



LEADERSHIP

LEKTION 03

Hochschule Bochum
– A self-study course –
Prof. Dr. Heinz Siebenbrock
Winter 2020/21

General Information

Please do not print these slides on paper for environmental reasons!

Please make sure you are working with an up-to-date version of this underlay: check the date in the footer.

At the end of the semester, the content of this course will be checked with the help of a module exam (120 minutes).

Similar to this document, the exam of this course consists mainly of multiple choice questions.

Concept of this lecture -1-

For this course you need the book “How to Stop Ruling and Start Leading – A Guide to Fair Management“, Tectum (Baden-Baden) 2021.

Before you start working on a lesson, read the text in the book carefully.

Each lesson begins with supplementary material for further study. This can be text, illustrations, videos or audio files. If these materials are not marked "optional", they are relevant for the exam.

After the consolidation, you will begin to answer the questions. Each question is followed by a slide with the respective solution.

A question is only considered to have been answered correctly, and this also applies to the exam, if all check marks are placed correctly.

Concept of this lecture -2-

Always read the text in the book first and study the supplementary material before answering the questions in this slide collection! It is important that you learn by content and not by pattern!

It does not make sense at all to learn with the questions alone. Questions are only used to determine where you stand. You can only learn with the text and with the materials. After all, working out content is knowledge acquisition, while working through questions serves to test knowledge.

Whoever tries to solve the questions without preparation, misses the opportunity of a real assessment of the situation! Therefore my very urgent request: first read the text in the book, then look through the supplementary materials and finally answer the questions.

In this way you will be well prepared for the exam, which consists of deviating questions.

Lesson 03:

3. Developing a model for good management (part 1)

Please have a look at the following videos:

- Leadership Styles (<https://www.youtube.com/watch?v=lje3bd61SNs>) 7:54
- Leadership: The Butterfly Story (<https://www.youtube.com/watch?v=9WX2a1t5PSY>) 4:55

Lesson 03:

3. Developing a model for good management (part 1)

1. The authoritarian leadership style in the sense of Kurt Lewin has the following characteristics:

- a. The leader gives orders.
- b. Group members are encouraged to provide input.
- c. Little room for creativity.
- d. Appropriate, when quick decisions are necessary.
- e. Appropriate in emergency situations.

Lesson 03:

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Lesson 03:

3. Developing a model for good management (part 1)

2. The participative leadership style in the sense of Kurt Lewin has the following characteristics:

- a. The leader encourages ideas and opinions.
- b. The leader guides or facilitates.
- c. Appropriate, when everyone knows what to do.
- d. Appropriate for effective decisions.
- e. The leader is elected by the employees.

Lesson 03:

3. Developing a model for good management (part 1)

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Lesson 03:

3. Developing a model for good management (part 1)

3. The laissez-faire leadership style in the sense of Kurt Lewin has the following characteristics:

- a. Leader uses a hands-off style.
- b. The leader is friendly.
- c. Group members make decisions with guidance from the leader.
- d. Appropriate for highly skilled and motivated teams.
- e. The drawback is, that nothing gets done.

Lesson 03:

3. Developing a model for good management (part 1)

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Lesson 03:

3. Developing a model for good management (part 1)

4. The "Butterfly Story" calls on managers,
 - a. to comfort employees.
 - b. putting pressure on employees.
 - c. to help employees.
 - d. to have more patience
 - e. let employees solve their own problems,

Lesson 03:

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Lesson 03:

3. Developing a model for good management (part 1)

5. “A lot of what is most beautiful about the world arises from struggle.” This saying by Malcom Gladwell describes

- a. the theory of evolution by Charles Darwin
- b. the “Butterfly Story” of Tracy Fitzgerald.
- c. the song “Butterfly” by Danyel Gérard.
- d. the opera “Madama Butterfly” by Giacomo Puccini.
- e. the butterfly swimming technique.

Lesson 03:

3. Developing a model for good management (part 1)

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Lesson 03:

3. Developing a model for good management (part 1)

6. Robert R. Blake and Jane S. Mouton distinguish these dimensions in their behavioural grid (Managerial Grid):

- a. Task orientation
- b. Employee orientation
- c. Competitive orientation
- d. Customer orientation
- e. Value orientation

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Lesson 03:

3. Developing a model for good management (part 1)

7. Douglas McGregor distinguishes in his X/Y-theory:

- a. the young and the old employee
- b. the lazy and the diligent employee
- c. the nice and the rugged staff
- d. the clever and the stupid employee
- e. the big and the small employee

Lesson 03:

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Lesson 03:

3. Developing a model for good management (part 1)

8. Paul Hersey and Kenneth H. Blanchard distinguish

- a. four career levels
- b. four generations of employees
- c. four levels of employee maturity
- d. four growth curves of employees
- e. four levels of employee motivation

Lesson 03:

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Lesson 03:

3. Developing a model for good management (part 1)

9. Edward Fiedler explains with his contingency model that

- a. different employees are to be treated equally for reasons of fairness.
- b. a standardised career path produces the best managers.
- c. managers should complete a degree in economics.
- d. the same employees are to be managed differently in different situations.
- e. preference should be given to younger candidates when selecting employees.

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10. Give an example of the contingency model!

Lesson 03:

3. Developing a model for good management (part 1)

10. The fire brigade leader gives the fire brigade strict instructions during the operation, commands with which he strictly controls and, if necessary, strictly sanctions (autocratic style of leadership). The same fire brigade leader could work out the holiday planning together with all firefighters in a meeting, carefully balancing the interests of all parties involved without time pressure (partizipative management style).

Lesson 03:

3. Developing a model for good management (part 1)

11. In their 7S model, Thomas J. Peters and Robert H. Watermann argue that the four soft S's (Skills, Staff, Style and Shared Values) and the three hard S's (Strategy, Structure and Systems)

- a. should reach a high level overall.
- b. should have an even balance.

In their 7S model, Thomas J. Peters and Robert H. Watermann argue that the four soft S's

- c. should be replaced by the three hard S's.
- d. should dominate.
- e. should not dominate.

Lesson 03:

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Lesson 03:

3. Developing a model for good management (part 1)

12. The leadership theories discussed above have the following weaknesses:

- a. Lack of a strong ethical foundation.
- b. The gradual development of people is not taken into account.
- c. The aspect of learning and practising is not sufficiently considered.
- d. The leadership style must fit the person of the superior.
- e. No empirical evidence.

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