improve the room set up

4. Your chapter Secretary has consistently forgotten to submit the proper paperwork to your school's administration. Do you:
 - a. Find someone else that can do the job
 - b. Ask the Secretary about what's going on and offer to help
 - c. Ask the Secretary to try harder next time

5. You've just asked another chapter member to join the chapters' leadership team. The best way to get them started in their new role is to:
 - a. Make sure they have an opportunity to really get to know the other chapter leaders
 - b. Let them have enough 'adjustment' time to get used to the new role
 - c. Make sure they understand very clearly what is expected of them

6. The best way to keep the chapter up to date on schedule changes is to:
 - a. Let everyone learn about the changes through regular interaction and let them know if anyone has questions to get in touch with you

- b. Send out an email explaining the changes
 - c. Ask the chapter President to put it on the meeting agenda
7. You happen to be one of the main student leaders of your school's band. In a leader's meeting, one of the younger leaders questions a decision you have made. Do you:
- a. Try to explain why you arrived at your decision
 - b. Ask the person to elaborate on why they question your decision
 - c. Ask the person what decision they would have made
8. You discover that a member of you chapter has been openly critical of your leadership. Do you:
- a. Set up a meeting to discuss why this person has been critical
 - b. Wait for the other person to bring it up to you directly
 - c. Immediately meet with the person and confront them on their attitude
9. You are the chapter President and you have some strong thoughts on how to lead the chapter. However, your chapter sponsor disagrees. Do you:
- a. Allow a little time to go by and see if the sponsor changes their mind
 - b. Ask the sponsor to suggest other alternatives that will work
 - c. Tell your sponsor that you appreciate the other ideas, but you have strong reasons for your decision and that you need to be trusted
10. When solving a problem that affects others, do you:
- a. Present the problem, the solution and each person's part in the implementation
 - b. Discuss the problem and try to get everyone to agree on a common solution
 - c. Trust that each person will solve their part of the problem that affects them
11. You are in charge of planning fundraiser. Do you:
- a. Encourage spontaneous meetings to discuss plans
 - b. Check to see that everyone knows what to do
 - c. Let people get in touch with you if they have any questions
12. In establishing a committee to plan an event it is best to:
- a. Allow the committee to function at their own pace
 - b. Ask the committee to establish their own timeline after they understand the objectives
 - c. Give the committee clearly defined objectives, a timeline and standards of operating

13. The best way to handle a difference in opinion between two members in your chapter is to:

- a. State the differences of opinion and present a compromise position that both can accept
- b. Encourage the two to meet together and work out their differences
- c. Bring the two people together and help them arrive at a solution

14. In a group of friends, do you:

- a. Try to make sure everyone has been heard
- b. Enjoy listening to the ideas of others
- c. Easily offer your opinion

Scoring the Leadership Profile

<u>Question</u>	<u>Directive</u>	<u>Consultative</u>	<u>Free Rein</u>
1	A_____	B_____	C_____
2	C_____	A_____	B_____
3	B_____	C_____	A_____
4	A_____	B_____	C_____
5	C_____	A_____	B_____
6	B_____	C_____	A_____
7	A_____	B_____	C_____
8	C_____	A_____	B_____
9	C_____	B_____	A_____
10	A_____	B_____	C_____
11	B_____	A_____	C_____
12	C_____	B_____	A_____
13	A_____	C_____	B_____
14	C_____	A_____	B_____

TOTAL _____

My natural leadership style is: _____

DIRECTIVE LEADERSHIP STYLE

1. In challenging situations, you feel most comfortable working from clear guidelines.
2. In meetings, you take charge early and become anxious to get down to business.
3. You find it easy to assign tasks, provide schedules, and monitor progress.
4. You may tend to become impatient when subordinates want to prolong a discussion. You tend to be more concerned with getting the job done than you are with meeting interpersonal needs.
5. In situations in which you have complete control you tend to relax more, assume an easy-going manner, and become more patient and considerate.

CONSULTIVE LEADERSHIP STYLE

1. The primary goal is to have good interpersonal relations with others-even at the sacrifice of the goal.
2. You tend to be very sensitive to the individual members of the group and are especially concerned with their feelings.
3. In a meeting you tend to encourage the participation of various members of the group.
4. In high stress situations you tend to find it more difficult to reach the goal.
5. You function best in moderate control situations where you are able to deal with interpersonal relations and deal effectively with difficult subordinates.

FREE-REIN LEADERSHIP STYLE

1. In challenging situations, you allow the greatest freedom to your subordinates.
2. You can become overly tolerant of non-productive members of your team.
3. Your “best” day is one in which you have spent the majority of your time working on projects and administrative functions.
4. You schedule meetings, but may tend to have a difficult time bringing the discussion to any definitive conclusion or implementation plan.
5. You tend to function best with subordinates who enjoy working on their own and need little day-to-day supervision from you [3].

III. COMPARISON OF LEADERSHIP STYLES

Area of Concern	Directive (Control Orientated)	Consultative (Team Approach)	Free Rein (Laissez-Faire)
Who does the planning?	Leader	Leader plus group	Individuals or groups
Who does the Problem Solving?	Leader	Leader plus group	Individuals or groups
Who makes decisions?	Leader	Leader plus group	Individuals or groups
What is the direction of communication?	Down	Down, up and across	Across
Where is the responsibility for achievement felt?	Leader	Leader plus group	Not Felt
Where does the responsibility actually lie?	Leader	Leader	Leader
Leader's confidence level in subordinates	Little to none	High	High
Leader's rapport with subordinates	Low	High	Questionable
Amount of delegation of authority by leader	None	Lots	Lots
Crisis Management	Good	Poor	Chaotic
Change Management	Poor	Good	Ineffective

VI.

1. Do the tests and find out your style of leadership.
2. Agree or disagree with the results. Explain your point.
3. Make the statistical analysis of leadership styles in your group.
4. Whose result is surprising?
5. Split into three groups, look through the table and make a presentation of one of the styles.
6. Sum up the information about the three styles using the table.

V.

Problem-solving (group work)

1. Tell a little story to a group and ask to retell the story in their own words. Let it go, for example, about some event associated directly with the professional business of the company. How he or she will retell it - repeating passages behind you or in his or her own style?

Why do we need it: a true leader ignores the image of the narrator's thoughts and transmits any information received as a product of his or her own mind. Otherwise he or she will not lead, but will repeat other people's personal information and follow their desires. It is important that each report in addition to the actual facts should have independent identity of the leader.

2. You need to choose a leader, a person to be reduced, the others are the team. A leader is offered a task to reduce one employee. The team asks a leader to dismiss a particular person. What to do? To dismiss that person— that is a signal to employees that their leader listens and follows the team, not makes a decision by him or herself, that means that he or she is not a leader, but a follower. Do not dismiss – to fail the case and show the group that a leader does not care about group's demands.

Why do we need it: the case drives the leader within the scope from which it is not easy to get out. A true leader stands out from the team – he or she is not with the team, but above it. Prove it, by finding a solution, whatever it may be.

VI.

Follow the rules.

- a) Choose one of the styles (Transformational Leadership; Transactional Leadership; Charismatic Leadership; Narcissistic Leadership).
- b) Choose a well-known person that practices your chosen style.
- c) Share with the group your impression of meeting with this person:
 - what is that person like?
 - why do you think this particular person has a chosen leadership style?
 - what can you learn from this person and why?
 - is it important to lead with this style?
 - what should you do to become a leader with a chosen style?
- e) Which of the stories are the most remarkable?

VII.

Contributing Behaviors	Interfering Behaviors
<ul style="list-style-type: none"> • high participation and talking • comfort and fluency in delivering information • forceful and energetic in presentation • does not express strong opinions early in group (can later) 	<ul style="list-style-type: none"> • low level of participation, involvement or contribution • uninformed contribution • overly directive comments • offensive language (including sexist and profanity)

<ul style="list-style-type: none"> • initiates conversation • introduces new themes and topics • seeks comments from others (Gatekeeper role) • sits at head of the table • in a position of receiving, dispensing, or coordinating information • avoids obviously persuading other to a point of view • interacts flexibly with others; changes style as needed but not seen as chameleon • promotes identity of a group ("we, us, our", etc.) • listens accurately to other's contributions • demonstrates achievement, goal orientation and task structure 	<ul style="list-style-type: none"> • overly formal language • dominates conversation • absent from meetings • volunteers as secretary or recorder of meetings • takes role of a joker • shows contempt for leadership • willing to do as told • presents self too strongly early in group discussion
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Go back over the above lists and reflect on the differences between them. What are the principles involved? What makes a person desirable or undesirable as a leader based on behavior?

MODULE 3. LEADERSHIP TRAITS AND QUALITIES

Training element 1 (T.E. – 1) *Qualities of a Real Leader*

I.

1. Look on the pictures, dwell on them.



A good leader is compassionate and understanding. They can listen to the concerns of their employees and help them enjoy their time at work more.



2. Look through the quotes, choose one and dwell on it. Explain your choice.

1. "People ask the difference between a leader and a boss.... The leader works in the open, and the boss in covert. The leader leads and the boss drives." (Theodore Roosevelt).

2. "No man is fit to command another that cannot command himself." (William Penn).

3. "I not only use all the brains I have, but all I can borrow." (Woodrow Wilson).

4. "A dream is just a dream. A goal is a dream with a plan and a deadline." (Harvey Mackay).

5. "I keep six honest serving-men. They taught me all I knew; Their names are What and Why and When, And How and Where and Who." (Rudyard Kipling, from 'Just So Stories', 1902).

6. "Everybody can get angry - that's easy. But getting angry at the right person, with the right intensity, at the right time, for the right reason and in the right way - that's hard." (Aristotle).

7. "I praise loudly. I blame softly." (Catherine the Great, 1729-1796).

3. Answer the questions.

1. Is it important for an effective leader to have some definite leadership qualities or traits?

2. What qualities and traits, important for an effective leader, can you name?

3. How do you think: do you possess any leadership qualities. What are they?

II.

1. Look through the words.

to seek	искать, стремиться
conviction	признание
confidence	уверенность
integrity	честность
humility	скромность
courage	смелость
commitment	работоспособность
sincerity	искренность
determination	нацеленность
sensitivity	чувствительность
an obstacle	препятствие
integrity	надежность

2. Give Russian equivalents.

naturally, to be able to lead, a skill, a trait, an ability, aims, experience, modest, conventional.

3. Give synonyms.

in one way or another, realize, quality, charisma, modest, passion.

4. Give antonyms.

honesty, courage, confidence, positivity, wisdom.

5. *Insert the right prepositions.*

1. Some people are born more naturally ... leadership than others.
2. Leadership is a matter of personal conviction.
3. Many qualities ... effective leadership grow ... experience ... the leadership role.
4. There is no real obstacle ... people who seek to become leaders.

6. *Read the text.*

Leadership traits and qualities

Some people are born more naturally to leadership than others. Most people don't seek to be a leader, but many more people are able to lead, in one way or another and in one situation or another, than they realize.

People who want to be a leader can develop leadership ability and skills.

Leadership is a matter of personal conviction and believing strongly in a cause or aim, whatever it is.

Many qualities of effective leadership, like confidence and charisma, continue to grow from experience in the leadership role. Even initially surprised modest leaders can become great ones, and sometimes the greatest ones.

Qualities critical for a leader's relationship with his/her people are quite different to conventional skills and processes. Examples of highly significant leadership qualities are:

- integrity
- honesty
- humility
- courage
- commitment
- sincerity
- passion
- confidence
- positivity
- wisdom
- determination
- compassion
- sensitivity

Leadership sometimes comes to people later in life, and this is not a bad thing. There is no real obstacle to people who seek to become leaders if leadership is approached with proper integrity. Anyone can be a leader if he/she is suitably driven to a particular cause.

From the “*New free Leadership eLearning*”

7. *What are the main points of the text?*

8. *Make a list of questions and ask them.*

9. *Use colloquial expressions placed below to share your point of view.*

I'd just like to say.... – Я только хочу сказать, что....

From my point of view... – С моей точки зрения....

I have an opinion... – У меня есть мнение....

I no longer wonder at.... – Я не сомневаюсь, что....

What I'm trying to say is that... – Я пытаюсь сказать, что....

10. *Split into groups, make a list of leadership qualities; compare your list with the lists that different groups will have; find out those qualities and traits that you all agree about. Write them down.*

11. *Dwell on your agreed qualities and traits. Why have you chosen them, why are they important for the effective leader?*

12. *What qualities and traits do you have from the list. What qualities would you like to develop?*

Training element 2 (T.E. – 2)
Assessing Your Leadership Qualities

The “5-MINUTE PERSONALITY TEST”

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number “4” next to the word that best describes you in that line; a “3” next to the word that describes you next best; a “2” to the next best word, and a “1” by the word that least describes you. On each horizontal line of words, you will then have one “4”, one “3”, one “2”, and one “1”.

For example: One choice for the first line of words would be as follows:

3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

	L	O	G	B
1.	Likes Authority	Enthusiastic	Sensitive Feelings	Likes Instructions
2.	Takes Charge	Takes Risks	Loyal	Accurate
3.	Determined	Visionary	Calm, Even Keel	Consistent
4.	Enterprising	Very Verbal	Enjoys Routine	Predictable
5.	Competitive	Promoter	Dislikes Change	Practical
6.	Problem Solver	Enjoys Popularity	Gives In To Others	Factual
7.	Productive	Fun-Loving	Avoids Confrontations	Conscientious
8.	Bold	Likes Variety	Sympathetic	Perfectionist
9.	Decision Maker	Spontaneous	Nurturing	Detail-Oriented
10.	Persistent	Inspirational	Peacemaker	Analytical
	TOTAL “L”	TOTAL “O”	TOTAL “G”	TOTAL “B”

Total up the numbers for each vertical column (L, O, G, B).

What does all of this mean?

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the

second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond in most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May “run over” others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:

Fast-paced, task oriented

Motivated by:	Results; challenge, action, power, and credit for achievement
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

O = Otters

Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great *networkers* – they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and *flash*. Otters are the life of any party; and most people really enjoy being around them.

Natural Strengths	Natural Weaknesses
• Enthusiastic	• Unrealistic
• Optimistic	• Not detail-oriented
• Good Communicator	• Disorganized
• Emotional and Passionate	• Impulsive
• Motivational and Inspirational	• Listens to <i>feelings</i> above <i>logic</i>
• Outgoing	• Reactive
• Personal	• Can be too talkative
• Dramatic	• Excitable
• Fun-loving	

Basic Disposition:	Fast-paced. People-oriented.
Motivated by:	Recognition and approval of others
Time Management:	Otters focus on the future and have a tendency to rush to the next exciting thing.
Communication Style:	Enthusiastic and stimulating, often one-way; but can inspire and motivate others
Decision Making:	Intuitive and fast. Makes lots of “right calls” and lots of wrong ones.
In Pressure or Tense Situations:	The otter ATTACKS. Can be more concerned about their popularity than about achieving tangible results.
Greatest Needs:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
What the Otter Desires:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.

G = Golden Retrievers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural Strengths

- **Patient**
- Easy-going
- Team player
- Stable
- Empathetic
- Compassionate
- Sensitive to feelings of others
- Tremendously loyal
- Puts people above projects
- Dependable
- Reliable
- Supportive
- Agreeable

Natural Weaknesses

- **Indecisive**
- Over-accommodating
- May sacrifice results for the sake of harmony
- Slow to initiate
- Avoids confrontation even when needed
- Tends to hold grudges and remember hurts inflicted by others
- Fears change

Basic Disposition:	Slow-paced, people-oriented
Motivated by:	Desire for good relationships and appreciation of others.
Time Management:	Golden Retrievers focus on the present and devote lots of time to helping others and building
Communication Style:	Two-way communicator; great listener and provides empathetic response.
Decision Making:	Makes decisions more slowly, wants input from others, and often yields to the input
In Pressure or Tense Situations:	The Golden Retriever gives in to the opinions, ideas, and wishes of others.
Greatest Needs:	The Golden Retriever needs security; gradual change and time to adjust to it; an environment free of conflict.
Desires:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace.

B = Beavers

Beavers have a strong need to do things right and *by the book*. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and oftentimes unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural Strengths

- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlling

Natural Weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Won't make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic Disposition:	Slow-paced, task-oriented
Motivated by:	The desire to be right and maintain quality.
Time Management:	Beavers tend to work slowly to make sure they are accurate.
Communication Style:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision Making:	Avoids making decisions; needs lots of information before they will make a decision
In Pressure or Tense Situations:	The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest Needs:	The beaver needs security, gradual change and time to adjust to it.
What the Beaver Desires:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

Training element 3 (T.E. – 3)
Identify Your Personal Qualities

This exercise is designed to help you identify qualities and traits you possess.

This task will be useful for describing yourself to employers in interviews and cover letters.

Instructions:

- 1) Place a check mark next to each word you feel describes you.
- 2) Review the items you have checked and circle the 10 words that best describe you.
- 3) Review these 10 items and prioritize them (1 as most descriptive, 10 as least descriptive).

accommodating	eager	poised
accurate	efficient	polite
adaptable	empathetic	possess a good sense of
adventurous	energetic	humor
ambitious	enjoy challenges	possess common sense
analytical	enthusiastic	practical
appreciate diversity	entrepreneurial	precise
appreciate feedback	ethical	process-oriented
approachable	fair	productive
articulate	flexible	professional
assertive	friendly	punctual
authentic	generous	a quick learner
autonomous	goal-oriented	rational
calm under pressure	hard-working	reliable
candid	helpful	resourceful
cautious	honest	realistic
cheerful	imaginative	resilient
collaborative	inclusive	respectful
compassionate	independent	results-oriented
committed to integrity	industrious	responsible
competitive	influential	responsive
confident	innovative	seek challenges
congenial	intelligent	self-aware
conscientious	intuitive	self-motivated
conservative	inquisitive	self-sufficient
considerate	level-headed	self-reliant
consistent	loyal	sincere
cooperative	mature	spontaneous

cost-conscious	methodical	tactful
creative	observant	take direction well
curious	open-minded	take initiative
decisive	optimistic	team-oriented
dedicated	organized	tenacious
dependable	outgoing	thoughtful
detail-oriented	passionate	thorough
determined	patient	tolerant
diplomatic	perceptive	trustworthy
disciplined	persistent	values-oriented
discreet	personable	versatile
driven	persuasive	visionary
dynamic	pleasant	willing to take risks

Training element 4 (T.E. – 4)
Group Work

I.

1. Students are asked to discuss the difference between skills and qualities.
2. Then they list their own skills and qualities and give examples of situations in which they have used them.
3. Finally they look at real job vacancies in PR and identify which skills and qualities are likely to be required.

II.

1. Ask the class to brainstorm what they think:
 - a) a personal skill is – and give an example
 - b) a personal quality is – and give an example
 - c) why are personal skills and qualities important – and to whom?

Teacher’s notes. A personal skill is the ability to do something. A personal quality is a characteristic.

Personal skills and qualities are important to employers, colleges, work based learning providers and universities.

Many application forms now ask people to state their skills and qualities in addition to their qualifications and previous experience.

2. Ask students, working individually, to complete the personal profile sheet. They need to state their four strongest personal skills and qualities and give examples of when they have used them i.e. justify their statements.

NOTE. Go through the list of skills and qualities (each student has a list in their pack from the tests above and skills and qualities listed below) and explain any words that students are not familiar with.

Personal skills	Personal qualities
analyse information	calm
communication	confident
recalling facts	sensitive
caring for others	punctual
solving problems	responsible
estimating	conscientious
bilingual	strong minded
mental arithmetic	team worker
planning own work	determined
	hard working
	trustworthy
	well organized

	friendly
	leadership
	enthusiastic
	adaptable
	patient
	polite
	imaginative

Write down your four strongest personal skills and qualities and give an example of when you have demonstrated each of them.

Skills.

1. _____
Evidence

Qualities.

1. _____
Evidence

3. Divide the class into small groups. Give each group a set of 4 sheets of jobs in PR sphere and ask the groups to identify and write down as many personal skills and qualities as possible. Ask the groups to feedback their answers and discuss the findings.

Read the information about your sign of the zodiac. Discuss the results.

Aries 21 March to 20 April

Courageous leaders, energetic, ambitious, lovers of new ideas, have a desire for quick results, impatient, insensitive to others, manipulative, quick-witted, unable to foresee difficulties, self-centred, unwilling to obey, punctual, prone to accidents and physical injury, over-optimistic.

Taurus 21 April to 20 May

Hostile to change, industrious, reliable, practical, methodical, lazy, dislike exercise, creative, good founders of enterprises, work best in routine positions of trust and responsibility, horror of debt, good with their hands, enjoy music and art, love good food and luxury, practical rather than intellectual, fixed opinions, over-cautious.

Gemini 21 May to 21 June

Versatile, able to see both sides of a question, take on too many projects, childish demand others' time and energy, like life to be exciting and free of routine, kind, generous, don't take things seriously, worriers, intelligent, enjoy learning new things, good communicators, sometimes liars or confidence tricksters.

Cancer 22 June to 22 July

Thick-skinned, unemotional, insensitive, intuitive, good memories, sympathetic, imaginative, determined, change opinions and loyalties easily, tactless, easily corrupted, moody, difficult, sometimes have an inferiority complex, a good sense of money, idealistic, easily flattered, good at looking after others.

Leo 23 July to 22 August

Natural leaders, outgoing, outspoken, enthusiastic, inspire loyalty in others, practical, cheerful, brave, creative, dignified, delegate details, love pleasure and luxury, arrogant, intolerant, impetuous, suspicious of rivals.

Virgo 23 August to 22 September

Dignified, charming, quiet, not very friendly, sensible, discrete, understand others' problems, enjoy learning, good with their hands, logical, analytical, easily discouraged, accept new ideas, careful with money, like routine, pay attention to detail, worries, hypochondriacs, make mountains out of molehills.

Libra 23 September to 22 October

Elegant, kind, hate cruelty, optimistic, co-operative, love harmony, hate conflict, artistic rather than scholarly, observant, dislike extremes, trustworthy with other people's money, women can be careless with money, over-enthusiastic for the new causes, don't like being criticized, don't like dirty work, sometimes ambitious, want approval.

Scorpio 23 October to 22 November

Unconventional, courteous, dignified, reserved, thoughtful in conversation, strong will-power, sensitive, quick to anger, religious, vindictive, love to be praised and flattered, discard friends when they are no longer useful, procrastinators.

Sagittarius 23 November to 22 December

Idealistic, optimistic, generous, fair-minded, versatile, forgiving, religious, foresighted, good judgement, innovative, restless, ambitious, want to be leaders, enjoy travel, tactless, inconsiderate, quick-tempered, rush plans through immediately, expect too much of others, demand recognition for themselves, neglectful of their duties.

Capricorn 23 December to 20 January

Serious, hard-working, persistent, over-cautious, economical with money, independent, achieve great results, with minimum effort, can do several things at the same time, determined, resourceful, good organizers, respect discipline, good memories, lack originality, family life is important, selfish, pessimistic, practical business ability combined with tact.

Aquarius 21 January to 19 February

Quiet, gentle, strong-willed, speak moderately, idealistic, don't respect authority, intelligent, inventive, logical thinkers, able to change their opinions if evidence shows they are wrong, make few friends, good judges of human nature, work well in a team, secretive, break promises.

Pisces 20 February to 20 March

Dislike discipline, imaginative, versatile, popular with all kinds of people, easy-going, honest, let problems solve themselves rather than trying to solve them, they give more than they ask, loyal, home-loving, sympathetic, unreliable, gossipers, careless, impractical, indecisive in important matters, dependent on others, can turn to drink and drugs.

MODULE 4. GENDER DIFFERENCES IN LEADERSHIP

Training element 1 (T.E.-1) *Gender Problems in Leadership*

I.

1. Answer the questions.

1. How do you understand the word “gender”?
2. Can you define this term?
3. Are there any differences in male and female leadership?
4. Can you give the examples of outstanding female leaders?

Gender is the range of characteristics pertaining to or differentiating between and from masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e. the state of being male, female or intersex), sex-based social structures (including gender roles and other social roles), or gender identity.

II.

Follow the tasks:

1. Split into four groups.
2. Each group should take a paragraph.
3. Read your group paragraph and make a written list of unknown words with their translations (use dictionaries). If you have time, make three copies of the word-lists.
4. Change your copies of the unknown translated words with other groups.
5. Read the whole text using the word-lists.

The Topic of Gender Differences

1. THE TOPIC OF GENDER DIFFERENCES in leadership has been of great interest to researchers in the fields of psychology, management, and sociology, especially in recent years, as women have begun to assume more leadership positions.

For the past two decades, gender differences in leadership styles have been the most intensely studied topics in the field of leadership. Are there inherent differences in the way men and women function as leaders and, if so, are these differences gender linked?

2. Although more women are assuming leadership roles today than before, the notion of a woman as a leader is still foreign to many individuals, male and female alike. Changes in perception are difficult to achieve because the traditional norms of leadership are firmly entrenched. In our society, as in most others, leaders have customarily been males. In the past, leadership opportunities for women tended to be limited to all female organizations such as sororities, convents and female institutions of education, but even there the presidents of women's colleges were almost always men. From this phenomenon the generalization was made that leadership implies maleness and that, since women were not men, they lacked the qualities that are necessary to be leaders. The assumption that leadership equates with maleness is deeply embedded in both our thinking and language. Leaders are described with adjectives such as "competitive," "aggressive," or "dominant," which are typically associated with masculinity.

3. ATTRIBUTES WOMEN'S LEADERSHIP STYLES:

1. Women are perceived as great social risk takers.
2. Women are better at recognizing subtle facial expressions.
3. Women react to situations with greater emotional intensities than men do.
4. Women have less preference for competitive environments (Niederle & Versterlund, 2007).
5. When confronted with uncertainty, women report fear whereas men report anger (Grossman & Wood, 1993).
6. Women excel at most leadership competencies.
7. A global leader needs a high level of cultural and emotional intelligence but above all an awareness of one's own values, purposes, and vulnerabilities. Women benefit from a greater affinity with this type of leadership (George 2012).

4. Clearly we are in a period of transition in regard to our thinking about gender differences in leadership styles. The cultural factors supporting differences in leader behavior are in a period of flux. It seems likely that as more women assume leadership roles and as sex role stereotypes fade away, the very notion of gender differences in leadership style will also disappear. We will recognize that different leaders have different styles, but we will not automatically associate one style with women and another with men. Males and females alike will be challenged to develop the type of leadership skills that will be needed to lead the organizations of tomorrow [8].

II.

1. Discussion.

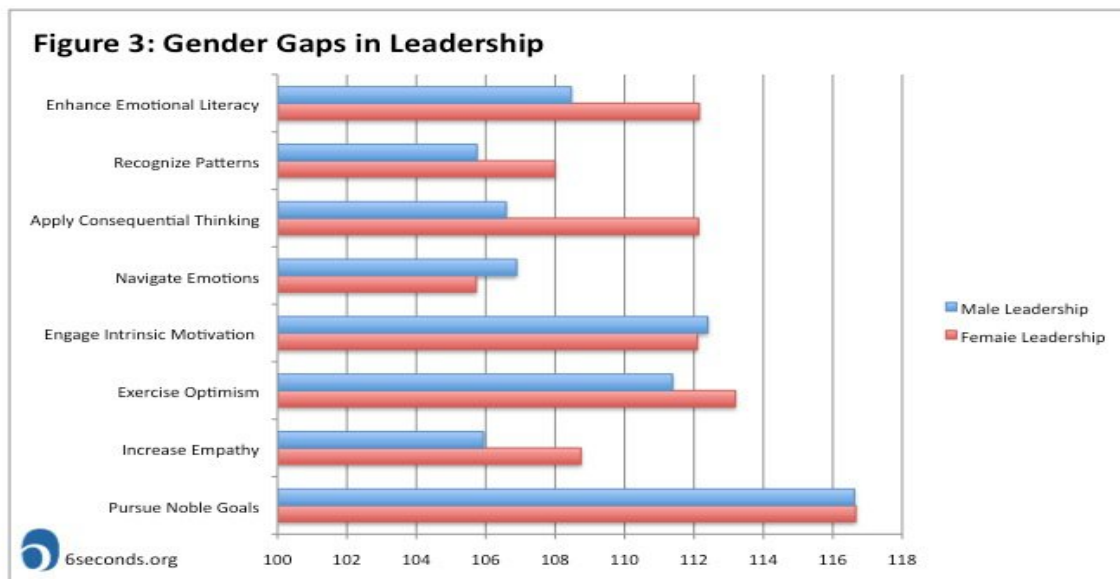
1. Do you agree with the main ideas of the text?
2. What facts in the text are surprising to you?
3. From your point of view who are the best leaders – men or women?

Name your reasons?

4. If you were to work under someone's authority, who would it be – a man or a woman? Why?

2. Split into groups. Choose one of the pictures below. Make an analysis of the information given in the picture you have chosen. Make a presentation and tell the others about your picture and its information. After that, sum up the received information.

1.



2.

Gender Traits	
Male	Female
<ul style="list-style-type: none">• Assertive• Task focused• Passionate• Forceful• Deductive• Interested in How	<ul style="list-style-type: none">• Collaborative• Process focused• Creative• Passive• Possibilities• Interested in Why

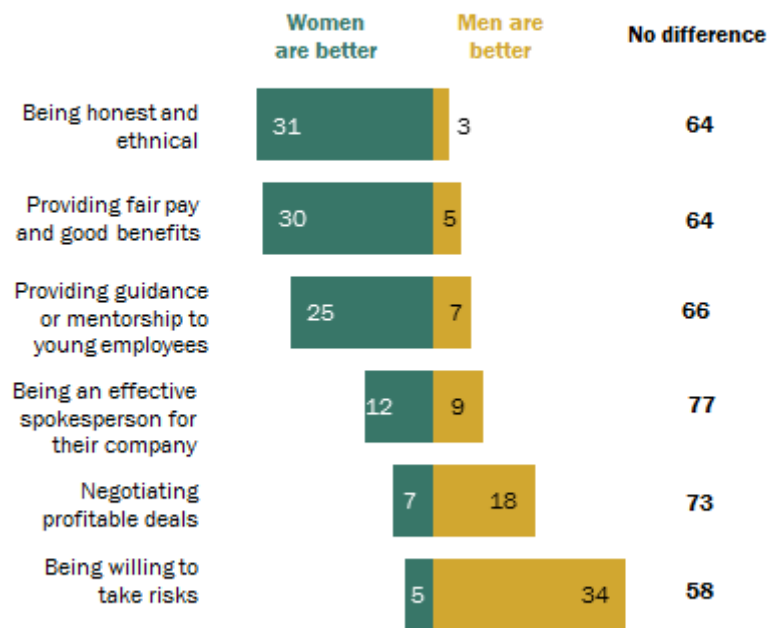
3.

Women's Leadership Style	Men's Leadership Style
"Transformational" – Tying employee self interest to the goals of the organization	"Transactional" – Job performance as a series of transactions to be rewarded or disciplined
Prefer flat structure	Prefer hierarchical structure
Focus on relationships	Focus on performance
Persuade/encourage/motivate	Give orders/have them followed
Cooperative	Competitive
Indirect communication style	Direct communication style

4.

What Men and Women Bring to Business Leadership

% saying, in general, women/men in top executive positions are better at ...



Note: "No answer" not shown.

Source: Pew Research Center survey, Nov. 12-21, 2014 (N=1,835)

3. Split into two groups – male and female. Make some kind of debates.

1. The female group is to find arguments that prove: "Men are better leaders than women". The male group is to find arguments that prove: "Women are better leaders than men".

2. Work with the following argument points:

- leadership philosophy;
- leadership style;

- leadership qualities and traits;
- weak and strong points of a male/female leader;
- examples of existing male/female leaders with their policy, achievements, goals;
- statistics about the number of men and women as leaders;
- the future of gender leadership problems.

4. *Write an essay.*

If I were a leader, I would....

MODULE 5. SUMMING UP ON LEADERSHIP

Training element 1 (T.E.-1) *Revision and Consolidation*

Dwell on the issues.

I.

Leadership begins with oneself and manifests itself in a group.

II.

1. Leadership requires:

- high level of self-awareness (awareness of your own strengths and weaknesses, clear knowledge of what kind of person you are, you know what you can and what can be done);
- to be here and now (a group always copies a leader. If the leader is full of enthusiasm, the group members are also full of energy).

2. Leadership is the ability to:

- to share common values and put them above your own;
- to show initiative and take responsibility;
- self-control.

3. The leader needs to know:

- the problem;
- not only what should be done, but also how something should be done;
- the members of his or her group, and recognize the value of the group.

4. The leader must possess:

- communication skills (not only how to speak in a group, but to be able to listen to others);
- the skill how to help each member of the group to express his or her views;
- skills to unite both the group itself and each person in particular.

Examination Questions on Leadership

Short-answers.

1. What is leadership?

2. Explain how leadership can be seen as a special case of social influence.
3. Explain the leadership styles and their effects.
4. Explain the evolution of leadership theories.
5. What are the personality traits of leaders?
6. What is power? What is influence?
7. Describe a coaching program you would implement to improve someone's leadership skills.

QUIZ: Are you a better Manager or a Leader?

At the bottom you will find some score-based descriptions and suggested reading to help you advance your path whether you wish to manage or lead.

1. On the morning of a big meeting, two key team members call in sick. You:

1. Call them and firmly encourage them to come in anyway.
2. Roll up your sleeves and work with the team to get ready.
3. Call for a quick 15-minute huddle to redistribute their responsibilities.
4. Call in your most trusted player and ask him or her to step in and take charge.

2. In the middle of crunch time on a critical project, a pipe bursts in the break room, flooding the whole floor and jeopardizing the computers. You:

1. Google the instructions and fix it yourself so the team is minimally disturbed.
2. Call an emergency plumber and keep close as he works so it gets done fast.
3. Rally the team and get their ideas on how to keep the workflow going.
4. Tell your team members to grab their laptops and have your assistant book a large room for the day at a local restaurant.

3. It's your job to address the crowd at the quarterly meeting and set the tone for the rest of the year. Your speech emphasizes:

1. How great the team is and how much you enjoy working with you people.
2. The value to the team of following company procedures to increase productivity.
3. The importance of all employees making the sales process "their own" and thinking creatively to get ahead of the trend.

4. The exciting new developments in your field and how your company can lead the way to the future.

4. Employees who walk in your office know they may find you absorbed in reading:

1. The company policies and procedures manual so you can update it.
2. The latest industry magazine or the book from that efficiency expert you loved at the last conference.
3. A biography of someone whose life inspires you.
4. A *New York Times* bestseller on world trends and rapid change.

5. Your team has encountered a major setback, and you call everyone in for a meeting. At the end, your people respond by:

1. Quietly returning to their desks, feeling nervous but calmer than before.
2. Firing up their computers, initiating your recommended course of action with determination.
3. Chiming in with their own suggestions and ideas, which could be incorporated with your own.
4. Returning to their desks with genuine excitement, ready to go back to square one if necessary.

6. You have just had a great quarter in which the team exceeded all the benchmarks. You:

1. Treat them all to a catered lunch.
2. Give a rousing speech that personally acknowledges each individual's contribution.
3. Invite them to a celebratory strategy session dinner with cocktails to set new benchmarks for the next quarter.
4. Plan an off-site retreat, complete with adventure activities, to envision a new audacious goal for the rest of the year.

7. The weekend finally arrives after a hectic but very fruitful week. You:

1. Decide to sleep in Saturday as a reward.
2. Send out a "Great job, everybody!" email before you leave the office on Friday.
3. Spend Sunday sketching out ideas to beat your record for the last week.
4. Dedicate time each morning to dreaming up an exciting new project to show everyone on Monday morning.

8. You have arrived at the annual conference and look over the program of sessions and speeches. You choose to spend most of your time at:

1. Workshops and small groups aimed at the key to employee efficiency and satisfaction.

2. A keynote and some panels on employee empowerment and growth.

3. An all-day workshop on establishing personal and professional trajectories.

4. A roundtable with industry leaders, a keynote by a famous entrepreneur, and the networking events.

9. There's no avoiding it you're going to have to cut the well-liked but ineffective staff member. When you call her into your office, after you give the bad news, you:

1. Follow with an encouraging speech about the many talents she has that will see her through.

2. Offer to be a positive reference for her at future employers.

3. Give her the name and number of a colleague with a position that would suit her well.

4. Take her to lunch and spend some time discussing a career path she might truly enjoy.

10. An employee asks to talk to you about applying for a promotion you know is out of his current reach. Your response is to:

1. Gently but firmly suggest he might be ready in a year or so.

2. Explain what skills he needs and guide him through a self-assessment.

3. Help him to lay out a plan for developing the skills he needs and track his progress

4. Show him some possibilities for other jobs shifts he has not considered and get him energized about a new direction.

Now total your score.

Each "1" response is worth 1 point.

Each "2" response is worth 2 points.

Each "3" response is worth 3 points.

Each "4" response is worth 4 points.

Where do you fall?

10 – 15 Points: Dusty Baker

You are a supportive manager. You know the policies and procedures well and try to keep everyone playing nice together. You don't think out of the box much, but you provide steady, consistent guidance.

A company finds you valuable because you keep chaos to a minimum and have tolerance for the things that don't go right all the time. You keep the wheels

moving and the drama to a minimum. You won't instigate innovation, or lead the company to No. 1, but you will keep the routine going respectably while the innovation takes place.

If you can engage your teams in a more cooperative manner, you'll increase productivity and might surface some new ideas.

16 – 25 points:

You're good at handling the complexities of a game with many players. You can make adjustments on the fly to keep everyone focused on winning today's game. You have a strategy for the season, but you also believe you can only play one game at a time. You know how to handle a myriad of intense personalities and get them going in the same direction even if they don't all play at their best.

A company needs you because the world changes and you can't run everything the same way forever. You have the ability to take the team members through minor disruptions and get them to improve processes along the way while keeping them happy and satisfied.

You can improve your output by engaging the team in the real numbers of the business. You'll quickly surface hidden talents and energy that will make your team stand out.

26 – 35 points:

You are excellent at recognizing trends and establishing pathways to exploit them. You have no problem inspiring the troops in both hard and exciting times. Your delegation skills are excellent, which allows future leaders to rise and expand on your efforts.

A company needs you because innovative success can't all come from dreaming and ideating. Practical visionaries have to take what exists and build it exponentially without letting the wheels come off the bus.

You can take a step forward for yourself by picturing yourself at the top of the heap and reverse engineering the leader you truly want to be.

36 – 40 Points:

Your vision is powerful and persuasive. You have the ability to convince large groups of people to pick up and follow you into the wilderness, and great instincts about where to find the Promised Land. When you make mistakes, they can be big ones, but you stay focused on getting everyone safely through the crisis.

You're not the best for maintaining the team on a day-to-day basis, so delegate well to your managers. Use your time for what you do best: exploring, creating, inspiring, and motivating. Give yourself a lot of thinking time so you can resist the impulse of snap-decision orders.

A company needs you because the markets move fast and someone has to set the course. But that same person must show diligence and discipline in understanding that every opportunity is not a good one.

Training element 2 (T.E. – 2)
Helpful Tasks for Leadership Development

I.

The MODEL-SMART is considered to be classical and one of the most well known models of targeting, planning or making forecasts of some changes.

S (specific) – конкретный; M (measurable) – измеримый; A (attainable) – достижимый; R (realistic) – реалистичный; T (timebound) – определенный по времени. Your task is to check your plans for the future with the help of this model so that you will be able to evaluate your opportunities, and will be able to avoid mistakes or problems in the future.

“THE LAW OF TEN Ws”. The first letter of English questions “why?” and “what for?” is “W”. Your task is to choose a very important problem or issue, for example, the problem of future profession. While the students are trying to brain storm the problem, they must write down in two columns 10 answers to the question “why?” and 10 answers to the question “what for?”. It will help the students to think very carefully and stay concentrated while they are thinking over the problem.

“PLANNING AN ACTIVITY” You can use this table as an example.

The 8 W’s

1. **WHAT** are you planning to do?

2. **WHY** do you want to do this project? **WHO** will benefit?

3. **WHEN** and **WHERE** will the activity take place?

Date:_____ Time:_____ Location:_____

4. **WHO** needs to approve the project?

5. **WHAT** funds are needed to do this activity?

6. **WHAT** kind of publicity is needed? **WHEN?**

7. **WHO** will do the work? Task Person. Responsible Date. Due.

8. **WHEN** you are done. **WHO** needs to receive a thank you note?
Name who will write it?

MODEL SWOT is a technique of a problem analysis. This abbreviation includes word-codes that can determine the way of thinking and the way of developing the process: S (strong) – сильные стороны; W (weak) – слабости; O (opportunity) – возможности; T (threat) – угрозы.

Students need to analyze their problem or project using this model and get answers to the questions: what are the strong points of the selected project? what problems do they face? what are the challenges? what are the weaknesses and how to minimize damage or eliminate it? what new opportunities will be opened up after the successful implementation of the idea.

“CONSTRUCT A BODY”. The class is divided into groups of 5-10 people. Each group is proposed to build a body or mechanism with working parts of all the members of the group. After 8-10 minutes of preparation the groups should present their mechanisms. Other groups should try to guess what it is.

“A FAMILY PHOTO”. The students need to imagine that all of them are the members of a big family, they need to take pictures for the family album. Please choose a “photographer”, who will organize the photo session, and a “grandfather”, whose task is to assist the photographer. Next, the students need to decide what family role each student will take and where he or she will stand/sit. It is interesting to observe the distribution of roles, students’ activity-passivity in choosing the location. Leaders will be most active.

“LEADER”. The class is divided into groups of 3-5 people, each group needs to find 10 definitions and 10 descriptions of the leader. Then each group introduces their presentations. During the general discussion the class should organize a portrait of a leader.

“TEN SHORT TIPS”. In any fashion magazine there is a page where short tips are listed, for example, what to do in certain situations. Participants are offered to come up and write down tips that can help people in non-standard situations:

- A child washes its ears with a toothpaste;
- My mother washes the apartment, moving furniture every day;
- My dad is crying over the Argentine soap operas, etc.

“EUREKA”. Participants are asked to disclose a new law or to derive a formula that will be very unusual, but very useful in life. Rules can vary greatly, such as:

- How to determine the age of the neighbor's dog;
- How to measure the weight of the thundercloud;
- How to calculate the number of bees in the hive.

“THIS IS GOOD AND THIS IS BAD”. You can use this practice at the beginning of a lesson. In turn students should offer a phrase that will make up a single story, but they must put phrases “this is good” or “this is bad” in each sentence.

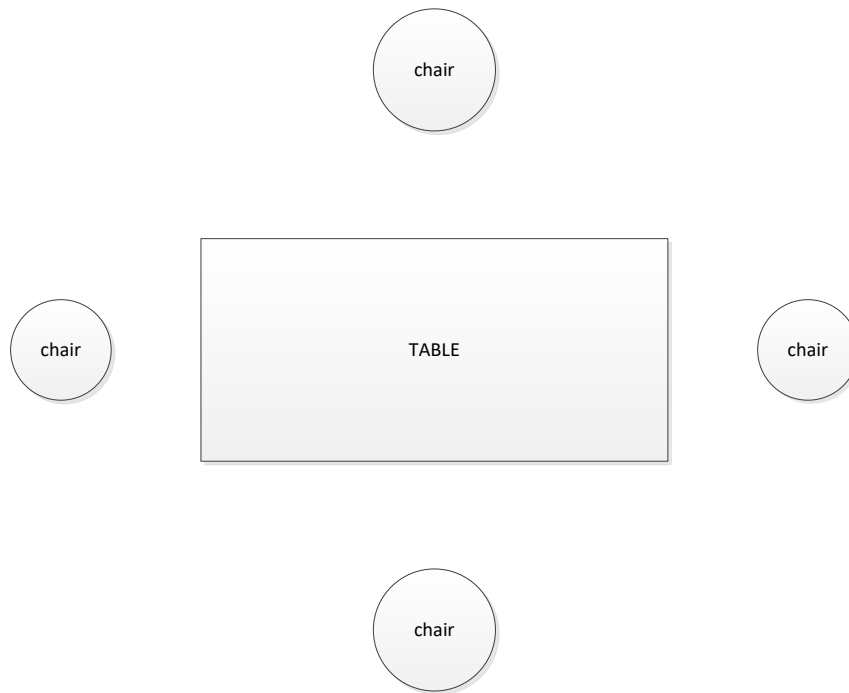
For example:

- Today the weather is good.
- Today the weather is clear and that is good because you can go for a walk.
- You can take a walk and it's bad, because you wouldn't be able to do your home task.

WHO'S AT YOUR TABLE? Begin with a brief discussion about how leaders need good role models. Discuss how just as a company or a large organization has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.

Ask participants to use the diagram to create their own Board or Directors or their table of role models. These may be people living or dead (or even non-humans). They may be people the participant knows personally or just looks up to, people in history, etc.

If time is limited, this exercise is useful just as an individual activity, with a brief follow up discussion of why participants might want to keep this somewhere visible to remind them of the support and guidance their table offers. If time permits, it is wonderful to have participants share who's at their table and why.



“KNEE TO KNEE”. A Get Acquainted Activity.

Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). A teacher explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each person has approx. 1 min. to answer the question.

When time is up, ask participants to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they’ve had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually 5 or 6 questions is a good amount.

Questions...

1. Tell about a favorite vacation you’ve taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had as a child.
7. If you could win an award or prize for something, what would you like to win it for?
8. Tell about the first job you ever had.
9. What is one thing you want to accomplish this year?

10. If you were a hot air balloon, where would you go?
11. If you won \$1000 on a call in radio contest today, what would you do with the money?
12. Tell about a favorite book you've read.
13. Tell about your favorite thing to do in your free time.
14. Other questions can also be used.

“PRIDE LINES”. These Pride Lines can be used in one to one conversation or in a group. Ask the students “How would you finish this sentence?” then listen. You can also cut them apart and have students pick one and share their response with the group.

1. I am proud that on my own I can...
2. I am proud that when I am scared I...
3. I am proud that I made a friend happy by...
4. I am proud that this summer I...
5. I am proud of what I did about....
6. I am proud that I keep healthy by...
7. I'm proud that I learned a new skill when...
8. Something I worked hard for is....
9. Something I own that I'm really proud of is...
10. A habit I have that I'm really proud of....
11. Something I really like about myself is...
12. Something I've done for my family that I'm proud of is...
13. Something I've done for someone else that I'm proud of is...

II.

“THE PEOPLE NEXT TO YOU”. Look around you. Who are the people sitting next to you?

The people next to you...

are the greatest miracles you will ever meet at this moment and the greatest mysteries.

The people next to you...

believe in something
stand for something
count for something
labor for something
wait for something

run from something
run toward something.

The people next to you...
are searching...
for meaning
for inner peace
for self-esteem
for something

The people next to you...
...have something they can do better than anyone else in the world
...have strengths they do not even recognize
...need to talk about their abilities
...need you to listen.

The people next to you...
need a friend
want to understand you
care for you.

The people next to you...
are special human beings and so are you.
You will want to get to know these people.

III.

Fill in the table. Discuss the results. Analyze your qualities and abilities.

	I definitely have this quality	I'm pretty good at this	I need to work on this	I need help in how to do this
1. Enthusiasm: I have energy, a positive attitude, and am motivated.				
2. Prepared: I assess the situation, understand the audience, know how to prepare, how to report.				

<p>3. Communicate well with others: effective speaker, able to work with all kinds of people, tactful, good listener.</p>				
<p>4. Caring: I am sensitive to others, I accept others for who they are, compassionate, good sense of humor.</p>				
<p>5. Creativity: I can express ideas, can come up with helpful suggestions, I try to brainstorm for new ideas.</p>				
<p>6. Problem-Solver: I can tackle problems, am resourceful, I think through difficulties.</p>				
<p>7. Character: I act in an ethical manner; honest, not led astray by peer pressure.</p>				
<p>8. Adaptability: can cope with unexpected, can accept change.</p>				
<p>9. Dependability: I am reliable, others can trust me, I make good on my promises. Keep on task.</p>				
<p>10. Cooperation: work well with others (even those I may not like).</p>				

Training element 3 (T.E. – 3)
Top Leadership Interview Questions

Look through the questions and first give your personal answers. Then read the given answers or the given directions. Agree or disagree with them. Discuss the given answers.

1. What are the most important values you demonstrate as a leader?

The most important value that I have is my integrity. I demonstrate honesty and trust in all my actions to establish credibility as a leader.

2. How have you gained commitment from your team?

I gain commitment from my team by influencing and persuading them to set specific objectives. Once they have established cooperation and cohesion, they are on board to attain the goal.

3. How can a leader fail? Tell about a time when you failed as a leader.

A leader can fail when he or she can't get their team on board with the goals of the organization. Factors outside of a leader's control may also lead to failure.

4. What is your greatest strength?

Being able to lead and inspire a team to perform their best and strive to achieve goals. I do this through relationship building, being passionate about the goals, and influencing those around me.

5. What would be your greatest weakness?

When I delegate duties to others that I know I can do better myself. However, if I don't delegate, then I could end up with more work than I can handle myself. I've taken courses in time management and learned how to effectively delegate tasks to overcome this weakness.

6. How do you get others to accept your ideas?

I talk about the benefits of the idea and how to apply it. I would stay open to other thoughts and change my ideas in a way that we can all agree. When you gain buy in from others, you are much more successful in attaining the goals than when you make it mandatory to follow procedure.

7. How would you go about praising a team member in public?

I would use a time when we would be gathered in a group, such as a meeting to bring up the praise to the team member. I would recognize their success in front of the others so others could also learn best practices.

8. Are you more effective in a group or one on one basis?

I feel that I am more effective in a group because everyone has some special quality that they bring to a group. We can develop our interpersonal

skills by helping those in the group who need it as well as learning from those who are successful.

9. Describe a time you took a leadership position when you did not have the title of a leader.

In this question, take an example from a situation where you were in a group and took responsibility to delegate to achieve goals. Show how you gained buy in from the other members to follow your lead and the result of your leadership.

10. How would you go about getting cohesion among a team who disagree?

I would find common ground between the members who disagree. I would talk about the importance of the overall goal and the implications if we can't come together to achieve it. We would then work together to come to an agreement that is a win for both sides.

11. What sort of leader would your team say that you are?

The type that will support them in their goals and success. They would describe me as someone who will clear the way when there are obstacles and always has their back.

12. How do you motivate your team?

I find out what motivates them individually so I can speak to how a goal or change is going to benefit them. I ensure that I have the right amount of positive and constructive feedback to help them perform effectively. My actions always match my words so when I speak to my team with conviction, they are on-board with performing their best.

13. Have you ever been in a mentor to another aspiring leader? How did you go about establishing that relationship?

Yes, I treated it much like the relationship that I have with my team. I built a strong working relationship with the person, listened to their goals, gave advice, and my personal experience. I shared my best practices and constantly monitored their progress to celebrate their success and move them in the right direction.

14. What is the most difficult part of being a leader?

In some ways, although you are part of group, you are alone. It's a leader's responsibility to see the end goal and vision of an organization to lead others towards it. When others do not see it the same way, you have to be the lone voice to bring them back on track.

15. How do you measure success for you as a leader?

By the goals that the team achieves. When someone on the team is successful, then it reflects on my leadership.

16. What motivates you to be a leader?

I am motivated by my team's growth and achievement of their professional and personal goals.

17. Have you ever been a member of a successful team? What was your role in the success of the team?

Use an example of when you were part of a team and demonstrate the leadership skills that you used to pertain to your role.

18. How do you go about resolving conflict?

I take a mediated approach to conflict. I believe it's important to listen to both sides and understand where each is coming from. There is usually some common ground among conflict and I start there and build.

19. Who are the most important members of your team?

Everyone is equally important. Each person contributes something different to the team and that makes us as a whole stronger.

20. How do you delegate responsibilities to your team?

I match up responsibilities with each member's strengths. If I have a team member who is working on improving an aspect, I will give them the opportunity to take on the task and ensure they have the tools necessary to be successful. I would monitor their progress as well.

21. How did you handle a time when you had to make an unpopular decision?

Talk about a decision that you made that was necessary, but not popular with your team. Explain how you communicated the decision, listened to their concern, and stood your ground on the decision.

22. What leadership style do you use?

This answer should be based on the type of organization you are joining. You should show that you are able to change your style in different circumstances.

23. How would you go about developing your team?

I encourage training courses, soft skills workshops, on the job mentoring, and coaching.

Training element 4 (T.E. – 4)

Business Roles

The Magazine

You are in charge of the in-house magazine in your company. What do you do in these situations?

1. The president calls you into his office and asks why his photo was not on the cover of the last magazine published. Do you:

- a) politely explain that people in the firm are fed up with seeing his photo?
- b) promise to put his photo on the next publication?
- c) explain that it was a mistake?
- d) offer your resignation?

2. The financial manager tells you your magazine is much too expensive.

Do you:

- a) try to justify the cost?
- b) tell her she must speak to the president about it?
- c) promise to try to reduce costs?
- d) tell her it's none of her business?

3. You sent out a questionnaire asking readers to say what they think of the magazine. Only **50** are sent back (out of **3,000**). Do you:

- a) continue as before?
- b) radically change the contents and format of the magazine?
- c) lie about the number of questionnaires returned?
- d) send out another questionnaire?

4. Several people admit they never even open the magazine when they get it.

Do you:

- a) decide to make it glossier and more attractive?
- b) change the editorial committee?
- c) give the names of these people to the president?
- d) take sick leave?

5. The Information Technology Manager suggests replacing the magazine with a weekly newsheet, sent by electronic mail to employees' offices. Do you:

- a) publish an article explaining the dangers of using electronic mail?

b) say you will put the I T Manager's photo on the next magazine cover if he drops his proposal?

c) publish a compromising picture of the I.T. Manager?

d) do nothing, as you know your magazine can fight off attacks on every front?

6. You have had complaints about news being out of date when published.

Do you:

a) try to speed up publication?

b) publish every two months instead of every three?

c) write only ageless articles?

d) blame the Post Office?

Changing names

With a partner, think of and write down the names and brands of a few well-known companies which:

a) have the same name for the company and its products.

b) have one name for the company and another or others for its products.

c) have one name for the company, use the company name for some products and other names for other products.

Now discuss and note down reasons why you think these companies have such policies for brand names.

1. Once you have done this, discuss as a group:

a) Do some companies have too many brand names?

b) Why do some companies create new brand names or change their company or brand name?

c) What are the advantages and disadvantages of having the *same* name for the company and the products?

What are the advantages and disadvantages of having *different* names for the company and the products, and of having a range of brand names?

Polluting the river

1. You are the managing director of a factory. You discover that your manufacturing process pollutes the environment. Do you:

- a) try to hide the facts?
- b) do everything you can to stop the pollution?
- c) prepare an emergency plan for when the news leaks out?
- d) invite the press to visit your 'environment-friendly' factory?

2. The news of the pollution gets out and is published in the press. Do you:

- a) deny the facts?
- b) admit everything?
- c) cover up?
- d) explain that it can't be helped?

3. The local authorities say you will be prosecuted if the pollution is not stopped immediately. Do you:

- a) ask for money from them to cover the cost of changing the production process?
- b) threaten to close the factory?
- c) pretend to accept their orders and do nothing?
- d) move to another area?

4. You agree to stop polluting, but this will add 50% to production costs. Do you:

- a) ask the unions for permission to cut wages by 50%?
- b) sack half the workforce?
- c) increase prices by 50%?
- d) save money by using cheaper parts?

5. You are fined for pollution. Do you:

- a) pay the fine and carry on polluting?
- b) refuse to pay because the firm will go bankrupt if you do?
- c) appeal?
- d) make a generous donation to the local ecology party?

6. You are sacked by the parent company because of the pollution scandal. Do you:

- a) publish proof that the president knew all about the pollution before you did?

- b) retire and write your memoirs?
- c) apply for a job with the firm's main competitor?
- d) do a university course in environmental studies?

New products

Companies bring out new products because there is a market for them. Do you agree? Can you think of other reasons why new products are put on the market? Make a list of reasons with your partner.

Which department in a company usually takes the initiative in bringing out new products?

What aspects have to be considered when bringing out a new product? With a partner, rank the following in order of importance (1 = the most important);

1. Technology (Have you developed a reliable, innovative, quality product?)
2. Production (Do you have enough production facilities, space, qualified workers and machinery?)
3. Competition (Are you the first on the market with this product? How soon will competitors bring out a similar product? How strong is the competition?)
4. Finance (What investment is needed? Will the company increase profits with the new product?)
5. Marketing (Are you breaking into new markets? How will you advertise?)
6. Outlets and Distribution (Can you use existing retailers or do you need to find new ones? Can you get the product to them easily?)

Now compare your list with the rest of the group.

The head office

Your firm is considering whether or not to find a new location for its head office and, if so, where it should be. Members of the board of management have different opinions on the subject. Read their opinions and, with a partner, number them in order of importance (1 = most important):

- 'We need new offices to make it more pleasant for staff to work there.'
- 'We should move to an area where office rents are cheaper.'

- ‘It would be a good idea to build the head office next to one of our factories.’
- ‘I really don’t want to move away from here. I’ve just had a new house built.’
- ‘We ought to move closer to residential areas, to shorten employees’ travel time to work.’
- ‘Communications are all-important: we must find somewhere near a motorway, an airport and a railway station.’
- ‘Where the head office is determines the quality of the image the public have of the company. We need to move somewhere nice, even if it’s expensive.’
- ‘We should move to a place with more sunshine.’
- ‘We must be in a big city centre, close to our competitors, customers, banks and suppliers.’
- ‘We must move to a small provincial town, where life is more relaxed and we can work efficiently.’

Now compare your list with the rest of the class and explain your choices.

Training element 5 (T.E. – 5)
Problem Solving

I.

The Problem

You work for a firm of transport consultants employed by Citibus who operate the city's bus system. You have studied the system and also done a survey of bus users.

The investigations show what the public think:

1. Fares are too high
2. Bus stops are not conveniently placed
3. Buses are infrequent
4. Buses are delayed in traffic jams
5. Buses are dirty
6. Some areas are not well-served by buses
7. Buses finish at midnight
8. Buses are overcrowded
9. Timetable information is difficult to get
10. Occasionally buses break down

In Groups

In groups discuss each problem and decide how it could be solved. Citibus has some money for capital investment but it is limited. You cannot just throw money at the problems.

Action

You will have to report on your ideas to a board meeting of Citibus.

The Problem

You are a project manager for Confix, a company specialising in arranging conferences and conventions.

You have to organize a Trade Fair for organisations who train people in using all forms of new technology. The Trade Fair has to attract people from all over the world both as exhibitors and visitors.

In Pairs

Discuss and decide what amenities are important in the city where the Trade Fair will be held. Consider these points and fill in Table 1:

Table 1

	Delegates' Needs
The city (Historic / Industrial)	
The weather	
Transport (to the city)	
Transport (in the city)	
Food / Restaurants	
Hotels	
Entertainment(theatres,cinemas etc.)	
Shopping facilities	
Opportunities for sightseeing	
The country (developed / 3rd world)	

Action

Finally choose the Trade Fair Venue according to the needs of the client

II.

1. Your organization has asked you to prepare a report on adopting a Leadership Development Programme. They would like to see your recommendations on what you feel about the Situational and Contingency theories of leadership and how they could adopt the key principles into an appropriate programme of development for the organization.

2. You are required to select three countries or regions with distinctive cultural contexts. For each country/region evaluate how approaches to leadership differ and how these differences can be explained by cultural context.

3. You are working for an organization that plans to invest in a new international venture. The organization has identified a potential host country which offers market growth potential. Prepare a feasibility report to enable the venture to proceed. Whilst appreciating the potential growth in the country you are aware of an issue in that country that presents a challenge. This maybe high levels of corruption, use of child labour, threat of terrorism or exploitation of workers. Cultural distance maybe an issue.

4. Minority groups face many barriers to their development as leaders. Choose one of the minority groups, identify its current legislation, outline and evaluate the key barriers. Critically evaluate current initiatives available to support the development of this minority group into leadership.

5. As a HR Consultant you are asked to recommend what you believe to be the key elements of an ethical code of practice and managerial governance system appropriate for an international organization. Your recommendations should address the issues that ethical decision making throughout the organization is kept in line with the stakeholder's values. Discuss what you would include and why?

Training element 6 (T.E. – 6)
Business Ethics

1. On a business trip to a Third World country you see an interesting and unusual product which you are sure could be successfully marketed in your own country at a price which would be both attractive to the consumer and profitable to you. When you visit the factory which makes this product you find that the working conditions of the workforce are bad and the pay rates low. Should you make a contract with them?

2. You are the architect on a big prestigious project which unfortunately seems to be running into trouble over building costs. You know that the job has been over-engineered. When someone offers you materials which are slightly below specification, what do you do? It could make the difference between the scheme being built or not.

3. A competitor of yours has made a valuable technical breakthrough which will improve the quality of his product, reduce the cost of his production and will make *your* product uncompetitive. Someone approaches you offering to sell you details of the research which your competitor has done and which led to the breakthrough. What would you do?

4. Two months ago your company took over a competitor who had a few months earlier re-equipped its factory with up-to-date machinery. At the time of the takeover you gave assurances to the workforce that there would be no job losses. Since the takeover you have tried unsuccessfully to raise finance for similar new machines in your original factory where you have a militant trade union. The easiest solution to the problem is to lay off the workforce in the recently acquired factory and transfer the machines to your own factory. What problems would you face if you did this? What action would be best and why?

5. The peak sales time for your company's product is always in the 3 months before Christmas. In October you find that there is a minor fault in the product. It is not dangerous but shortens the normal life of the product. What could be the consequences of withdrawing it at this time and losing your sales? Would you recommend withdrawing it immediately?

6. Your R & D department tells you that it would be possible for your production process to be changed so that it would not damage the environment. However, it would raise your product price, making it more expensive than the

competition. What possible actions could you take? What would be the advantages, disadvantages and consequences of these actions?

7. A foreign government has taken hostage your company's employees who are working in their country. Do you either negotiate or pay a ransom for their release? What might be the consequences of taking either of these actions? What else could you do?

8. You are part of a group of small traders fighting to keep a large and threateningly strong competitor out of your area. The company contacts you informally and offers to buy you out at a very favourable price. What would be the pros and cons of accepting the offer and the pros and cons of refusing the offer? What actions would you take?

TEACHER'S NOTES

I.

- Tell me about a situation where you had to solve a difficult problem.
- Describe a situation in which you found a creative way to overcome an obstacle.
 - Tell me about a time when you came up with a new approach to a problem.
 - What's the most innovative new idea that you have implemented?
 - Tell me about two improvements you have made in the last six months.
 - Describe a time when you anticipated potential problems and developed preventive measures.
 - Please describe a time when you faced a significant obstacle to succeeding with an important work project or activity.
 - Tell me about a time when you had to analyze information and make a recommendation.
 - Tell me about a time when you demonstrated leadership skills.
 - Tell me about a time that you took the lead on a difficult project.
 - Tell me about a time that you led an important meeting.

II.

1. Give me an example of a problem you faced on, and tell me how you solved it.
2. What have you learned from your mistakes?
3. Describe a situation when working with a team produced more successful results than if you had completed the project on your own.
4. Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?
5. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
6. Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?
7. Give me an example of a time you had to make an important decision. How did you make the decision? How does it effect you today?
8. Give me an example of a time you had to persuade other people to take action. Were you successful?
9. Tell me about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?

INSPIRATION FOR STUDENTS

You can adopt and tell the students these stories to motivate them and take part in the discussion. You can also use this information when showing the examples of outstanding leaders.

Great leadership can be hard to come by. With all the politics and blaming that can go on within an organization, many companies are lacking good, solid leadership from people who are willing to stick to their word.

That's why it's always refreshing to see examples of good leaders in our society. Here are 8 instances of top leadership by people who led.

1. How Southwest Handled 9/11

Southwest is known for its customer service. In an industry fraught with awful customer service, Southwest distanced itself from other airlines by putting the customer first, no matter what the situation.

On September 11, 2001, airlines were forced to shut down for days while the rest of the nation recovered from the terrorist attacks. This meant that all airline passengers, flight attendants and pilots were stranded with the planes across the country. Instead of merely sitting and waiting, Southwest employees were encouraged to take passengers bowling or to the movies to pass the time.

Many airlines started cutting jobs in the months following 9/11. The airline industry had been badly damaged, and many airlines were forced to cut their workforce by up to 20 percent. Instead of following the trend, Southwest announced only three days after 9/11 that Southwest would keep all of their employees *and* start a \$179.8 million profit-sharing program for employees.

Southwest CEO James Parker believed that because Southwest had built its company on sound business principles for the past 30 years, they were able to handle crisis better than other airlines.

2. Toyota's Digg Transparency During the Recall

Toyota recently announced that it would have to recall 2.3 million vehicles for faulty brakes. Outrage ran rampant across the media and public. Complaints were filed and lawsuits were made. It appears as if the Toyota brand has been tarnished for many years to come.

Instead of letting a PR team handle the issue with only press statements and interviews, Toyota turned quickly and offered a live conversation on one of the most popular communities on the web.

The community behind the social news site Digg is generally quite hostile to corporations. So it came as a shock to many that the Toyota CEO Jim Lentz would appear on a Digg Dialogg to be asked all sorts of questions about the company and the recall. More than a thousand hard questions were submitted

from consumers and even from past employees, and Mr. Lentz answered as many as possible in the given time. The questions were prioritized by votes, and none were filtered. It was a completely transparent interview.

While the fallout from the recent recalls are massive, Toyota's openness will greatly help with minimizing the damage to the company's reputation.

3. The Redfin Blog Saved the Company

Glenn Kelman knows a thing or two about being humble. In fact, it's a method he's utilized to successfully bring his company into the online real estate industry.

Redfin is an online real estate brokerage firm that gives back two-thirds of the commission that traditional agents charge. Real estate agents hated it, and started blacklisting anyone who used the service.

So, instead of keeping the problem quiet, Kelman started a company blog that focused on many of the awful aspects of the real estate business. He also posted about internal struggles within the company, and even criticized himself on many occasions. The blog was raw and authentic.

Customers loved the transparency. They appreciated the fact that a CEO could make fun of himself and the dirty parts of his industry. Since starting the Redfin blog in 2006, business has grown dramatically.

4. Costco's CEO is the Normal Guy

Over the past five years Jim Sinegal has shepherded his company Costco to impressive returns. Costco's stock has doubled, and revenues continue to grow at an impressive rate.

Yet Sinegal might be better known as a man of the people at Costco. His name tag plainly says "Jim," he answers his own phone, and his plain office at the company headquarters doesn't even have walls. While other CEOs are spending tens of thousands of dollars just decorating their offices, Sinegal's pays himself a yearly salary of \$350,00. Most CEOs of large company are paid in the millions. His simple contract is only a page long, and even includes a section that outlines how he can be terminated for not doing his work.

So how did he come up with that number? He figured he shouldn't be paid more than 12 people working on the floor.

His employee turnover rate is the lowest in the retail industry, over *five times less* than rival Wal-Mart. In an age where CEOs are paid in the millions and would never be seen in the "trenches," Jim Sinegal is an anomaly. And his workers love him for it.

5. How Starbucks' CEO Handled Company Tragedy

Starbucks is known for its exceptional treatment of employees, offering things like insurance to even part-time workers. When tragedy struck the company, it's no surprise that their CEO was able to comfort a hurting store and community.

In 1997 three employees were killed in a bungled robbery of one of the Washington D.C. stores. Instead of issuing a press release or calling legal counsel, CEO Howard Schultz flew straight to D.C. and spent the entire week with the employees and their families in the area. Schultz's compassion and incredible leadership helped heal those closest to the tragedy.

6. IBM Encourages Blogging

At a time when the idea of "business blogging" was brand new (and usually feared), IBM encouraged their 320,000 employees to start company blogs. IBM leadership drafted a corporate blogging policy that encouraged employees to be themselves, speak in the first person and respect their coworkers.

The result? Their company blogs are some of the most trusted technology blogs and generate tons of pageviews and links back to IBM. Instead of fearing the new technology, IBM embraced it, making their customers and employees very happy.

7. How Nelson Mandela's Father Made Tribal Decisions

Nelson Mandela is easily the most recognizable name in the Mandela family. Few people know of Mandela's adoptive father, Chief Jongintaba. Mandela credits Chief Jongintaba as a major source of leadership learning, and Mandela learned how to make important decisions based on how his father interacted with his tribe.

Chief Jongintaba was a tribal king, and would frequently hold meetings of the court. Men from all walks of life would gather in a circle and express their opinion. The Chief waited until everyone had spoken before he would enter the conversation.

Mandela would later use his father's technique, gathering leaders at his kitchen table or in his driveway and holding discussions. Mandela would always listen first, and speak last.

8. TDIndustries Avoids Bankruptcy by Trusting Employees

TDIndustries is employee-owned and consistently on Forbes' *Best Companies to Work For* list. But the company almost didn't make it through the late 1980s without leadership.

Many Texas banks were failing in the late 1980s, and TDIndustries was hurt greatly by the lack of funds needed to do large construction jobs. The company leadership informed employees that instead of filing for bankruptcy, they were going to pay out the Defined Retirement Plan to its employees, and asked employees to use that money to reinvest into the company.

Because of the company's transparency and trust in their employees, the employees responded by giving back 30 percent more than what the company asked for. The money helped stabilize the company, and they weathered the rough financial spell.

12 SIGNS THAT YOU ARE A REMARKABLY GOOD LEADER

1. You lead when you are needed to.

We've all met assertive go-getters who feel the need to be in charge no matter the task at hand. Whether it's a group project, following an itinerary, or even just a brainstorming session, these people need to be in charge and they will make sure everyone knows it. Always being in charge, however, doesn't translate to good leadership. Good leaders know their areas of expertise, they work for the good of the project and not themselves. They know when to stand aside and hand over the baton.

2. You lead for a cause, not a promotion.

While it's important to have ambition, a remarkably good leader dedicates their energies first to the cause, then to the team and lastly to him or herself. Leadership often comes with power, but that's not its defining characteristic. If you take on a project hoping to reap only self-benefit, it will show in its outcome and be reflected on the morale of your team.

3. You break the rules.

Leadership is about redefining things, finding new solutions and leading others to bigger and better things. Remarkably good leaders don't stay in a single place and carry out their activities outside the box. Leadership is about bringing progress and provoking evolution, and none of this can be done from inside the margins of the status quo.

4. You speak out.

Do you spot a double standard? Did you witness an injustice? Remarkably good leaders speak up in the face of adversity and stand up for what is right, not what is popular. Standing up for those who can't and taking a stand to help others is an important characteristic of a leader.

5. You know your team.

Imagine taking the wheel on a project but having no idea of who you are working with or what their strengths are. Now imagine working on a project and having the person in charge never call you by name, or worse, call you by the wrong name. Remarkably good leaders know everything they need to know about each and every member of their team, they are personable and always have their preferences in mind when delegating duties.

6. You appoint the right people to the right post.

What good is it to know your team and their abilities if you don't take advantage of them? Remarkably good leaders don't just know what their team is about, they know how to best delegate their strengths and weaknesses to get results.

7. You give credit where it's due.

Once a goal is reached, it's easy for others to place credit on the team leader. Bad leaders reap in the spotlight and are ready to take credit for the end

results. Meanwhile, a remarkably good leader never fails to highlight others' individual work. Using "we" when speaking of triumphs goes a long way. True leaders know they are nothing without the people around them and they are not afraid of showing it.

8. You are extremely accountable.

Everybody makes mistakes and remarkably good leaders are not an exception. Failures more than successes separate the good from the bad, given that the latter searches for someone to blame instead of taking responsibility. Great leaders often speak of failures in terms of "I" and take responsibility for their team. Remarkably good leaders are not fazed by periods of failures, at least they have a good team to get through it with.

9. You trust your intuition.

When leading a team into uncharted territory, remarkably good leaders trust themselves to make sound decisions. They draw from past experiences or ask for help from mentors or experienced members of their field. Fear of the unknown doesn't hold them back because they believe in themselves and their team.

10. Your positivity is contagious.

No matter the situation, remarkably good leaders keep their spirits high. They take failures gracefully and successes do not go to their heads. They keep an appropriate sense of humor, show humility, and more than team members, they have friends. Remarkable leaders generate enthusiasm for the work they do, their positivity is contagious and it shows on the quality of their team's job.

11. You are a good listener.

Remarkably good leaders don't want to rule their team, they want to work together. This means they are open to listening to new ideas or projects and are not afraid of seeking advice and learning from others. Most importantly, remarkably good leaders also listen to criticism and don't become defensive or upset when a team member or client voices a concern or points out an inconsistency or mistake.

12. You inspire others to change.

Remarkably good leaders know the difference between dictating and leading. Dictating involves scaring team members into getting results. Leading involves inspiring people to give the best they have to achieve said results. Remarkably good leaders inspire their team members to become the best version of themselves that they can be. They build solid foundations, and are not afraid of sharing knowledge. If you are always searching for ways to make the people around you grow, they will be inspired to do so and their work will reflect how proud they are to be part of your team.

EXAMPLES OF ROLE PLAY SITUATIONS FOR STUDENTS

1: You have been selected to lead a team of fellow students in a community service project. All the other members express concern about the project itself, their ability to complete it, what they are supposed to do, and even your ability to lead them. You are confident within yourself that your team can successfully complete the project and you tell them so.

2: You are leading a team of talented and capable members in a class project. However, one member is difficult. He wants to be leading the team but the majority chose you. He is very good at what he does, but is bossy, unfriendly, and has little patience for the other team members. When he gets this way, he goes off by himself and works on the project alone. Instead of confronting him as the authority, you privately ask him what's wrong and if there is anything you can do to help.

3: You are an assistant coach for a grade university soccer team that has had a losing record for the past five seasons. This is the first season that the grade schools have used assistant coaches from the high school. The head coach is threatened by you and acts very unfriendly towards you. You have a lot of good ideas, but so far, she or he has ignored you. It could be a long and difficult season. Instead of resenting the head coach, you ask others who know her or him about her or his interests and find she likes fishing. The next time you meet, you ask her or him about the fishing she or he does, where she or he goes, what type of fishing is her or his favorite, etc. You listen intently and ask further questions to show your interest.

4: You are leading a committee planning the Senior Prom and are determined to make it the best ever. You have prepared several ideas to present to the administration and you've told the student body that you would make their wishes come true. The university administration, however, has told you there is only a certain amount of money budgeted. The problems don't end there; the student body voted to have a live band, but the band is not acceptable to the faculty. They propose you use a DJ, which the students are against. The teachers want the prom scheduled after final tests in June, but this is too late in the year when it gets too hot. Students are pressuring you to stand up to the administration and meet their demands. You meet with some members of the university administration and bring some students who are complaining the

most. You play the role of mediator and ask both groups if there is room for compromise and how can you get there.

5: You're part of a study team preparing for final tests. You are asked to organize the team because you have good grades and your classmates are confident you will help them succeed. All members are committed to doing well because high test scores bode well for getting into a good place of work. An important agreement the group has made is to share information with its members. One member has approached you quietly with a study sheet from a former student that will help you get high marks on the test. The sheet is not cheating but he/she only wants to share it with you. You've seen the sheet and know it would help you do well on the test. You turn down the offer and remind the student of the agreement to share all information with the group. Role play the meeting of this agreement.

6: You are running for student council president. A couple of your rival candidates corner you on the day you are to give your speech and tell you that you have no chance to win and should drop out. During the council nominees' assembly, you put the incident out of your mind and give your speech just as you had rehearsed. As you sum up the reasons you should be elected, you catch the eye of one of your rivals and smile. Role play the situation of your speech.

7. You are a manager. You have an employee that hasn't been performing well. He/she is often late. He/she also spends a lot of time checking his/her private emails and strange websites instead of doing work. Yesterday, you caught her/him sleeping at his/her desk. Please fire the employee (in a nice way).

8. You are a boss. Tell your employees that because of the economic crisis, they will be taking a 20% pay cut. This pay cut actually started last month, but you forgot to tell them. Also, you will need them to come in on the weekends for the next few months, until things get better

9. You have recently been promoted to a manager position within your company. You call in one of your employees who has not been coming into work regularly. You are prepared to fire him/her, but first you want to listen his/her story before making a final decision.

EXAMPLES OF ADDS FOR PR SPECIALISTS

Public Relations Specialist (Engineering Firm)

Kleinfelder is an employee-owned architectural, engineering, and science consulting firm providing solutions to meet our world's complex infrastructure and natural resource challenges.

Kleinfelder has nearly 2,000 employee-owners with offices nationwide and abroad. With over 50 years of experience, Kleinfelder's reputation for providing innovative, commonsense solutions to the most complex challenges has solidified its status as a trusted partner to its global clients and a leader in the industry. Working as a team, Kleinfelder's bright people will deliver the right solutions.

Kleinfelder is looking for a Public Relations Specialist to join our Team in our Riverside, California office.

Under the supervision of the Director, this position is responsible for managing multiple assigned projects assignments and clients. This includes, but is not limited to:

- collaborating with other PR division staff and internal staff to establish and sustain projects and client relationships.
- overseeing and maintaining specific activities and department functions to further promote and strengthen the PR division's position, mission and goals
- supervising Outreach Assistants and Outreach Interns.

Responsibilities

- Assist PR Director in the design, planning and implementation of Public Outreach Plans for clientele
- Develop and implement outreach plans
- Create and manage Social Media (SM) platforms
- Manage Social Media metrics and prepare monthly reports
- Prepare and/or edit organizational publications for clientele
- Assist with research and ascertainment pertaining to PR planning
- Respond to requests for information from the media
- Perform other duties as needed

Other Knowledge and Skills:

- Must be highly organized and have strong desire to work in a team-driven atmosphere.

- Must have excellent written and verbal communication skills.
- Must have a proven ability to manage details, multi-task priorities and be willing to travel across counties as warranted.
 - Must be able to clearly articulate ideas and concepts verbally, graphically, and in writing.
 - Must have the ability to plan organize and coordinate programs and activities and be able to work independently.
 - Demonstrated experience working in social media, Google Analytics, Facebook, Twitter, Instagram, YouTube, LinkedIn, Google+, blogs and other social networking sites preferred.
 - High-level proficiency in Microsoft Word and Excel. Strong research skills preferred. Assignments may involve work of a confidential or complex nature, exposure to sensitive information and contracts requiring use of considerable discretion, judgment, tact and diplomacy.

Experience: 5 – 7 years related progressively complex experience, preferably with public relations experience in consulting engineering firm or related service business.

Education: Bachelor's degree in public relations, communications or journalism required. Master's degree in public relations, communications, journalism, or business is preferred.

Certifications: Certificate or degree in graphic design with exception knowledge in Adobe Creative Cloud, Creative Suite CS6 (or lower), Macromedia, Dreamweaver, Flash, WebCT, XHTML/CSS coding is highly desirable.

Public Relations Specialist at Thundertech, Cleveland, OH 44114

About the Job

Thundertech, a premier integrated marketing agency in Northeast Ohio, seeks a talented, vibrant and motivated professional who excels at critical thinking, strategic planning, creation of content, editing and media relations to join our Communications Department.

We strive to be a trusted advisor to our clients and an extension of their media relations and marketing teams. We work with each client to understand its industry, its place in it, its audience, its goals and the vision it has for its organization in the future.

With this knowledge, we develop and execute communications strategies that directly impact the expressed goals our clients have set forth. We believe in an integrated approach to communications that can include media relations, internal stakeholder communications, content development and creation, as well as strategy for delivery and promotion of that content.

Specific Responsibilities:

- ♣ Strategically research, plan, execute and manage comprehensive client media relations campaigns, projects and events
- ♣ Maintain and build solid media relationships to effectively pitch and garner media attention for clients
- ♣ Report and analyze campaign or project success
- ♣ Write creative and compelling copy for media relations and social media campaigns, websites or other general communications outlets
- ♣ Effectively edit content both from internal and external sources
- ♣ Actively participate in new business and strategic planning projects including determining new marketing ideas and processes
- ♣ Identify opportunities and develop effective communication strategies to enhance and extend brand awareness for both the company and its clients.

Primary Qualifications:

- ♣ Bachelor's degree in journalism, communications, public relations or marketing.
- ♣ 3-5 years of experience in the public relations field, preferably at an agency
- ♣ Excellent listening skills- we need to listen to our clients to understand their goals
- ♣ Awareness of and passion for a content-driven approach to marketing
- ♣ Tenacity to follow up with media outreach and pitching

- ♣ Mastery of Associated Press style and proven proofreading skills
- ♣ Proficiency with Microsoft Office and experience with media relations research tools such as Vocus, Cision, Meltwater and other applicable software
- ♣ Excellent networking skills and the ability to form relationships with members of the media
- ♣ Strong writing samples and examples of successful project work
- ♣ Excellent written and oral communication skills
- ♣ Self-motivated and able to work independently
- ♣ Ability to think critically and creatively
- ♣ Strong organizational skills with an outstanding ability to multitask
- ♣ Culturally and civically savvy; tuned into organizational dynamics
- ♣ Skilled at delivering quality, accurate work within established deadlines
- ♣ Ability to develop effective working relationships with employees at all levels within the company
- ♣ Possesses a questioning attitude to continue to learn, produce results and strengthen relationships.

**Marketing & Communications Specialist Catawba Science Center,
Hickory, NC**

Catawba Science Center is looking for an experienced, energetic and creative Marketing & Communications Specialist with a proven interest in science and informal education. Candidate must have a four-year degree, preferably in marketing, communication, advertising, or a related field, and a minimum of one year related experience. Position requires an ability to thrive in a fast-paced non-profit environment, excellent written and verbal communications, superior organizational skills, strong attention to detail, and outstanding interpersonal skills.

Responsibilities include creating and implementing marketing plans and strategies for promoting Catawba Science Center, its programs and events, developing written and online communication and publications, managing media relations, and working with staff to collect and share CSC's story. Some evening and weekend work required.

Salary range: \$25,000 - \$27,000 annually. Benefits include medical insurance, matching 403 B retirement plan, vacation, holiday and sick leave.

Apply by sending cover letter, resume, and list of 3 references to: jobs@catawbascience.org. Inquiries and resumes accepted via email only. Position open until filled. CSC is an Equal Opportunity Employer.

Senior Public Relations Specialist at Branford Search Consultants

Plainview, NY 11803

About the Job

Top Consumer Products Manufacturing Company seeks a Public Relations professional with fresh, innovative ideas as Senior PR Specialist. This is an extremely visible (and promotable) position as it will interact with the media and organize trade shows, press tours, etc. The ideal candidate will have PR Agency background handling multiple clients, and possess excellent writing skills. A mix of Agency and Corporate experience (5+ years total) is also acceptable.

More specifically, **responsibilities will include:**

--Daily interaction with key mainstream consumer, lifestyle and trade media, from proactive pitching of product and Corporate news to the coordination of press tours, press conferences, trade shows and analyst events, as well as daily interaction with internal product groups.

--Develop communications materials, including press releases, pitch letters, messaging documents, case studies, feature articles and trend stories.

--Ability to help management make a PR plan come to life

--Work effectively as a member of a PR team that is dedicated to garnering positive press for the Company and its brands.

--Act as a public relations contact for new product introductions, product launches and product reviews to enhance and support sales objectives. He/she will prepare press releases, coordinate national and regional press announcements and respond to media inquiries from press and industry analysts.

--Oversee the product review process. Ensures that products are submitted for roundups on a timely basis. Monitors an overall annual list of product and company recognition awards.

Other responsibilities will include:

- Develop and attend trade show press briefings, manages pressroom accommodations, and conduct post show follow up.

- Assist in speechwriting, PPT presentations and overall PR coordination of internal tracking documents.

- Confer with managers to identify industry trends and key group interests and concerns or to provide advice on business decisions.

- Ability to analyze Company and competitive media relations intel and communicate intel to Business Units.

- Coach company representatives in effective communication with the public and with employees.
- Identify and manage publicity opportunities that promote the Company and its products in print and online publications including, but not limited to, business journals, retail/business trade media outlets, industry analyst reports, enthusiast magazines, mainstream consumer lifestyle magazines, on television and radio, and over mainstream electronic media.

Qualifications:

- The position requires a Bachelor's Degree in Journalism, Communications or Public Relations; or equivalent experience
- A minimum of 7 years of Public Relations experience is required
- This position will require the incumbent to travel nationally about 20-25% of the time.

Advertising & Public Relations: Job Options

Advertising Media Planner

The advertising media planner is responsible for making a series of decisions involved in the delivery of the advertising message to prospective purchasers and or users of a product or service. The media planner determines the right mix of television, radio, newspaper, magazine and other media for the advertising campaign.

Media Traffic

The media traffic personnel analyzes, selects and contracts for space or time in the various media that will be used in the campaign. The traffic individual must be knowledgeable on the advantages and disadvantages of each of the media and the demographics that they reach. Finally, he or she will make the purchase of the appropriate media and vehicles.

Copywriter/Illustrator/Creative

This category of individual includes all the creative services personnel that write and illustrate the advertising. These individuals write copy, design body copy, design headlines, and draw the ad storyboard, and may become involved with the actual creation of the advertisement.

Production Manager

The production department is responsible for the physical creation of the ads either in-house or contracted through production houses. The production manager must establish and maintain relations with exterior advertising producers and to ensure the successful completion of the advertisement.

Director of Advertising/Public Relations

The directors of advertising and/or public relations are typically two different people with similar responsibilities for their individual departments. The director is responsible for all advertising or public relations activities except sales. The director will control the entire advertising or public relations campaign including budgeting, planning, coordinating creation, and production of the process. Specific duties will depend on the size of the organization.

Public Relations Specialist

The public relations specialist is responsible for determining and evaluating public attitudes and communicating programs designed to bring about public acceptance of an organization. The public relations specialist is much like the advertising account executive. He or she is responsible for managing the public relations of an organization. The public relations specialist may be in-house or a part of an agency.

Account Executive

The account executive is responsible for all aspects of the account. He or she is responsible for understanding the advertising needs of the customer and sharing the needs to other agency personnel. The account executive coordinates the planning, creating, production, and implementation of the campaign.

PHOTOCOPIBLE MATERIAL

Read the role card and client information.

Role: You work for a consultancy, advising corporate clients on effective language learning programmes. Your client has asked for help in planning next year's programme. You have short-listed three major providers interested in tendering for the contract.

Client information: a large bank in Germany based in Frankfurt with branches worldwide. They have a large budget for training, but want tangible results. Potential students around 300: mid-level management (about 140), sales force (about 160). Range of levels from elementary to upper intermediate. Previous problems encountered:

'We used a CD-ROM program but it was boring.'

'The students went to lessons early in the morning or after work and they were tired.'

Group A

Bizlangue

Bizlangue is the world's premier business and professional English language training organisation, offering both individual and small group courses. Participants obtain maximum benefit from our residential centres in the US and the UK. Use and practise the language every hour of the day!

The benefits of taking a course with us are many, and include the opportunity to meet and study with professionals from all over the world. Our client list is

impressive and includes students from 35 countries. We provide a truly international environment!

All centres, three in the US and two in the UK, are externally inspected and we guarantee the highest standards in professional training. If you are serious about learning English for business, choose Bizlangue.

Costs: around \$1,750 per week, including materials.

Group C

Languages Worldwide

Established 35 years ago, we are the world's largest training organisation for business English, with



schools in 50 countries.

We come to your workplace to provide a full language audit. We do an individual language needs analysis and a full placement test.

Both one-to-one and group training are available. We organise lesson times to suit you. One- to five-day seminars focus on business skills: presentations, meetings, negotiations.

All course materials provided and all our teachers are fully qualified.

Competitive prices available: £450.00 per person for a 10-week module.

Group B

COL (Courses Online)



Learn from the convenience of your workplace or home. In the start-up lesson in our virtual classroom, you meet your personal tutor online. He or she will work with you throughout the course.

Study online or download the material and study offline at home, at work – wherever, whenever you want. 24/7 is our motto. Send e-mails and voicemails to your tutor and then receive corrections and comments. Chat to other students on your course, post messages. Practise speaking with your tutor in every module by phone.

Our business material is always up-to-date. It is written by experienced and qualified teachers.

Competitive prices. Full technical support available during the course. €500 per person annual licence fee.

- 1 You are going to take part in a meeting to decide how to improve meetings in your own place of work. Look at the agenda below and make notes.

Agenda

» Task Hints

1 Aim	To create an action plan for best practice in meetings.	» Think about relationships, setting, and outcome.
2 What do you like about our meetings now?	relaxed and informal	» Be thorough without being personal.
3 What is wrong with our meetings now?	time-wasting	» What makes 'the perfect meeting'?
4 What makes an effective meeting?	Circulate agenda beforehand.	» Brainstorm ideas and choose your top 3.
5 What changes would you like to make to the way we hold meetings?	Set a time limit.	
6 Action plan	Draw up the action plan. Review the meeting and summarise. Close.	

- 2 Now have your meeting, using the agenda in 1 to help you.
- 3 Complete the evaluation of the meeting. Compare your responses with other members of your group.

Evaluation checklist			
The meeting was successful.	yes <input type="checkbox"/>	no <input type="checkbox"/>	partly <input type="checkbox"/>
The meeting kept to time.	yes <input type="checkbox"/>	no <input type="checkbox"/>	nearly <input type="checkbox"/>
The attendees kept to the agenda.	yes <input type="checkbox"/>	no <input type="checkbox"/>	partly <input type="checkbox"/>
All attendees participated successfully.	yes <input type="checkbox"/>	no <input type="checkbox"/>	quite <input type="checkbox"/>
The meeting was chaired effectively.	yes <input type="checkbox"/>	no <input type="checkbox"/>	quite <input type="checkbox"/>
An appropriate action plan was drawn up.	yes <input type="checkbox"/>	no <input type="checkbox"/>	partly <input type="checkbox"/>

- 1 Complete the phrasal verbs with the appropriate preposition. Which two verbs mean 'to choose'? Which two verbs mean 'not to choose'?

away for out into with for up

- a When deciding on our new premises, we looked _____ location, cost and transport.
 b We decided to rule _____ using a consultant for the first year.
 c We wanted a modern office, but we concluded we could live _____ an older property.
 d Due to quality issues, we wanted to stay _____ from second-hand equipment.
 e We were tempted to plump _____ designer furniture, but cost was a problem.
 f After weighing _____ the pros and cons, we finally rejected taking on a big bank loan.
 g As for staff, we decided to go _____ experienced people.
- 2 You and your partner are starting a new business – SOS PC. Your new company will guarantee to send a computer expert to solve your customers' PC problems within two hours. Hold a meeting to decide on one solution only for each item on the agenda below.

SOS PC Agenda for partners' meeting	
<p>1 Capital</p> <ul style="list-style-type: none"> • a bank loan of \$20,000 at 15% interest • an overdraft facility for \$30,000 at 23% • venture capital of \$50,000 in return for 49% of the company 	<p>5 Transport</p> <ul style="list-style-type: none"> • a 15-year-old scooter • a new mountain bike • a one-year bus pass
<p>2 Positioning</p> <ul style="list-style-type: none"> • quality and fast service at high prices • low prices but slow service • reasonably fast service at medium prices 	<p>6 Consultant</p> <ul style="list-style-type: none"> • a friend who is a lawyer • a friend who is an accountant • a friend who was president of the Chamber of Commerce 20 years ago
<p>3 Staff</p> <ul style="list-style-type: none"> • a student from your local business school – will work for nothing for 3 months • a relative – will do 5 hours/week administrative work for nothing • an unemployed friend – will work 8 hours/day for food and lodging 	<p>7 Sales literature</p> <ul style="list-style-type: none"> • a website • 500 brochures • 10,000 fliers
<p>4 Premises</p> <ul style="list-style-type: none"> • a tiny office in a new building in the city centre – \$750/month • two rooms above a café near the railway station – \$400/month • a relative's garage in the suburbs – free, but no heating 	<p>8 Advertising</p> <ul style="list-style-type: none"> • a full-page advert in the local football club magazine • five 15-second spots per day for one week on local radio • a 5cm advert on page 27 of a specialist computer magazine for six months

- 3 Present your decisions to the rest of the class. Use the verbs in 1 to present your options and choices.

- 1 Think of two or three companies/products that you associate with each of the colours below. Then read the text and decide if the colour is appropriate for these companies/products. Say why/why not.

First impressions last. And in terms of corporate identity nothing creates a more powerful first impression than colour. But what do the different colours say to us? Read on and find out.

Red

Red means power and energy and suggests a bold, competitive, go-getting attitude. Red excites us. It is particularly prevalent on anything designed to appeal to men. In the Far East, the colour also symbolises good luck and is consequently used by many Asian companies such as Canon, Sharp and HSBC. It is no surprise that arguably the world's most recognisable logo, Coca-Cola, predominantly features red.

Blue

Blue is the world's favourite corporate colour and evokes coolness, calmness and authority. It also denotes intellect, trustworthiness and dependability, which is why it is a favourite with sectors such as banking and insurance. Over 60% of all company logos are blue. Well-known corporate blues include IBM, General Motors, Ford, Pepsi, Wal-Mart and Microsoft.

Purple

Purple has been the colour of leadership and luxury since the Roman Empire, when only the imperial family were allowed to wear it. Although Yahoo! and the telecommunications company NTL pair it with yellow and green, purple is rarely used on its own as a corporate colour. The big exception to this is the confectionery giant Cadbury, who originally chose purple in the late 19th century because it was said to be Queen Victoria's favourite colour.

Yellow

Yellow is a youthful and fun colour. For this reason, it is perhaps the perfect colour for the photographic company Kodak. Many countries' business telephone directories are yellow and the colour is also popular with construction companies.

Green

Green is the colour of money, nature and, in many cultures, jealousy. While its money connotations are exploited by companies such as Britain's biggest bank Lloyds TSB, the colour is also used by petroleum giant BP, for whom it represents an environmental stance. Green now generally stands for something quite specific and often very political.

Brown

Brown suggests solidity, neutrality and straightforwardness. Perhaps the most recognisable corporate brown is that of the United States delivery company UPS. However, the company actually started using the colour in 1917 for the simple common sense reason that brown vehicles didn't show the dirt picked up from dusty roads.

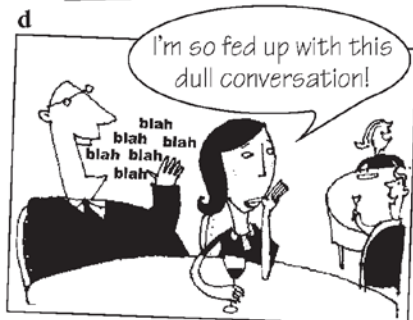
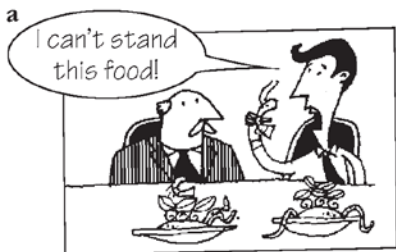
Orange

Being bold, bright and lively, orange catches the eye. It's young, fresh, energetic and dynamic. The phone company previously known as Microtel was so dedicated to the colour that it simply renamed itself after it. Other notable oranges include budget airline easyJet and the drugs giant GlaxoSmithKline. Pentium and Reuters have both incorporated orange into their existing blue colour scheme.

- 2 Choose some of the following businesses and discuss what corporate colour(s) would be most appropriate for them. You could also discuss other businesses.

- | | | | |
|------------------------|------------------------|--------------------------|----------------------|
| • investment fund | • courier service | • waste disposal | • beauty salon |
| • electronic goods | • health food products | • clothing for teenagers | • toyshop |
| • fast food restaurant | • estate agent | • energy supplier | • airline |
| • upmarket restaurant | • fitness club | • DIY company | • advertising agency |
| • car hire | • music shop | • supermarket | • language school |

1 Look at each awkward situation and think of two ways of rewriting the negative language.



2 Roleplay the following situations, using as much polite language from 1 as you can.

Situation 1

Student A

You are the sales manager at a meeting with an important client. The negotiation for a valuable new contract is going very well but then you spill coffee on the client's white shirt. What can you say to apologise and to make amends?

Student B

You are a client negotiating an important contract at a meeting with the sales manager. You're about to sign when the sales manager spills coffee on your white shirt. It's an expensive designer label and one of your favourites. What do you say?

Situation 2

Student A

You are a guest at a dinner with a VIP client. The restaurant is noisy and smoky and you think the food and service are awful. You want to get out of the place as quickly as possible. How can you politely excuse yourself?

Student B

You are the host of a dinner at your favourite restaurant. One of your guests looks uncomfortable and approaches you about leaving early. It bothers you that he/she wants to leave, but you can't force him/her to stay. How can you handle the situation diplomatically?

Situation 3

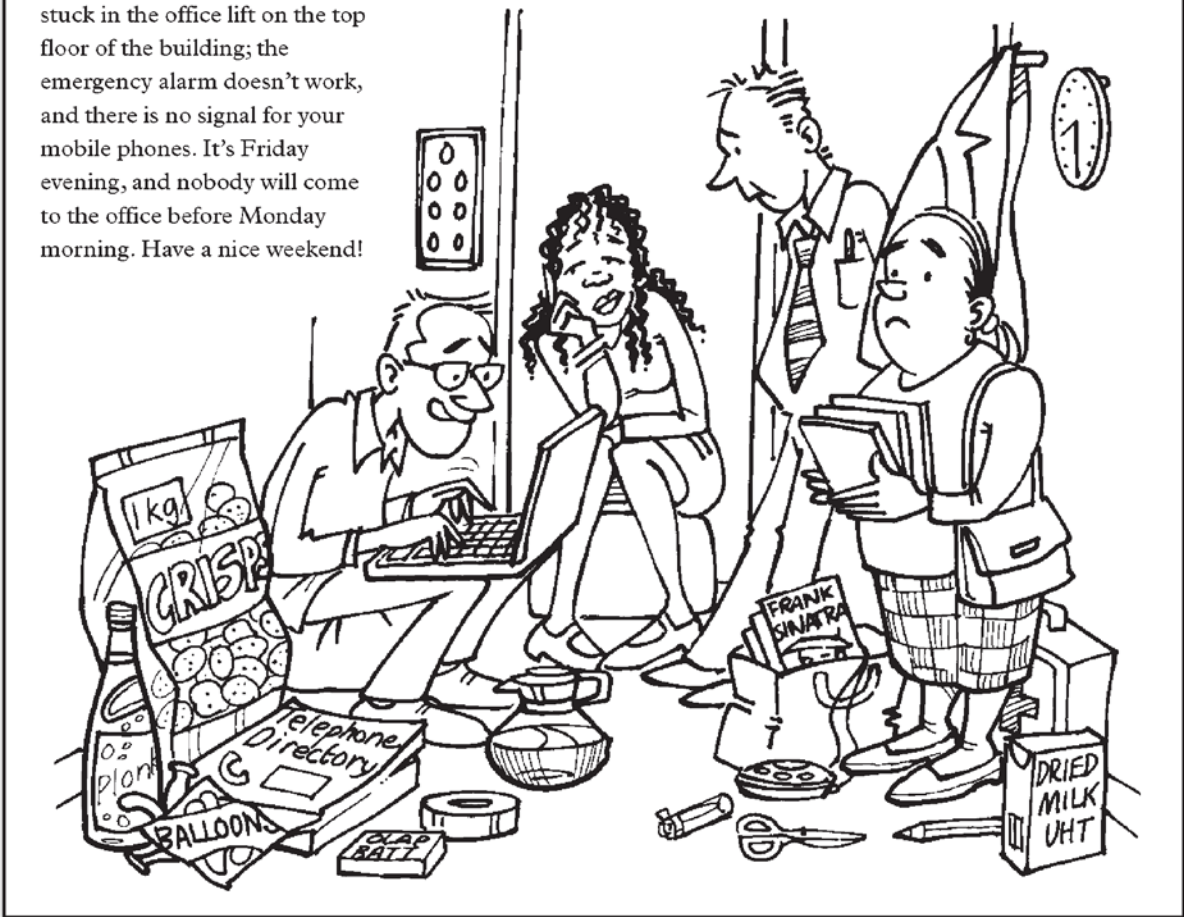
Student A

You applied for job with another company with higher pay and better promotion prospects. You didn't get the job because you failed a test in the interviewing process. How can you explain this to your colleague?

Student B

You see your colleague in the canteen. You've heard he/she applied for a better job, but didn't get it. How can you diplomatically ask what happened?

You and your colleagues are stuck in the office lift on the top floor of the building; the emergency alarm doesn't work, and there is no signal for your mobile phones. It's Friday evening, and nobody will come to the office before Monday morning. Have a nice weekend!



1 You can have only eight of the objects below to help you survive the weekend – decide together which eight objects you will choose.

- | | |
|---|---|
| <ul style="list-style-type: none"> • a giant 1kg packet of potato crisps • a large pot of cold coffee • a bottle of cheap white wine from last year's office party • some balloons, also left over from the office party • a laptop computer • a spare battery for the laptop • a lab coat | <ul style="list-style-type: none"> • a pencil • a telephone directory • a packet of dried milk • a pair of scissors • a CD player with a Frank Sinatra CD • a first-aid kit • a cigarette lighter • a roll of adhesive tape |
|---|---|

2 Choose a ninth object to help you survive the weekend – but everyone in the group must agree!

3 Who would you like to be stuck in the lift with you? Choose one person from each category:

- a business leader
- an actor/actress
- a sports personality
- an artist or musician

1 What are some of the problems that can arise in international mergers and takeovers? Why do so many of them appear to fail? Discuss in pairs/small groups.

2 Read the following case study of a troubled auto industry takeover.

<p>Elite Motors is a German niche market producer of luxury sports cars. It is long-established and successful but quite small. Three years ago, during a series of brand consolidations in the auto industry, the CEO pushed through a controversial takeover of Empire Motors, an ailing British producer of middle-range cars. Empire's products and facilities were long past their best, but they had a good brand name and a complementary range that potentially offered a quick way to diversify Elite's products. 'Synergy' was the word on</p>	<p>everyone's lips and the vision was to support the development of a new model range at Empire but in a fairly hands-off way, allowing the existing management to run the company.</p> <p>Unfortunately, things are not going according to plan. Despite investing more than €600 million, Empire Motors is continuing to make bigger than expected losses, and it's still 18 months before the new product range will be launched. Meanwhile, although Elite is still making good profits, the diversion of financial and</p>	<p>engineering resources is threatening to delay the development of its own new models. The group's share price is starting to fall, and there are rumours that it could itself be the target of a takeover from one of the big Japanese companies.</p> <p>The British government, criticised for not preventing the takeover of a proud national symbol in the first place, is under pressure to save jobs at Empire, but reluctant to invest more money in what many see as a doomed enterprise.</p> <p>Something needs to be done.</p>
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<p>A Group CEO This was your big idea in the first place. You believe in Empire Motor's management. They just need more time (and a lot of cash) to turn things around. Stringent cost cuts at Empire together with a nine-month delay in replacing products at Elite should solve the problem. You're sure you can persuade the British government to come up with some cash too.</p>	<p>D Group Marketing Director At first enthusiastic about the broadened product range, the poor quality and performance of the Empire models is beginning to have an impact on your company's market image. The new models look like winners, but it might be too late to reverse the damage. You're now not really sure that your company needs a full model range.</p>
<p>B Group Finance Director You knew all along this would be a disaster. Another two years of these losses and the company will be in danger of going bankrupt. The only solution is divorce! The problem is that finding a new partner for Empire won't be easy. Still, you have to get out of this disastrous relationship whatever it takes. You believe that niche markets are the future, and that Elite should concentrate on its strengths and forget about diversification.</p>	<p>E Group Engineering Director You've invested a lot of time and energy in renewing Empire's model range, and would hate to see it scrapped now. You're determined to produce a top-quality product for Empire. On the other hand, many of your engineers are complaining about the lack of resources for their own projects at Elite. They want to ditch Empire and go for their own medium-range models (three-year development time), based on Elite's engineering excellence. It would require big investment but in the long term might make more sense.</p>
<p>C Empire Managing Director Your reputation and job are under threat here. The problem is the resistance of the trade unions to radical change, but now there's not much choice. Deep cuts in the workforce and new German working practices are needed. You're sure the new models will be a success, but why are those German engineers so fussy about quality? You would have had the new model in the showroom by now, even if there were still a few minor defects.</p>	<p>F Empire Trade Union Leader You're in a weak position, but must try to protect the jobs of your members. The company is pressing for salary cuts and redundancies to improve productivity. Your members have already accepted a two-year wage freeze. They won't take much more. The problem is lack of investment and lack of communication between the two management groups.</p>

- 1 Why would you pay more today than you paid yesterday for the same product?
Read the article and find out.

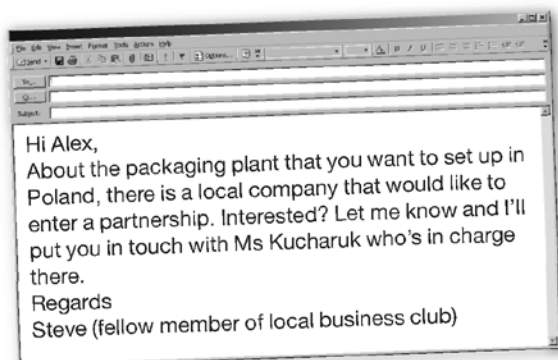
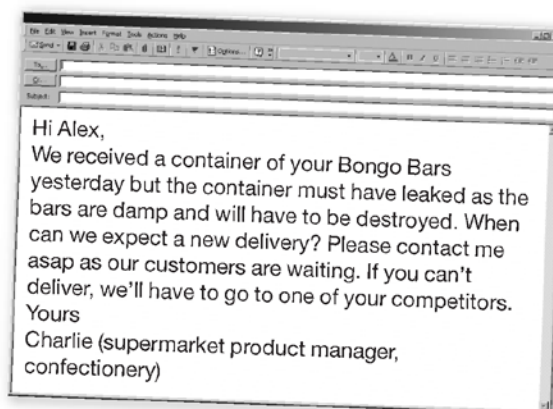
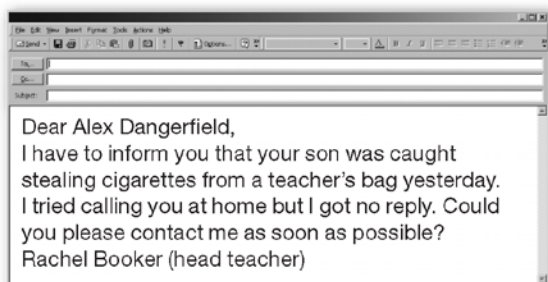
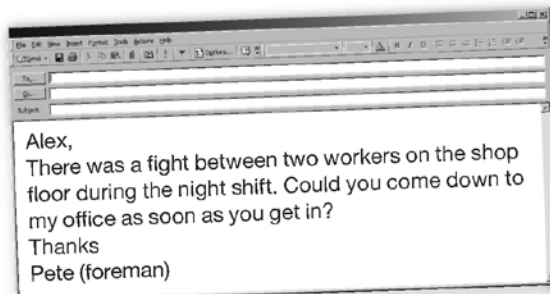
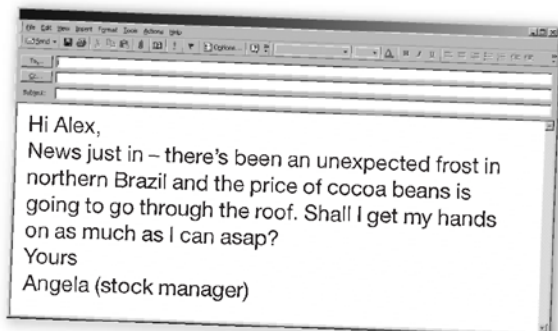
<p>Manufacturers of consumer goods are finding new ways to increase prices and profits. Blur marketing is the process of bypassing established price references by using packaging and presentation borrowed from apparently unrelated products. Milk in a spray bottle, chewing gum to clean your teeth, and yoghurt drinks are some of the products being offered to persuade consumers to part with more cash. Brand stretching allows the manufacturer to transfer the added value of a recognised brand to a new product outside its normal territory: think of Marlboro sportswear, Nestlé mineral water, and Adidas aftershave.</p>	<p>Creative marketing can persuade consumers to adopt new patterns of behaviour in order to open up new markets. Champagne producers Pommery have positioned their 20 cl mini-bottle as the fashionable drink in pubs and clubs. Served with a straw, it can cost up to 50% more than old-fashioned champagne in a glass. Pernod-Ricard's new pre-mixed aperitif saves consumers the trouble of adding water – and it can command up to three times the price of the original, undiluted Pernod!</p>
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- 2 What is the advantage for manufacturers of 'bypassing established price references'? Why not just create a new brand for a new product?
- 3 Divide into two teams. Brainstorm new product concepts by blurring and stretching products, brands and packaging. Use the product information below and your own ideas.

Brand	Product	Packaging	Brand	Product	Packaging
Anchor	butter	individual portions	Mercedes	cars	none
Cadbury's	chocolate	foil-wrapped bar	Nike	sports shoes	cardboard box
Chanel	perfume	spray	Nutella	chocolate spread	glass jar
Coke	cola	33 cl can	Penguin	paperbacks	none
Häagen-Dazs	ice cream	frozen in plastic box	Colgate	toothpaste	plastic tube
Disney	video cassettes	plastic box	Sony	discman	blister pack
Glenfiddich	whisky	1 l bottle in tin	?	?	?
Marlboro	cigarettes	pack of 20	?	?	?

- 4 Choose the three best ideas from 3 and present your new products. Give the following information:
- the new product
 - the (new) brand name
 - the packaging
 - the positioning strategy
 - a promotional idea to raise brand awareness

- 1 You are the manager of a small chocolate factory and one morning you receive five e-mails.
Put the messages in order of importance (1= most important) and then compare with your partner.



- 2 Now discuss which of the messages you would respond to (a) by e-mail (b) by phone or (c) in a face-to-face meeting. Give reasons for your answers.
- 3 Choose one of the following tasks:
- write an e-mail in reply to the message you thought was most important.
 - roleplay one of the situations with a partner.

Student A

- 1 Read the role card below.

Profile: You are the plant manager of Bio-pharm, a pharmaceuticals company. You are on a business trip but are in e-mail contact with your assistant. You will need to send him/her tasks while you are away and you will receive messages, requests for information etc.

- 2 Read the 'problem cards' below. Write an e-mail for each situation and send it to your assistant.

Problem card (1)

You have suddenly remembered that the trade fair is coming up in New York and you have not yet booked the hotel or flights. Get your assistant to send you a rough estimate of costs based on competitive fares and mid-range hotels for yourself and a colleague.

Problem card (2)

Your usual supplier has contacted you demanding an increase in prices. They say this is necessary due to the recent rise in fuel costs. You need your assistant to draft a brief, tactful letter rejecting the new terms and conditions and e-mail you the draft asap.

Problem card (3)

You have come across an article in an important trade journal that raises the possibility that your latest product, an antihistamine drug, is potentially dangerous and demands it be recalled by Bio-pharm. E-mail your assistant asking for any reaction/thoughts before you write your own press release.

- 3 You will receive three e-mails from your assistant which will need answering.
-

Student B

- 1 Read the role card below.

Profile: You are the assistant plant manager of Bio-pharm, a pharmaceuticals company. Your boss is on a business trip but is in e-mail contact with you. You will need to inform him/her of problems at the plant and also reply to messages, requests for information etc.

- 2 Read the 'problem cards' below. Write an e-mail for each situation and send it to your manager.

Problem card (1)

There are problems with the computer network. You think it's a virus but have no idea what action to take or who to contact. Ask your boss what to do.

Problem card (2)

The report from the latest health and safety inspector has just arrived. In a strongly-worded attack, it condemns conditions in the laboratory. He wants to arrange a meeting asap. How should you reply?

Problem card (3)

The transportation company that distributes your products in central Europe has gone on strike, demanding higher wages. You do not know how to get supplies out to Poland and Hungary on time. Ask your boss what to do.

- 3 You will receive three e-mails from your manager which will need answering.
-

Gender Problems (additional material)



TEST 1: HOW DO YOU CLASP YOUR HANDS?

CLASP your hands together in front of you, interlocking your fingers. Which thumb is on top? Right thumb on top suggests the left half of your brain is dominant, which some scientists believe gives you the more typically

female attributes of being verbally skilled and having empathy. Left thumb on top suggests the right half of your brain is dominant and you excel in the typically male attributes of being visually and spatially aware.



A

1. Embarrassed 2. Guilty 3. Fantasising 4. Concerned



B

1. Doubtful 2. Affectionate 3. Playful 4. Aghast



C

1. Apologetic 2. Friendly 3. Uneasy 4. Dispirited



D

1. Panicked 2. Incredulous 3. Despondent 4. Interested

TEST 2: WHAT MOODS DO THESE EYES REVEAL?

LOOK at each set of eyes pictured and choose the mood that best describes what this person is feeling or thinking. This task analyses your ability to empathise – or how in touch you are with other people's

feelings. Women tend to outperform men because they are usually more sensitive to facial expressions and better at discerning someone's mood by looking at their eyes.

Answers: A: Concerned. B: Doubtful. C: Uneasy. D: Interested. If you got three or four right, you are above average. Two is average and fewer than two correct is below average.

Extracted from a quiz at bbc.co.uk/science/humanbody/sex, devised in conjunction with Dr Simon Baron-Cohen

The Leadership Compass Self-Assessment

“When I dare to be powerful—to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”

—AUDRE LORDE

GOALS

- Give us a vocabulary and a way of thinking about working with each other in our teams
- Deepen our appreciation of everyone's different work styles
- Understand the need for a variety of work styles
- Reflect on our own individual work styles and identify areas for growth
- Understand the negative and positive impacts of each style taken to excess
- Learn the qualities we can develop to become better leaders

BASIC ASSUMPTIONS

- We will categorize ourselves into the work style that fits us best at work →
- No one is purely one style, rather everyone typically has portions of all styles
- For this discussion we will pick one that fits us best at work
- All comments will be directed towards a work style, not a person with the qualities of that direction

INSTRUCTIONS

1. **Read** each of the statements on the following pages.
2. Place a **check mark** in the box next to the statements that apply to how you make choices and decisions at work.
3. Each of these statements will apply to all of us some of the time; we are interested in knowing which of these statements represent you most of the time.
4. **Count** the total number of check marks on each section and place that number in the star shape to the right of the section.
5. The section with the highest number in the star shape is your dominant decision-making style.

North—Action

Approaches to Work/Work Style

- I am usually assertive, active, and decisive.
- I like to determine the course of events and be in control of professional relationships.
- I am quick to act and express a sense of urgency for others to act.
- I enjoy challenges presented by difficult situations and people.
- I think in terms of the bottom line or results.
- I like a quick pace and fast track.
- I persevere and am not stopped by hearing “No”; I probe and press to get at hidden resistances.
- I like variety, novelty, and new projects.
- I am comfortable being in front of a room or crowd.
- Some of my value-oriented words/phrases include “Do it now!,” “I’ll do it!,” and “What’s the bottom line?”



East—Vision

Approaches to Work/Work Style

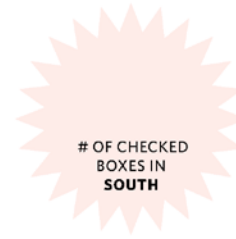
- I am a visionary who sees the big picture.
- I am a generative and creative thinker; I am able to think outside the box.
- I am very idea-oriented and focus on future thought.
- I make decisions by standing in the future.
- I usually have insight into mission and purpose.
- I look for overarching themes and ideas.
- I am adept at problem-solving.
- I like to experiment and explore new ways of doing things.
- I appreciate a lot of information.
- My value-oriented words are “option,” “possibility,” and “imagine.”



South—Empathy

Approaches to Work/Work Style

- I understand how people need to receive information in order to act upon it.
- I integrate others' input in determining the direction of what's happening.
- I am value-driven regarding aspects of professional life.
- I use professional relationships to accomplish tasks and interaction is primary to me.
- I am supportive of colleagues and peers.
- I have a willingness to take others' statements at face value.
- I am feeling-based and trust my own emotions and intuition.
- I believe my intuition and emotions are regarded as truth.
- I am receptive to others' ideas; I am a team player; I build on the ideas of others.
- I am generally non-competitive.
- I am able to focus on the present moment.
- My value-oriented words are "right" and "fair."



West—Analytical

Approaches to Work/Work Style

- I understand what information is needed to assist in decision-making.
- I am seen as practical, dependable, and thorough in task situations.
- I'm helpful to others by providing planning and resources and come through for the team.
- I move carefully and follow procedures and guidelines.
- I use data analysis and logic to make decisions.
- I weigh all sides of an issue and am balanced.
- I am introspective and self-analytical.
- I am careful and thoroughly examine people's needs in situations.
- I maximize existing resources and get the most out of what has been done in the past.
- I am skilled at finding fatal flaws in an idea or project.
- My value-oriented word is "objective."



Approaches to Work/Work Style

NORTH—ACTION

- Assertive, active, and decisive
- Likes to determine the course of events and be in control of professional relationships
- Quick to act; expresses a sense of urgency for others to act
- Enjoys challenges presented by difficult situations and people
- Thinks in terms of the bottom line
- Likes a quick pace and the fast track
- Perseveres; not stopped by hearing "No"; probes and presses to get at hidden resistances
- Likes variety, novelty, and new projects
- Comfortable being in front of a room or crowd
- Value-oriented phrases include "Do it now!," "I'll do it!," and "What's the bottom line?"

WEST—ANALYTICAL

- Understands what information is needed to assist in decision-making
- Seen as practical, dependable, and thorough in task situations
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- Moves carefully and follows procedures and guidelines
- Uses data analysis and logic to make decisions
- Weighs all sides of an issue; balanced
- Introspective and self-analytical
- Careful; thoroughly examines people's needs in situations
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EAST—VISION

- Visionary who sees the big picture
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- Likes to experiment and explore
- Appreciates a lot of information
- Value-oriented words are "option," "possibility," and "imagine"

SOUTH—EMPATHY

- Understands how people need to receive information in order to act upon it
- Integrates others' input in determining direction of what's happening
- Value-driven regarding aspects of professional life
- Uses professional relationships to accomplish tasks; interaction is primary
- Supportive of colleagues and peers
- Displays a willingness to take others' statements at face value
- Feeling-based; trusts own emotions and intuition as truth
- Receptive of others' ideas; team player; builds on ideas of others; non-competitive
- Able to focus on the present moment
- Value-oriented words are "right" and "fair"

Approaches to Work/Work Style

NORTH—ACTION

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