

## **TOPIC: MOTIVATION, LEADERSHIP, AND TEAMS**

### **SUMMARY:**

The three elements of motivation, leadership, and teamwork create the foundation for productivity and organizational success. This chapter focuses on these important workplace concepts by first addressing the topic of motivation and explaining how an understanding of basic motivation theories assists you in becoming a more productive employee and leader. A leadership title is not necessary to exhibit leadership behaviors. Employees should display the characteristics of a leader. . Motivation and leadership are elements of teamwork. Understanding these three intertwined topics will improve your success.

### **OTHER RESOURCES:**

#### **POTENTIAL GUEST SPEAKERS**

- Invite a **COMMUNITY OR BUSINESS LEADER** to share his or her thoughts on leadership and how to become a leader.
- Invite a **QUALITY EXECUTIVE/MANAGER** from a local company to discuss how companies ensure quality controls and leadership development in employees.

#### **POTENTIAL FIELD TRIPS**

- Attend a **CITY COUNCIL OR LOCAL SCHOOL BOARD MEETING** to observe the behavior of board members, including meeting participation and contributions, body language, ability to get along with fellow members and constituents and methods of dealing with conflict.

### **LEARNING OUTCOMES: *After studying these topics, you will benefit by:***

- Defining motivation and explaining common motivational factors
- Explaining the primary leadership styles and key qualities of a successful leader
- Examining the difference between leadership and management
- Describing a team, describing the elements of effective teams, and how they impact performance
- Identifying characteristics of effective team players
- Demonstrating how to deal with difficult team members
- Listing and describing the elements of a successful meeting

#### ***You are a successful student if you can:***

1. Summarize how motivation influences you, your co-workers, and your company's success.
2. Create and implement a plan to enhance your leadership skills
3. Explain how to create a productive team.

**OVERVIEW OF EXERCISES AND ACTIVITIES:**

The following chart provides a quick overview of the activities for Motivation, Leadership, and Teams. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.
- WEB SEARCHES are for added resources if computers are available.

| <b>Activity #</b>  | <b>Description</b>   | <b>Related Skill and/or Learning Outcome</b>  | <b>Applications</b>  |
|--------------------|--|---|--|
| <b>Talk It Out</b> | What motivates you to perform at work or at school? What do students dislike most about team presentations? If the room were on fire, what leadership style would you use? | Motivation and motivational factors<br>Productive teams and meetings<br>Leadership styles | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |

|  |  |  |  |
|--|--|--|--|
| <b>Topic Situation</b>                                       | Learning to share ideas when serving on a team           | Elements of effective teams and impact on performance          | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Think Like A Boss</b>                                     | Arguing team members Maslow and motivation               | Difficult team members and motivation                          | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #1 Identify A Need</b>                      | Apply Maslow's hierarch to comments                      | Motivation theory  | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #2 Sharing Talent With Local Non-Profit</b> | ID non-profit that would benefit                         | Developing leadership qualities                                | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #3 Brainstorming For Saving</b>             | Students experience a brainstorming session              | Characteristics of effective teams                             | No   |
| <b>Text Activity #4 Good Team Member Characteristics</b>     | ID characteristics of good team members                  | Characteristics of effective team players                      | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #5 Motivating The Class</b>                 | ID activities to motivate class for each level of Maslow | Motivation theory  | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #6 Lincoln And Leadership</b>               | Research President Lincoln's leadership style            | Characteristics of effective leaders                           | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #7 Stereotypes And Prejudice</b>            | Identify common prejudice/stereotypes                    | Characteristics of effective leaders                           | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #8 Stages Of Team Development</b>           | Apply stages of team development                         | Characteristics of effective teams, motivation, and leadership | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #9 Team Members And Presentations</b>       | Assess desired member behaviors                          | Characteristics of effective teams, motivation, and leadership | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #10 Robert's</b>                            | Research basics of Robert's Rules of Order               | meetings   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended   |

|  |  |   |  |
|--|--|---|--|
| <b>Rules Of Order</b>                                    |  |   | <input checked="" type="checkbox"/> Online   |
| <b>Writing Exercises</b>                                 | Writing about leadership traits and the McClelland Theory of Needs | Characteristics of effective leaders<br>Motivation theory | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Additional Activity #1 Leadership Characteristics</b> | Identify characteristics of good leadership                        | Characteristics of effective leaders                      | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Additional Activity #2 Team Success Factors</b>       | Identify factors in successful teams                               | Characteristics of effective teams                        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Additional Activity #3 Discussion Questions</b>       | Ideas for further discussion                                       | All   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Web Search</b>  | Conduct a web search for a quiz to ID preferred leadership style.  | Leadership styles and qualities of successful leaders     | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Self-Quiz</b>   | all  | all   | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |

**MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

| MSSL Topic | MSSL Activity                                 | Description   | Related Learning Objective   | Time on Task | Suggested Use  |
|------------|---|---|--|--------------|--|
| Teamwork   | Topic Pre-Test                                | 20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading   | All topic learning objectives (see Overview in the Learning Path)  | 30 min       | Homework or in-class quiz  |
| Teamwork   | Video: Group Conflict (2:16)                  | This video case study illustrates how (and how not) to handle team conflict   | <ul style="list-style-type: none"> <li>Evaluate ways to manage conflict in team settings, such as coping with freeloaders</li> </ul>   | 25-30 min    | Homework, including viewing video and answering discussion questions |
| Teamwork   | Practice 1: Teamwork Basics                   | In this multimedia activity, students identify the differences between groups and teams and practice forming teams  | <ul style="list-style-type: none"> <li>Describe the function and purpose of a team</li> <li>Distinguish among types of teams</li> <li>Practice forming an effective team</li> </ul>  | 20 min       | Extra practice or homework   |
| Teamwork   | Practice 2: Team Performance Skills           | In this multimedia activity, students practice team communication and delegation strategies   | <ul style="list-style-type: none"> <li>Identify the stages of team development</li> <li>Apply best practices to participate in teams</li> </ul>  | 20 min       | Extra practice or homework   |
| Teamwork   | Practice 3: Team Skills                       | In this multimedia activity, students learn about different types of team conflict and ways to handle it  | <ul style="list-style-type: none"> <li>Evaluate ways to manage conflict in team settings, such as coping with freeloaders</li> </ul>   | 20 min       | Extra practice or homework   |
| Teamwork   | Activity 1: Build a Virtual Team Presentation | Students submit a PowerPoint Presentation of 6 slides about team member qualities, strategies for working virtually, and how to handle low-performing team members. Can submit via LMS or document sharing for grading. (See Appx A for grading rubric) | <ul style="list-style-type: none"> <li>Practice forming an effective team</li> <li>Apply best practices to participate in teams</li> <li>Evaluate ways to manage conflict in team settings, such as coping with freeloaders</li> </ul> | 1-2 hrs      | Graded homework  |
| Teamwork   | Teamwork: Journal Writing                     | Short e-journal activity to reflect on a teamwork situation that did not go well,   | <ul style="list-style-type: none"> <li>Reflect on effectiveness as a team member</li> <li>Set a team goal</li> </ul>   | 15-20 min    | Reflection activity  |

|                 |  |  |   |                                |   |
|-----------------|--|--|---|--------------------------------|---|
|                 | <b>Assignment</b>                                | focusing on the issue and emotions involved  |   |                                |   |
| <b>Teamwork</b> | <b>Teamwork: Goal Setting Writing Assignment</b> | Students set a goal to improve team performance using the Practice 2 performance steps   | <ul style="list-style-type: none"> <li>• Reflect on effectiveness as a team member</li> <li>• Set a team goal</li> </ul>  | 15-20 min                      | Goal setting activity   |
| <b>Teamwork</b> | <b>Extra Practice</b>                            | Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path) | Over 85 additional Extra Practice items assess all topic learning objectives as well as: <ul style="list-style-type: none"> <li>• Recommend strategies for team leadership</li> </ul> | Self-paced so time is variable | Extra practice or homework                                    |
| <b>Teamwork</b> | <b>Topic Post-Test</b>                           | 20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading  | All topic learning objectives (see Topic Overview in the Learning Path)   | 30-45 min                      | Graded in-class test (can compare Pre- and Post-test results) |

**TALK IT OUT****1. *What motivates you at work or at school?***

Many students will say it is money, but encourage students to include other factors, such as better a life for children, living conditions, goals, etc.

**2. *If the room was on fire, how would each type of leader direct his or her employees?***

**Autocratic:** tell the people in the room exactly how to get out of the room designating who, what, when, and where. **Democratic:** ask for ideas for the best way to get out of the room and then tell them what they are going to do to get out. **Laissez-faire:** would let the people in the room decide.

**3. *What do students dislike most about team presentations?***

This is a great opportunity for students to look at themselves in the mirror. Most students hate team projects because one student ends up doing all the work. More often than not, there is no accountability which typically is a result of poor planning.

**TOPIC SITUATION RESPONSE*****1. Should Mason share his idea? How should he respond if his idea is rejected?***

In this scenario, Mason is new to his job and joins a team. He is a bit intimidated but feels he has good ideas to share. On the other hand, he is afraid to speak up for fear his ideas aren't as good as he thinks. Mason needs to remember that he must bring value to the team and will be displaying accountability by sharing his ideas. Even if his idea is not used, as with brainstorming, his idea may contribute to the final outcome. Students should never fear speaking up (in a professional manner, of course!) when serving on a team. Failing to speak up has the potential to contribute to a loss of credibility and respect (an erosion of workplace power).



### **THINK LIKE A BOSS**

***1. You have assembled some employees into a team to reach the goal of improving customer service in your department, but all they do is argue when they meet. What should you do?***

Remember that teams go through a conflict stage. Make sure the employees know their project deadline, and let them work out their differences themselves.

***2. Your employees have successfully met their production goals this week. Based on Maslow's Motivation Theory, how can you motivate them to meet next week's goals?***

Find out which level they were on (by observing their interactions), and reward them with something at the next level (e.g., if they are at "social," give them a party; if they are at "esteem," give them each a recognition certificate).

**Text Activity #1: Identify a Need (Exercise 11-1)**

*Evaluating the following comments, determine what need on Maslow's hierarchy is being expressed. Refer to figure 11-1.*

| <b>Comment</b>   | <b>Need Expressed</b>     |
|--|---------------------------|
| I have done a similar project in the past; can I help you? | <i>Self-actualization</i> |
| I need a raise this year.                                  | <i>Physiological</i>      |
| Anyone want to join me for lunch?                          | <i>Social</i>             |
| I received a sales award; would you like to see it?        | <i>Esteem</i>             |

| <b>Comments</b>  | <b>Need Expressed</b> |
|--|-----------------------|
| I have done a similar project in the past; can I help you? |                       |
| I need a raise this year.                                  |                       |
| Anyone want to join me for lunch?                          |                       |
| I received a sales award, would you like to see it?        |                       |

**Text Activity #2: Sharing Talent With Local Non-Profit (Exercise 11-2)**

*Name three non-profit organizations that can benefit from your expertise, time, or talent.*

Students are to ID three non-profit organizations that can benefit from their expertise, time, or talent. Even students with few skills can volunteer at an animal shelter or library (both of which are popular venues). Encourage students to ID non-profit organizations that support their target career job.

| <b>Leader</b> | <b>Leadership Characteristic</b> |
|---------------|----------------------------------|
| 1.            |                                  |
| 2.            |                                  |
| 3.            |                                  |

**Text Activity #3: Brainstorming for Saving (Exercise 11-3)**

***Brainstorm as many ideas as possible to help you and/or your classmates save money while attending college.***

Answers will vary; ask students to present their top three ideas. Challenge students to be creative, yet responsible. For example, some students may suggest sharing a text. While this saves money, it hinders the learning process. Ideas may include bringing lunch instead of buying lunch, purchasing school supplies from a discount store, and limiting entertainment activities.

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |

**Text Activity #4: Good Team Member Characteristics (Exercise 11-4)**

*Name the two most important characteristics you would want to see in your team members and explain how these characteristics contribute to team success.*

| <b>Characteristic</b> | <b>How Does this Help the Team Achieve Success?</b> |
|-----------------------|---|
|-----------------------|---|

Answers will vary. As students identify characteristics of success, have them explain why AND HOW an individual's characteristics aid in a team's success. Some ideas may be trust, dependability, good communication, responsibility, and listening skills.

| <b>Characteristic</b> | <b>How Does this Help the Team Achieve Success?</b> |
|-----------------------|---|
| 1.                    |   |
| 2.                    |   |

**Text Activity #5: Motivating the Class (Activity 11-1)**

*If you were teaching this class, what specific topics or activities would you include in the course to motivate students in each level of Maslow's Hierarchy?*

Answers may vary. Every instructor will enjoy reading the creative methods students suggest for improving the course. Hopefully, some of these ideas can be integrated into future lectures.

| <b>LEVEL</b>       | <b>MOTIVATION FACTOR</b> |
|--------------------|--------------------------|
| Self-actualization |                          |
| Self-Esteem        |                          |
| Social             |                          |
| Safety             |                          |
| Physiological      |                          |

**Text Activity #6: Lincoln and Leadership (Activity 11-2)**

**Research President Abraham Lincoln and answer the following questions (include your source/citations).**

|   |
|---|
| <b>1. What key leadership qualities made him unique?</b>  |
| Answers may vary. In a world of political pressure, he remained ethical and true to his convictions. He made gestures that connected him to his audience. As a President he was gracious and humble to those he served. It was quite common for him to visit soldiers and write personal notes of encouragement to others. For a president, he was very quiet and unassuming. |
| <b>2. What challenges did he face?</b>  |
| Answers may vary. The following are some suggestions for what challenges President Lincoln faced: He was not an attractive man (popular media referred to him as “an ape”). He also was very quiet and had nontraditional ideas. People openly made fun of him and opposed him. He came from humble beginnings and failed in several careers until he became President.       |
| <b>3. How can you apply lessons learned from your research to your leadership development?</b>  |
| Answers will vary.  |

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**Text Activity #7: Stereotypes and Prejudice (Activity 11-3)**

***Identify common prejudice/stereotypes you have observed that are displayed against the following groups. How should a leader handle the situation?***

This is a very personal and challenging exercise. Students quickly learn that leadership takes a commitment to standing up for all employees, even when defending and/or standing up to others is not popular. Leaders need to not become emotional and remain factual and focused. This exercise is a good precursor to the chapter on conflict.

|            | Prejudice/Stereotype | How Leader Should Handle Situation |
|------------|----------------------|------------------------------------|
| Age        |                      |                                    |
| Gender     |                      |                                    |
| Culture    |                      |                                    |
| Disability |                      |                                    |



**Text Activity #8: Stages Of Team Development (Activity 11-4)**

*As a team member what specific action(s) can you take to move your team to the next stage?*

Sample answers provided below.

|                   |  |
|-------------------|--|
| <b>Forming</b>    | Conduct team building activities so members can get to know each other |
| <b>Storming</b>   | Teach and reinforce conflict management techniques                     |
| <b>Norming</b>    | Reinforce the team goals and concept of accountability                 |
| <b>Performing</b> | Encourage productivity   |
| <b>Adjourning</b> | Reward and share team success  |

|            |  |
|------------|--|
| Forming    |  |
| Storming   |  |
| Norming    |  |
| Performing |  |
| Adjourning |  |

**Text Activity #9: Team Members And Presentations (Activity 11-5)**

*What type of team member are you when it comes to team presentations?*

*What improvements can you make to become a valued team member?*

Responses are personal, but should reflect the lessons of accountability, quality, and efficiency. Encourage students to be honest in their self-assessment and apply what they have learned throughout the semester.

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**Text Activity #10: Robert's Rules Of Order (Activity 11-6)**

*Look up any two rules of Robert's Rules of Order. Explain what you learned.*

| <b>Rule</b> | <b>What you learned</b> |
|-------------|-------------------------|
|-------------|-------------------------|

Answers may vary. This writing assignment provides students with the opportunity to learn some of the different meeting rules. A good web source is <http://www.robertsrules.com/>

| <b>Rule</b> | <b>What You Learned</b> |
|-------------|-------------------------|
| 1.          |                         |
| 2.          |                         |

## **WRITING EXERCISES**

1. In this chapter, you were asked to list the traits of someone you consider a leader. Write a one-page description of this individual and explain how he or she demonstrated leadership to you.
2. Research McClelland Theory of Needs to identify if you are most motivated by achievement, power, or affiliation.

**Additional Activity #1: Leadership Characteristics**

*Identify three people whom you consider leaders and name the leadership characteristics.*

| <b>Leader</b> | <b>Leadership Characteristic</b> |
|---------------|----------------------------------|
|---------------|----------------------------------|

Answers may vary. The students should list five people they see as leaders. The majority of students' lists will include teachers, parents, and other close relationships. This listing of personal influences will illustrate the importance of a leader's ability to make personal connections with others. Additional names will be those of public figures. If possible, spend time discussing characteristics of successful leaders and how these characteristics can be developed in each student. Remind students that they can list people whom they do not know personally.

**Additional Activity #2: Team Success Factors**

*Write about a time when you belonged to a successful team. Identify at least three specific factors that made the team successful.*

|                             |
|-----------------------------|
| <b>Team Success Factors</b> |
|-----------------------------|

Answers may vary. This writing assignment provides students with the opportunity to share a personal experience with team dynamics. Their identification of specific factors that made the team successful will communicate their understanding of the material. Some ideas from the chapter may include the use of synergy and successfully getting through the five stages of team development (forming, storming, norming, performing, and adjourning).

**Additional Activity #3: Discussion Questions**

1. Discuss the characteristics of a good team player and why they would be important.
2. Describe what motivates you to do a good job, whether it is work or school work. If you do not think you do a good job now, what could you do to motivate yourself?
3. What can you do to improve yourself as a leader?
4. Are leaders born or made? Explain your answer.
5. Do you consider yourself a leader? Why or why not?

**WEB SEARCH**

Conduct a web search to identify a quiz that identifies your leadership style. *Have the students do this activity online. If you do not have access to computers in class, assign it as an outside activity, then discuss what they discovered. This quiz will help students identify their preferred leadership style.*



**Self-Quiz**

**Matching Key Terms:** *In the blank column match the key term to the definition using the identifying number.*

| Key Terms                    | Answer | Definitions  |
|------------------------------|--------|--|
| Adjourning stage             |        | 1. Authoritarian leaders who make decisions on their own and tell others what to do                      |
| Autocratic leaders           |        | 2. A theory that individuals will behave in a certain manner based upon an expected outcome              |
| Brainstorming                |        | 3. When the team focuses on achieving the task   |
| Delegate                     |        | 4. Leaders who allow members to make their own decisions without input from the leader                   |
| Democratic leaders           |        | 5. Teams that function through electronic communications because they are geographically dispersed       |
| Formal teams                 |        | 6. The individual in charge of a meeting   |
| Forming stage                |        | 7. An internal drive that causes people to behave a certain way to meet a need.                          |
| Informal teams               |        | 8. A group of people linked to a common purpose  |
| Laissez-faire leaders        |        | 9. A problem-solving method that involves identifying alternatives freely                                |
| Leadership                   |        | 10. When the team has completed its task and brings closure to the project                               |
| Maslow's Hierarchy of Needs  |        | 11. Stage of team development when members get to know each other  |
| Mcclelland's Theory of Needs |        | 12. Process of a person guiding one or more individuals toward a specific goal                           |
| Meeting agenda               |        | 13. When a manager or leader assigns part or all of a project to someone else                            |
| Meeting chair                |        | 14. Leaders who make decisions based upon input from others  |
| Motivation                   |        | 15. Individuals who get together outside of the formal structure to accomplish a goal                    |
| Norming stage                |        | 16. A guide to running meetings  |
| Performing stage             |        | 17. A theory stating that throughout one's lifetime individuals progress up a pyramid of needs           |
| Robert's Rules of Order      |        | 18. An outline of major topics to be addressed during a meeting  |
| Storming stage               |        | 19. Two or more individuals working together and producing more than the sum of their individual efforts |
| Synergy                      |        | 20. Teams that are developed within the formal organizational structure                                  |
| Team                         |        | 21. When team members experience conflict  |
| Virtual teams                |        | 22. When team members accept other members and overcome  |

|                           |  |  |
|---------------------------|--|--|
|                           |  | conflict   |
| Vroom's Expectancy Theory |  | 23. A theory that people are motivated by three factors: achievement, power, and affiliation |

### Self-Quiz Answer Key

| Key Terms                    | Answer | Definitions  |
|------------------------------|--------|--|
| Adjourning stage             | 10     | 1. Authoritarian leaders who make decisions on their own and tell others what to do                      |
| Autocratic leaders           | 1      | 2. A theory that individuals will behave in a certain manner based upon an expected outcome              |
| Brainstorming                | 9      | 3. When the team focuses on achieving the task   |
| Delegate                     | 13     | 4. Leaders who allow members to make their own decisions without input from the leader                   |
| Democratic leaders           | 14     | 5. Teams that function through electronic communications because they are geographically dispersed       |
| Formal teams                 | 20     | 6. The individual in charge of a meeting   |
| Forming stage                | 11     | 7. An internal drive that causes people to behave a certain way to meet a need.                          |
| Informal teams               | 15     | 8. A group of people liked to a common purpose   |
| Laissez-faire leaders        | 4      | 9. A problem-solving method that involves identifying alternatives freely                                |
| Leadership                   | 12     | 10. When the team has completed its task and brings closure to the project                               |
| Maslow's Hierarchy of Needs  | 17     | 11. Stage of team development when members get to know each other  |
| Mcclelland's Theory of Needs | 23     | 12. Process of a person guiding one or more individuals toward a specific goal                           |
| Meeting agenda               | 18     | 13. When a manager or leader assigns part or all of a project to someone else                            |
| Meeting chair                | 6      | 14. Leaders who make decisions based upon input from others  |
| Motivation                   | 7      | 15. Individuals who get together outside of the formal structure to accomplish a goal                    |
| Norming stage                | 22     | 16. A guide to running meetings  |
| Performing stage             | 3      | 17. A theory stating that throughout one's lifetime individuals progress up a pyramid of needs           |
| Robert's Rules of Order      | 16     | 18. An outline of major topics to be addressed during a meeting  |
| Storming stage               | 21     | 19. Two or more individuals working together and producing more than the sum of their individual efforts |

|                           |    |  |
|---------------------------|----|--|
| Synergy                   | 19 | 20. Teams that are developed within the formal organizational structure                      |
| Team                      | 8  | 21. When team members experience conflict  |
| Virtual teams             | 5  | 22. When team members accept other members and overcome conflict                             |
| Vroom's Expectancy Theory | 2  | 23. A theory that people are motivated by three factors: achievement, power, and affiliation |

## MOTIVATION, LEADERSHIP, AND TEAMS ASSIGNMENT SHEET

| Assignment                   | Points | Notes |
|------------------------------|--------|-------|
| Read Chapter                 |        |       |
|                              |        |       |
| Exercise 11-1                |        |       |
| Exercise 11-2                |        |       |
| Exercise 11-3                |        |       |
| Exercise 11-4                |        |       |
|                              |        |       |
| Topic Situation: Speaking up |        |       |
|                              |        |       |
| Self-Quiz                    |        |       |
|                              |        |       |
| Think Like A Boss #1         |        |       |
| Think Like A Boss #2         |        |       |
|                              |        |       |
| Activity 11-1                |        |       |
| Activity 11-2                |        |       |
| Activity 11-3                |        |       |
| Activity 11-4                |        |       |
| Activity 11-5                |        |       |
| Activity 11-6                |        |       |
|                              |        |       |