**LEADERSHIP – FILL-IN-THE BLANK: SESSION 5**

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

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**Chapter Eleven: Skills for Developing Others**

Setting \_\_\_\_\_\_\_\_\_ and developing plans of action to attain them are important for individuals and groups.

Perhaps the most important step in accomplishing a personal or group goal is stating it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the first place.

Research shows that \_\_\_\_\_\_\_\_\_\_ goals lead to higher levels of effort and performance than general goals.

The idea of having specific goals is closely related to that of having \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goals.

Note that specific, observable goals are also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ limited.

To be useful, goals must be realistic and should also be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Organizational goals are most likely to be achieved if there is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to them at both the top and the bottom of the organization.

One of the most effective ways to improve any kind of performance is to provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_ about how closely a person’s behavior matches some criterion.

Giving constructive feedback involves sharing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with another about the nature, quality, or impact of that person’s behavior.

Getting helpful feedback is essential to a subordinate’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There are a number of reasons why leaders are hesitant to provide both positive and negative feedback, but leaders need to keep in mind that followers will perform at a higher level if they are given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feedback.

Tips for improving Feedback Skills: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The purpose of feedback is to provide others with information they can use to change their \_\_\_\_\_\_\_\_\_\_\_.

People can improve the \_\_\_\_\_\_\_\_\_ of the feedback they give when it is addressed to a specific individual.

Feedback is most useful when it identifies particular behaviors that are \_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_.

In giving feedback, stick to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as much as possible, being sure to distinguish them from inferences or attributions.

Feedback usually is most effective when it is given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after the behavior occurs.

Although feedback is best when it is timely, sometimes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is preferable to giving it at the earliest opportunity.

Giving both positive/negative feedback is more helpful than giving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ +/- feedback alone.

The purpose of feedback is to give useful information to other people to help them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so talking to them in a way merely intended (or likely) to demean or make them feel bad is not helpful.

Team-building activities help team members understand why they are having difficulty in achieving team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and suggest coping strategies for an intolerable situation.

As a basis for any work at the team level, individual team members must first be comfortable with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leadership is not an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ process, rather it involves influencing a group to pursue some over-reaching goal.

The Rocket Model of Team Effectiveness is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in that it tells leaders what steps to take and when to take them when.

There are eight components of the Rocket Model: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a simple way for leaders to free themselves of time-consuming chores; give followers developmental opportunities; and increase the number of tasks accomplished by the team.

Delegation implies that someone has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a leader to take responsibility for completing certain tasks or engaging in certain activities.

Leaders who delegate \_\_\_\_\_\_\_\_\_\_\_ have more satisfied followers than leaders who do not delegate well.

The essence of leadership is achieving goals through \_\_\_\_\_\_\_\_\_\_, not trying to accomplish them oneself.

Peterson and Hicks have described \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the “process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more successful.”

Informal coaching involves establishing a relationship built on \_\_\_\_\_\_\_\_\_ trust & respect with a follower.

Once the employee’s development needs are identified and prioritized, they will need to build \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plans to overcome their targeted needs.

Leaders can help to promote persistence as partners in the development plan by capitalizing on coachable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To build bench strength, leaders need to create a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ environment so that personal development becomes an ongoing process rather than a one-time event.

Given the competitive advantage of companies that have a well-developed and capable workforce, in the future it will be hard to imagine leadership excellence without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Chapter Twelve: The Situation**

It is virtually impossible to understand leadership without taking the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ into consideration.

Leaders and followers often overlook how changing the situation can help them to change their behavior. This is called \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_.

The appropriateness of a leader’s behavior with a group of followers often makes sense only when you look at the situational \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in which the behavior occurs.

In Role Theory a leader’s behavior depends on a leader’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of some critical aspects of the situation, like: rules and regulations governing the job; role expectations of subordinates, peers, and superiors; nature of the task; and feedback about subordinates’ performance.

In the Multiple-Influence Model researchers determined that micro-variables (such as task characteristics) and macro-variables (such as the external environment) had pervasive \_\_\_\_\_\_\_\_ on leadership behaviors.

Because situations can vary in so many ways, it is helpful for leaders to have an abstract scheme for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ situations. A basic abstraction is Situational Levels.

Situations also differ in terms of physical variables like noise and temperature levels, workload demands, and the extent to which work groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with other groups.

The most fundamental level of the situation involves tasks to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by individuals or teams within the organization.

Industrial and organizational psychologists researched, classified, and categorized tasks to better understand how to enhance worker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The research is relevant to leadership, in regards to: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To understand how organizations cope with change, it will be helpful to look at two different facets of organizations: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Many aspects of the formal organization have a profound impact on leadership:

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

The word that sums up the Informal Organization better than any other is its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Just as there are many cultures across the world, there are a great number of different cultures across \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Leaders must realize that they can play an active role in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an organization’s culture, not just be influenced by it.

Researchers at the Center for Creative Leadership studied different kinds of leadership cultures, which they define as the values, beliefs, and assumptions of how people work together in an organization, reflecting a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach to achieving direction, alignment, and commitment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership Cultures are characterized by belief and practice that it’s primarily people in positions of authority who are responsible for leadership.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership Cultures are characterized by belief and practice that leadership emerges as needed from a variety of individuals, based on knowledge and expertise.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership Cultures are characterized by belief and practice that leadership is a collective activity requiring mutual inquiry and learning.

Truly significant organizational change or transformation is unlikely to be successful without addressing organizational culture, as well as, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ organization.

The Competing Values Framework is designed to help organizations be more deliberate in identifying a culture more likely to be successful given their respective situations, and in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to it.

Organizations that emphasize stability and control, and also focus their attention inward (on how people within the organization interact with each other, or whether internal operating procedures are followed, and so forth), have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Culture.

Organizations that emphasize having a high degree of flexibility and discretion, and also focus primarily inward rather than outward, are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cultures, because in many ways they are thought of as extended family.

Organizations that emphasize having a high degree of flexibility and discretion, and focus primarily on the environment outside the organization, are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cultures.

Organizations that, like Hierarchy Cultures, emphasize stability and control but focus their attention primarily on the external environment (outside the organization) are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cultures.

The complexities and necessities of organizational life and survival inevitably require that all cultures include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from all four cultures previously defined.

The environmental level of the situation refers to factors outside task or organization that affect the leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One general aspect of the situation that affects leadership is degree of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that’s occurring.

In response to increasing competitiveness, uncertainty, globalization, and pace of change, a number of leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have been identified in how organizations can face the future.

A clear implication for business leaders in the global context, therefore, is the need to become aware and respectful of cultural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Implicit Leadership Theory holds that individuals have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ beliefs and assumptions about attributes and behaviors that distinguish leaders from followers, effective leaders from ineffective, and moral leaders from immoral.

Researchers identified six dimensions of leadership applicable across all global cultures.

(1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.