**LEADERSHIP – FILL-IN-THE BLANK: SESSION 1**

**Leadership: Enhancing the Lessons of Experience 8th Edition**

**Richard L. Hughes, Robert C. Ginnett, and Gordy J. Curphy, McGraw Hill Education, New York, NY 2015 – (ISBN: 978-0-07-786240-4)**

**Chapter One: What Do We Mean by Leadership?**

Leadership is a complex phenomenon involving: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There is no single correct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Leadership.

However, defining leadership as “the process of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an organized group toward accomplishing it goals” is fairly comprehensive and helpful.

Leadership is Both a Science and an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership is Both Rational and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Aroused \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be used either positively or negatively, constructively or destructively.

Some leaders have been able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ others to deeds of great purpose and courage.

Group \_\_\_\_\_\_\_\_\_\_\_\_ can influence behavior of group members even when emotional levels are not high.

The mere \_\_\_\_\_\_\_\_\_\_\_\_\_ of a group can cause people to act differently than when they are alone.

Some say leadership is fundamentally a value-choosing, and thus a value-laden activity, whereas management is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leaders are thought to do the \_\_\_\_\_\_\_\_\_\_ things, whereas managers are thought to do things \_\_\_\_\_\_\_\_\_.

Other distinctions between managers and Leaders:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Some argue that these differences reflect fundamentally different personality types: whereas leaders and managers are basically different kinds of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We think of leadership and management as closely related, but distinguishable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership and management complement each other, and both are \_\_\_\_\_\_\_\_\_\_ to organizational success.

1. Myth Suggests Good Leadership is All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sense.

A simple experiment may convince you that common sense may be \_\_\_\_\_\_\_\_\_\_ common than you think.

One challenge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leadership may be to know when common sense applies and when it does not.

2. Myth Suggests Leaders are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Research indicates many cognitive \_\_\_\_\_\_\_\_\_\_\_ and personality \_\_\_\_\_\_\_\_\_\_\_ are at least partly innate. Thus, natural talents or characteristics may offer certain advantages or disadvantages to a leader.

3. Myth: The Only School You Learn Leadership from is the School of \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_.

The Interactional Framework for Analyzing Leadership depicts leadership as a function of three elements: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Leader is an element that examines primarily what the leader brings as an individual to the leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This can include unique personal history, interests, character traits, and motivation.

Another way personality can affect leadership is through temperament, by which we mean whether a leader is generally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or is instead prone to emotional outbursts.

Another important aspect of the leader is how he or she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leader status. Leaders who are appointed by superiors may have less credibility with subordinates and get less loyalty from them than leaders who are elected or emerge by consensus from the ranks of followers.

A leader’s experience or history in a particular organization is usually important to his or her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ influence process shared among all members of a group. It is not restricted to the influence exerted by one person in a particular position or role.

Followers are an important part of the leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Robert Kelley believes that followers are best viewed as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with leaders in the work of organizations.

Kelley Identifies Five Basic Types of Followers: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The nature of followers’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to do their work is also important.

Other relevant variables include followers’ trust in the leader and their degree in confidence that the leader is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their well-being.

Even if we knew all we could know about a given leader and a given set of followers, leadership often makes sense only in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of how the leader and followers interact in a particular setting.

Decision making is a good example of how leaders need to behave \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in various situations.

There is no simple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for effective leadership.

It is important to understand how the three domains of leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – how the leader, the followers, and the situation are all part of the leadership process.

**Chapter Two: Leader Development**

Leadership is learned from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership development depends not just on the kinds of experiences one has but also on how one uses them to foster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership development is enhanced when the experience involves three different processes:

(1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Experience is not just a matter of what events happen; it also \_\_\_\_\_\_\_ on how you perceive those events.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ affects all three phases of the Action-Observation-Reflection model.

We do not see everything that happens in a particular leadership situation, nor do we hear everything. Instead, we are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in what we attend to, and in what we perceive.

Perception also influences the next stage of the Spiral of Experience – Reflection – because reflection is how we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our observations.

The tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail is called Fundamental Attribution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

People prefer to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ others’ behavior on the basis of personal attributions even when obvious situational factors may fully account for the behavior.

On the other hand, if it was our failure under observation-reflection, we would be more likely to \_\_\_\_\_\_\_ factors in the situation for failure, rather than make personal attributions.

People who are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an action are much more likely than the actor to make the Fundamental Attribution Error.

Perception influences both the Observation and Reflection stages in the Spiral of Experience. Perception also affects the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we take.

Another perceptual variable that can affect our actions is the Self-Fulfilling Prophecy, which occurs when our expectations or predictions play a causal role in bringing about the events we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A person’s expectations about another may influence how he acts toward her, and in reaction to his behavior she may act in a way that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his expectations.

Merely having expectations (positive or negative) about others can subtly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our actions, and these actions can, in turn, affect the way others behave.

Reflection is important because it can provide leaders with a variety of \_\_\_\_\_\_\_\_\_\_\_\_\_ into how to frame problems differently, look at situations from multiple perspectives, or better understand subordinates.

Five Archetypes of Leadership: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Most people with others and the environment on the basis of a \_\_\_\_\_\_\_\_\_\_\_ system geared to manipulate or control others, and to minimize one’s own emotionality and the negative feelings elicited from others.

This belief system generates a certain kind of learning called \_\_\_\_\_\_\_\_\_\_\_-Loop Learning.

A kind of learning between the individual and the environment in which learners seek relatively little feedback that may significantly confront their fundamental \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_.

It is difficult for leaders to fundamentally change their beliefs without engaging in some kind of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A constructive way to reflect is through \_\_\_\_\_\_\_\_\_\_\_-Loop Learning. A kind of learning which involves a willingness to confront one’s own views and invites others to do so, too.

Learning can be enhanced through a practice of systematic \_\_\_\_\_\_\_\_\_\_\_ or After Event Reviews (AERs).

AERs involve reflection and facilitated discussion on personal leadership experiences, such as, what the potential impact of alternative leadership behaviors might have been and how individuals believe they might behave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the future.

To be successful, learning must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ throughout life, beyond the completion of one’s formal education.

Some leaders change as they gain \_\_\_\_\_\_\_\_\_\_\_\_\_\_, others change with social or group \_\_\_\_\_\_\_\_\_\_\_\_\_, and some may never change.

Leadership Development is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Good leadership development plans are constantly being revised as new skills are learned or new opportunities to develop skills become available.

Coaching is a key leadership \_\_\_\_\_\_\_\_\_\_\_ that can help leaders improve the strength of a group, which in turn should help the group accomplish its goals. Coaching can also help to retain high-quality followers.

Coaching is the “process of equipping people with the tools, knowledge, and opportunities they need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and become more successful.”

The five steps of informal coaching: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In an organization, you can also gain valuable perspectives and insights through close association with an experienced person willing to take you under his or her wing. Such an individual is often called a “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Mentoring is a personal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in which a more experienced mentor acts as a guide, role model, and sponsor of a less experienced protégé.

Mentors who provide guidance and support to others throughout their career help to develop the “three Cs” critical to advancement: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Chapter Three: Skills for Developing Yourself as a Leader**

One reason any person can improve his or her leadership effectiveness is that part of leadership involves skills, and skills can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

New leaders have two critical tasks the first day on the job: to meet their (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The following are some key topics to discuss:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New leaders should spend the first few weeks meeting with as many people as they can both inside/outside the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The key objectives for these meetings are to:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New leaders need to spend the next few months gathering more information, determining the direction, and finalizing the appropriate structure and staffing for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

New leaders will need to:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New leaders will need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where the team has been and where it needs to go over the next one to three years, what it needs to accomplish, what changes will be needed to make this happen, and the expectations for team members.

Change is not about a new leader’s words spoken or picture painted, but instead involves the tangible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ taken.

New leaders need to work through the following key issues with their direct reports.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leaders enhance the learning value of their experiences by:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Some of the most helpful information for developing your own leadership can come from asking for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from others about their perceptions of your behavior and its impact on your group’s overall effectiveness.

Learning always involves stretching. It involves taking risks and reaching beyond one’s \_\_\_\_\_\_\_\_\_ zone.

Leaders learn from others, and should not limit their learning by narrowly defining the sorts of people they pay attention to, and leaders also learn by asking questions and paying attention to everyday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Another way leaders can mine experiences for their richness and preserve their learning is by keeping a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A systematic plan outlining self-improvement goals and strategies will help leaders take advantage of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they otherwise might overlook.

Development planning consists of five interrelated phases:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The 1st phase in the development planning process is to conduct a GAPS Analysis:

**G**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, **A**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, **P**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, **S**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leaders who have a high level of technical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may be able to stimulate followers to think about problems and issues in new ways, which in turn has been found to be strongly related to organizational climate ratings and followers’ motivation to succeed.

The first step in technical competence is to determine how one’s job \_\_\_\_\_\_\_\_\_\_\_\_ to the overall success of the organization.

Good leaders build effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with superiors.

Followers interested in developing effective relationships with superiors need to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A fundamental requirement of leadership effectiveness is the ability to build strong alliances with others, and groups of peers generally wield more influence and can get more things done than individuals working \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One of the best ways to establish effective working relationships with peers is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shared interests, values, goals, and expectations.

Building a cooperative relationship with others depends on knowing the sorts of tasks others perform in the organization. It also depends on understanding their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To secure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from others, it helps to know which situational factors reinforce both positive and negative behaviors in others.

Another way to build effective working relationships with peers is to view them from a Theory \_\_\_\_\_\_\_\_ perspective.

When a person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that others are competent, trustworthy, willing to cooperate, and proud of their work, peers will view that person in the same light.