UNIT 2

BUSINESS

LEADERSHIP BEHAVIOR

Unit Description

Content: This course is designed to familiarize the student with concepts in business management.

Skills: Organizational Structure

- Recognizing multiple organizational patterns
- Recognizing relationships among ideas in a text
- Organizing information
- Recognizing relationships among parts of a lecture
- Presenting relationships among ideas clearly when speaking

Unit Requirements

- Lecture: “Behavioral Theories of Leadership”
- Listening: “Three Contrasting Managerial Styles” (a student presentation)
- Integrated Speaking Task: Presenting an oral response to a case study about a company that is having leadership problems
- Assignments: www.MyAcademicConnectionsLab.com
Contents

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GRAMMAR CHART: Noun Clauses

UNIT 2 ANSWER KEY
1 PREVIEW

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Previewing the Academic Content, page 24

Courses in various aspects of leadership and leadership development are typically offered at the university level through Colleges of Business and may be either required core courses or electives for a variety of degrees in business administration or business management. Students who major in business typically pursue careers in a wide variety of areas including government, international commerce, health care, and for-profit or non-profit companies and organizations. In this unit, students will examine:

• the qualities of an effective leader and the trait theory of leadership
• the behavioral theories of leadership and managerial styles

Activating Background Knowledge

• Before students read and study about leadership behavior, you may want to spend some time exploring the types of leadership roles students may have had in various aspects of their lives.
  • Have they ever assumed a leadership role in a family, school, sports, or business setting?
  • What can they say about the responsibilities associated with these leadership roles?
• You may also want to explore some of their assumptions and beliefs about effective leadership.
  • Who are some well-known leaders in their cultures, and do people see them as effective or ineffective? Why?
  • What are the students’ personal views about these well-known leaders?
• Before students read the paragraph about Linda Cook at the top of page 25, remind them that good readers do not usually stop when they come to an unknown word. They often guess the meaning of the word from the context.
  • Ask students to underline any unknown words as they read.
  • Have them compare their underlined words with a partner and share their knowledge of and guesses about unknown words with each other.
• Examine the Key Words on page 25 and have students complete Exercise 3. This vocabulary will be helpful for comprehension of the text and useful for the Integrated Speaking Task. How many of these words and
expressions did students underline as they read? Were they able to accurately guess the meanings? How?

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Previewing the Academic Skills Focus, page 25

Highlight the purpose of this section, stated on the left. This unit focuses on strategies for:

- recognizing multiple organizational patterns in texts and lectures
- recognizing relationships among ideas in a text and parts of a lecture
- organizing information
- presenting relationships among ideas clearly when speaking

Review the academic skills focus: Organizational Structure, page 26.

Point out that a comparison shows similarities between two or more items, while a contrast shows how they are different. While some texts may focus on either comparison or contrast, others will treat both.

Go over the directions for Exercise 1, page 26, and review the example. After students have completed the exercise, you may want to have them check their answers with another pair and resolve any differences as a class. The patterns are: B, problem-solution; C, compare / contrast; D, definition; E, process; F, advantages-disadvantages; G, cause-effect.

Summary of the Reading

“The Turnaround at Yellow Corporation,” by R. W. Griffin, R. J. Ebert, and F. A. Starke, page 28

The Problem

1. Yellow Corporation, a trucking company, achieved great success by focusing on efficiency. However, as the company became increasingly efficient, the quality of customer service was drastically reduced, and the company lost business to other companies more focused on customer service.
2. The board of directors hired Bill Zollars, a well-respected manager, to lead the company back to success. Zollars’s task: change the attitudes, behavior, and performance of some 30,000 employees.

The Solution
1. Zollars improved communication and personally talked with both employees and customers at several hundred locations. In these conversations, he promised that Yellow Corporation would focus on enhancing customer service.
2. Zollars openly talked about areas in which the company was performing poorly, and employees were shocked to discover that 40 percent of their shipments were late, wrong, or damaged. He used this knowledge to increase employee motivation and set goals for improvement.
3. Zollars created the first customer-service surveys and openly reported the results.
4. He listened to employees and gave them authority to make decisions.

The Result
Zollars developed a reputation for honesty and commitment, and brought the company back to the forefront of the transportation industry.

Go to www.MyAcademicConnectionsLab.com for Comprehension.

Go to www.MyAcademicConnectionsLab.com for Discussion Board.

2 BUILDING ACADEMIC READING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that in this section, they will learn more about identifying organizational patterns in longer texts and recognizing the relationships among parts of a text.
Before You Read, page 29

Students work in small groups to identify traits that two different bosses demonstrate and discuss which boss they would rather work for and why. They also examine and discuss vocabulary items that will aid in comprehension of the text.

Review the Key Words at the bottom of page 29 before students begin Exercise 1. This vocabulary will be useful for the Integrated Speaking Task.

After students have listed the traits for each boss and discussed the two questions in Exercise 1, page 29, you may want to create a list of the traits they identified and save it to compare to the various traits discussed in the reading.

After students have completed Exercise 2, pages 29–30, have groups share their answers in the third column of the chart as a class. This will help reinforce the meanings of the vocabulary items and let you know how well students have understood these words.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Global Reading, page 30

Students read a longer text, examine its various sections, and identify a variety of organizational patterns that the author uses.

Review the academic skills focus: Recognizing Multiple Organizational Patterns.

Point out that while the one paragraph about Linda Cook on page 25 is descriptive, the four-paragraph text about Yellow Corporation (page 28) is a typical problem-solution text in which each of the paragraphs describes or explains one of the four aspects shown in pattern B on page 26. Using one organizational pattern is typical in shorter texts. However, in longer texts, a writer may use several types of organizational patterns because different sections of the text may have different purposes. If necessary, review the chart at the top of page 26.
Summary of the Reading

A. Brief history of ideas about leadership (paragraphs 1–2)
   1. For centuries, people have analyzed great leaders in an attempt to understand exactly what set them apart.
   2. There was an assumption that good leaders possess a special set of traits that distinguishes them from their followers. It wasn’t until the 1900s that social scientists began to look at trait theory carefully.
   3. During World War I, the U.S. military recognized it had a leadership problem because the war effort required capable leaders who seemed to be in short supply. The military began to seriously study leadership traits in order to identify potential officers and leaders.
   4. This interest in the characteristics of good leaders continued well into the mid-twentieth century.

• Paragraphs 1–2: The organizational pattern for these first two paragraphs show cause-effect or problem-solution.

B. Fundamental aspects of trait theory (paragraph 3)
   1. Traits are personal qualities that include physical characteristics, intellectual ability, and personality.
   2. Research identifies eight traits that are associated with effective leaders. These are: intelligence, energy, self-confidence, dominance, motivation to lead, emotional stability, honesty and integrity, and the need for achievement.
   3. Profile: high-energy person who wants to have an impact on others but does not abuse power

• Paragraph 3 provides a definition.

C. Current thinking about the trait approach (paragraph 4)
   1. Interest in studying leadership traits has increased in recent years.
   2. Along with the eight traits identified in paragraph 3, research has shown that another important characteristic of effective leaders is a high level of emotional intelligence.
   3. There are some aspects of the trait approach that limit its usefulness.

D. Disadvantages of the trait approach (paragraph 5).
   1. It is often difficult to determine whether traits make the leader or leadership opportunity creates the traits in a person. Do dominant people become leaders or do people become more dominant once they become leaders?
   2. Even though we know about some leadership traits, we know very little about what effective leaders do to influence people. Therefore, we have little information about how to train and develop leaders.
3. The trait approach to leadership does not consider the situation in which leadership occurs. For example, physical strength might be important for the leader of a logging crew, but insignificant with a team of scientists.

E. Summary (paragraph 6)
Having leadership traits is not sufficient for successful leadership. Having certain traits is important, but these traits only make it possible for specific actions to be taken. These actions are just as important to successful leadership as the existence of the traits.

- Paragraphs 4, 5, and 6 show advantages and disadvantages.

Go to www.MyAcademicConnectionsLab.com for Reading Activities 1–4.

Focused Reading, page 34

Students read the text a second time and study the relationships among the ideas in it. Students review a variety of connecting words and phrases and their specific uses and provide the missing connectors in passages from the text.

Review the academic skills focus: Recognizing Relationships among Ideas in a Text.

- As you examine the information in the skills focus on pages 34–35, you may want to pause after the bullet To show contrast and review the distinction between independent / dependent clauses and coordinating / subordinating conjunctions.
  - An independent clause is one that can stand alone as a sentence; we use coordinating conjunctions to combine independent clauses. *Trait theory showed promise to explain leadership success.* (independent clause)
  - *The theory also had weaknesses that could not be overcome.* (independent clause)
  - *Trait theory showed promise to explain leadership success, but the theory also had weaknesses that could not be overcome.* (two independent clauses joined by the coordinating conjunction but)
  - A dependent clause cannot stand alone because it does not express a complete thought. It is linked to one or more independent clauses by a subordinating conjunction.
While trait theory identified potential leaders (a dependent clause that does not express a complete thought on its own)

Behavioral theory explained how leaders behaved when they were in a job. (an independent clause)

While trait theory identified potential leaders, behavioral theory explained how leaders behaved when they were in a job. (a dependent clause connected to an independent clause by the subordinating conjunction while)

• Point out that but is preceded by a comma, while however can be preceded by a semicolon and followed by a comma or appear as the first word in a sentence followed by a comma. Both words show a contrast between ideas. Point out that a dependent clause at the beginning of a sentence is followed by a comma.

• This is also a good opportunity to call students’ attention to terms that are synonymous, such as while, although, even though, and whereas; similarly and likewise; however, but, and on the other hand, and in conclusion, in summary, and in closing.

After students have compared their answers for the Exercise on pages 35–36 and checked them against the original text, you may want to have them discuss as a class the answers that differed from the original text and why (or why not) the connectors they chose were appropriate.

Go to www.MyAcademicConnectionsLab.com for Reading Activity 5.

Go to www.MyAcademicConnectionsLab.com for Checkpoint 1.

3 BUILDING ACADEMIC LISTENING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that they will learn strategies and do activities that will help them recognize the way a lecture is organized. They will also organize information they intend to share with an audience.
Before You Listen, page 37

Examine the Key Words on page 37 before students begin the Exercise. This vocabulary will be helpful for comprehension of the lecture and useful for the Integrated Speaking Task.

After students have completed the Exercise, you may want to have them work in pairs, small groups, or as a class, to make a list of other behaviors they have noticed about leaders they know and categorize them as consideration or initiation behaviors.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Global Listening, page 38

Students listen to a lecture on behavioral theories of leadership and analyze the organization of information in the lecture.

Review the academic skills focus: Organizing Information.

- As you review the skills focus information on page 38, remind students that their ultimate purpose is to be able to understand what they read and hear more fully. The ability to organize large amounts of information is also a skill that is essential for effective written and spoken communication.
- Point out to students that the structure of an academic lecture is not unlike the structure of an academic essay or text: there is an introduction, body, and conclusion. The patterns of organization a lecturer may use are the same as those an effective writer uses and are clearly linked to the speaker’s purpose.

After students have completed Exercise 2, page 40, you may want to discuss as a class what clues they used to help them figure out how to order the information in Exercise 1.

Before students listen to the lecture a second time, take a tally of how many students were able to completely answer the questions, using their notes and their memories of the lecture. If necessary, play the lecture again, have students complete any unanswered questions, and compare their answers.
If students do listen a second time, ask them if they noticed any differences between the way they listened to the lecture the first and second times. Some may say that in the first listening, they were focused on the specific pieces of information listed on page 40. This type of listening is similar to the skill of scanning written text for specific information, while the second listening, focused on answering general questions about the lecture, is similar to skimming a text for main ideas—getting a sense of the main points a speaker wants to make.

Summary of the Lecture

“Behavioral Theories of Leadership,” page 40 (For the complete audioscript, see Academic Connections 4, pages 186–187.)

This lecture reviews the weakness of the trait theory of leadership and contrasts it to the behavioral theory, which is based on the idea that perhaps what makes a leader great is his or her behavior rather than specific qualities or traits.

A. Weakness of trait theory of leadership
   1. The theory didn’t explain whether the traits created the leaders or the leadership position created the traits.
   2. This meant that leaders could not be selected based on the traits they demonstrated.

B. Behavioral theory of leadership
   1. Behavioral theories try to identify critical behaviors so that leaders can be trained.
   2. In the 1940s and 50s, researchers identified 1,800 specific behaviors of leaders related to two main leadership styles or orientations:
      a. Consideration behaviors show that the leader trusts, respects, and values good relationships with followers.
      b. Initiation behaviors are what the leader does to get the work done. This type of leader assigns tasks, looks ahead, sets goals, decides how work should be done, and pushes employees to do their work.

C. Example of consideration and initiation behavior
   1. David Pottruck, co-CEO of Charles Schwab and Company, started out with the initiation style, but after discovering that his employees didn’t like working for him, he hired a coach who showed him how to include consideration behaviors in his management style.
   2. Now Pottruck uses both consideration behaviors to encourage cooperation and teamwork and initiation behaviors to get work done.

D. Importance of situations in determining effective leadership behavior
1. Researchers began to see that the situations a leader was in had a heavy influence on the kinds of behavior that made that leader effective. They discovered that:
   a. Initiation behaviors increase performance when employees are under stress because of deadlines or unclear tasks.
   b. If employees are motivated by their work, fewer consideration behaviors are required.
   c. If work is clearly defined and employees are experienced, consideration behaviors increase satisfaction; initiation behaviors decrease satisfaction.
   d. When workers are inexperienced and have work that is not clearly defined, initiation behaviors are effective.

2. Therefore, it is very important for leaders to consider the situation, or context, of the job as they determine when to use initiation or consideration behaviors.

3. Looking at situational theories is the next step in understanding how leaders should behave.


Focused Listening, page 40

Students listen to the lecture again and practice recognizing the relationships among parts of a lecture, using some common words and phrases to show these relationships.

Review the academic skills focus: Recognizing Relationships among Parts of a Lecture.

Review the information in the skills section and point out to students that they will be listening primarily for the words in the box on page 41. Their focus on these words and expressions will enable them to see the relationship among the different parts of this lecture.

Have students complete Exercise 1, page 41, and discuss their answers as a class. Point out that the lecture is an example of a problem-solution text and review the four distinct parts of this type of text: situation, problem, solution, and results. If students are unclear about any of these terms, you may want to refer them to the text on page 28, “The Turnaround at Yellow Corporation,” and remind them that they identified these four parts in that text when they answered question 3 on page 29.
Before students listen to the lecture again, review the chart on pages 41–42. Remind students that in this listening, they should focus on words and phrases that show the relationship among ideas. Then play the lecture again and have students complete Exercise 2, pages 41–42. Once students have completed the exercise, have them compare answers in small groups. Discuss any differences as a class.

<table>
<thead>
<tr>
<th>Words that Show Relationships among Ideas</th>
<th>Content</th>
<th>Pattern of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>To start,</td>
<td>Review of trait theory</td>
<td>Stage one: situation</td>
</tr>
<tr>
<td>While</td>
<td>Trait theory was useful to describe leaders, but which came first, the traits or the leader?</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>Consequently</td>
<td>Behavioral theory</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>Let me give you definitions of</td>
<td>Consideration and initiation behaviors</td>
<td>Short definition text</td>
</tr>
<tr>
<td>I have a real-life example</td>
<td>Example of David Pottruck</td>
<td>Stage one: situation</td>
</tr>
<tr>
<td>As a result,</td>
<td>Employees didn’t like working with Pottruck</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>As it turned out,</td>
<td>Pottruck changed his leadership style</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>Now</td>
<td>Employees began to like working with Pottruck and now cooperate with him</td>
<td>Stage four: results</td>
</tr>
<tr>
<td>But</td>
<td>Behavior theory weakness—the situation often affects the behavior of the leader</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>Therefore,</td>
<td>Researchers began to consider the impact of work situation</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>In conclusion,</td>
<td>Work situation is important, so leaders should consider it, too</td>
<td>Stage four: not revealed</td>
</tr>
</tbody>
</table>

Go to www.MyAcademicConnectionsLab.com for Listening Activity 5.

Go to www.MyAcademicConnectionsLab.com for Checkpoint 2.
4 BUILDING ACADEMIC SPEAKING SKILLS

Make sure that students are familiar with the grammar point covered in MyAcademicConnectionsLab for this unit (noun clauses) before they begin this section. Go to page 16 in these Teacher’s Notes for the grammar chart.

Go to www.MyAcademicConnectionsLab.com for Grammar Check.

Highlight the purpose of this section, stated on the left. In this section, students present a case study about a leadership problem a company is having and respond orally to another student’s presentation of a case study.

Before You Speak, page 42

In this section, students listen to a summary of three different management styles in preparation for the Integrated Speaking Task.

Summary of the Presentation, page 42 (For the complete audioscript, see Academic Connections 4, page 187.)

In this oral report, the student identifies three styles of leadership. They are:

• Autocratic—a style in which leaders give orders and expect them to be obeyed without question. Good examples of autocratic leaders are military commanders, who must often make fast decisions in combat. This style also suits industry leaders who must make fast decisions in order to beat competitors.

• Democratic—a style in which leaders ask for input from those they lead but make the final decisions alone. For example, a democratic leader might ask other group members to interview a job applicant, but would make the final hiring decision alone.

• Free-reign—a style in which the manager acts as an advisor to subordinates, but the subordinates makes the decisions. A chairperson of a volunteer committee might use this style of leadership.

The effectiveness of leadership style greatly depends on the willingness of subordinates to provide input or be creative.

Go to www.MyAcademicConnectionsLab.com for Comprehension.
**Focused Speaking, page 43**

Students develop a set of vocabulary about leadership theories they can use in their presentations.

For Exercise 1, page 43, you may want pairs to change partners one or two more times to share ideas and for further practice.


**Integrated Speaking Task, page 44**

The Integrated Speaking Task requires students to apply the knowledge they have acquired in this unit in order to prepare and deliver an oral response to a case study about a company that is experiencing leadership problems.

- Go over the Integrated Speaking Task assignment on page 44.
- After students have worked in small groups to complete Exercise 1, page 44, have each group discuss which of the organizational patterns reviewed on page 38 would be appropriate for this task. Then as a class, discuss their answers. The most effective primary organizational pattern for this task is problem-solution.
- You may want to point out that within the primary problem-solution organizational pattern, they may also use cause-effect, advantages / disadvantages (challenges), definition, and description.
- Review the four parts of the problem-solution pattern: situation, problem, solution, and results. You may want to write these on the board for reference as students prepare their oral responses.
- Review the chart on page 46 before students begin to complete the chart for Step 1 on page 45.
- If you have time, have students complete Step 1 in class. Alternatively, you may want to assign this step for homework.
- Allow ample time for students to complete Step 2. You may want them to present their responses to more than one partner for additional feedback.
- If students present their responses to small groups rather than the whole class, you may want to have each group make a video of each participant’s presentation and submit it to you for review.

Go to www.MyAcademicConnectionsLab.com for Internet Activity and Academic Words Puzzle.
# GRAMMAR CHART: Noun Clauses

## Noun Clauses

Noun clauses are dependent clauses that perform the same functions as regular nouns. They can be subjects or objects. Remember that a dependent clause (or subordinate clause) is not a complete sentence and cannot stand by itself. A dependent clause must be connected to an independent clause—a complete sentence that contains the main subject and verb of a sentence.

1. The word *that* can be used to introduce a noun clause. In such cases, *that* does not have meaning; it only introduces a clause. *That* can be omitted when it introduces an object-noun clause, especially in speaking. It cannot be omitted when it introduces a noun clause used as a subject of a sentence.

   > That successful leaders possess certain traits is now obvious. (subject)

   > We now know *(that) successful leaders possess certain traits.* (object)

   Incorrect: Successful leaders possess certain traits is now obvious. It is now obvious *(that) successful leaders possess certain traits.*

   The CEO was impressed by *the fact that* his managers could use both initiation and consideration behaviors.

   Incorrect: The CEO was impressed by *that* his managers could use both initiation and consideration behaviors.

2. The fact that can be used instead of *that* in subject-noun clauses. It must be used instead of *that* in noun clauses that function as objects of prepositions.

   > The fact that successful leaders possess certain traits is now obvious.

   > The CEO was impressed by *the fact* that his managers could use both initiation and consideration behaviors.

   Incorrect: The CEO was impressed by *that* his managers could use both initiation and consideration behaviors.
3. Noun clauses can be introduced by question words. Noun phrases that are introduced by question words are sometimes called *embedded questions*. In embedded questions, the statement word order, not the question word order, should be used.

Noun phrases introduced by question words can be both objects and subjects. A noun-clause subject takes a singular verb.

**Example:**

*Question:* What did Paul Tellier do?

*Embedded question:* I don’t know what Paul Tellier did.

*Incorrect:* I don’t know what did Paul Tellier do.

Researchers wondered *what made a leader*. (object)

*What makes a leader* isn’t obvious. (subject)

**4.** Question words may be followed by an infinitive. The meaning expressed by the infinitive is either *should* or *can / could*.

**Example:**

Schwab told Pottruck *what to do* in order to get better results.

**5.** When a *yes/no* question is changed into an embedded question, *if* or *whether (or not)* is used to introduce the noun clause. *Whether* and *if* have the same meaning, although *whether* is more acceptable in writing.

*If* cannot be used in a subject noun clause.

**Example:**

Researchers wondered *if / whether (or not) dominant individuals became leaders*.

*Whether (or not) dominant individuals became leaders* wasn’t so obvious.

*Incorrect:* If dominant individuals became leaders wasn’t so obvious.

**6.** *Whether . . . or not* can replace *whether* in all noun clauses.

*If . . . or not* can replace *whether* in all noun clauses except in subject-noun clauses.

**Example:**

Researchers wondered *whether dominant individuals became leaders*. 

OR

Researchers wondered *if / whether dominant individuals became leaders or not*.

**7.** *-ever* can be added to question words to give the idea of "any":

- whoever = anyone who
- who(m) ever = anyone who(m)
- whatever = anything that
- whichever = any of
- whenever = at any time

**Example:**

Inexperienced workers will appreciate initiation behaviors because the leader gives them guidance in whatever needs to be done.
<table>
<thead>
<tr>
<th>wherever = anyplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>however = in any way</td>
</tr>
</tbody>
</table>
UNIT 2 ANSWER KEY

1 PREVIEW

Previewing the Academic Content

Exercise 1, page 24

Ranking of characteristics will vary.

Exercise 3, page 25

1. c. faltering assets
2. f. sound business judgment
3. d. offloading
4. e. a rising star
5. a. delivery against targets
6. b. extracting value

Previewing the Academic Skills Focus

Exercise 1, page 26

A. Description text
B. Problem-solution text
C. Compare and/or contrast text
D. Definition text
E. Process text
F. Advantages-disadvantages text
G. Cause-effect text

Question, page 28 (top)

The organizational pattern of the text about Linda Cook is descriptive. There is lots of description of her personality and characteristics in the text.
Exercise 2, pages 28–29
1. The author is trying to show the reader why the company was failing (the problem), and what the company did to solve the problem (solution). This is a problem-solution text.
2. The first two paragraphs look like a short cause-effect text.
3. Paragraph 1: situation
   Paragraph 2: problem
   Paragraph 3: solution
   Paragraph 4: results
4. Answers will vary. Students might mention these characteristics:
   Motivational: He convinced his employees to focus on customer service
   Directive: He told employees what they must do
   Ruthless: He told employees the results of their poor customer service
   Communicative: He communicated his vision to his employees and customers. He asked for their opinions
   Team builder + intelligent + organized, etc.

2 BUILDING ACADEMIC READING SKILLS

Global Reading

Exercise 1, page 31
Paragraphs 1 and 2: cause-effect organization
Paragraph 3: definition organization
Paragraph 4, 5, and 6: Advantages-disadvantages organization. This section finishes with a lead-in to the next topic.

Exercise 2, page 33

Paragraphs 1 and 2

<table>
<thead>
<tr>
<th>What caused the interest in trait theory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People have always been fascinated by leaders</td>
</tr>
<tr>
<td>• World War I created a demand for military leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the effect of this interest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Militaries began searching for traits to identify leaders</td>
</tr>
<tr>
<td>• Researchers began searching for leadership traits in many diverse populations, e.g. schoolchildren, business leaders, etc.</td>
</tr>
</tbody>
</table>
Paragraph 3

<table>
<thead>
<tr>
<th>Item</th>
<th>classify</th>
<th>definition</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A trait</td>
<td>a personal</td>
<td>could be physical, intellectual, or related to</td>
<td>• intelligence</td>
</tr>
<tr>
<td></td>
<td>characteristic</td>
<td>personality</td>
<td>• self-confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• dominance</td>
</tr>
</tbody>
</table>

Paragraphs 4, 5, and 6

<table>
<thead>
<tr>
<th>item</th>
<th>advantages</th>
<th>disadvantages</th>
<th>conclusion</th>
</tr>
</thead>
</table>
| Study of leadership traits | 1. Research shows traits are related to leadership | 1. Unclear which comes first: traits or opportunity for leadership  
2. Don’t know how to train & develop leaders  
3. Doesn’t take into account the situation in which leadership occurs | Traits alone don’t explain leadership success. |

Exercise 3, page 34

1. Leaders have a distinct set of traits.
2. Researchers began to study leadership traits in order to identify potential successful military leaders. It was important to be able to do this during World War I.
3. A trait is a personal characteristic of an individual, including physical characteristics, intellectual ability, and personality. Some traits are associated with leadership, some are not.
4. Traits associated with successful leaders include: emotional intelligence, high energy, stable personality, agreeableness, extroversion, openness to experience, etc.
5. **Students should check:**
   - trait theory doesn’t explain which comes first, the leadership traits, or the leadership position
   - trait theory doesn’t explain how leaders behave or what they do
   - trait theory doesn’t explain how leaders behave in different situations
Focused Reading

Exercise, pages 35–36
1. such as
2. While
3. Thus
4. However
5. although
6. In addition
7. As a result
8. In summary

3 BUILDING ACADEMIC LISTENING SKILLS

Before You Listen

Exercise 1, page 37

<table>
<thead>
<tr>
<th>Leader’s Behavior</th>
<th>Consideration Behaviors</th>
<th>Initiation Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. assigning an employee a task to complete</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2. celebrating the birthdays of employees</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3. complimenting an employee who has performed well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4. setting short-term productivity goals for a team</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5. calculating the number of unhappy customers to show employees where customer service needs to improve</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6. giving a lunch for employees and their families</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7. spending a few minutes each day to find out how employees are doing</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8. setting long-term goals for company productivity</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>9. asking employees for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Global Listening

Exercise 1, page 39

Introduction:
1. Review of trait theory
2. Weakness of trait theory

Body:
3. Introduction to behavioral theory
4. Research on behavioral theory
5. Two main orientations of behavioral theory: consideration and initiation behaviors—definitions
6. An example of consideration versus initiation behavior
7. Weakness of behavioral theory
8. Research on the influence of work situations
9. Work situations and their impact on leadership behavior

Conclusion:
10. Homework: to read about situational theories of leadership

Exercise 3, page 40

1. The two orientations of the behavioral theory of leadership are consideration behaviors and initiation behaviors. An example of consideration behavior is thanking an employee who has done good work. An example of initiation behavior is assigning an employee work to be done.

2. It didn’t take into account the influence of the situation on how effective a leader’s behavior might be.

3.

<table>
<thead>
<tr>
<th>Characteristics of Work Situations that Create Stress</th>
<th>Characteristics of Work Situations that Don’t Create Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tight deadlines</td>
<td>Long lead time</td>
</tr>
<tr>
<td>Inexperienced employees</td>
<td>Experienced employees</td>
</tr>
<tr>
<td>Unclear task</td>
<td>Clearly defined task</td>
</tr>
<tr>
<td>Most effective leader behavior for these situations:</td>
<td>Most effective leader behavior for these situations:</td>
</tr>
</tbody>
</table>
### Focused Listening

**Exercise 1, page 41**

<table>
<thead>
<tr>
<th>To Introduce Points, Examples, Reasons</th>
<th>To Add a Point</th>
<th>To Show a Result</th>
<th>To Show a Contrast</th>
<th>To Show a Similarity</th>
<th>To Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>in addition</td>
<td>so as a result</td>
<td>while</td>
<td>similarly</td>
<td>in conclusion</td>
</tr>
<tr>
<td>second</td>
<td>furthermore</td>
<td>therefore</td>
<td>although</td>
<td></td>
<td>in summary</td>
</tr>
<tr>
<td>next</td>
<td>moreover</td>
<td>consequently</td>
<td>even though</td>
<td></td>
<td>in closing</td>
</tr>
<tr>
<td>finally</td>
<td></td>
<td>thus</td>
<td>whereas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for example</td>
<td></td>
<td></td>
<td>however</td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as</td>
<td></td>
<td></td>
<td>but</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>on the other hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in contrast</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2, pages 41–42

<table>
<thead>
<tr>
<th>Words Showing Relationships among Ideas</th>
<th>Content</th>
<th>Pattern of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>To start,</td>
<td>Review of trait theory</td>
<td>Stage one: situation</td>
</tr>
<tr>
<td>While</td>
<td>Trait theory was useful to describe leaders, but which came first, the traits or the leader?</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>Consequently,</td>
<td>Behavioral theory</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>Let me give you definitions of</td>
<td>Consideration and initiation behaviors</td>
<td>Short definition text</td>
</tr>
<tr>
<td>I have a real life example</td>
<td>Example of David Pottruck</td>
<td>Stage one: situation</td>
</tr>
<tr>
<td>As a result,</td>
<td>Employees didn’t like working with Pottruck</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>As it turned out,</td>
<td>Pottruck changed his leadership style</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>Now</td>
<td>Employees began to like working with Pottruck and now cooperate with him</td>
<td>Stage four: results</td>
</tr>
<tr>
<td>But</td>
<td>Behavior theory weakness—the situation often affects the behavior of the leader</td>
<td>Stage two: problem</td>
</tr>
<tr>
<td>Therefore</td>
<td>Researchers began to consider the impact of the work situation</td>
<td>Stage three: solution</td>
</tr>
<tr>
<td>So, in conclusion</td>
<td>Work situation is important, so leaders should consider it, too</td>
<td>Stage four: not revealed</td>
</tr>
</tbody>
</table>
4 BUILDING ACADEMIC SPEAKING SKILLS

Before You Speak

Exercise 1, page 42
Students are likely to predict that this will be a compare / contrast organizational pattern.

Exercise 2, pages 42–43

<table>
<thead>
<tr>
<th>Management Style</th>
<th>Details</th>
</tr>
</thead>
</table>
| Autocratic        | • Managers give orders and are obeyed  
                   | • e.g. military leaders  
                   | • Good style of management for fast decision making in wartime or in business |
| Democratic        | • Managers ask subordinates for input / feedback on decisions—then make the final decision  
                   | • e.g. employees may help interview a new employee and express opinions about the new employee, but the manager makes the final hiring decision |
| Free-reign        | • Managers advise subordinates, and subordinates are allowed to make their own decisions  
                   | • Useful style of management when managing volunteers |
# Focused Speaking

## Trait Theory Vocabulary

List as many leadership traits as you can:
- charismatic, directive, ruthless, sensitive, communicative, cunning, team builder, intelligent, organized, self-monitoring, persevering, etc.

**List synonyms for trait:**
- characteristic; quality

**Write expressions that mean:**
- a. to change the fortune of a company—orchestrate a turnaround
- b. a company that is not doing well—an ailing company
- c. a company that is well-known—a prominent firm

## Behavioral Theory Vocabulary

List the two behavioral orientations covered in the lecture:
- initiation behavior
- consideration behavior

## Management Style Vocabulary

Write the management style that is reflected in these decisions:
- a. An industry leader asks for opinions about product pricing and then sets a price: democratic
- b. An industry leader gives his employees total control over a new project: free-reign
- c. An industry leader tells her employees to write a report by tomorrow morning: autocratic

**Write synonyms for employees:**
- subordinates, workers

## Integrated Speaking Task

### Exercise 1, page 44

1. Advantages of Translate IT
   - Lots of business
   - Skilled employees
   - Employees who are willing to work hard
   - Employees who can work independently
2. Challenges of Translate IT
   • Inexperienced employees
   • Rapid growth with no internal structure
   • Negative atmosphere—a few good employees have left the company
   • Managers who don’t have time to lead their employees

3. Answers will vary.

4. Consideration behavior would be best because the employees feel that the managers don’t have enough time for them, don’t treat them equitably, and don’t listen to their ideas.

5. Previously a free-reign style, now you need a democratic style

6. Answers will vary. Possible answers might include:
   • Ask for employees’ opinions
   • Listen to their answers
   • Recognize hard work
   • Provide incentives
   • Set up a structured organization
   • Spend more time with employees