

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования

**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
им. Н.А. ДОБРОЛЮБОВА»
(НГЛУ)**

Л.М. Левина

**CRITICAL ISSUES IN LEADERSHIP,
MANAGEMENT AND SUPERVISION**

**КЛЮЧЕВЫЕ АСПЕКТЫ ЛИДЕРСТВА,
МЕНЕДЖМЕНТА И УПРАВЛЕНИЯ**

Учебное пособие

**Нижний Новгород
2017**

Печатается по решению редакционно-издательского совета НГЛУ.
Направление подготовки: 38.04.02 – *Менеджмент*.
Дисциплина: Иностранный язык в сфере управленческой деятельности.

УДК 811.111 (075.8)
ББК 81.432.1-93
Л 363

Левина Л.М. Critical Issues in Leadership, Management and Supervision = Ключевые аспекты лидерства, менеджмента и управления: Учебное пособие. – Н. Новгород: НГЛУ, 2017. – 119 с.

Учебное пособие предназначено для обучающихся профессиональному английскому языку в рамках магистерских программ укрупненной группы 380000 – *Экономика и управление*. Пособие создано с использованием технологии развития критического мышления и метода проектов, позволяющих выстраивать межпредметные связи с профессиональными дисциплинами, преподавание которых ведется на русском языке, и обеспечивать реальные коммуникативные потребности обучаемых в различных ситуациях профессионально-ориентированного общения.

УДК 811.111 (075.8)
ББК 81.432.1-93

Автор Л.М. Левина, канд. филол. наук, доцент, зав. кафедрой
английского языка и профессиональной коммуникации

Рецензенты: И.Н. Кабанова, канд. филол. наук, доцент, зав. кафедрой
английской филологии

Л.В. Романовская, канд. филол. наук, доцент кафедры
английского языка и профессиональной коммуникации

© НГЛУ, 2017
© Левина Л.М., 2017

СОДЕРЖАНИЕ

Введение	4
Module I. Leadership Styles at a Glance	6
Module II. Leadership and Management	43
Module III. Management and Supervision	46
Module IV. Basic Skills in Management and Supervision	71
Module V. Meeting Management	94
Библиографический список	117

ВВЕДЕНИЕ

Учебное пособие *Critical Issues in Leadership, Management and Supervision* («Ключевые аспекты лидерства, менеджмента и управления») предназначено для обучающихся профессиональному английскому языку в рамках магистерских программ укрупненной группы 380000 – *Экономика и управление*.

В связи с тем, что обучение профессионально ориентированному иностранному языку предполагает овладение интеллектуальной и профессиональной культурой, пособие направлено как на обогащение профессионально ориентированного словарного запаса студентов магистратуры и развитие умений по основным видам речевой деятельности, так и на повышение их мотивации к будущей профессиональной деятельности.

В процессе освоения модулей формируются следующие профессиональные коммуникативные умения:

- понимать аутентичные профессионально ориентированные научные, научно-популярные и публицистические тексты;
- выступать с сообщениями, докладами, обзорами, презентациями по профессиональной тематике;
- участвовать в беседах, дискуссиях различных видов;
- осуществлять подготовку и презентацию индивидуальных и групповых профессионально ориентированных проектов.

Пособие создано с использованием технологии развития критического мышления и метода проектов, позволяющих стимулировать активную познавательную деятельность обучаемых; выстраивать межпредметные связи с профессиональными дисциплинами, преподавание которых ведется на русском языке, и обеспечивать реальные коммуникативные потребности обучаемых в различных ситуациях

профессионально ориентированного иноязычного общения. Скэффолдинг, как постепенно «угасающее» педагогическое сопровождение, использовался в факультативных послетекстовых заданиях. Содержание аутентичных текстов на английском языке заимствовано из открытых интернет-ресурсов.

Пособие состоит из пяти тематических модулей, каждый из которых методически организован с помощью трехфазной модели технологии развития критического мышления: «Вызов» (*Evocation*), «Осмысление» (*Realization of Meaning*), «Рефлексия» (*Reflection*), в соответствии с закономерными этапами когнитивной деятельности личности. Работа над каждым модулем завершается проектным заданием.

Module I

LEADERSHIP STYLES AT A GLANCE

Evocation

1. In small groups of four analyze and discuss what information about leadership these illustrations give you (See figures 1-3¹):



Figure 1



Figure 2

¹ Иллюстрации взяты с открытых интернет-ресурсов.

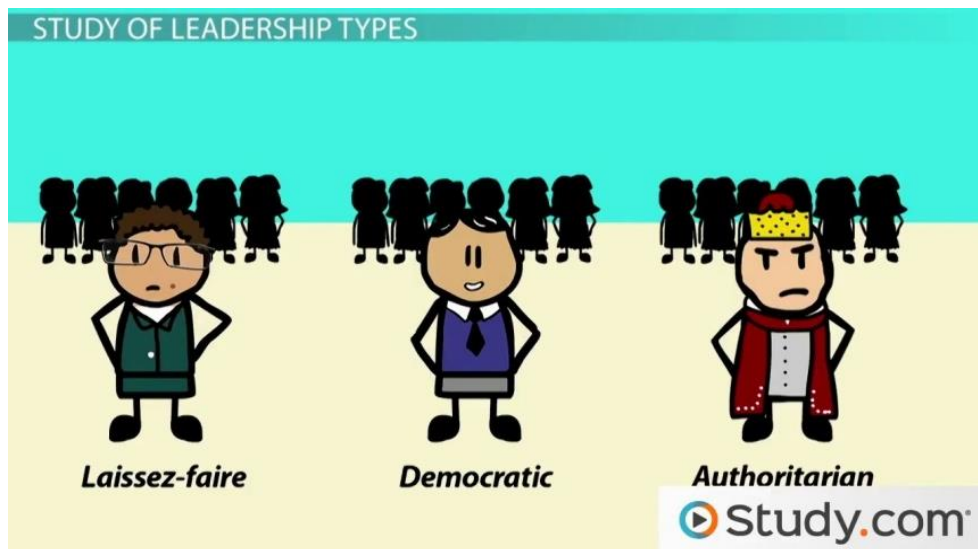


Figure 3. Forms of group membership: Kurt Lewin's leadership study

2. *Share your ideas with all your groupmates.*

3. *As you know, In 1930s, Kurt Lewin developed a leadership framework. In the same small groups of four discuss the quotes that you liked most:*

a)

"Leadership is influencing people – by providing purpose, direction, and motivation – while operating to accomplish the mission and improving the organization"

KURT LEWIN

b)

"Leadership is the capacity to translate vision into reality"

WARREN BENNIS

c)

"Management is doing things right, leadership is doing the right things"

PETER DRUCKER

d)

“If your action inspire others to dream more, learn more, do more and become more you are a leader”

JOHN QUINCY ADAMS

e)

“The art of communication is the language of leadership”

JAMES HUMES

4. Share your ideas with all your groupmates.

Realization of Meaning

1. Each member of your small group works with ONE of the four Reading Selections following the instructions / steps below:

- **choose one of the four reading selections of the module;**
- **switch into expert groups according to the Reading Selection you’ve chosen (expert group 1, 2, 3 and 4);**
- **individually read and thoroughly understand the information;**
- **together with the other experts in your expert group prepare the summary of the article and decide how you are going to present it to the members of your small “home” group (make up a vocabulary list, a table, etc., to enhance understanding, questions to check how your home group understands the info that is NEW to them);**
- **go back to your small “home” group and take turns in sharing the info from Reading Selections 1-4;**
- **check how your home group understood you.**

Reading Selection 1

SIX LEADERSHIP STYLES AND WHEN YOU SHOULD USE THEM

by Robin Benincasa

Great leaders choose the leadership style like a golfer chooses his or her club, with a calculated analysis of the matter at hand, the end goal, and the best tool for the job.

Taking a team from ordinary to extraordinary means understanding and embracing the difference between management and leadership. According to writer and consultant Peter Drucker, “Management is doing things right; leadership is doing the right things”.

Manager and *leader* are two completely different roles, although we often use the terms interchangeably. Managers are facilitators of their team members’ success. They ensure that their people have everything they need to be productive and successful; that they’re well trained, happy and have minimal roadblocks in their path; that they’re being groomed for the next level; that they are recognized for great performance and coached through their challenges.

Conversely, a leader can be anyone on the team who has a particular talent, who is creatively thinking out of the box and has a great idea, who has experience in a certain aspect of the business or project that can prove useful to the manager and the team. A leader leads based on strengths, not titles.

The best managers consistently allow different leaders to emerge and inspire their teammates (and themselves!) to the next level.

When you are dealing with ongoing challenges and changes, and you are in uncharted territory with no means of knowing what comes next, no one can be expected to have all the answers or rule the team with an iron fist based solely on the title on their business card. It just does not work for day-to-day operations. Sometimes a project is a long series of obstacles and opportunities coming at you at high speed, and you need every ounce of your collective hearts and minds and skill sets to get through it.

This is why the military style of top-down leadership is never effective in the fast-paced world of adventure racing or, for that matter, our daily lives (which is really one big, long adventure, hopefully!). I truly believe in Tom Peters's observation that the best leaders do not create followers; they create more leaders. When we share leadership, we are all a heck of a lot smarter, more nimble and more capable in the long run, especially when that long run is fraught with unknown and unforeseen challenges.

Not only do the greatest teammates allow different leaders to consistently emerge based on their strengths, but also they realize that leadership can and should be situational, depending on the needs of the team. Sometimes a teammate needs a warm hug. Sometimes the team needs a visionary, a new style of coaching, someone to lead the way or even, on occasion, a kick in the bike shorts. For that reason, great leaders choose their leadership style like a golfer chooses his or her club, with a calculated analysis of the matter at hand, the end goal and the best tool for the job.

My favorite study on the subject of kinetic leadership is Daniel Goleman's "Leadership that Gets Results", a landmark 2000 *Harvard Business Review* study. Goleman and his team completed a three-year study with over 3,000 middle-level managers. Their goal was to uncover specific leadership behaviors and determine their effect on the corporate climate and each leadership style's effect on bottom-line profitability.

The research discovered that a manager's leadership style was responsible for 30 % of the company's bottom-line profitability! That's far too much to ignore. Imagine how much money and effort a company spends on new processes, efficiencies, and cost-cutting methods in an effort to add even one percent to bottom-line profitability, and compare that to simply inspiring managers to be more kinetic with their leadership styles. It's a no-brainer.

Here are the six leadership styles Goleman uncovered among the managers he studied, as well as a brief analysis of the effects of each style on the corporate climate (*see figure 1*):

1. **The pacesetter leader** expects and models excellence and self-direction. If this style were summed up in one phrase, it would be “Do as I do, now”. The pacesetter style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

2. **The authoritative leader** mobilizes the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be “Come with me”. The authoritative style works best when the team needs a new vision because circumstances have changed, or when explicit guidance is not required. Authoritative leaders inspire an entrepreneurial spirit and vibrant enthusiasm for the mission. It is not the best fit when the leader is working with a team of experts who know more than him or her.

3. **The affiliative leader** works to create emotional bonds that bring a feeling of bonding and belonging to the organization. If this style were summed up in one phrase, it would be “People come first”. The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust. This style should not be used exclusively, because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.

4. **The coaching leader** develops people for the future. If this style were summed up in one phrase, it would be “Try this”. The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

5. **The coercive leader** demands immediate compliance. If this style were summed up in one phrase, it would be “Do what I tell you”. The coercive style is most effective in times of crisis, such as in a company turnaround or a takeover attempt, or during an actual emergency like a tornado or a fire. This

style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.

6. **The democratic leader** builds consensus through participation. If this style were summed up in one phrase, it would be “What do you think?” The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader.

Bottom line? If you take two cups of authoritative leadership, one cup of democratic, coaching, and affiliative leadership, and a dash of pacesetter and coercive leadership “to taste”, and you lead based on need in a way that elevates and inspires your team, you’ve got an excellent recipe for long-term leadership success with every team in your life.

The Six Leadership Styles (Goleman)						
	Commanding	Visionary	Affiliative	Democratic	Pacesetter	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Figure 1. Goleman's Six Leadership Styles

(Source : <https://www.fastcompany.com/1838481/6-leadership-styles-and-when-you-should-use-them>)

Scaffolding activities

Helpful Tip! These extra activities (scaffolding) can help you focus on the essential information and understand the text better if you find it too difficult to cope with the text on your own.

1. Find in the text the following words and word combinations. Give their Russian equivalents. See how they are used in context:

to choose the leadership style, with a calculated analysis of smth, at hand, the end goal, the best tool for smth, the difference between smth, according to, completely different roles, to use the terms interchangeably, facilitator of smth, to be productive and successful, to be recognized for great performance, to be coached through one's challenges, conversely, to have a particular talent, to have experience in a certain aspect of the business or project, consistently, to inspire their teammates, to deal with ongoing challenges and changes, means of, a long series of obstacles and opportunities, effect on the corporate climate, effect on bottom-line profitability, to be responsible for, excellence and self-direction, however, to squelch innovation, to leave the means up to smb, explicit guidance, to create emotional bonds, compliance, turnaround, takeover, to control a problem teammate, to alienate people, to stifle flexibility and inventiveness, to build consensus through participation, to offer sufficient guidance to smb.

2. Business English is full of idioms when you can't get the meaning from translating a phrase word-to-word. Explore some tricky word combinations before you read the text:

- *to think out of the box* – мыслить нестандартно, оригинально
- *to rule with an iron fist* – править твёрдой рукой
- *to get through smth* – справиться
- *top-down leadership / management* – управление «сверху вниз», при котором все решения принимаются руководством («наверху») без учета мнения рабочих или рядовых сотрудников и «спускаются» для обязательного исполнения

- *fast-paced* – задающий быстрый темп
- *in the long run* – в конечном счёте, в конце концов
- *bottom-line profitability* – итоговая прибыльность
- *It's a no-brainer* – «не бином Ньютона» (что-либо, не требующее большого ума, простое, очевидное)
- *It is not the best fit* – это не очень подходит
- *It works best* – это больше подходит
- *Overall* – в (общем и) целом

3. Find in the text answers to the following comprehension questions:

- What is the difference between management and leadership according to Peter Drucker?
- Why doesn't ruling the team "with an iron fist" work for day-to-day operations?
- What is the author's belief in Tom Peters's observation that the best leaders do not create followers; they create more leaders based on?
- Why can and should leadership be situational?
- What was the goal of Daniel Goleman's study?
- What did the research of his team discover?
- What does the pacesetter style mean? When does it work best? Why can it squelch innovations?
- What does the authoritative style mean? When does it work best? When is it ineffective?
- What does the affiliative style mean? When does it work best? Why should not it be used exclusively?
- What does the coaching style mean? When does it work best? When is it least effective?
- What does the coercive style mean? When does it work best? When should it be avoided?

- What does the democratic style mean? When does it work best? When is it not the best choice?
- What conclusion based on his analysis of six leadership styles does the author make?

4. Study Figure 1 attentively. Find the correlation between the first two styles in the figure and in the text. They are named differently, but the style phrase will help you recognize them. Make up your own sentences with the key words from the figure to characterize each leadership style.

Reading Selection 2

THAT SET YOU UP TO FAILURE

by Eric Douglas

It's easy to fall into a pattern of ineffective leadership without realizing it. You may have picked up bad habits by watching other leaders who came before you. Poor leadership styles can contribute to mistakes and a reduced focus in the short term, as well as a lack of organizational growth and innovation over the long term. Learn to recognize – and avoid – these two common ineffective leadership styles (*see figures 1-2*).

The Genius with a Thousand Helpers

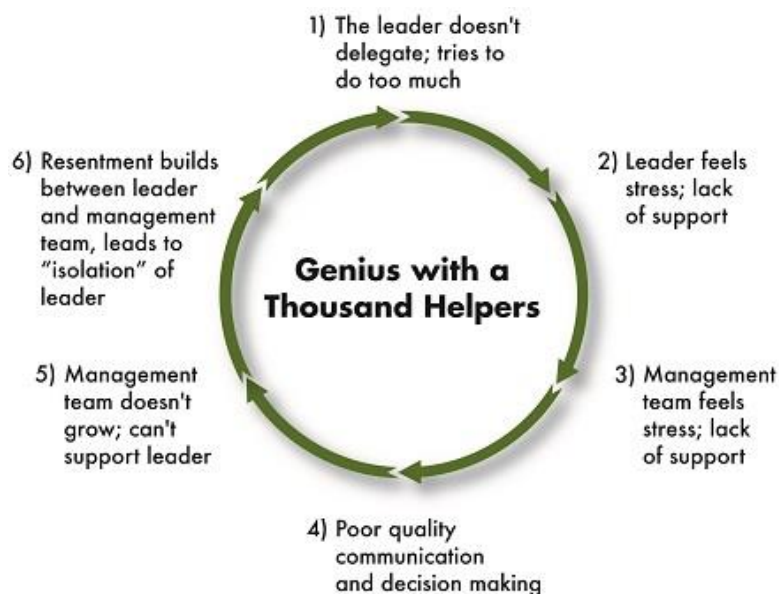


Figure 1. Ineffective Leadership Style 1

These leaders are often high-performers who were superstars in their positions before they were elevated to a higher role. They feel the need to make every decision instead of trusting employees to use their own judgment. **The Genius with a Thousand Helpers:**

- doesn't delegate effectively;
- creates logjams of decisions waiting to be made;
- stifles opportunities for innovation;
- causes smart, talented professionals to grow frustrated – and leave the organization.



Figure 2. Ineffective Leadership Style 2

These leaders are often distracted by other obligations and give employees too much freedom to make decisions without providing sufficient direction. When things are going well, people may feel that the Aloof Executive is a “great boss who empowers people”. But when things go south, **the Aloof Executive** will:

- blame people for not paying attention to key aspects of the organization;
- take aim at people who disagree;

- fail to implement solutions that address the underlying problems;
- cause smart, talented employees to grow frustrated – and leave the organization.

Both of these styles need to find greater balance. For the **Genius with a Thousand Helpers**, balance comes with:

- delegating more – and being consistent in your delegations;
- identifying talented team members and giving them more room to implement their own decisions and strategies;
- debunking the notions that he or she is the smartest person on the team by highlighting the strengths of others.

For the **Aloof Executive**, balance comes with:

- setting clear goals and checking in with employees to ensure that they have the tools and direction they need;
- altering their delegation style by giving more comprehensive input to team members who aren't yet ready to make decisions on their own;
- taking a systems view to understanding the root cause of the problem;
- using employee feedback and self-assessment tools to gauge his or her leadership style and maintain a healthy balance.

(Source : <http://www.business2community.com/leadership/two-common-leadership-styles-set-failure-01156470#7Dj7BD3oY15UXcD5.97>)

Scaffolding activities

1. Business English is full of idioms when you can't get the meaning form translating a phrase word-to-word. Explore some tricky word combinations before you read the text:

- *to fall into a pattern* – действовать по шаблону
- *to pick up bad habits* – перенимать дурные манеры / вредные привычки
- *in the short term* – в ближайшем будущем

- *in the long term* – в перспективе
- *high / top / perfect performer* – безупречный исполнитель
- *when things go south* – когда дела пойдут плохо
- *debunking the notion* – развенчать мнение / точку зрения
- *to gauge (one's / his or her) leadership style* – понять, какой Вы лидер

2. Find in the text answers to the following comprehension questions:

- What harm can poor leadership styles do?
- What is the problem with “The Genius with a Thousand Helpers” leadership?
- What is the problem with “The Aloof Executive” leadership?
- How to find greater balance for “The Genius with a Thousand Helpers” leader?
- How to find greater balance for “The Aloof Executive” leader?

3. Write out from the text recommendations for each type of the leader.

Reading Selection 3

SITUATIONAL LEADERSHIP

Paul Hersey and Ken Blanchard developed the theory of situational leadership in the book “*Management of Organizational Behavior: Utilizing Human Resources*” (originally 1972 but now in its 10-th edition). The theory proposes that a manager's leadership style should be flexible and adapted to the situation, the task and the capabilities of the individuals involved. Accordingly, a leader may adopt one of four different styles (*see figure 1*):

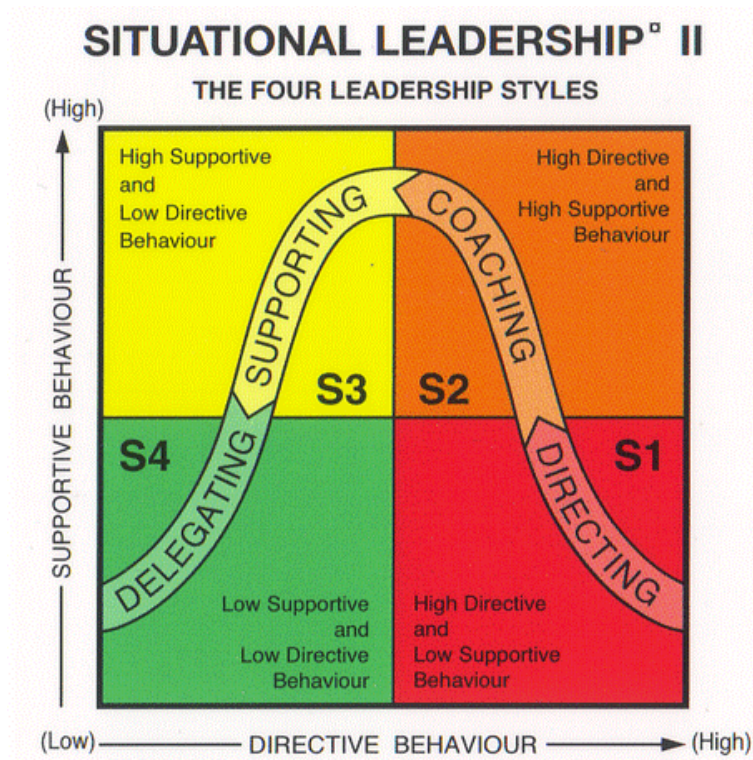


Figure 1. Paul Hersey and Ken Blanchard's theory of situational leadership

Directing Style

When team members lack the necessary abilities but are enthusiastic and committed to the project: the leader provides clear directions and close supervision; key decisions, including how the task will be carried out, remain with the leader; communication is one-way; the focus of the leader is on the task rather than the relationship between them and staff member. The leader:

- directs how the task or tasks are to be done;
- controls information;
- establishes and uses channels of communication;
- allocates roles and responsibilities;
- supervises all aspects of team activity and interactivity.

Coaching Style

When team members still lack some of the necessary abilities, and as a result motivation may be diminishing. The leader still determines the tasks but may need to 'sell' their favored approach rather than direct; the leader listens and advises to help the staff member gain the necessary skills; communication is

two-way; the focus of the leader is equally on the task and the relationship. The leader:

- explains decisions;
- listens and provides advice and help with developing skills;
- offers feedback to boost performance and self-esteem;
- closely monitors performance;
- begins to solicit team members' ideas and suggestions.

Supporting Style

When team members have the necessary abilities but lack confidence or commitment. The leader asks for the advice of the staff member on how to approach the task, may facilitate the decision-making process but the final decision is taken by the team member; communication is directed towards listening and encouragement; the focus is more on the relationship between the leader and staff member than on the task itself. The leader:

- involves team members in problem-solving;
- re-allocates roles and responsibilities where evidence supports change;
- shares responsibility for decision-making;
- supports team to take decisions;
- provides positive feedback to improve performance.

Delegating Style

When team members are fully competent and committed to the project; they are able and willing to work independently. Supervision is very light touch; the leader can leave the team member to take day-to-day decisions; communication comes largely from the team member when they require input from the leader; with confidence and trust established, the team member feels fully empowered in their role. The leader:

- provides clear objectives and boundaries to team members' authority;
- steps away from the team;
- advises when relevant and appropriate;
- devolves team management to the team itself.

The Key Point

The key point of this theory is that there is no one right way to be a leader: none of the styles outlined above is inherently better than any other. You may well find drawn to or more comfortable with a particular style; that would be quite natural. However, to be a really effective leader you should aim to develop all these styles, so you can provide the most appropriate leadership at the different stages in your project, and in response to different individual needs.

Leadership Behaviors

Different leadership styles are reflected in a leader's behavior – different styles tend to produce different types of behaviors (*see figure 2*). Authoritative behavior tends to be associated with both the Authoritative and Consultative leadership styles, most strongly with an Authoritative style. Supportive behaviors are associated with the Supportive and Delegative styles – most strongly with a Supportive style of leadership.

Underpinning these two different sets of behaviors are shifts in the leader's focus from the tasks to the people themselves.

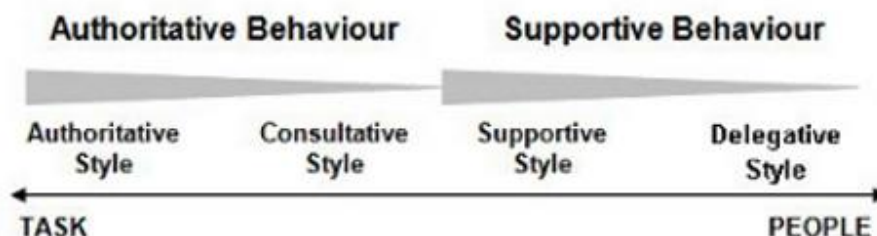


Figure 2. Correlation between a leader's style and behavior

(Source: <http://www.ld-toolbox.com/en/leadership-development/leadership-style-concepts-18184812>)

Scaffolding activities

1. Passive Voice structures are typical for Business English. Find in the text and translate the sentences with these structures:

- ...a manager's leadership style should be flexible and adapted to the situation...

- ...but the final decision is taken by the team member; communication is directed towards listening and encouragement...
- Different leadership styles are reflected in a leader's behavior...
- Authoritative behavior tends to be associated with both the Authoritative and Consultative leadership styles...

2. Find in the text answers to the following comprehension questions:

- Who developed the theory of situational leadership?
- What does the theory of situational leadership propose?
- What are the four different styles the leader may choose from?
- How will you describe each of the styles?
- How are different leadership styles reflected in a leader's behavior?
- When is each of these styles appropriate?

Reading Selection 4

LEADERSHIP STYLES IN BUSINESS

by Marin Valchev

What are different types of leadership styles in business? Which are the most effective leadership theories that provide best results?

By nature, every good leader aims to find this answers but the answer will never be simple!

In real business life, there are many examples that show the effectiveness depends on many factors: situations, goals and particular needs, management characteristics, decision-making process and etc.

Instead of choosing one style of leadership, truly effective leaders are able to adjust styles, selecting the one that is needed at the moment.

Here you will find a list of leadership styles with their definitions, meaning, and characteristics.

Different Types of Leadership Styles: Definitions and Characteristics

1. Autocratic Leadership Style

Autocratic leadership style works today in many workplace environments and situations. Autocratic leadership (sometimes known as authoritarian leadership) means that one individual controls all the decisions and has total authority. This person accepts very little consulting from other members. Autocratic leaders make decisions mostly based on their beliefs and ideas and rarely accept suggestions from followers or team members.

Key characteristics of autocratic leadership style:

- only the leader have the authority and control to take all decisions;
- autocratic leaders rarely delegate tasks to employees and subordinates;
- leaders do not consult with followers;
- the staff doesn't have a chance to provide their opinions and ideas;
- workers' motivation comes from structured rules of rewards and punishments;
- autocratic leaders take full responsibility and full esteem for the work.

Despite the fact that, this style is remindful of the earliest kings and empires, it takes place today in many organizations. It can be seen primarily in small businesses with fewer employees.

This type of leadership style might be productive only in companies where the character of work requires very fast decision-making without consulting with a large group of people.

2. Participative / Democratic Leadership Style

Democratic leadership (also known as participative leadership), is a very open and collegial leadership style in which members of the group take participation in the decision-making process. The members of the group can

share their ideas freely amongst the team. This type requires collaboration between leaders and the followers. Every member has the opportunity to participate, share ideas freely, and discussion is encouraged. It is based on mutual respect. It concentrates on group equality.

The democratic / participative leadership also means that there is responsibility for leaders and the staff too. The power and authority are distributed between employees and managers. Truly democratic leaders encourage trust and confidence among followers. An important role of a democratic leader is to provide democratic deliberation in the decision-making process.

Let's sum the core characteristics of democratic leadership:

- employees or followers have equal rights in the decision-making process;
- the leader creates a great environment for collaborative problem-solving;
- the sharing of ideas are actively promoted by the democratic leader;
- the leader respects others' opinions;
- the leader effectively delegates tasks to the workers who best fit the need;
- the leader trusts followers and employees;
- workers often come by nature to the leader for guidance and support.

The democratic leadership works great where a decision is very complex and it is important to have the different areas of expertise and points of view.

3. Transformational Leadership

Nowadays, transformational leaders are becoming more and more popular and wanted, and there are a plenty of reasons for that.

Transformational leadership means that leaders have the ability to inspire people to achieve remarkable and giant results. The leader can inspire employees to discover better ways of achieving goals and targets. They can mobilize people to get work successfully done. Transformational leadership means beginning a positive change in organizations and companies. It is about defining more challenging expectations and achieving higher performance. Transformational leaders create trust and loyalty in their followers and staff.

Core transformational leadership characteristics and traits:

- effective communication skills;
- self-motivation setting positive examples and clear goals;
- high-performance expectations;
- sensitivity to followers' needs;
- inspiring a team attitude and environment;
- providing support and recognition;
- teaching people to look beyond their self-interest.

All of these characteristics that define transformational leadership also make it a very good fit for a lot of types of business.

4. Laissez-faire Leadership Style

Also known as delegative leadership, this is a non-authoritarian leadership style. It gives authority to employees. Laissez-faire leaders allow group members to make the decisions and give the least possible guidance to subordinates.

Some business people think that this style leads to the lowest productivity among group members and it is the least effective type of all management styles.

The main characteristics of laissez-faire leadership is that it involves:

- very little guidance and directions set from leaders;
- absolute freedom for group to members to make decisions;

- team members are supposed to resolve problems on their own;
- highly skilled and well-educated staff;
- trust base;
- the leaders provision of all the resources needed;
- consistent feedback to team members.

Freely translated from its French, laissez-faire means “leave it alone” or “let it be”. The main presumption is “to build a strong team – and then leaders stay out of the way”.

Organizations or teams led by laissez-faire leaders often work in highly creative businesses. This leadership style is used in startup companies, where innovation is vital.

Laissez-faire leadership can be productive and efficient also in points where staff members are very highly skilled, motivated and capable.

5. Charismatic Leadership

Charismatic leadership is based on the leader’s skills to communicate and behave in ways that reach followers on an emotional way. Charismatic leaders inspire people to do their tasks better.

The charismatic leadership is mainly based on the charm and persuasive skills of the leader.

Charismatic leaders are very similar (but not equal) to the transformational leaders. Their main difference lies on the audience and accent.

Transformational leaders focus on transforming organizations into the leader’s vision and rely on an existing method of doing business.

Charismatic leaders focus on their moral compass or passion. They are engaged with a large audience and have a deep commitment to positive change in the lives of a huge number of people.

Transformational leaders are often highly charismatic because and able to achieve a significant change in the organization.

Charismatic leaders are very skilled communicators, who are able to communicate to followers on a deep, emotional level and who are able to attract followers and inspires people to action.

Charismatic leadership involves:

- maturity, humility, compassion, substance, and positive body language;
- effective listening skills and assertive communication skills;
- sensitivity to the business environment and the needs of the workers and followers.

Such leadership is articulate and visionary. Charismatic leaders have the ability to inspire people to work together for a cause. Workers have a clear purpose. Charismatic leaders attract the emotions of the followers.

6. Transactional Leadership

Transactional leadership (also called managerial leadership) style is based on maintaining the normal flow of operations and on the setting of clear rules and goals for the followers.

Transactional leader value the structure and processes. They work very well in a structured, directed environment. Transactional leadership is concentrated with the beliefs that employees are motivated through a system of rewards and punishments.

Transactional leadership is a management approach that focuses on results, supervision, performance and organization.

Transactional leadership is very often compared to transformational type.

Transactional leadership is in deep contrast to transformational leadership, which is based on relationships in which the leader motivates, inspire and develops workers, choosing to influence rather than direct employees.

Transactional leaders are more suitable to command military operations, to lead large corporations, or manage huge projects that require strong rules and

regulations. Transactional leaders are not suitable for companies and projects where creativity ideas are important.

Let's sum the core characteristics of transactional leadership:

- rewards and punishments motivate employees;
- the transactional leader very much values order and procedures;
- it is best fit for structured, directed business environment;
- the focus is on results;
- the leader is responsible for maintaining routine.

Obeing the instructions of the leader is the main goal of the employees. Workers are carefully monitored to ensure that results are achieved. It is an inflexible style.

7. Visionary Leadership

Visionary leadership involves leaders who are inspiring in vision and helps employees to see how they can contribute to this vision. Visionary leaders have the ability to calls forth the best in workers and unite them around a feeling of purpose.

The main characteristics of visionary leaders are:

- visionary leaders are social innovators, change agents, and good communicators;
- they possess business acumen and the ability to see the big picture and think strategically;
- visionary leaders also have a great charisma;
- they are also are notable risk-takers and great innovators;
- they are committed to their cause;
- they possess unwavering belief in the mission of the team or cause;
- they possess innate intelligence;
- they feel and show empathy to employees and followers.

A visionary leader is a good fit for companies that are focused on the future and innovations. He is able to create an inspirational vision of the future and attract followers. Employees are inspired to want to be part of something bigger than themselves.

Visionary leaders succeed on innovation and positive changes. They encourage creative thinking in employees.

Employees sense and feel motivated by the vision and are solidary within the group because of the cause. Visionary leaders also are able to encourage followers to develop a pioneer spirit.

8. Strategic Leadership

Strategic leadership style highly involves strategic thinking. Strategic leadership refers to the ability to express a strategic vision for the company, or a part of the company, and to motivate employees to understand and achieve that vision.

Strategic leadership is an important tool for creating organizational structure within a business. Strategic leaders are good at creating an organizational structure, allocating resources, analytical skills and thinking strategically.

A strategic leader carefully analyzes and estimates the alternatives and options for business growth by taking actions. This leadership style requires a very high level of work involvement.

A strategic leader develops a vision for the company that enables it to adapt to changing economics and technological environment. They are able to use this vision to motivate workers and create a sense of unity among them.

Key characteristics that define strategic leaders are:

- strong decision-making abilities, goal settings, and driving force abilities;
- interpersonal skills, self-control, self-awareness, and effective delegations skills.

Strategic leaders very wisely use their power. They develop approval for their ideas and push them gradually. Strategic leaders have a little knowledge about a lot of things and have a wider perspective. They have the ability to understand the feelings of employees and make business decisions after considering them.

9. Situational Leadership

Situational leadership is a type of management style where the leader must adjust his style to fit the specific needs of a situation and/or employees he is trying to influence. This is a powerful and flexible way that enables leaders to more effectively influence workers and employees.

Situational leadership means that it is up to the leader to change his style, not the employee to adjust to the leader's style.

Adaptable to any circumstance, situational leadership involves understanding when a particular management style has a high likelihood of success and when it does not. An essential ability of situational leaders is the fact that, the style may change regularly to cover the needs of others based on the situation.

Critical situation leadership characteristics and competencies are:

- the ability to understand and diagnose the business situation;
- the ability to adjust behavior to the needs of the situation;
- the ability to communicate with others in a way they can understand;
- the ability to manage the movement and actions;
- the ability to move effortlessly from one type of leadership style to another;
- the ability to gain the employees' trust and confidence;
- effective problem-solving skills.

10. Cross-Cultural Leadership

As the title suggest, this type of leadership typically exists where there are different cultures in the organization. It takes place in companies that are working internationally or in various countries with different cultures.

To be successful international organizations need leaders who are able effectively to fit their leadership to work in different cultural environments.

Cross-cultural leadership includes leaders that possess knowledge of the cultural differences and characteristics of different countries.

Nowadays in our globalized business environment, cross-cultural leadership is becoming more and more popular as a huge number of companies are develop their business internationally.

A manager who is successful in one country doesn't mean he will be successful in another. That is where cross-cultural leadership concept takes a place.

Cross-cultural management is far beyond than being tolerant of different traditions. Managers need to develop new competencies to successfully operate and lead employees from various cultures.

Key traits and characteristics of cross-cultural leaders and managers are:

- the knowledge how cultural affects beliefs and behavior;
- awareness of your own cultural conditioning;
- the ability to communicate expectations clearly;
- being patient;
- the ability to successfully implement tools and processes.

11. Facilitative Leadership

Facilitative leadership is a co-creative management style assuming that leaders should effectively facilitate deep collaboration, and make things easier and help to get things done.

Facilitative leadership is a people-centered style, with a focus on developing and supporting a culture in the workplace that facilitates goal achievement.

Facilitative leaders are able to understand how group interaction impacts productivity, to keep group discussion clear and productive, and to ensure clarity of expectations, in terms of goals and roles.

Crucial facilitative leadership characteristics involve:

- effective verbal and nonverbal communications skills;
- active listening skills and the ability to hear people accurately;
- establishing credibility to enable people to contribute with ease;
- clarifying and interrogating;
- the ability to ensure that everyone is clear on what result is wanted;
- genuinely and sincerely caring for people.

The approach of facilitative leadership is assertive. It applies to good leadership. That is why, facilitative leadership is a paradigm that fastly makes its way into more and more companies, governments and institutions.

The more employees are involved in decision making through facilitative leadership, the greater their sense of responsibility and motivation.

(Source: <http://www.businessphrases.net/leadership-styles/>)

Scaffolding activities

1. Find in the text answers to the following comprehension questions:

- What are different types of leadership styles in business?
- How can you define each of these styles?
- What are the typical characteristics of each of these styles?
- Which are the most effective leadership theories that provide best results?

2. Find in the text the information to fill in the table below:

Style	Definition	Characteristics	Pluses	Minuses

Reflection

Working in your small “home” group organize graphically the info on the topic from all the four Reading Selections.

PROJECT WORK

1. Write a short professional opinion on using ONE of leadership styles in business:

- When is it appropriate?
- When is it inappropriate?
- What are the key traits and characteristics of such a leader?

THEORY TIPS

1. LEADERSHIP THEORIES	
Trait approach Capacity Achievements Responsibility Participation	Behavioral approach Autocratic Democratic Laissez-faire Theory X and Theory Y
Situational approach	
Fiedler's Situational theory Relationship-motivated style Task-motivated style	Managerial grid
Tannenbaum and Schmidt's Situation theory	Lickert's four systems: Job centered - Exploitive authoritarian - Benevolent authoritarian Employee centered - Consultative - Participative

(Source: McGregor, 1960)

2.

The traditional concept has been that effective leaders have a distinct set of personality traits. These may be capacity, achievements, responsibility, participation or socio-economic status.

Based on how a leader behaves, the *behavioral approach* classifies leaders as autocratic, democratic, participative or laissez-faire.

The Ohio State University studies identified four leadership styles based on initiating structure and consideration as important determinants of successful leadership behavior. *Theory X and Theory Y* represent two different types of leadership styles.

The *managerial grid approach* considers people and production, and evolves five types of leadership styles.

Likert's four systems identify leadership styles which can either be job centered or employee centered. The job-centered leadership style may be exploitative or benevolent. The employee-centered style is consultative and participative.

The *situational approach* has identified leadership styles as relationship motivated and task motivated.

Tannenbaum and Schmidt's *situation theory* considers leadership style on the basis of the leader, the follower and the situation.

(Source: <http://www.fao.org/docrep/w7504e/w7504e03.htm>)

3. Managerial grid approach

The managerial grid approach utilizes – with modifications – the consideration and initiating structure dimensions of leadership. As discussed earlier, these dimensions are directed towards people and production respectively (Blake and Mouton, 1969). Using this approach, five types of leadership styles have been identified:

- The *improvised or extempore* style, which considers neither people nor production. It is an ineffective style of leadership.
- The *country club style* of leadership is oriented towards people, but has the least concern for production.
- The *autocratic type* of leadership is oriented towards production. It has most concern for production and least concern for people.
- The *middle-of-the-road type* of leader maintains a balanced between production and people.
- The *team type* of leadership style influences group members into a vibrant, effective, problem solving and decision making team, which is essential for organizational effectiveness. This is the most effective style of leadership, since it has concern for both production and people.

(Source: <http://www.fao.org/docrep/w7504e/w7504e03.htm>)

4. FUNCTIONS OF A LEADER	
Task functions	Maintenance functions
A policy-maker	An arbitrator and mediator
A planner	An ideal
An executive	A symbol of the group
An expert	A surrogate for individual responsibility
A group representative	An ideologist
A controller	A father
A purveyor of rewards and punishments	A scapegoat

(Source: Kretch and Cretchfield, 1948)

5. CHARACTERISTICS OF A LEADER	
Organized	Accessible
Fearless	Provides opportunities
Respects the work of others	Guides
Induces a feeling of satisfaction	Willing to listen
Promotes the interests of subordinates	Genuine
Frank	Discrete
Respects individuals	Informed
Knowledgeable	Graceful
Predictable	Has authority
Understanding	People-oriented
Honest and transparent	Personality traits

(Sources: Fiedler, Chemers and Mahar, 1977; Stodgill, 1948; Tosi, Rizzo and Carroll, 1986)

2. Analyze one of the extracts from “Cultural Profile of Russian Leadership”. Write a short professional comment on the results of the study made by Grigory Ambrozheichik from Regent University, USA. Give your arguments to why you agree or disagree with the researcher’s results.

Extract 1

Perceptions of Effective Russian Leadership

Ninety questionnaires were returned from the sampled 110 Russian middle managers undergoing training at two business schools in St. Petersburg. No more than two managers were from the same firm. Of the sample, 61 percent were men and 39 percent were women. They averaged 31.2 years old, with the youngest manager being 22 and the eldest being 50 years old. Seventy-two percent of the respondents worked for local Russian companies. Twenty-eight percent were managers in wholly owned foreign companies or Russian-foreign joint ventures (Fey et al., 2001).

Data were collected in the form of questionnaires asking respondents to list five characteristics of an effective leader without any predetermined items provided. The researchers then analyzed the obtained data set and were able to group the respondents’ items into 19 groups. The Democratic, Task Oriented, Relations Oriented, and Authoritarian groups had the highest numbers of respondents choose these characteristics to describe effective leadership. Guided by two classical sets of behavioral dimensions – Authoritarian vs. Democratic and Task-Oriented vs. Relations-Oriented – the researchers then concluded that the top four groups of items should be seen as poles of two continua of leadership characteristics: Authoritarian vs. Democratic, and Task Orientation vs. People (or Relations) Orientation. They thus formed a 2x2 matrix with four key Russian leadership styles: Military man (task-oriented authoritarian), Statesman (task-oriented democrat), Politician (people-oriented authoritarian), and Clergyman (people-oriented democrat). In this model, the Authoritarian-

Democratic dimension was conceived as including a degree of control and the delegation of tasks and decisions, while the Task-People orientation dimension was conceived as leadership focusing on tasks or people. The study results showed the respondents' preference for the statesman and clergyman styles of leadership, which were described in the following ways:

- A statesman is a task-oriented democrat focused primarily on organizational goals but striving for consensual means of achieving them. Strategic issues are not up for discussion; however, discretion is granted to subordinates in how they use their time and the best ways to accomplish tasks. Statesmen are aware of the need for employee commitment and use a democratic style. Employees are promoted on the basis of competence and shape formal and business-line organizational cultures.

- A clergyman is a relations-oriented democrat focused on an effective climate, good relations, and teamwork. Once agreement about tasks is achieved, tasks are delegated to subordinates who normally do not need to be tightly controlled. People are promoted on the basis of teamwork ability and the climate is informal.

(Source: Ambrozheichik G. Cultural Profile of Russian Leadership // International Journal of Leadership Studies. 2011. Vol. 6. Issue 3. School of Global Leadership & Entrepreneurship, Regent University. P. 315)

Extract 2

Implications for a Russian Implicit Leadership Theory

One of the hypotheses advanced by the GLOBE study states that there are significant positive relationships between societal culture dimensions and dimensions of culturally endorsed leadership theories (House et al., 1999). In this respect, Project GLOBE's results revealed the following:

- Collectivistic values are predictive of preference for team-oriented leadership;

Values relating to power distance, uncertainty avoidance, and assertiveness are negatively related to participative leadership whereas gender egalitarianism and performance orientation are its strong positive predictors;

- humane orientation predicts the same preferred dimension in leadership;
- performance orientation and in-group collectivism are predictive of preferred charismatic behavior (Koopman et al., 1999; Dickson et al., 2003).

As shown by the GLOBE study, implicit leadership theories are consistently affected and shaped by their corresponding cultures. Combining the above conclusions about the relationships between national cultures and culturally endorsed leadership theories with the composite profile of Russian culture produced by the analysis of the most important recent research studies enables formulation of the following general Russian implicit leadership theory. A leadership profile that will be culturally accepted, enacted, and effective in Russia will reflect:

- a moderate focus on team development and collective implementation of a common goal, with an emphasis on administrative competence;
- lack of participative leadership; low involvement of subordinates in decision making, an autocratic orientation;
- a preference for charismatic behavior; inspirational and motivational ability, achieving high performance through shared core values.

(Source: Ambrozheichik G. Cultural Profile of Russian Leadership // International Journal of Leadership Studies. 2011. Vol. 6. Issue 3. School of Global Leadership & Entrepreneurship, Regent University. P. 322-323)

3. Read the following article and draw the correlation between the styles named by the author and the traditional definitions. Use any graphic organizer to show the results. Give arguments to support your point of view.

THE SIX LEADERSHIP STYLES THAT ALL SUCCESSFUL LEADERS USE

by Daniel Owen van Dommelen

Great leaders inspire us to do great things, to believe that we can do anything, and to become the greatest versions of who we can be. This is why, as a leader of your business or company, you will know instinctively if you're leading your team into a brave new tomorrow, or if they're lagging behind, dragging their feet.

How they feel about your leadership style could make or break your company. Being knowledgeable about your weaknesses, and more importantly, your natural strengths can be a total game-changer. Here are six ways to manage a team and when to use them.

The Hare

This style is all about moving as fast as you can to get things done on time, which is of course ideal for times where you're working towards a tight deadline.

If used all the time, the stress of only caring about deadlines can mean employees lose interest in the tasks altogether. If this is the case, try switching up your style to focusing on the people doing the tasks. Find out more about what might work better for them in the long run, and how they work best.

The Dreamer

If you are a dreamer, you can see exactly where you'd like your company to go and you love to share this vision with your team. This approach can help join you together as a team and improve morale.

If you are going to use this style, make sure that your vision is clear and that everyone believes in it. Working towards some unattainable goal is a surefire way to lose the crowd and end up talking to yourself.

The Director

You are a director if you tell it like it is and if you ask for tasks to be done directly, without hesitation or consideration for your employees. This no-nonsense approach can work extremely well in a crisis. By keeping a cool head and knowing what needs to be done in the moment, you can create success out of a messy situation.

Where it doesn't work is if you find yourself constantly barking orders at your employees without ever using another management style. It's a delicate balance, but use this only sparingly and when the situation really calls for immediate and direct action. If overused, you can end up with employees who are low in moral and self-esteem, and others who are heading for the door.

The Greek

The Greeks invented democracy and this is what this leadership style is all about. You want to know everyone's opinion and how things can be improved for the best overall outcome. Having your say can be very empowering for most people, especially if it's something you are working on every day.

If this is your main way of managing, be careful that you are not asking the wrong advice from the wrong people. This can be a big waste of everyone's time, so make sure you have a well-developed team of experts, that you know you can depend on as your business grows.

The Lover

The person who is the lover cares about relationships, and how these bonds create enough synergy for a fruitful working environment. This style can be a huge booster for morale as everyone learns to understand and work with each other. When your team has experienced a setback or are changing group dynamics, this style can help to gel everyone together and keep things moving smoothly.

On the other hand, using this style all the time can lead to low performance and drive. This is because relationships are the focus, and the goals can get left behind. In this case, try using some of the other management styles, especially the hare or the dreamer management styles.

The Coach

Working as a coach means that you will not only understand what is going on with people, but that you will also try to find new ways of growing their (and your) skills and abilities. This is a great idea, especially for a new start-up where it's essential that your business keeps growing and evolving. So, being open to growing together, as individuals and as a company, will be highly beneficial.

This approach could backfire if an employee is not in the mood for any kind of growth. Instead of coaching, you would need to try out a different management style, like the director – at least until they feel more like meeting you on the same level.

Therefore, there we have it, six ways of managing your team. Whichever style you choose, the most important thing is that the team you are leading feels happy and inspired to do the work for you, because without the support and expertise of an effective team, your company would not be able to get off the ground. As billionaire Jack Ma says, “When your team is happy, the customer is happy”.

(Source: <http://www.thepositivepaper.com/6-leadership-styles-successful-leaders-use/>)

Module II

LEADERSHIP AND MANAGEMENT

Evocation

Management is a process of planning, organizing, coordinating, directing, and controlling the activities of the others.

Leadership is the process of influencing for achieving shared goals.

According to John Kotter, management involves coping with complexity, while leadership involves coping with change.

1. In small groups analyze and discuss what information on leadership vs. management the following visual aids give you (figures 1-3):



Figure 1

Management (structure)		Leadership (flexibility)
A function	↔	A relationship
Planning	↔	Selecting talent
Budgeting	↔	Motivating
Evaluating	↔	Coaching
Facilitating	↔	Building trust

Figure 2



Figure 3

Being a good leader is important in management but, to determine HOW to be a good leader, one should have a good understanding of what makes leadership a manager's effective tool.

2. Share your opinion with the group:

What makes leadership a manager's effective tool?

Realization of Meaning

While reading the information below find answers to the following questions:

- How does the quality of leadership determine the success or failure of the organization?
- How do you understand the author's statement: "Leadership should be both effective and successful"?
- Who is a super leader?
- What do strategies for self-leadership include?

Leadership is an effective instrument by which a manager can establish a feeling of mutual objectives and unity in a group, thereby ensuring maximum efficiency of the group. To achieve this, a manager has to have special skills in understanding impersonal and group behavior, establishing interactions and communication, and promoting cooperation. The quality of leadership determines the success or failure of an organization. Leadership can be defined here as the effort to influence the behavior of individuals or group members in order to accomplish organizational, individual or personal goals. It is an essential component of organizational effectiveness.

A leader has to possess one or *more forms of powers* to orient others to the desired direction (French and Raven, 1959): charisma, a position of authority, expert knowledge, and power of reward and punishment.

The powers of authority, reward and punishment are primary powers, which add strength to leadership quality and influence. These are powers, which are delegated to a manager by the organization.

Expert knowledge and charisma power are personal, intrinsic to the leader, and add to his or her strength.

To be effective, a manager should have a good understanding of leadership, of motivating factors, of how people think and act, and should adopt a personal and active attitude towards designated goals.

Leadership should be both effective and successful. While successful leadership draws a response from individuals or group members on the basis of rewards and punishments, effective leadership is based on mutual understanding and social exchange. An effective leader makes the individual or group members understand the problem and reasons for any actions or for changes needed in their own perceptual terms, and then makes a well-reasoned decision.

More recently, the concept of the *super leader* has been developed. A super leader is one who leads others to lead themselves. Super leadership inspires, stimulates and supports self-leadership in subordinates. It recognizes self-influence as a "powerful opportunity for achieving excellence, rather than as a threat to external control and authority" (Manz and Sims, 1987). Strategies for self-leadership include: a) effective behavior and action, b) strategies focused on behavior, and c) cognitive focused effective thinking and feeling.

Reflection

1. What can you say about leadership vs. management after working with the text?

2. In any convenient form (using key words, graphic organizes, etc.) sum up the ideas of the unit that seem most important to you from the perspective of your professional development.

3. Share this “survival kit” with the group.

Module III

MANAGEMENT AND SUPERVISION

Reading Selection 1

MANAGEMENT VS. SUPERVISION: SIMILARITIES AND DIFFERENCES

Evocation

Discuss in a small group how management and supervision are connected. Put down your assumptions.

Realization of meaning

Read the article and render it into English in writing.

МЕНЕДЖМЕНТ И УПРАВЛЕНИЕ: ОБЩИЕ ЧЕРТЫ И ОТЛИЧИЯ ЭТИХ ПОНЯТИЙ

Понятие менеджмента

Одним из ключевых аспектов менеджмента является признание роли других людей и их значимость. Хорошие менеджеры знают: без участия сотрудников организации они не добьются ровным счетом ничего. Как описывала этот процесс Мэри Паркер Фоллет (одна из самых известных, стоявших у истоков менеджмента ученых), мы имеем дело с «искусством обеспечения выполнения работы другими людьми». А известный теоретик науки управления Питер Друкер поясняет, что менеджеры определяют направление развития своих организаций, вступают в роли лидеров и принимают решение об использовании имеющихся организационных ресурсов для достижения поставленных целей. Обеспечение выполнения работы другими людьми с использованием имеющихся других ресурсов и лидерство – вот основная задача каждого менеджера, причём не только высших руководителей, но и руководителей служб безопасности, начальников бухгалтерских отделов, директоров по маркетингу и так далее. Более того широко распространена точка зрения, в соответствии с которой менеджмент рассматривается как универсальный вид человеческой деятельности, поскольку направленное на достижение цели руководство использованием ресурсов и стремление к высокой производительности имеют место в любой коммерческой и некоммерческой организации. Итак, сущность рассматриваемого понятия: Менеджмент – это эффективное и производительное достижение цели организации посредством планирования, организации, руководства и контроля организационных ресурсов.

В этом определении заключены две важные идеи:

- 1) основные функции управления, а именно: планирование, организация, лидерство и контроль;
- 2) эффективное и производительное достижение целей организации.

Выполнение основных функций управления предполагает использование менеджерами различных навыков и умений (некоторые из них, концептуальные, человеческие и технические). Некоторые исследователи выделяют и другие функции менеджмента, и в частности подбор кадров, осуществление коммуникации и принятие решений.

Основные функции менеджмента

Основными функциями менеджмента являются:

- 1) планирование;
- 2) организация;
- 3) лидерство.

Рассмотрим все три основные функции менеджмента.

Планирование

Планирование определяет «место», в котором компания хотела бы оказаться в будущем, и ведущий туда «маршрут». Под планированием мы понимаем определение целей и результатов деятельности организации в будущем, а также постановку задач и оценку необходимых для их решения ресурсов. Ограниченное распространение планирования, а также его недостаточно высокий уровень чреваты низкой эффективностью деятельности организации.

Организация

Вслед за планированием наступает черед организации, т.е. принятия решений о методах и инструментах выполнения плана. Организация

предполагает назначение рабочих задач, их конкретизацию в отделах компании и распределение ресурсов между ними.

Лидерство

Под лидерством понимается использование влияния менеджера для мотивации работников к достижению целей организации. Эффективное руководство предполагает, что все сотрудники организации разделяют ее цели, ценности и культуру, стремятся к достижению высоких результатов совместной деятельности.

Сравнение менеджмента и управления

Итак, сходства и различия понятий зависят от конкретной ситуации.

Управление – это общий процесс, менеджмент – частный. Профессиональные организаторы и управленцы используют набор инструментов, идеально подходящий для конкретной ситуации. Управление в первую очередь опирается на практику, в то время как менеджмент – на теорию. Отличаются и подходы к оценке качества труда, распределения ресурсов. Применимо к современному миру, менеджмент – это научно обоснованные методы воздействия на социально-экономические системы.

Подведем итог. Менеджмент от обычного управления отличается тем, что предполагает высокую степень свободы руководителей и подчиненных в условиях неопределенности ситуации. Управление же, сформировавшееся в рамках административной системы, основывается, наоборот, на всемерном ограничении такой свободы и идее предопределенности основных событий и процессов на много лет вперед с помощью всеохватывающего централизованного планирования.

(Источник: Сидорова А.Г. Менеджмент и управление: общие черты и отличия этих понятий // Актуальные вопросы экономических наук. 2014. № 41-1.С.74-76.
URL: <http://cyberleninka.ru/article/n/menedzhment-i-upravlenie-obschie-cherty-i-otlichiya-etih-ponyatiy>)

Reflection

- 1. Using a cluster, sum up in English the info on the notion of management from your rendering.*
- 2. Using Venn diagram, sum up in English the info on management vs. supervision: similarities and differences from your rendering.*
- 3. Share your graphic organizers in a small group. Develop them if necessary on the basis of sharing.*

Reading Selection 2

INTRODUCTION TO MANAGEMENT AND SUPERVISION

Evocation

Think and share in a small group:

What interpretations of management and supervision do you know?

Make a list of the definitions that you know.

Realization of Meaning

Read the chapter on management and supervision using I.N.S.E.R.T. reading strategy. While reading the text use the following marking system:

✓ *I know this*

+ *The info is new for me*

– *The info is in conflict with my assumptions*

Mark the info on the margins accordingly.

INTRODUCTION TO MANAGEMENT AND SUPERVISION

What is "Management"? What Do Managers Do?

What is "Management"?

Traditional Interpretation

There is a variety of views about this term. Traditionally, the term "management" refers to the set of activities, and often the group of people, involved in four general functions, including planning, organizing, leading and coordinating activities. (Note that the four functions recur throughout the organization and are highly integrated.)

Another Interpretation

Some writers, teachers and practitioners assert that the above view is rather outmoded and that management needs to focus more on leadership skills, e.g., establishing vision and goals, communicating the vision and goals, and guiding others to accomplish them. They also assert that leadership must be more facilitative, participative and empowering in how visions and goals are established and carried out. Some people assert that this really isn't a change in the management functions, rather it's re-emphasizing certain aspects of management.

What Do Managers Do?

Both of the above interpretations acknowledge the major functions of planning, organizing, leading and coordinating activities – they put different emphasis and suggest different natures of activities in the following four major functions. They still agree that what managers do is the following:

1. Planning:

Including identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks. Examples of planning are strategic planning, business planning, project planning, staffing planning, advertising and promotions planning, etc.

2. Organizing Resources:

Including to achieve the goals in an optimum fashion. Examples are organizing new departments, human resources, office and file systems, re-organizing businesses, etc.

3. Leading:

Including to set direction for the organization, groups and individuals and also influence people to follow that direction. Examples are establishing strategic direction (vision, values, mission and / or goals) and championing methods of organizational performance management to pursue that direction.

4. Controlling, or Coordinating:

Occuring with the organization's systems, processes and structures to effectively and efficiently reach goals and objectives. This includes ongoing collection of feedback, and monitoring and adjustment of systems, processes and structures accordingly. Examples include use of financial controls, policies and procedures, performance management processes, measures to avoid risks etc.

Another common view is that "management" is getting things done through others. Yet another view, quite apart from the traditional view, asserts that the job of management is to support employee's efforts to be fully productive members of the organizations and citizens of the community.

To most employees, the term "management" probably means the group of people (executives and other managers) who are primarily responsible for making decisions in the organization. In a nonprofit, the term "management" might refer to all or any of the activities of the board, executive director and / or program directors.

What is "Supervision"? What Do Supervisors Do?

What is "Supervision"?

There are several interpretations of the term "supervision", but typically supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisors. For example, first-level supervisors supervise entry-level employees. Depending on the size of the organization, middle managers supervise first-level supervisors, chief

executives supervise middle-managers, etc. Supervision is a management activity and supervisors have a management role in the organization.

What Do Supervisors Do?

Supervision of a group of employees often includes:

1. Conducting basic management skills (decision making, problem solving, planning, delegation and meeting management).
2. Organizing their department and teams.
3. Noticing the need for and designing new job roles in the group.
4. Hiring new employees.
5. Training new employees.
6. Employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.).
7. Conforming to personnel policies and other internal regulations.

(Source: <https://managementhelp.org/management/guidebook.htm#anchor1012225>)

1. Group the ideas based on your notes in the chart:

<i>✓ I know this</i>	<i>+ The info is new for me</i>	<i>– The info is in conflict with my assumptions</i>

2. Using your notes on management and supervision revise your graphic organizers (cluster and Venn diagram).

The diagram given below represents graphically the definition of management given by Michael H. Mescon, Michael Albert, Franklin Khedouri in a very systematic book “Management”. The advantage of this definition is

that it allows outlining the whole course of management as a system rather than a patchwork of different aspects*.

3. Analyze the diagram. How does the definition fit the info from texts 1 and 2? Discuss it in a small group. Sum up the conclusions that you have made.



PROJECT WORK

Make up a short presentation on management and supervision for the personnel-training course.

BUSINESS SKILLS DEVELOPMENT

Presentation tips

I. Presentation check-list

Organization		Content	
Date, time		Topic	
Duration		Purpose	

* You can find the Russian version here: <https://studfiles.net/preview/4514715/>
or here: <http://bibliotekar.ru/biznes-43/index.htm>.

Questions & answers session		Importance to the audience	
Room set-up		Point 1	
Equipment		Point 2	
Audience (# of people, professional level, formality, cultural diversity)		Point 3	
		Outcome	
		Visuals	

II. Presentation structure

Introduction:	Welcome the audience
	Introduce yourself (name, position, function)
	State the topic
	Explain the importance of the topic for the audience
	Describe the structure of your presentation
	Tell how long it will take
	Say when you'll answer questions
	Say if there are handouts / you'll e-mail the presentation
Main part	State the topic and the objectives briefly once again
	Introduce you 2-3 main points and describe them in detail
	Signal the end of the main part

Conclusion	Signal the end of your presentation
	Summarize the key points
	Highlight one most important point and explain its significance
	Make your final statement
	Invite questions
Dealing with questions	Possible questions – Possible answers

III. Presentation vocabulary

INTRODUCTION

Welcoming the audience
<p>Good morning / afternoon, ladies and gentlemen. Hello / Hi everyone.</p> <p>First of all, let me thank you all for coming here today.</p> <p>It's a pleasure to welcome you today.</p> <p>I'm happy / delighted that so many of you could make it today.</p> <p>It's good to see you all here.</p>

Introducing yourself
<p>Let me introduce myself. I'm Ann Brown from...</p> <p>For those of you who don't know me, my name is...</p> <p>Let me just start by introducing myself. My name is ...</p>

Giving your position, function, department, company:

As some of you know, I'm the purchasing manager.

I'm the key account manager here and am responsible for...

I'm here in my function as life head of...

I'm the project manager in charge of...

Introducing your topic

What I'd like to present to you today is...

I'm here today to present...

Today's topic is...

The subject / topic of my presentation is...

In my presentation I would like to report on ...

In my talk I'll tell you about...

Today I'm going to talk about...

I'll be talking about ...

Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you / us who...

My talk is particularly relevant to those of us who...

My topic is be very important for you because...

By the end of this talk you will be familiar with...

Stating your purpose

The purpose / objective / aim of this presentation is to...

Our goal is to determine how / the best way to...

What I want to show you is...

My objective is to...

Today I'd like to give you an overview of...

Today I'll be showing you / reporting on...

I'd like to update you on / inform you about...

During the next few hours we'll be...

Structuring

I've divided my presentation into three (main) parts...

In my presentation I'll focus on three major issues...

Sequencing

Point one deals with... point two... and point three...

First. I'll be looking at... second and third...

I'll begin / start off by... Then I'll move on to...

Then / Next / After that...

I'll end with...

Timing

My presentation will take about 30 minutes.

It will take about 20 minutes to cover these issues.

This won't take more than...

Handouts

Does everybody have a handout / brochure / copy of the report? Please take one and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the slides at the end of my talk.

I can email the PowerPoint presentation to anybody who wants it.

Questions

There will be time for questions after my presentation.

We will have about 10 minutes for questions in the question and answer period.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

EFFECTIVE OPENNINGS

Rhetorical questions

Is market research important for brand development?

Do we really need quality assurance?

Interesting facts

According to an article I read recently, ...

Did you know that...?

I'd like to share an amazing fact / figure with you.

Stories and anecdotes

I remember when I attended a meeting in Paris, ...

At a conference in Madrid, I was once asked the following question...

Let me tell you what happened to me...

Problem to think about

Suppose you wanted to... How would you go about it?

Imagine you had to... What would be your first step?

THE MAIN PART**Saying what is coming**

In this part of my presentation, I'd like to talk about...

So, let us first give you a brief overview...

Indicating the end of the section

This brings me to the end of my first point.

So much for point two.

So, that's the background on...

That's all I wanted to say about...

Summarizing a point

Before I move on, I'd like to recap the main points.

Let me briefly summarize the main issues.

I'd like to summarize what I've said so far...

Moving to the next point

This leads directly to my next point.

This brings us to the next question.

Let's now move on / turn to...

After examining this point, let's turn to...

Let's now take a look at...

Going back

As I said / mentioned earlier, ...

Let me come back to what I said before...

Let's go back to what we were discussing earlier.

As I've already explained, ...

As I pointed out in the first section,...

Referring to other points

I have a question in connection with / concerning payment.

There are a few problems regarding the quality.

With respect / regard to planning, we need more background information.

According to the survey, our customer service needs reviewing.

Adding ideas

In addition to this, I'd like to say that our IT business is going very well.

Moreover / Furthermore, there are other interesting facts we should look at.

Apart from being too expensive, this model is too big.

Talking about (difficult) issues

I think we first need to identify the problem.

Of course, we'll have to clarify a few points before we start.

We will have to deal with the problem of increasing prices.

How shall we cope with unfair business practices?

The question is why don't we tackle the distribution problems?

If we don't solve this problem now, we'll get / run into serious trouble soon.

We will have to take care of this problem now.

We are currently having difficulties with...

Rhetorical questions

What conclusion can we draw from this?

So, what does this mean?

So, just how good are the results?

So, how are we going to deal with this increase?

So, where do we go from here?

Why do I say that? Because...

Do we really want to miss this opportunity to...?

DESCRIBING VISUALS

Introducing a visual

Let's now look at the next slide which shows ...

To illustrate this, let's have a closer look at...

The chart on the following slide shows...

I have a slide here that shows...

The problem is illustrated in the next bar chart...

According to this graph, our net profit has doubled.

You can see the test results in this table.

As you can see here, ...

Explaining a visual

First, let me quickly explain the graph.

You can see that different colors have been used to indicate...

The new models are listed across the bottom.

The biggest segment indicates...

The key in the bottom left-hand corner...

Highlighting information

I'd like to stress / highlight / emphasize the following point(s).

I'd like to start by drawing your attention to...

Let me point out that...

I think you'll be surprised to see that...

I'd like you to focus your attention on...

What's really important here is...

What I'd like to point out here is...

Let's look more closely at...

Describing trends

Sales increased slightly in summer.

Consumer-spending fell / declined sharply.

Interest rates have risen steadily.

Food prices went up significantly.

There was a sudden increase in prices.

In August, we saw a moderate fall.

This was followed by a gradual decline.

There was a sharp slump in sales.

Ticket sales have started picking up.

Explaining purpose

We introduced this method to increase flexibility.

The purpose of this step is to expand to foreign markets.

Our aim was to...

Explaining cause and effect

What's the reason for this drastic decrease?

The unexpected drop was caused by...

This was because of...

As a consequence / Consequently, sales went up significantly.

As a result...

The venture resulted in a sharp fall in share prices.

Our new strategy has led to an increase of 10 %.

CONCLUSION

Indicating the end of your talk

I'm now approaching / nearing the end of my presentation.

Well, this brings me to the end of my presentation.

That covers just about everything I wanted to say about...

OK, I think that's everything I wanted to say about...

As a final point, I'd like to...

Finally, I'd like to highlight one key issue.

Summarizing points

Before I stop, let me go over the key issues again.

Just to summarize the main points of my talk...

I'd like to run through my main points again...

To conclude / in conclusion, I'd like to...

To sum up (then), we...

Making recommendations

We'd suggest...

We therefore (strongly) recommend that...

In my opinion, we should...

Based on the figures we have, I'm quite certain that...

Inviting questions

Are there any questions?

We just have time for a few questions.

And now I'll be happy to answer any questions you may have.

EFFECTIVE CONCLUSIONS

Quoting a well-known person

As... once said....

To quote a well-known businessman, ...

To put it in the words of...

Referring back to the beginning

Remember what I said at the beginning of my talk today?

Let me just go back to the story I told you earlier. Remember, ...

DEALING WITH QUESTIONS

Clarifying questions

I'm afraid I didn't (quite) catch that.

I'm sorry, could you repeat your question, please?

So, if I understood you correctly, you would like to know whether...

So, in other words you would like to know whether...

If I could just rephrase your question, you'd like to know...

Does that answer your question?

Avoiding giving an answer

If you don't mind, could we discuss that on another occasion?

I'm afraid that's not really what we're discussing today.

Well, actually I'd prefer not to discuss that today.

Admitting you don't know

Sorry, I don't know that off the top of my head.

I'm afraid I'm not in a position to answer that question.

At the moment, I'm afraid I don't know the answer to your question, but I'll try to find out for you.

Sorry, that's not my field. But I'm sure Peter Boll from Sales could answer your question.

Postponing questions

If you don't mind, I'll deal with / come back to this point later in my presentation.

Can we get back to this point a bit later?

I'd prefer to answer your question in the course of my presentation.

Would you mind waiting until the question and answer session at the end?

Perhaps we could go over this after the presentation.

Summarizing after interruptions

Before we go on, let me briefly summarize the points we've discussed.

So, now I'd like to return to what we were discussing earlier.

USEFUL WORDS (SEE THEIR USAGE IN CONTEXT)

to clarify:	Before we go on, let me clarify one point.
to focus on:	We need to focus on customer service.
to highlight:	Let me highlight the following points.
to illustrate:	This chart illustrates our success story.
to indicate:	The figures on the left indicate sales in France.
to lead to:	This leads to my next point.
to mention:	As I mentioned earlier, our staff is well-qualified.
to move on to:	Let's now move on to the next question.
to note:	Please note that prices rose slightly.
to notice:	You'll notice a sharp drop in August.

Рекомендации для работы над презентацией *Power Point*¹

1. Всегда планируйте свою презентацию на бумаге. Учитывайте ее цели, содержание, знайте свою аудиторию.
2. Не помещайте весь свой устный текст на слайд. Помните правило: не более 5-6 строчек на слайде, не более 6-7 слов в строчке.
3. Избегайте использования заглавных букв для большого текста: они трудны для чтения. Лишь небольшие заголовки можно писать заглавными буквами.
4. Размер шрифта отражает важность информации. Заголовки должны быть больше, чем основной текст.

¹ Разработаны доцентом кафедры английского языка и профессиональной коммуникации НГЛУ Л.В. Романовской

5. Ограничивайте тип шрифта и величину букв одним-двумя, сохраняйте это на протяжении всей презентации (если выбираете 40 для заголовков, то для остального текста следует выбрать 38).
6. Используйте простой шрифт типа *Times New Roman* или *Arial*. Они рекомендуются как наиболее оптимальные.
7. Избегайте тире и дефисов в тексте. Не переносите слова на другую строчку. Это прерывает восприятие информации.
8. Если на слайде дается перечень нескольких пунктов, рекомендуется оформлять их маркерами или нумеровать.
9. Фразы в этих пунктах должны иметь параллельные грамматические структуры (один и тот же тип предложения, одно и то же время, число и залог глагола).
10. Если хотите выделить какую-то часть информации в тексте, не подчеркивайте ее, а выделяйте жирным шрифтом или вторым из основных цветов слайда.
11. Длину строчек на каждом слайде желательно делать одинаковой.
12. Текст на слайде не должен преобладать над графикой.
13. Внимательно проверьте грамотность вашего текста.
14. Ограничивайте цвета, используемые на слайде, двумя-тремя на контрастном фоне.
15. Между текстом и фоном должен быть четкий контраст (рекомендуемые сочетания – бледные цвета для фона, темные цвета для текста).
16. Используйте яркие цвета для более важной информации. Яркие цвета всегда выделяются и привлекают внимание.

17. Желательно продумать цветовую гамму всей презентации, прежде чем выбирать цвета для отдельных слайдов. Используйте один стандартный шаблон для всей презентации.
18. Помните об эмоциональной реакции, которую могут вызвать некоторые цвета. Избегайте сочетания красного и зеленого: оно создает напряжение для глаз.
19. Не перегружайте слайд текстом и графикой: это затрудняет восприятие. Разделите информацию на несколько слайдов.
20. Презентацию рекомендуется заканчивать черным слайдом.

Module IV

BASIC SKILLS IN MANAGEMENT AND SUPERVISION

Reading Selection

CORE SKILLS IN MANAGEMENT & SUPERVISION

Evocation

According to Robert Katz, management skills are conceptual, technical and human skills.

Conceptual – be able to see ‘the big picture’ of the situation; ability to arrive at ideas, create a vision and plan for the future.

Technical – possess specific knowledge and have a specialized expertise.

Human – be able to work with others both individually and in group setting.

(Source: Katz R.I. Skills of an Effective Administrator // Harvard Business Review. September-October, 1974. P. 90-102)

According to management writings, all managers need to have all the three skills, but they need them in different amounts, depending on their position in the organization.

Brainstorm to answer the following questions:

- What skills will a senior manager need and use more?
- What skills will a lower level manager need and use more?

Realization of Meaning

Though the skills needed for various positions in management will be different, any manager should master certain BASIC skills in management and leadership.

The following Reading Selection presents the information on core skills in management and supervision. **Meeting management** as a core focus of the course will be dealt with separately. The basics of the rest of the skills essential for management and supervision are outlined below.

1. Work in groups of five. Each of you will study carefully ONE of the skills. Use any graphic organizer to sum up the information.

2. Prepare 5 “thin” (comprehension) questions to your skill info to check how your group mates acquired the info you’ve presented.

CORE SKILLS IN MANAGEMENT & SUPERVISION

Core skills in management and supervision are:

- 1) problem solving and decision making;
- 2) planning;
- 3) effective delegation;
- 4) ensuring strong ongoing internal communications;
- 5) meeting management;
- 6) managing yourself.

Skill 1

Problem Solving and Decision Making

Much of what managers and supervisors do is solve problems and make decisions. New managers and supervisors, in particular, often solve problems and decisions by reacting to them. They are "under the gun", stressed and very short for time. Consequently, when they encounter a new problem or decision they must make, they react with a decision that seemed to work before. It's easy with this approach to get stuck in a circle of solving the same problem over and over again. Therefore, as a new manager or supervisor, get used to an organized approach to problem solving and decision making. Not all problems can be solved and decisions made by the following, rather rational approach. However, the following basic guidelines will get you started. Don't be intimidated by the length of the list of guidelines. After you've practiced them a few times, they'll become second nature to you – enough that you can deepen and enrich them to suit your own needs and nature.

(Note that it might be more your nature to view a "problem" as an "opportunity". Therefore, you might substitute "opportunity" for "problem" in the following guidelines.)

1. Define the problem

This is often where people struggle. They react to what they think the problem is. Instead, seek to understand more about why you think there's a problem.

Defining the problem: (with input from yourself and others)

Ask yourself and others the following questions:

- A. What can you *see* that causes you to think there's a problem?
- B. Where is it happening?
- C. How is it happening?
- D. When is it happening?

E. With whom is it happening? (HINT: Don't jump to "Who is causing the problem?" When we're stressed, blaming is often one of our first reactions. To be an effective manager, you need to address issues more than people.)

F. Why is it happening?

G. Write down a five-sentence description of the problem in terms of "The following should be happening, but isn't ..." or "The following is happening and should be: ..." As much as possible, be specific in your description, including what is happening, where, how, with whom and why. (It may be helpful at this point to use a variety of research methods.)

Defining complex problems:

If the problem still seems overwhelming, break it down by repeating steps a-f until you have descriptions of several related problems.

Verifying your understanding of the problems:

It helps a great deal to verify your problem analysis for conferring with a peer or someone else.

Prioritize the problems:

A. If you discover that you are looking at several related problems, then prioritize which ones you should address first.

B. Note the difference between "important" and "urgent" problems. Often, what we consider important problems to consider are really just urgent problems. Important problems deserve more attention. For example, if you are continually answering "urgent" phone calls, then you've probably got a more "important" problem and that's to design a system that screens and prioritizes your phone calls.

Understand your role in the problem:

Your role in the problem can greatly influence how you perceive the role of others. For example, if you are very stressed out, it'll probably look like others are, too, or, you may resort too quickly to blaming and reprimanding

others. Or, you are feel very guilty about your role in the problem, you may ignore the accountabilities of others.

2. Look at potential causes for the problem

A. It is amazing how much you don't know about what you don't know. Therefore, in this phase, it is critical to get input from other people who notice the problem and who are effected by it.

B. It's often useful to collect input from other individuals one at a time (at least at first). Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems.

C. Write down what your opinions and what you've heard from others.

D. Regarding what you think might be performance problems associated with an employee, it is often useful to seek advice from a peer or your supervisor in order to verify your impression of the problem.

E. Write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why.

3. Identify alternatives for approaches to resolve the problem

At this point, it is useful to keep others involved (unless you're facing a personal and / or employee performance problem). Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, then screening them to find the best idea. It's critical when collecting the ideas to not pass any judgment on the ideas – just write them down as you hear them.

4. Select an approach to resolve the problem

When selecting the best approach, consider:

A. Which approach is the most likely to solve the problem for the long term?

B. Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?

C. What is the extent of risk associated with each alternative? (The nature of this step, in particular, in the problem solving process is why problem solving and decision making are highly integrated.)

5. Plan the implementation of the best alternative (this is your action plan)

A. Carefully consider "What will the situation look like when the problem is solved?"

B. What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure? Don't resort to solutions where someone is "just going to try harder".

C. How will you know if the steps are being followed or not? (these are your indicators of the success of your plan)

D. What resources will you need in terms of people, money and facilities?

E. How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success.

F. Who will primarily be responsible for ensuring implementation of the plan?

G. Write down the answers to the above questions and consider this as your action plan.

H. Communicate the plan to those who will be involved in implementing it and, at least, to your immediate supervisor. (An important aspect of this step in the problem-solving process is continually observation and feedback.)

6. Monitor implementation of the plan

Monitor the indicators of success:

A. Are you seeing what you would expect from the indicators?

B. Will the plan be done according to schedule?

C. If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

7. Verify if the problem has been resolved or not

One of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider:

A. What changes should be made to avoid this type of problem in the future? Consider changes to policies and procedures, training, etc.

B. Lastly, consider "What did you learn from this problem solving?" Consider new knowledge, understanding and / or skills.

C. Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.

Scaffolding Activities

1. Find in the text answers to the following comprehension questions:

- Why is problem solving difficult for new managers and supervisors?
- What approach does the author suggest?

2. Using the author's guidelines, make a succession of steps to solve a problem :

The image shows a sequence of seven empty chevron-shaped boxes arranged in two rows. The top row contains four boxes pointing to the right, and the bottom row contains three boxes pointing to the left. These boxes are intended for students to write a sequence of steps to solve a problem.

Skill 2

Planning

Quick Look at Some Basic Terms

Planning typically includes use of the following basic terms.

NOTE: It is not critical to grasp completely accurate definitions of each of the following terms. It is more important for planners to have a basic sense for the difference between goals/objectives (results) and strategies/tasks (methods to achieve the results).

1. Goals

Goals are specific accomplishments that must be accomplished in total, or in some combination, in order to achieve some larger, overall result preferred from the system, for example, the mission of an organization. (Going back to our reference to systems, goals are outputs from the system.)

2. Strategies or Activities

These are the methods or processes required in total, or in some combination, to achieve the goals. (Going back to our reference to systems, strategies are processes in the system.)

3. Objectives

Objectives are specific accomplishments that must be accomplished in total, or in some combination, to achieve the goals in the plan. Objectives are usually "milestones" along the way when implementing the strategies.

4. Tasks

Particularly in small organizations, people are assigned various tasks required to implement the plan. If the scope of the plan is very small, tasks and activities are often essentially the same.

5. Resources (and Budgets)

Resources include the people, materials, technologies, money, etc., required to implement the strategies or processes. The costs of these resources are often depicted in the form of a budget. (Going back to our reference to systems, resources are input to the system.)

Basic Overview of Typical Phases in Planning

Whether the system is an organization, department, business, project, etc., the basic planning process typically includes similar nature of activities carried out in similar sequence. The phases are carried out carefully or – in some cases – intuitively, for example, when planning a very small, straightforward effort. The complexity of the various phases (and their duplication throughout the system) depend on the scope of the system. For example, in a large corporation, the following phases would be carried out in the corporate offices, in each division, in each department, in each group, etc.

NOTE: Different groups of planners might have different names for the following activities and groups them differently. However, the nature of the activities and their general sequence remains the same.

NOTE: The following are typical phases in planning. They do *not* comprise the complete, ideal planning process.

1. Reference Overall Singular Purpose ("Mission") or Desired Result from System

During planning, planners have in mind (consciously or unconsciously) some overall purpose or result that the plan is to achieve. For example, during strategic planning, it's critical to reference the mission, or overall purpose, of the organization.

2. Take Stock Outside and Inside the System

This "taking stock" is always done to some extent, whether consciously or unconsciously. For example, during strategic planning, it's important to conduct

an environmental scan. This scan usually involves considering various driving forces, or major influences, that might effect the organization.

3. Analyze the Situation

For example, during strategic planning, planners often conduct a "SWOT analysis". (SWOT is an acronym for considering the organization's strengths and weaknesses, and the opportunities and threats faced by the organization.) During this analysis, planners also can use a variety of assessments, or methods to "measure" the health of systems.

4. Establish Goals

Based on the analysis and alignment to the overall mission of the system, planners establish a set of goals that build on strengths to take advantage of opportunities, while building up weaknesses and warding off threats.

5. Establish Strategies to Reach Goals

The particular strategies (or methods to reach the goals) chosen depend on matters of affordability, practicality and efficiency.

6. Establish Objectives Along the Way to Achieving Goals

Objectives are selected to be timely and indicative of progress toward goals.

7. Associate Responsibilities and Time Lines With Each Objective

Responsibilities are assigned, including for implementation of the plan, and for achieving various goals and objectives. Ideally, deadlines are set for meeting each responsibility.

8. Write and Communicate a Plan Document

The above information is organized and written in a document which is distributed around the system.

9. Acknowledge and Celebrate Accomplishment of the Plan

This step is frequently forgotten, which can lead to increasing frustration and skepticism on the part of those people who are responsible to carry out the plan.

Guidelines to Ensure Successful Planning and Implementation

A common failure in many kinds of planning is that the plan is never really implemented. Instead, all focus is on writing a plan document. Too often, the plan sits collecting dust on a shelf. Therefore, most of the following guidelines help to ensure that the planning process is carried out completely and is implemented completely – or, deviations from the intended plan are recognized and managed accordingly.

1. Involve the Right People in the Planning Process

Going back to the reference to systems, it's critical that all parts of the system continue to exchange feedback in order to function effectively. This is true no matter what type of system. When planning, get input from everyone who will be responsible to carry out parts of the plan, along with representative from groups who will be effected by the plan. Of course, people also should be involved if they will be responsible to review and authorize the plan.

2. Write Down the Planning Information and Communicate it Widely

New managers, in particular, often forget that others don't know what these managers know. Even if managers do communicate their intentions and plans verbally, chances are great that others won't completely hear or understand what the manager wants done. Also, as plans change, it's extremely difficult to remember who is supposed to be doing what and according to which version of the plan. Key stakeholders (employees, management, board members, funders, investor, customers, clients, etc.) may request copies of various types of plans. Therefore, it's critical to write plans down and communicate them widely.

3. Goals and Objectives Should Be SMARTER

SMARTER is an acronym, that is, a word composed by joining letters from different words in a phrase or set of words. In this case, a SMARTER goal or objective is:

Specific:

For example, it is difficult to know what someone should be doing if they are to pursue the goal to "work harder". It is easier to recognize "Write a paper".

Measurable:

It's difficult to know what the scope of "Writing a paper" really is. It is easier to appreciate that effort if the goal is "Write a 30-page paper".

Acceptable:

If I am to take responsibility for pursuit of a goal, the goal should be acceptable to me. For example, I am not likely to follow the directions of someone telling me to write a 30-page paper when I also have to five other papers to write. However, if you involve me in setting the goal so I can change my other commitments or modify the goal, I am much more likely to accept pursuit of the goal as well.

Realistic:

Even if I do accept responsibility to pursue a goal that is specific and measurable, the goal won't be useful to me or others if, for example, the goal is to "Write a 30-page paper in the next 10 seconds".

Time Frame:

It may mean more to others if I commit to a realistic goal to "Write a 30-page paper in one week". However, it'll mean more to others (particularly if they are planning to help me or guide me to reach the goal) if I specify that I will write one page a day for 30 days, rather than including the possibility that I will write all 30 pages in last day of the 30-day period.

Extending:

The goal should stretch the performer's capabilities. For example, I might be more interested in writing a 30-page paper if the topic of the paper or the way that I write it will extend my capabilities.

Rewarding:

I am more inclined to write the paper if the paper will contribute to an effort in such a way that I might be rewarded for my effort.

4. Build in Accountability (Regularly Review Who is Doing What and By When?)

Plans should specify who is responsible for achieving each result, including goals and objectives. Dates should be set for completion of each result, as well. Responsible parties should regularly review status of the plan. Be sure to have someone of authority "sign off" on the plan, including putting their signature on the plan to indicate they agree with and support its contents. Include responsibilities in policies, procedures, job descriptions, performance review processes, etc.

5. Note Deviations from the Plan and Replan Accordingly

It is OK to deviate from the plan. The plan is not a set of rules. It is an overall guideline. As important as following the plan is noticing deviations and adjusting the plan accordingly.

6. Evaluate Planning Process and the Plan

During the planning process, regularly collect feedback from participants. Do they agree with the planning process? If not, what don't they like and how could it be done better? In large, ongoing planning processes (such as strategic planning, business planning, project planning, etc.), it's critical to collect this kind of feedback regularly.

During regular reviews of implementation of the plan, assess if goals are being achieved or not. If not, were goals realistic? Do responsible parties have the resources necessary to achieve the goals and objectives? Should goals be changed? Should more priority be placed on achieving the goals? What needs to be done?

Finally, take 10 minutes to write down how the planning process could have been done better. File it away and read it the next time you conduct the planning process.

7. Recurring Planning Process is at Least as Important as Plan Document

Far too often, primary emphasis is placed on the plan document. This is extremely unfortunate because the real treasure of planning is the planning process itself. During planning, planners learn a great deal from ongoing analysis, reflection, discussion, debates and dialogue around issues and goals in the system. Perhaps there is no better example of misplaced priorities in planning than in business ethics. Far too often, people put emphasis on written codes of ethics and codes of conduct. While these documents certainly are important, at least as important is conducting ongoing communications around these documents. The ongoing communications are what sensitize people to understanding and following the values and behaviors suggested in the codes.

8. Nature of the Process Should Be Compatible to Nature of Planners

A prominent example of this type of potential problem is when planners don't prefer the "top down" or "bottom up", "linear" type of planning (for example, going from general to specific along the process of an environmental scan, SWOT analysis, mission / vision / values, issues and goals, strategies, objectives, timelines, etc.) There are other ways to conduct planning.

9. Critical – But Frequently Missing Step – Acknowledgement and Celebration of Results

It is easy for planners to become tired and even cynical about the planning process. One of the reasons for this problem is very likely that far too often, emphasis is placed on achieving the results. Once the desired results are achieved, new ones are quickly established. The process can seem like having to solve one problem after another, with no real end in sight. Yet when one really thinks about it, it's a major accomplishment to carefully analyze a situation, involve others in a plan to do something about it, work together to carry out the plan and actually see some results. So acknowledge this – celebrate your accomplishment!

Scaffolding Activities

1. Find in the text answers to the following comprehension questions:

- What is the basic difference between goals / objectives (results) and strategies / tasks (methods to achieve the results)?
- What is a common failure in many kinds of planning?

2. Name the typical phases of planning:

3. Using the author's guidelines, describe a SMARTER goal or objective:

S	
M	
A	
R	
T	
E	
R	

4. Using the author's guidelines, make a "must-do" list to ensure successful planning and implementation (it should include 9 points):

Must-Do List
1.
2.
3.

Skill 3

Effective Delegation

The hallmark of good supervision is effective delegation. Delegation is when supervisors give responsibility and authority to subordinates to complete a task, and let the subordinates figure out how the task can be accomplished. Effective delegation develops people who are ultimately more fulfilled and productive. Managers become more fulfilled and productive themselves as they learn to count on their staffs and are freed up to attend to more strategic issues.

Delegation is often very difficult for new supervisors, particularly if they have had to scramble to start the organization or start a major new product or service themselves. Many managers want to remain comfortable, making the same decisions they have always made. They believe they can do a better job themselves. They don't want to risk losing any of their power and stature (ironically, they do lose these if they don't learn to delegate effectively). Often, they don't want to risk giving authority to subordinates in case they fail and impair the organization.

However, there are basic approaches to delegation that, with practice, become the backbone of effective supervision and development. Thomas R. Horton, in *Delegation and Team Building: No Solo Acts Please* (Management Review, September 1992, pp. 58-61) suggests the following general steps to accomplish delegation:

1. Delegate the whole task to one person

This gives the person the responsibility and increases their motivation.

2. Select the right person

Assess the skills and capabilities of subordinates and assign the task to the most appropriate one.

3. Clearly specify your preferred results

Give information on what, why, when, who and where. You might leave the "how" to them. Write this information down.

4. Delegate responsibility and authority – assign the task, not the method to accomplish it

Let the subordinate complete the task in the manner they choose, as long as the results are what the supervisor specifies. Let the employee have strong input as to the completion date of the project. Note that you may not even know how to complete the task yourself – this is often the case with higher levels of management.

5. Ask the employee to summarize back to you, their impressions of the project and the results you prefer

6. Get ongoing non-intrusive feedback about progress on the project
This is a good reason to continue to get weekly, written status reports from all direct reports. Reports should cover what they did last week, plan to do next week and any potential issues. Regular employee meetings provide this ongoing feedback, as well.

7. Maintain open lines of communication

Don't hover over the subordinate, but sense what they're doing and support their checking in with you along the way.

8. If you're not satisfied with the progress, don't take the project back
Continue to work with the employee and ensure they perceive the project as their responsibility.

9. Evaluate and reward performance

Evaluate results more than methods. Address insufficient performance and reward successes.

Scaffolding Activities

1. Find in the text answers to the following comprehension questions:

- Why is delegation often difficult for new supervisors?
- How does effective delegation make managers more fulfilled and productive?

2. Using the author's guidelines, formulate nine steps to accomplish delegation:

<i>General Steps to Accomplish Delegation</i>
1.
2.
3.

Skill 4

Ensuring Strong Ongoing Internal Communications

Basics of Internal Communications

Effective communications are the "life's blood" of an organization. Organizations, that are highly successful, have strong communications. One of the first signs that an organization is struggling is that communications have broken down. The following guidelines are very basic in nature, but comprise the basics for ensuring strong ongoing, internal communications.

1. Have all employees provide weekly written status reports to their supervisors

Include what tasks were done last week, what tasks are planned next week, any pending issues and date the report. These reports may seem a tedious task, but they're precious in ensuring that the employee and their supervisor have mutual understanding of what is going on, and the reports come in very handy for

planning purposes. They also make otherwise harried employees stand back and reflect on what they're doing.

2. Hold monthly meetings with all employees together

Review the overall condition of the organization and review recent successes. Consider conducting "in service" training where employees take turns describing their roles to the rest of the staff. For clarity, focus and morale, be sure to use agendas and ensure follow-up minutes. Consider bringing in a customer to tell their story of how the organization helped them. These meetings go a long way toward building a feeling of teamwork among staff.

3. Hold weekly or biweekly meetings with all employees together if the organization is small (e.g., under 10 people); otherwise, with all managers together

Have these meetings even if there is not a specific problem to solve – just make them shorter. (Holding meetings only when there are problems to solve cultivates a crisis-oriented environment where managers believe their only job is to solve problems.) Use these meetings for each person to briefly give an overview of what they are doing that week. Facilitate the meetings to support exchange of ideas and questions. Again, for clarity, focus and morale, be sure to use agendas, take minutes and ensure follow-up minutes. Have each person bring their calendar to ensure scheduling of future meetings accommodates each person's calendar.

4. Have supervisors meet with their direct reports in one-on-one meetings every month

This ultimately produces more efficient time management and supervision. Review overall status of work activities, hear how it's going with both the supervisor and the employee, exchange feedback and questions about current products and services, and discuss career planning, etc. Consider these meetings as interim meetings between the more formal, yearly performance review meetings.

Scaffolding Activities

1. Find in the text answers to the following comprehension questions:

- Why are effective communications the "life's blood" of an organization?
- What does the author recommend to introduce to ensure strong ongoing, internal communications?

Skill 5 – Meeting Management will be discussed in the next module.

Skill 6

Managing Yourself

Role of New Manager or Supervisor Is Often Very Stressful

The experience of a first-time supervisor or manager is often one of the most trying in their career. They rarely have adequate training for the new management role – they were promoted because of their technical expertise, not because of their managerial expertise. They suddenly have a wide range of policies and other regulations to apply to their subordinates. Work is never "done". They must represent upper management to their subordinates, and their subordinates to upper management. They're stuck in the middle. They can feel very alone.

Guidelines to Manage Yourself

Everyone in management has gone through the transition from individual contributor to manager. Each person finds their own way to "survive". The following guidelines will help you keep your perspective and your health.

1. Monitor your work hours

The first visible, undeniable sign that things are out of hand is that you're working too many hours. Note how many hours you are working per week. Set a limit and stick to that limit. Ask your peers or boss for help.

2. Recognize your own signs of stress

Different people show their stress in different ways. Some people have "blow ups". Some people get very forgetful. Some people lose concentration. For many people, they excel at their jobs, but their home life falls apart. Know your signs of stress. Tell someone else what they are. Ask them to check in with you every two weeks to see how you are doing. Every two weeks, write down how you are doing – if only for a minute. Stick in it a file marked "%*#)%&!!#\$".

3. Get a mentor or a coach

Ideally, your supervisor is a very good mentor and coach. Many people have "been there, done that" and can serve as great mentors to you.

4. Learn to delegate

Delegating is giving others the responsibility and authority to carry out tasks. You maintain the accountability to get them done, but you let others decide how they will carry out the tasks themselves. Delegation is a skill to learn. Start learning it.

5. Communicate as much as you can

Have at least one person in your life with whom you are completely honest. Hold regular meetings with staff – all of them in one meeting at least once a month, and meet at least once every two weeks with each of your direct reports. A common problem among new managers and supervisors (or among experienced, but ineffective ones) is not meeting unless there is something to say. There is always something to communicate, even if to say that things are going well and then share the health of your pets. New managers and supervisors often assume that their employees know as much as they do. One of the first signs of an organization in trouble is that communications break down. Err on the side of too much communication, rather than not enough.

6. Recognize what is important from what's urgent – fix the system, not the problem

One of the major points that experienced managers make is that they've learned to respond to what's important, rather than what's urgent. Phone calls, sick

employees, lost paperwork, disagreements between employees all seem to suddenly crop up and demand immediate attention. It can seem like your day is responding to one crises after another. As you gain experience, you quit responding to the crisis and instead respond to the problem that causes the crises. You get an answering machine or someone else to answer the phone. You plan for employees being gone for the day – and you accept that people get sick. You develop a filing system to keep track of your paperwork. You learn basic skills in conflict management. Most important, you recognize that management is a process – you never really "finish" your to-do list – your list is there to help you keep track of details. Over time, you learn to relax.

7. Recognize accomplishments

Our society promotes problem solvers. We solve one problem and quickly move on to the next. The culture of many organizations rewards problem solvers. Once a problem is solved, we quickly move on to the next to solve that one, too. Pretty soon we feel empty. We feel as if we are not making a difference. Our subordinates do, too. So in all your plans, include time to acknowledge accomplishments – if only by having a good laugh by the coffee machine, do take time to note that something useful was done.

(Source: [https://managementhelp.org/management/guidebook.htm# anchor 227589](https://managementhelp.org/management/guidebook.htm#anchor_227589))

Scaffolding Activities

1. Find in the text answers to the following comprehension questions:

- Why do first-time supervisors or managers rarely have adequate training for the new management role?
- What makes their first managerial experience challenging and stressful?

2. Using the author's guidelines, compile a "survival kit" that will help new managers to manage themselves.

Reflection

- 1. Using your graphic organizer share the info about the skill you have read about in your small group. After your speech, answer your groupmates' clarifying questions.*
- 2. To check understanding ask your groupmates the questions that you prepared.*
- 3. Using any graphic organizer sum up the group info on all the five skills you have discussed.*
- 4. Share with the group what skills you have and the ones you need to work on.*

PROJECT WORK

Analyze the table that summarizes the roles of the manager according to Henry Mintzberg. Decide what role(s) you may perform best. Explain what skills you possess to be successful in performing the necessary activities. Your list of skills may include the ones that were not discussed in the unit.

Mintzberg's Roles of the Manager

Category	Role	Activity
Informational	Monitor	Look for and receive information, review papers and reports, maintain interpersonal contacts and networks
	Disseminator	Pass info to others by phone, in meetings, memos
	Spokesperson	Represent the area or organization to people outside the area or organization in speeches and reports. Deal with media. Make presentations at professional or community events
Interpersonal	Figurehead	Perform ceremonial and symbolic duties inside the organization, receive visitors. Give presentations / awards to employees

	Leader	Supervise direct subordinates, including recruiting, selecting, motivating, leading and training them
	Liaison	Be the conduit (the in-between person) for info flowing in and out the organization
Decisional	Entrepreneur	Initiate change. Plan new projects, spot opportunities, identify areas of business development
	Disturbance handler	Take corrective action during crises or operational breakdowns, resolve conflicts amongst staff, adapt external changes
	Recourse allocator	Decide who gets resources, sets the schedule, set priorities
	Negotiator	Represent department during negotiations with unions, suppliers, and generally defend interests

(Source: <http://www/provenmodels.com/88/ten-managerial-roles/henry-mintsberg>)

Module V

MEETING MANAGEMENT

Reading Selection 1

MEETING MANAGEMENT BASICS

Evocation

Meetings are typically arranged for: planning, information-giving, brainstorming new ideas, problem-solving, decision-making, negotiating a contract, first contact with a customer / business partner / supplier, etc.

1. Match the type of meeting to its description. Think what these meetings may be organized for:

1. board meeting	a. a group of experts who meet to brainstorm problems
2. steering committee	e. a monthly meeting with regular reports and additional important items
3. subcommittee	c. a committee which is responsible for implementing a plan
4. think-tank	d. a meeting of the company directors
5. regular departmental meeting	b. a part of a larger committee with a special responsibility

Sometimes meetings are held to take another look at things that were previously decided.

2. Use the appropriate word with the prefix re- to indicate that something is being done or considered again. Write a suitable response:

reorder	redraft	reschedule	rearrange
reconsider	reread	review	

1. - Did you hear what the chairman said?

- The meeting has been called to _____ the sales figures in the light of the initial forecasts.

2. - I don't think their decision was a wise one.

- They'll have to _____ it.

3. - We can't send out a report like that!

- We'll have to _____ it.

4. - The meeting can't take place next Monday!
- We'll have to _____ it.
5. - We've run out of printer ink.
- We'll have to _____ some.
6. - It's a long time since I looked at the safety regulations.
- You'll have to _____ it.
7. - It doesn't look as if I'll be able to attend Thursday's meeting.
- We'll have to _____ it.

3. Which of these do you agree with? Which, in your opinion, is most important and which is least important. Rank them from 1 to 10:

- never hold meetings on Monday
- set a time limit for the meeting to end
- tolerate interruptions and digressions so that everyone has a chance to participate
- circulate essential documents beforehand
- put the most important item in the middle of the agenda
- limit the number of people attending the meeting to eight
- always obtain unanimous agreement
- record decisions and agree on further action
- cancel the meeting when key people or facts are unavailable
- deal with the important issues behind the scenes

4. Think and share:

- Why should meeting management be taken very seriously?
- What makes a productive meeting? Make a list of key factors.

Realization of Meaning

While reading the selection find answers to the following Meeting Management Questions:

- How can you ensure that the right people are included in your meetings?
- What's the best way to design an agenda (according to the materials for review)?
- What kinds of activities should be included in the opening of a meeting?
- What is the purpose of ground rules for a meeting. How can they be developed?
- What are some ideas to ensure that meeting time is managed as effectively as possible?
- How can you evaluate the meeting process? How can you evaluate results of the overall meeting process?
- What activities are including when closing a meeting?

MEETING MANAGEMENT BASICS

Meeting management tends to be a set of skills often overlooked by leaders and managers. The following information is a rather "Cadillac" version of meeting management suggestions. You might pick which suggestions best fit the particular culture of your own organization. Keep in mind that meetings are very expensive activities when one considers the cost of labor for the meeting

and how much can or cannot get done in them. So take meeting management very seriously.

The process used in a meeting depends on the kind of meeting you plan to have, e.g., staff meeting, planning meeting, problem solving meeting, etc. However, there are certain basics that are common to various types of meetings. These basics are described below.

(Note that there may seem to be a lot of suggestions listed below for something as apparently simple as having a meeting. However, any important activity would include a long list of suggestions. The list seems to become much smaller once you master how to conduct the activity.)

Selecting Participants

1. The decision about who is to attend depends on what you want to accomplish in the meeting. This may seem too obvious to state, but it's surprising how many meetings occur without the right people there.

2. Don't depend on your own judgment about who should come. Ask several other people for their opinion as well.

3. If possible, call each person to tell them about the meeting, it's overall purpose and why their attendance is important.

4. Follow-up your call with a meeting notice, including the purpose of the meeting, where it will be held and when, the list of participants and whom to contact if they have questions.

5. Send out a copy of the proposed agenda along with the meeting notice.

6. Have someone designated to record important actions, assignments and due dates during the meeting. This person should ensure that this information is distributed to all participants shortly after the meeting.

Developing Agendas

1. Develop the agenda together with key participants in the meeting. Think of what overall outcome you want from the meeting and what activities

need to occur to reach that outcome. The agenda should be organized so that these activities are conducted during the meeting.

In the agenda, state the overall outcome that you want from the meeting.

2. Design the agenda so that participants get involved early by having something for them to do right away and so they come on time.

3. Next to each major topic, include the type of action needed, the type of output expected (decision, vote, action assigned to someone), and time estimates for addressing each topic.

4. Ask participants if they'll commit to the agenda.

5. Keep the agenda posted at all times.

6. Don't overly design meetings; be willing to adapt the meeting agenda if members are making progress in the planning process.

7. Think about how you label an event, so people come in with that mindset; it may pay to have a short dialogue around the label to develop a common mindset among attendees, particularly if they include representatives from various cultures.

Opening Meetings

1. Always start on time; this respects those who showed up on time and reminds late-comers that the scheduling is serious.

2. Welcome attendees and thank them for their time.

3. Review the agenda at the beginning of each meeting, giving participants a chance to understand all proposed major topics, change them and accept them.

4. Note that a meeting recorder if used will take minutes and provide them back to each participant shortly after the meeting.

5. Model the kind of energy and participant needed by meeting participants.

6. Clarify your role(s) in the meeting.

Establishing Ground Rules for Meetings

You don't need to develop new ground rules each time you have a meeting, surely. However, it pays to have a few basic ground rules that can be used for most of your meetings. These ground rules cultivate the basic ingredients needed for a successful meeting.

1. Four powerful ground rules are: participate, get focus, maintain momentum and reach closure. (You may want a ground rule about confidentiality.)
2. List your primary ground rules on the agenda.
3. If you have new attendees who are not used to your meetings, you might review *each* ground rule.
4. Keep the ground rules posted at all times.

Time Management

1. One of the most difficult facilitation tasks is time management – time seems to run out before tasks are completed. Therefore, the biggest challenge is keeping momentum to keep the process moving.
2. You might ask attendees to help you keep track of the time.
3. If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution.

Evaluations of Meeting Process

It's amazing how often people will complain about a meeting being a complete waste of time – but they only say so after the meeting. Get their feedback during the meeting when you can improve the meeting process right away. Evaluating a meeting only at the end of the meeting is usually too late to do anything about participants' feedback.

1. Every couple of hours, conduct 5-10 minutes "satisfaction checks".

2. In a round-table approach, quickly have each participant indicate how they think the meeting is going.

Evaluating the Overall Meeting

1. Leave 5-10 minutes at the end of the meeting to evaluate the meeting; don't skip this portion of the meeting.

2. Have each member rank the meeting from 1-5, with 5 as the highest, and have each member explain their ranking.

3. Have the chief executive rank the meeting last.

Closing Meetings

1. Always, end meetings on time and attempt to end on a positive note.

2. At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it or not (to get their commitment).

3. Clarify that meeting minutes and / or actions will be reported back to members in at most a week (this helps to keep momentum going).

(Source: <http://smallbusiness.chron.com/meeting-management-techniques-3151.html>)

Reflection

1. Return to the Evocation Section task 3.

Has your ranking changed after reading the article? How has it changed?

2. Return to the Evocation Section task 4:

- Has your answer to question A changed after reading the article?
How has it changed?
- Compare your key factors for a successful meeting with the following checklist. What factors did you add after reading the article? What factors from the checklist are new to you?

Checklist: What makes an efficient meeting?

Preparation	Have the participants been informed of: date, place, time, agenda, objectives, specific preparation, documentation, specific roles?
Purpose	Do the participants: share the same expectations, have clear objectives, understand the scope / limits of the meeting?
Procedure	Has the procedure (formal chairing, informal brainstorming, etc.) been agreed? Has the agenda been agreed and understood? Are the time limits clear (duration, finish time, date and time of next meeting)?
Roles	Are the roles clearly understood? Chairperson – how much control is appropriate? Minute-taker – detailed minutes or just a summary? Participants – general and / or specific contributions?
Communication	Do all the participants get a chance to contribute? Is there a clear direction to the meeting? Do the participants understand each other? Is there a positive atmosphere? Is there a clear outcome to the meeting?

3. Discuss your answers to the questions from Realization of Meaning section with your groupmates.

4. Think and share your opinion on the following:

- What challenges do you see in implementing the meeting-management recommendations in the materials for review?
- What do you dislike about meetings? What do you like?
- What are you hearing from others about the quality of the meetings in your organization?

To express your opinion, use the phrases: as far as I am concerned; personally I find; you should never underestimate; there is nothing wrong with, etc.

PROJECT WORK

Listen to the consultant giving advice about meetings. Take notes to complete the passage below. Complete the passage.

If a meeting is to be productive it should have 1 _____ that all the participants know and understand. You should appoint 2 _____ who manages and controls the meeting. You must write 3 _____, or list of items to be discussed and send it to 4 _____.

They should 5 _____ and come to it with ideas to contribute.

You have to 6 _____ to each point, otherwise there is a risk that some of the items will not be dealt with at all.

You ought to 7 _____.

If not you are to 8 _____ into the agenda.

You don't need to 9 _____.

But you should send other senior staff members 10 _____, or summary of what was discussed.

The minutes should include 11 _____ – you don't have to 12 _____.

However, you need to include 13_____ decided upon at the meeting.
 Lastly, the minutes should 14_____. It is essential
 to keep the 15_____ clear in
 everyone's mind.

*Act as a consultant. Give your profound advice on what should be done
 to make your meetings more effective. Use all the info of the reading and
 listening selections and your discussion output.*

BUSINESS SKILLS DEVELOPMENT

Discussing and Evaluating Meetings

Basic Vocabulary

What do we call it?	a meeting a (video) conference a conference call a discussion
How do we organize the meeting?	to call a meeting to hold a meeting to set up a meeting at a very short notice
What are the reasons for meetings?	to communicate ideas / opinions to make plans to pool ideas to plan the future / the budget to settle differences to solve problems

Who participates?	chairperson (chairman, chairwoman) participant delegate colleague
What do we do?	discuss negotiate propose decide brainstorm recommend postpone exchange ideas
What do we talk about?	items points topics issues matters subjects
What is the atmosphere like?	positive collaborative cooperative friendly participative OR negative hostile uncooperative unfriendly competitive

What's the output?	minutes report actions proceedings (of a conference)
How do we evaluate the meeting?	fruitful productive helpful positive useful stimulating interesting OR pointless useless boring fruitless unproductive a waste of time

Reading Selection 2

MEETING MANAGEMENT TECHNIQUES

Evocation

Think and share:

How should a meeting chairperson encourage effective participations of the attendees in the discussion of the agenda?

Realization of Meaning

While reading the article mark the points on which the author agrees with the recommendations from Reading Selection 1.

MEETING MANAGEMENT TECHNIQUES

by Maggie McCormick

Meetings are a necessary evil for getting things done in your business. Your employees may hate them, feeling they are a waste of time. The key to successful meetings is to plan and manage them properly. A meeting will go poorly if you have is no clear focus, and if you have the wrong people attending the meeting. Circumvent this by taking the time to plan, and communicate with your employees about your expectations for the meeting.

Invite the right people to the meeting. There is no need to invite everyone in the office to every meeting. If you are discussing potential software upgrades, the meeting should include only your software engineers. If you want to generate ideas for new products, invite customer service representatives, who deal with customers daily. Inviting unnecessary people can breed resentment and disarray.

Send out your meeting agenda ahead of time. This prepares attendees for what to expect.

Establish the meeting's goals. Some meetings are simply for informing employees about new policies. Others are for generating ideas or making decisions. If the employee goes into the meeting thinking that the group will make a decision, she / he may be disappointed that you've only generated ideas, not understanding that this was the point of the meeting.

Stay on task. Occasionally, the direction of the meeting will veer off course, with an employee asking an unrelated question. When this happens, draw the attendees back to your original agenda.

Encourage a culture of listening. In too many cases, meeting attendees are simply waiting for a pause in the conversation to start speaking. Train your employees to listen to what others are say by showing that you value each person's input. You can do this by referring to a suggestion that an employee made later in the meeting.

Organize the minutes of the meeting properly. Remember that they should include: a summary of the chairperson's introduction; a summary of the opinions and suggestions made by the participants; the action points that were decided upon; the people involved in carrying out the action points; the deadlines that were fixed; the day and time of the next meeting.

Reflection

1. Return to the Evocation section question. Does your answer differ after reading the text?

2. Discuss the task from Realization of Meaning sections in a small group.

PROJECT WORK

Develop the Guidelines for carrying out an effective meeting on the basis of the info from reading and listening selections of the module (in writing). Add 1-2 tips of your own to the list. Share your Guidelines with the group.

Reading Selection 3

TECHNIQUES FOR BUILDING CONSENSUS IN BUSINESS MEETINGS

Evocation

1. Think and share:

How should a meeting chairperson encourage effective participations of the attendees in the discussion of the agenda?

2. Which of the following word combinations describe the actions performed by a) chairperson; b) participants; c) minutes-taker? Some of them may be used more than once.

- to adjourn the discussion / a meeting
- to suspend the meeting
- to cancel the meeting
- to postpone the meeting
- to run the meeting
- to approve the minutes
- to draw an agenda
- to stick to the agenda
- to move to the next item on the agenda
- to involve everyone in the decision-making process
- to act on personal initiative
- to implement a decision
- to put something to vote
- to raise an objection
- to record a decision
- to second a proposal
- to set a time limit
- to table a motion
- to write up the minutes

3. Match the expressions a-j below to the things a chairperson should do. More than one expression may be used:

1. open the meeting	a. Has everyone got that?
2. keep things moving	b. Shall we move on?
3. keep an eye on time	c. As I see it, we seem to be saying...
4. make sure everyone stays focused	d. Could you let us have the exact figures for Friday?
5. invite contributions	e. What exactly do you mean?
6. summarize regularly	f. So, what we've finally decided on is...
7. seek clarification	g. We'll have to move on, I am afraid.
8. summarize agreed action points	h. Thanks for coming, everyone.
9. allocate action points and establish deadlines	i. What do you think of that Mr. ...?
10. close the meeting	j. Thanks very much, everyone, that was very useful.

4. Match the expressions a-l below to the things the participants should do. More than one expression may be used:

1. express agreement	a. I am convinced that...
2. express disagreement	b. How about...?
3. make suggestions	c. I am in favor of that.
4. summarize arguments	d. Why don't we...?

5. ask for clarification	e. I am afraid I don't accept that at all.
6. present arguments	f. So, what you're suggesting is...
	g. Could you explain that in more detail?
	h. I am sorry, but I don't agree at all.
	i. I quite agree.
	j. The way I see it is...
	k. Am right in thinking that...?
	l. In other words you are saying...

Realization of Meaning

While reading the article find an answer to the question:

What ways have you found that work to keep your meetings on track?

TECHNIQUES FOR BUILDING CONSENSUS IN BUSINESS MEETINGS

by Jill Huselton

In a recent column for *Management Issues*, organizational development consultant Tim Lambert offers this perspective: "Let's be clear: disagreement and challenge are healthy activities. Without them, teams are denied innovation and progress."

Wise words, indeed. In the case of business meetings, however, "disagreement and challenge" could become too much of a good thing. Why? Because research tells us a common concern among business people is wasting valuable time in meetings. Arriving at mutual understanding among multiple

parties in any setting can take all the time you have, so there's nothing worse than when a meeting of many is derailed by debate between a few.

The task of keeping discussion on track can be especially challenging with virtual meetings, when all or some attendees participate via audio or video conference. Sensing when an argument – or a participant – has gone too far can be trickier when dealing solely with indirect eye contact and verbal cues.

That's why the first piece of advice *Business Insider* columnist Drake Baer gives in a recent article carried by *Entrepreneur* magazine is “Be Civil”.

“Contrary to what your debate coach said, arguments aren't rational,” Baer writes. “So respect the other person's perspective, no matter how ridiculous it sounds.”

Baer's piece focuses on arguments, but the counsel he shares can be extended to a common theme for meeting leaders and attendees alike – reaching consensus. By definition, consensus in a group means achieving “general agreement or concord; harmony”. Building consensus in a meeting arguably would be the best way to avoid wasting time and satisfy all parties involved.

Here's a digest of guidance from Baer and Lambert, cast in the light of equipping meeting leaders – and participants – to build consensus:

1. Collaborate, Don't Compete

“Attacking someone's ideas puts them into fight-or-flight mode. Once they're on edge, there will be no getting through to them,” Baer cautions. Instead, he recommends “extreme agreement”.

He explains: “Take your conversational partner's views and advance them to their logical – and perhaps absurd – conclusion.” In either case, discussion is more apt to move beyond dueling viewpoints to some sort of resolution.

2. Turn Talk to “How” not “Why”

Baer cites a 2013 University of Colorado study in which people were asked to explain “why their opinions were right” or “how their ideals could be turned into actual policy”.

Those in the “how” group tended to soften their positions after given the task of articulating the mechanics of implementing their point of view. Perhaps because asking “how” invokes pragmatism while pressing for “why” may engage more emotion.

3. Make Open-Ended Requests

Like focusing on “how,” posing open-ended inquiries can transform competitive interactions into collaborative ones by engaging a person’s creativity and critical thinking. Rather than dismissing or avoiding disputed ideas, encourage a quick exploration by saying “That’s interesting. Tell us how your approach will work.”

For this technique to be effective, the requester must be careful to strike an optimistic tone. Any hint of sarcasm would be counterproductive.

4. Show with the Tell

Baer refers to research from Cornell University that shows people tend to trust scientists. “Thus, doing things that make you appear scientific – like using a graph – makes you more trustworthy,” he says.

Of course, graphic support when participating in a meeting with web or video conferencing may take some extra work. But the impact is worth the effort. Concise points are quickly made. And anyone concerned about the best use of time appreciates a takeaway chart for later reference.

5. Tell Stories Featuring Numbers

Even if you don’t have time to make charts or graphs, you can speak in word pictures, i.e., choose anecdotes that meeting participants can see in their heads. Use numbers when appropriate because they stand out in a sentence.

This technique is easier to demonstrate than describe. For example, don’t say “I performed a verbal survey of our marketing department, and 66 % of respondents reported the new brochure is ineffective.” Instead, try “I sat down

with all 10 members of the marketing team, and six of them said they saw our new brochure in waste baskets when visiting our customers.”

6. Let Confidence Lead

Studies show people tend to gravitate to those who express positions with conviction. Certainly not surprising in a society that reveres and fears the art of public speaking. (For more on this point, see our recent post “3 Pointers for Quelling Public-Speaking Jitters”.)

This technique is related to the bullets about focusing on “how” and using “open-ended” statements. Invite participants with strong ideas and feeling to elaborate on their positions. Of course, first let them know how much time is available to them.

7. Flip Your Response

Lambert advocates a simple verbal tactic that some persuasive communication specialists call “Inversion”. Rather than rebut a meeting participant’s opinion by saying “I disagree”, first do the work of explaining your position. Then, conclude with: “That’s why you and I see the situation differently.”

This approach operationalizes Baer’s admonition to “Be Civil”. The emphasis shifts from the person to the details, which, unlike emotions, can be discussed or deferred. Either way – the meeting’s moving forward.

(Source: <http://www.intercall.com/blog/web-video-conferencing/7-techniques-for-building-consensus-in-business-meetings>)

Reflection

1. Return to the Evocation section question. Does your answer differ after reading the text?

2. Discuss the task from Realization of Meaning sections in a small group.

3. Share your ideas in a small group:

Are there different tactics based on who you're meeting with or how you're hosting the meeting?

PROJECT WORK

1. Choose one of the sources below to prepare a short speech on one of the following topics (you should speak for 5 minutes). See to avoiding overlapping (one person per topic). You may think of your own topic to explore within the limits of the Module:

- Ways to Start a Meeting

<http://smallbusiness.chron.com/ways-start-meeting-17930.html>

- Ways to Promote a Successful Staff Meeting

<http://smallbusiness.chron.com/ways-promote-successful-staff-meeting-69533.html>

- Management Techniques

<http://smallbusiness.chron.com/management-techniques-2589.htm>

- Things Needed at a Business Meeting

<http://smallbusiness.chron.com/things-needed-business-meeting-49868.html>

- How to Keep Meeting Minutes

<http://smallbusiness.chron.com/keep-meeting-minutes-s-corporation-40353.html>

- Example of Meeting Minutes

<http://smallbusiness.chron.com/example-meeting-minutes-3157.html>

- How to Write Notes from an Employee Meeting

<http://smallbusiness.chron.com/write-notes-employee-meeting-11856.html>

- Steps in Writing Minutes

<http://smallbusiness.chron.com/steps-writing-minutes-meeting-79280.html>

- Pre-Meeting Planning for Effective Communication

<http://smallbusiness.chron.com/premeeting-planning-effective-communication-76909.html>

- Ten Rules for Proper Business Etiquette

<http://smallbusiness.chron.com/10-rules-proper-business-meeting-etiquette-2857.html>

- How to Conduct a Business Meeting

<http://smallbusiness.chron.com/rules-conduct-business-meeting-1395.htm>

- What Are the Three Dos and Don'ts for Attending a Business Meeting

<http://smallbusiness.chron.com/three-dos-donts-attending-business-meeting-21691.html>

2. Take notes while listening to the speakers. Organize your notes to emphasize the most important points.

Библиографический список

1. Сидорова А.Г. Менеджмент и управление: общие черты и отличия этих понятий // Актуальные вопросы экономических наук. 2014. № 41-1. С.74-76 // Электронный ресурс Интернет: <http://cyberleninka.ru/article/n/menedzhment-i-upravlenie-obschie-cherty-i-otlichiya-etih-ponyatiy> (дата обращения: 16.11.2016).
2. Ambrozheichik G. Cultural Profile of Russian Leadership // International Journal of Leadership Studies, 2011. Vol. 6. Issue. 3. School of Global Leadership & Entrepreneurship, Regent University. P. 315, 322-323.
3. Benincasa R. Six Leadership Styles and When You Should Use Them // Электронный ресурс Интернет: <https://www.fastcompany.com/1838481/6-leadership-styles-and-when-you-should-use-them>.
4. Douglas E. That Set You up to Failure // Электронный ресурс Интернет: <http://www.business2community.com/leadership/two-common-leadership-styles-set-failure-01156470#7Dj7BD3oY15UXcD5.97>.
5. Grussenford M. English for Presentations: Oxford Business English Skills (Express Series). OUP, 2011. P. 78-80.
6. Katz R.I. Skills of an Effective Administrator // Harvard Business Review. September-October, 1974. P. 90-102.
7. McNamara C. Core Skills in Management and Supervision // Электронный ресурс Интернет: <https://managementhelp.org/management/guidebook.htm#anchor 227589>.
8. McNamara C. Intro to Management and Supervision // Электронный ресурс Интернет: <https://managementhelp.org/management/guidebook.htm#anchor 1012225>.

9. Owen van Dommelen D. The Six Leadership Styles That All Successful Leaders Use // Электронный ресурс Интернет: <http://www.thepositivepaper.com/6-leadership-styles-successful-leaders-use/>.
10. Situational Leadership // Электронный ресурс Интернет: <http://www.ld-toolbox.com/en/leadership-development/leadership-style-concepts-18184812>.
11. Valchev M. Leadership Styles in Business // Электронный ресурс Интернет: <http://www.businessphrases.net/leadership-styles/>.

Людмила Михайловна Левина

CRITICAL ISSUES IN LEADERSHIP, MANAGEMENT AND SUPERVISION

**КЛЮЧЕВЫЕ АСПЕКТЫ ЛИДЕРСТВА,
МЕНЕДЖМЕНТА И УПРАВЛЕНИЯ**

Учебное пособие

Редакторы: Н.С. Чистякова
Д.В. Носикова
Ю.А. Белякова

Лицензия ПД № 18-0062 от 20.12.2000 г.

Подписано к печати			Формат 60 x 90 1/16
Печ. л.	Тираж	экз.	Заказ
Цена договорная			

Типография НГЛУ
603155, Н. Новгород, ул. Минина, 31а