Institute of Technology and Business

in České Budějovice

Management and Leadership of Employees

Study Support for the combined form of study

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Contents

1 Metodika práce se studijními oporami

Studijní opory pro kombinovanou formu studia jsou určeny pro studenty Vysoké školy technické a ekonomické v Českých Budějovicích ke studiu povinných, povinně volitelných a volitelných předmětů. Studijní opory jsou studijní pomůcka, která doplňuje výukové bloky jednotlivých předmětů, vyučovaných v programu Řízení lidských zdrojů v bakalářském studiu, především pak pro kombinovanou formu studia.

Kombinovaná výuka probíhá formou výukových bloků, kde jsou studenti v přímém kontaktu s vyučujícím. Přímá komunikace s vyučujícím je možná nejen v rámci blokové výuky, ale i v konzultačních hodinách a elektronicky.

Studijní opora doplňuje studentovi přímou výuku a odráží aktuální stav poznání daného předmětu.

Součástí studijní opory jsou také anotace předmětů, které zahrnují:
- základní informace o předmětu,
- název předmětu a jeho doporučenou dobu studia v semestru a ročníku,
- garanta předmětu a seznam vyučujících.
- způsob zakončení předmětu zkouška/zápočet,
- výukové metody a metody hodnocení,
- podmínky pro úspěšné absolvování předmětu včetně upřesnění způsobu hodnocení,
- podmínky pro úspěšné absolvování předmětu,
- cíl předmětu, vycházející z profilu absolventa,
- témata přednášek a seminářů,
- studijní zátěž studentů,
- povinnou a doporučenou literaturu, která je dostupná v knihovně VŠTE ,
- výstupy z učení, tedy teoretické znalosti, které by měl student získat studiem přednášek a praktické dovednosti, které by si měl osvojit v rámci jednotlivých seminářů.

Každá studijní opora je určena pro konkrétní předmět a jejich struktura se odvíjí od rozsahu předmětu, tedy počtu přednášek a seminářů na daný semestr. Přesný rozsah u jednotlivých předmětů najdeme ve studijním plánu. Rozsah předmětu je ve studijní opoře koncipován nikoli po týdnech, ale po dvouhodinových blocích, tzn., pokud má předmět dotaci 26p/26s, studijní opora

obsahuje 13 témat přednášek a 13 témat seminářů. V tabulce níže jsou uvedeny příklady možného rozsahu.

Tabulka 1: Rozsah a počet přednášek/seminářů

Název předmětu	Rozsah	Vysvětlení	Počet jednotlivých přednášek/seminářů v jednotlivé studijní opoře
Ekonometrie I.	26p + 26s	26 p = 26 přednášek po 45 minutách 26 s = 26 seminářů po 45 minutách	13 přednášek po 90 min (výpočet 26:2=13) 13 seminářů po 90 min (výpočet 26:2=13)
Řízení lidských zdrojů	52p + 26s	52 p = 52 přednášek po 45 minutách 26 s = 26 seminářů po 45 minutách	26 přednášek po 90 min (výpočet 52:2=26) 13 seminářů po 90 min (výpočet 26:2=13)

Příprava na přednášky je zaměřena na získání teoretických znalostí a je členěna na následující podkapitoly:

- **Klíčová slova,**
  - nejedná se o nejčastěji použitá slova, ale slova charakterizující probírané téma.
- **Cíle kapitoly,**
  - vztahují se ke studiu příslušné kapitoly a k tématu dané přednášky či semináře.
- **Výstupy z učení,**
  - jedná se o číslované výstupy z učení podle anotací, tedy jaké znalosti student získá studiem příslušné kapitoly.
- **Abstrakt (příprava na přednášky),**
  - je tematickým průřezem (výtahem) celé kapitoly.
- **Studijní literatura,**
  - je členěna na povinnou a doporučenou literaturu a je zde uveden rozsah stran, kterým by se měl student věnovat v rámci samostudia.

- **Kontrolní otázky,**
  - uvedeny otázky ověřující výstupy z učení, tedy získané znalosti a dovednosti.
- **Zajímavosti z dané problematiky,**
  - odkazují na zajímavé odborné články či webové stránky, které rozšiřují znalosti studentů nad rámec jejich základních znalostí.
- **Odkaz na seminář,**
  - odkazuje na téma semináře, které vychází ze získaných teoretických znalostí studenta.
- **Příklad dobré nebo špatné praxe,**
  - tato kapitola je uvedena pouze u předmětů, obsahujících pouze přednášky. Příklad simuluje a odráží postup řešení dané problematiky v podnikatelské praxi.

Příprava na semináře je zaměřena na osvojení si praktických dovedností a obsahuje:

- **Klíčová slova (stejné, jako v případě přednášek).**
- **Cíle kapitoly (stejné, jako v případě přednášek).**
- **Výstupy z učení,**
  - jedná se o číslované výstupy z učení podle anotací, tedy jaké dovednosti student získá studiem příslušné kapitoly.
- **Příklad, uvedení vzorového úkolu,**
  - vzor souvislého příkladu/úkolu s vypracovaným vzorovým řešením včetně komentářů. Příklad slouží k ověření praktických dovedností studenta.
- **Zadání samostatné práce**
  - další zadané příklady/úlohy/samostatné práce, kde cílem je prohloubit schopnost samostatné práce studenta a podpořit jeho tvůrčí a kreativní myšlení.
- **Studijní literatura (stejné, jako v případě přednášek)**

Výchozím předpokladem pro práci se studijními materiály je osvojení si obsahu výkladové části opor a schopnost aplikace teorie k řešení zadaných úkolů. Pro studenta je nezbytné seznámit se se základními pojmy a dále pracovat s povinnou a doporučenou literaturou.

2 Summary

Period	Year 3/ 5th term
Course	**Management and Leadership of Employees**
Language	English
Guarantor	Mgr. Zdeněk Caha, MBA, Ph.D.
Guarantor faculty	Faculty of Corporate Strategy
Department	Department of Management
Lecture tutor	---
Seminar tutor	Mgr. Zdeněk Caha, MBA, Ph.D.
Assessment type	z.
Assessment note	attendance at seminars 70 % see further notes of the subject guarantor
Extent and intensity	0/2
Credits	2
The goal of the course	The goal of the subject is to familiarize students with the main principles and tools of successful management and leadership of employees in organizations that directly or indirectly influence their performance and behaviour. The main topics of the course are among others the management styles of a manager, situational management, individual performance characteristics of employees, their differences and applicability, motivation behaviour of a manager, principles of leadership and coaching, the most frequent psychological obstacles to performance on the side of employees as well as of the organization and prevention of personnel risks.
Learning outcomes	After successful completion of the course a student: 23.1 understands the importance of management styles and situational leadership, 23.2 understands the performance characteristics and their utilization, 23.3 understands personality traits and attitudes of employees and their relation to their performance, 23.4 understands the individual motivation of employees and its types and understands the motivation tools of a manager, 23.5 understands the importance of the emotional intelligence and its application to management, 23.6 understands the principles of leadership, 23.7 knows the principles and tools of coaching, 23.8 is able to deal with conflicts at workplace and identifies problematic tendencies of managers, 23.9 copes with the prevention and solution of unwanted behaviour of employees, 23.10 copes with the prevention of personnel risks of an organization.

Syllabus of the subject	**Seminars** 1. Management and leadership of employees, its goals and tools – analysis of a practical example. (23.1) 2. Performance characteristics of employees, their types, differences and utilization – controlled discussion of a practical example. (23.2) 3. Abilities and personal effectiveness of employees – analysis of personal effectiveness. (23.3) 4. Personality traits and approaches of employees and their relation to their performance – analysis of an example from the practice. (23.3) 5. Work motivation and its type. Typology of individual motivation of employees. Motivation tools of a manager – analysis of a practical example. (23.4) 6. Managerial communication, the principles of persuasion and influencing. Creativity, its importance and development. Emotional intelligence and its application to management. Management styles and their effectiveness – analysis of a practical example. (23.1, 23.2, 23.5, 23.10) 7. Assignment, delegation and control of tasks – analysis of wrong procedures on the basis of concrete examples. (23.7) 8. Assessment and transfer of feedback – example of a case from the practice. (23.10) 9. Team formation and leading – analysis of a practical example. (23.1, 23.10) 10. Conducting meetings – analysis of a practical example. (23.10) 11. Principles and tools of coaching. Personal problems of employees and their solution. Interviews with employees and their types – analysis of concrete problematic situations from business sphere. (23.1, 23.7, 23.9, 23.10) 12. Stress at workplace and its prevention. Prevention of and coping with unwanted behaviour of employees, mobbing and bullying at workplace. Conflicts at workplace, their causes and solution – analysis of an example from the practice. (23.1, 23.8, 23.9) 13. Situational leadership. Principles of leadership. Relation between management and leadership. Problematic tendencies of managers – analysis of an example from the practice. (23.1, 23.6, 23.8)
Organizational forms of teaching	seminar
Complex teaching methods	frontal teaching project teaching group teaching – cooperation brainstorming critical thinking independent work – individual or individualized activity teaching supported by multimedia technologies
Study load	

Activity	Hours per term	
	Daily form	Combined form

	Preparation for lectures	0	0
	Preparation for a seminar, exercise, tutorial	10	10
	Preparation of a seminar paper	12	15
	Attendance at lectures	0	0
	Attendance at a seminar, exercise, tutorial, industrial visit	13	8
	Preparation for the final test	11	13
	Final test	1	1
	Preparation for presentation	4	4
	Presentation	1	1
	Total:	52	52

Assessment Methods and Assessment Rate	20 % seminar paper 10 % seminar paper presentation 70 % final test
Exam conditions	Course assessment consists of continuous assessment (30 – 0 points – seminar paper and its presentation) and a written test (70 – 0 points). The overall classification is a sum of the points for the continuous assessment and the written test. The overall classification of the course, i.e. the points for the written test (70 – 0) + the points for the continuous assessment (30 – 0 points): A 100 – 90, B 89.99 – 84, C 83.99 – 77, D 76.99 – 73, E 72.99 – 70, FX 69.99 – 30, F 29.99 – 0
Teacher's information	The attendance in the lessons in all forms of study is dealt with by a special internal standard (Registration of VŠTE students' attendance). 70 % attendance at seminars and exercises is compulsory for daily students.
Compulsory literature	URBAN, J., 2017. *Motivace a odměňování pracovníků*. Praha: Grada. ISBN 978-80-271-0227-3. URBAN, J., 2017. *Psychologie řízení a vedení*. Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5.
Recommended literature	BĚLOHLÁVEK, F., 2016. *25 typů lidí - Jak s nimi jednat, jak je vést a motivovat*. 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5.
Webpages	http://www2.cipd.co.uk/pm/ https://hbr.org/ http://ekonom.ihned.cz/tagy/HR-16503
Publishing activities	<u>Subject guarantor and tutor (Mgr. Zdeněk Caha, MBA, Ph.D.)</u> CAHA, Z. and J. URBAN, 2017. A Code of Ethics as Part of the Ethical Management in Czech Republic Companies. In: *Strategic Performance Management. New Conceptss and Contemporary Trends*. New York: Nova Science Publishers, 403-411. ISBN 978-1-5361-2682-2.

<table>
<tr>
<td></td>
<td>CAHA, Z., 2017. The Education and Development of Company Managers in the Czech Republic and Ukraine. In: *Proceedings of the 3rd International Scientific Conference Innovative Economic Symposium: Strategic Partnership in International Trade*. České Budějovice: EDP Sciences. ISBN 978-2-7598-9028-6.

CAHA, Z. and J. URBAN, 2017. *A Code of Ethics as an Organizational Management Tool and its Use in the Czech Republic*. Lüdenscheid: RAM-Verlag. ISBN 978-3-942303-50-7.

HITKA, M., L. LIŽBETINOVÁ, Z. CAHA a Y. XU, 2016. Facility management - Instrument for the management of support processes for HRM outsourcing. *Communications: scientific letters of the University of Žilina*. **18**(2), 38-44. ISSN 1335-4205.

CAHA, Z. and J. URBAN, 2017. Etické řízení organizace. Od etického kodexu k etickému řízení. Lüdenscheid: RAM-Verlag. ISBN 978-3-942303-53-8.</td>
</tr>
<tr>
<td>Topics of bachelor thesis</td>
<td>Management and leadership of employees in a large company (case study)
Management and leadership of employees in a small company (case study)
Application of situational leadership at workplace (case study)</td>
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3 Preparation for seminars

3.1 Management and leadership of employees, its goals and tools – analysis of a practical example

Key words

Managerial tasks and functions, management of employees, leading of employees, management tools, leadership tools, differences between the tools of management and leadership

The goals of the chapter

To explain the goals and tools of management and leadership of colleagues, to clarify the differences between management and leadership, to explain differences between traditional and modern roles of managers in managing people.

Learning outcomes

 ➢ 23.1 understands the importance of management styles and situational leadership

Abstract

A manager has to cope first of all with the four traditional management tasks or functions: the task to plan the work of his/her section and to distribute it among individual colleagues, to assign concrete work task to employees and to monitor and coordinate their fulfilment. These traditional tasks form the basis of the activities of each manager related to the management of people; however, rules are no more sufficient for successful performance of personnel management function in a modern organization.

The main reason is that the achievement of the best possible performance and the full utilization of his/her potential is no longer possible by direct management based mainly on orders in today's organization. It requires creation of conditions supporting the efforts and interest in doing the best work, but also the work environment strengthening their responsibility and initiative and stimulating them to further development of their abilities.

New management functions related to the management of people or also indirect management tools are referred to as leading. They include four more important managerial

tasks, namely the task to motivate employees, to delegate more demanding and more independent tasks connected to higher authorities to them and to support them in their fulfilment, i.e. to take care about their future development. These duties of a manager also include dealing with further social tasks of a managerial function, for example to help employees with the solution of personal problems obstructing them from the full performance, to solve conflicts that sometimes occur between employees, to act as a leader giving the sense and importance to the task in an organization, emphasising its values and providing employees with the necessary securities, particularly in critical situations.

A significant part of the tasks related to the every-day management and leadership of employees is based on social or communicational abilities of a leader, which form his/her main management tools: the ability to give and obtain information, to persuade and act credibly, to motivate, lead and influence the others, even without exercising directly the authorities of a manager resulting from his/her position in an organization.

For example, the task to motivate and inspire employees is based among others on the ability to set motivation goals, to act as a personal example, to encourage responsibility, interest in the work and personal self-confidence of employees, to give them new stimuli etc. Delegation of growing authorities is based on the ability to assign gradually more complicated tasks to the employees accompanied by adequate possibilities to make decisions, to enable them to do more important work that also provides employees with higher satisfaction.

To support employees in the fulfilment of their tasks means to create favourable work environment, including interpersonal relations enabling them to give their best, to provide them with the information they need for their work, to remove obstacles that hinder their work, to provide them with support and help if necessary not limiting their self-confidence etc. Permanent development of the abilities of employees is based on the efforts of managers to care that their colleagues get the adequate instructions or training they need to be able to carry out their work well and efficiently, on their ability to act as a coach etc.

A successful manager and leader of people needs to understand the employees as individuals characterized by a complex of qualities and as groups or teams. This is substantially supported by the knowledge of psychology.

Example (assignment of a task)

What main knowledge and abilities should training of new managers before their appointment to a managerial function be focused on?

Unlike in the professional dimension of management, whose requirements might differ at different places, the acts resulting from the personnel dimension of management are, *to a significant extent identical for all managerial functions,* regardless their hierarchic level or functional sphere. The expertise demands for a managerial function might be significant, however, the fact that they miss sufficient expertise and technical abilities however is not the reason why they fail in their functions (why they are not able to achieve their goals), but the fact that they miss the ability to lead colleagues.

Training of new managers should therefore focus on three areas of knowledge. We refer to them as three conditions of successful management of people. They are:

- understanding to *personal and situational factors that condition the performance and work behaviour of people*. The personal factors that determine individual differences in work and performance are particularly abilities, personal qualities and habits, work motivation and work approaches of people. The situational factors that are under significant influence of a manager or an organization are particularly the way of management, leadership and communication with employees. The knowledge belonging to this category is mainly based on the knowledge of psychology,

- acquisition of *the managerial procedures necessary for efficient management and leadership*. These are the principles of assignment and delegation of tasks, developing and supporting motivation, coaching of employees, credible and persuasive communication of a manager, creation and leading of teams, development and coaching of employees etc. The abilities belonging to this category relate to so-called *soft or social abilities of a manager* particularly applied to his/her behaviour to and communication with colleagues.

- familiarization with the principles of *human management in an organization*, i.e. with the rules and procedures of the selection of people, management, assessment and remuneration of their performance, with the ways of development of employees and improvement of their efficiency, management of changes and corporate culture etc. The rules and procedures that belong to this category have the characters of management principles applied to wider groups of employees and resulting from generally applicable requirements of human resource management as well as from

the requirements dictated by the business and/or personnel strategy (policy) of an organization.

Assignment of independent work (task)

In a half-page text explain the most frequent problems faced by organizations whose new managers have not been sufficiently prepared for the performance of the new requirements of their managerial position.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 23-56)

Control questions

1. What are the traditional tasks of a manager related to the management of his/her section?
2. What are the new tasks of a manager related to the management and leadership of colleagues?
3. What is the difference between management and leadership?
4. What does motivation of employees mean?
5. What does delegation mean?
6. What does supporting employees mean?
7. Why is permanent communication with employees important?
8. What does inspiration of employees mean?
9. What knowledge is leading of colleagues based on?
10. What abilities is managing and leading of employees based on?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.2 Performance characteristics of employees, their types, differences and utilization – controlled discussion of a practical example

Key words

Work performance, performance characteristics of employees, the main types of performance characteristics, individual differences in performance characteristics, utilization of the differences in performance characteristics

The goals of the chapter

To explain the main performance characteristics of people and their importance, to explain the differences between the types of performance characteristics ad their practical impacts, to clarify the character of individual differences in performance characteristics of people, to clarify the ways and possibilities of utilization of the differences in performance characteristics of people.

Learning outcomes

> ➢ 23.2 understands the performance characteristics and their utilization

Abstract

People mutually differ by their performance, i.e. the work results or workplace behaviour, even if the conditions of their work or the way of their management do not significantly differ. The quantity and quality of the work done by them as well as their work behaviour and attitudes to work actually depend to a significant extent on their different personal performance characteristics.

Some of these characteristics influence the performance of employees directly some rather indirectly. The first include particularly the personal abilities and motivation. In some cases they however also include the so-called personal efficiency, i.e. the ability to control one's own activity. The personal pace, i.e. how quick employees carry out their work, can also play an important role within these characteristics. Numerous professions moreover require creativity from employees, i.e. the ability to think beyond established frameworks, to come with new procedures or to reveal their possibilities.

The performance characteristics that influence the work performance rather indirectly particularly include personal or character traits that condition the way how employees act in certain situations and their relations to the social environment. These are for example responsibility they perform their work with or responsiveness to their colleagues, e.g. willingness to give them information they need, to help them if they need etc. Emotional displays and responses usually referred to as emotional intelligence also belong to similar characteristics like character traits. They are among others empathy, i.e. the ability to understand the emotions of others, for example dissatisfaction of customers.

A wider group of characteristics arising from personal motivation and character traits contains the attitudes to work and the organization an employee works for. In adverse situations these attitudes may lead to the tendency to improper or even asocial behaviour. Tendencies to non-adherence to required procedures or to cause undue conflicts are some examples.

The importance of individual performance characteristics for different professions certainly differs, namely in dependence to the character and specific demands of particular work. It can however also differ in dependence on to what extent an organization expects its employees to work independently, i.e. without direct or permanent supervision of a manager, to what extent it requires them to be able to cope quickly with new tasks, to participate in decision making etc. Important performance characteristics may for example also include how fast employees learn new procedures (which is related to their abilities and motivation), to what extent they are willing to accept higher responsibility or to what extent they are willing to accept changes or, on the contrary, are resistant to them (which often depends on their personal traits apart from the abilities and motivation).

Understanding to the psychological bases, i.e. the character and the causes of the differences in performance characteristics of individual employees is important for their proper selection and management, mainly the way of the assignment and control of tasks, their motivation and development.

Example (assignment of a task)

Social abilities of people form a part of their performance characteristics. Assertiveness is one of them. What is the basis of this ability and in what legal situations is it important?

Assertiveness, or the ability of healthy self-assurance, is a social ability important particularly in work positions or activities requiring the ability to proceed in compliance with one's own goals and needs or the goals and needs of an organization, i.e. to push one's own

opinion and conviction through maintaining healthy and conflict-free relations with the environment. It can therefore be perceived as a complex of communication skills including learned ways of communication, that enable a person to assert his/her requirements and standpoints in a tactful and constructive way.

Healthy self-confidence, ability to express one's opinion clearly or to demonstrate one's requests and requirements, to stick to one's standpoint and not to yield to pressures or manipulation are the main displays of assertiveness. Assertive behaviour is still not impolite or aggressive, however, if necessary it can be resolute.

Assertiveness, like further social or communication abilities, can be developed by training, even by self-training. It is necessary to realize its character and the difference from the behaviour which is its opposite and to acquire some basic communication methods that enable assertive behaviour.

To understand the principles of assertive behaviour, it is useful to compare it with its opposites. Passive behaviour, characteristic for people that are not able to express or assert clearly their requests and needs or that are afraid of doing it for some reasons, is the first one and aggressive behaviour, i.e. behaviour of people who enforce their interests to the detriment of other people is the second.

A passively behaving person is not able to communicate his/her requests and needs to the other side, so he/she is not able to enforce them either. One of the main causes of this handicap usually is that he/she definitely tries to avoid an open conflict. Nevertheless, he/she is often afraid of a conflict even though there is no threat. Fears of conflicts often lead passively behaving people to a priori apologetic behaviour. Attempts for self-defence with no reason are also frequent.

Non-verbal displays of a passively behaving person are, that he/she speaks silently, avoids eye contact and his eyes tend to look down or aside. Stooping posture and constrained mimes belong to the non-verbal displays.

In the work practice these people are characterized by inability to cope with the requirement of others. They hardly resist to manipulating methods and "tricks". Their response to unjustified criticism, one of the most frequent workplace manipulations is a typical example. Even though they are aware of its unfairness, they usually respond by a tendency to apologize, explain and also excuse. However not by highlighting its unfairness and standing on their ground.

Even a passively behaving person can sometimes take certain aggressive standpoints. It is behaviour referred to as passive-aggressive, which does not have to be recognizable at first sight. It is particularly typical in women's work collectives.

An aggressively behaving person asserts him/herself to the detriment of others, does not care about rightful claims of other people. He/she has moreover a tendency to humiliate them and disparage their self-confidence.

In fact, aggression does not necessarily have the form of physical assault, using strong words or speaking loudly. Sarcasm, irony, sometimes even a quiet communication that is not to the point but wants to detriment the person it is meant for in some way. An aggressively acting person might however only achieve his/her goals at the cost of permanent damage of the relations to others.

Assignment of independent work (task)

In a half-page text explain the main types of intellectual abilities and in what work situations they might be important.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 11-71)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat*. 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 45-156)

Control questions

1. What is work performance?
2. What are the individual differences in performance?
3. What are the main sources of differences in the individual performance of employees?

4. What are the traditional tasks of a manager related to the management of his/her section?
5. What are abilities?
6. What are the main types of abilities?
7. What is individual motivation?
8. How can differences in individual motivation display?
9. What are personal traits?
10. What is creativity?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.3 Abilities and personal effectiveness of employees – analysis of personal effectiveness

Key words

Abilities of employees, types of abilities, differences between individual abilities, acquiring abilities, personal efficiency, personal work pace

The goals of the chapter

To explain and illustrate on examples the character and types of abilities influencing work performance, to clarify the differences between the types of abilities, to explain the possibility the development of abilities, to clarify the term personal effectiveness and its practical application.

Learning outcomes

> ➢ 23.3 understands personality traits and attitudes of employees and their relation to their performance

Abstract

Individual *differences in the abilities* of employees have the biggest importance for their performance and work results in most professions. They arise from different inborn talents, but also from different possibilities to develop inherited qualities, i.e. the possibility to learn or train. The extent to which individual abilities are inborn or acquired (and therefore also the level to which they can be further developed) is however different for different abilities. The determination what abilities of employees are important at particular positions, how to verify these abilities of employees and how to develop them is one of the main tasks of each organization related to the selection and management of people. It is also necessary to understand what abilities can be developed more easily and in which the development is more difficult or even impossible.

Basic abilities of employees can be divided into three wider groups. They are

- *physical,* i.e. the strength, physical condition and stamina, which are important for physically demanding activities, and *psychomotor*, which are inevitable for good

coordination of sensorial information and physical movements. The basic conditions for physical and psychomotor abilities are inborn, however they can be developed.

- *intellectual,* which are the precondition for proper thinking and form the *basis of intelligence,*
- *social,* necessary for successful and effective social behaviour including the communication with other people.

Differences in the levels of abilities between individual employees might be significant, however they do not necessarily fully projected into their performance. This is mainly caused by the fact that most professions have a certain *intellect optimum*: not only people with lower level of intellectual abilities achieve a lower performance, but also people whose intellectual abilities are higher than the optimum for the particular profession. A higher intellectual level than the optimum can actually reduce their motivation.

Intellectual abilities are inborn to a high extent. Some of them can however be strengthened by learning or practicing. They are the precondition for correct thinking requiring an analysis of information, for understanding to principal relations or for imagination. They are so important particularly for dealing with new problems, but also the ability to remember such solutions. Inborn intellectual abilities are also an important precondition for successful learning and therefore for coping with more difficult training and development programmes. Social abilities are a prerequisite for successful communication and dealing with others and therefore also for mutual cooperation. They range from the ability to let the other party know someone's interest, sympathy and respect (this increases the interest and willingness to cooperation), via the ability to acquire and pass information and arouse confidence, up to the ability to draw others to one's side, i.e. to persuade and influence them efficiently, to influence them by one's own example or to elicit a tendency to follow in them i.e. to act as a leader.

Social abilities are a *result of learning or practicing* to a significant extent, they are however also influenced by inborn personal qualities or character traits. They are particularly important for jobs requiring close cooperation with other people, demanding negotiations with customers or partners of the company, and for managerial positions. Good social skills are therefore required for example from sales representatives and marketing specialists, social workers, teachers, journalists, healthcare staff members etc.

The performance of employees also often depends on their *personal efficiency* and *work pace*. *Personal efficiency* is a complex of partially inborn, but also partially acquired or learned abilities and habits to control the progress of one's work independently. It can be

understood as the ability of "self-management" i.e. ability to plan, arrange and organize one's work and to adhere to the planned steps and deadlines. The demands for this ability differ in different professions.

Example (assignment of a task)

What is personal effectiveness and in what work situations can it be practically important or even indispensable?

Personal effectiveness is a complex of partially inborn, but also partially acquired or learned abilities and habits to control the progress of one's work independently. It can be understood as the ability of "self-management" i.e. to plan, arrange and organize one's work and to adhere to the planned steps and deadlines.

The demands for this ability differ in different professions. A part of employees can do without it, however usually just because others supervise their work continuously, usually their managers. However, it becomes important for a still growing number of jobs. This particularly applies to works and professions that require the people performing them to control the time course and the pace of their work themselves within the assigned tasks. It is necessary particularly for the successful coping with the requirements for managerial functions. Numerous problems are linked to the inability of managers to manage themselves, often problems, which do not seem to be linked to this (in)ability on the first sight and are attributed to other influences.

The importance of personal effectiveness for work performance is often underestimated. Its importance is however particularly obvious if we monitor the work of employees and its time course in detail, e.g. in the form of photographing working hours. Its underestimation is also caused by the fact that it is often incorrectly understood as the "ability to manage time". This misleads to a faulty idea that it is a professional skill that can be easily learned.

The reality is however more complicated: personal effectiveness has mostly a character of known as well as unknown habits. New habits actually can be learned, however their acquisition usually requires to get rid of the previous habits, i.e. those that obstruct higher personal effectiveness.

The habits the personal effectivity is based on therefore usually cannot be achieved just on the basis of schooling or training. Long-term leading and coaching play an important role. Their task is to strengthen the new habits consistently. However, if we realize the importance of personal effectiveness, even self-training can help.

Assignment of independent work (task)

In a half-page text explain what are the concrete abilities of personal effectiveness linked to the management of personal activity on the basis of purposeful use of time.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 23-156)

Control questions

1. Which abilities can be more easily acquired?
2. How can the level of abilities of an employee be best verified?
3. What are the main types of intellectual abilities?
4. For what activities are intellectual abilities important?
5. What is the intellect optimum of a profession?
6. What are social abilities good for?
7. What are the main types of social abilities?
8. For what professions are social abilities important?
9. What is personal efficiency?
10. For what professions is personal efficiency important?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.4 Personality traits and approaches of employees and their relation to their performance – analysis of an example from the practice

Key words

Personality traits, types of personality traits, differences in personality traits, types of personalities, relation between personality traits and work performance, work attitudes, relation between work attitudes and performance

The goals of the chapter

To explain the term and the importance of personality traits for work and work behaviour, to explain the main displays and differences in personality traits at workplace, to clarify the main types of personalities, to explain the meaning and the differences in work attitudes and their changes, to clarify the practical importance of work attitudes.

Learning outcomes

> ➢ 23.3 understands personality traits and attitudes of employees and their relation to their performance

Abstract

Persons with comparable abilities or similar motivation often do the same work differently. Some are able to respond more flexibly to changes, others are resistant to changes, some are characterized by more responsible approach to the fulfilment of tasks, some are less liable, others differ in to what extent they are willing to cooperate with others, how they respond to certain stimuli etc.

The common ground of these differences is based on the personality of an employee: in relatively stable character traits conditioning the differences in the ways of behaviour and style of work. They are also reflected in what a particular person more or less perceives, what he/she pays attention to, what feelings certain situations and circumstances elicit in him/her, what responses he/she chooses in certain situations etc. A personality of a human being is influenced by inherited qualities as well as by long-term influences of the social and cultural environment – upbringing and early social experience, education, professional

affiliation etc. Inborn dispositions are however usually most important in the formation of personality traits.

The main five personality traits projected into the work behaviour are:

- *extroversion or introversion,* i.e. the extent to which a person has the tendency to be social, friendly, talkative and assertive or, on the contrary, withdrawn, preferring his/her inner enjoyments and a narrow circle of personal contacts

- *emotional stability or lability.* This quality reflects the fact whether the emotions of a person are rather calm, balanced and stable or whether a person tends to more significant fluctuation of moods or stronger, often negative emotional displays, e.g. anxiety, depression, anger, embarrassment etc.

- *a tendency to cooperation and social responsiveness or on the contrary a tendency to rivalry* reflecting to what extent a person is characterized by confidence in other people, politeness, kindness, tolerance or tendency to forgive, or on the contrary, tendency to competitiveness, cynicism or suspicion to his/her social environment,

- *responsibility, dutifulness or carelessness*, corresponding to whether a certain person appears as persistent, responsible, hardworking, disciplined, decent and careful or, on the other hand, chaotic, inconsistent with a tendency to give in to sudden impulses,

- *openness to new experience or anxiety about changes.* This personality trait characterizes the interest and willingness of an employee to try and consider new procedures or ideas, to show curiousness, to be open and tolerant in one's opinions or, on the contrary, to show a tendency to wariness, conservatism, a tendency to prefer known and expectable things etc.

Personal qualities of employees affect their work attitudes. These are projected into their different approaches to work, to associates and to one's own profession or organization as a whole and into different responses to certain work situations. Positive work attitudes are particularly at the positions characterized by more complicated and independent tasks. They are particularly stamina, initiative and responsive social behaviour.

In spite of the fact that work attitudes are related to personality traits they can be influenced to a certain extent. An organization should therefore try to support positive work attitudes in employees. The available tools are *the management style and behaviour of managers*, but also further *workplace conditions*, particularly the relations at workplace, the way of the assessment and remuneration of employees, communication of the company management with employees etc.

The attitudes that a manager can influence by his/her own behaviour or strengthen by proper tools are for example the *interest in the fulfilment of tasks, the attitude to changes at workplace, the interest in learning new things etc.*

Example (assignment of a task)

How can different personality traits of employees be recognized at workplace and how are they projected into their approach to work tasks?

Differences in personality traits condition in what environment an employee feels better, what tasks, situations, interpersonal relations he/she seeks, what performance he/she achieves there and with what motivation he/she works. Different personality traits are often reflected in the way of perception, thinking, evaluation and behaviour, including among managers.

Employees may therefore differ on this basis in what work environment and tasks they prefer, whether they prefer

- working alone in a calm environment or, on the contrary, where "something happens",
- solving a new and demanding task or a task that they know and have done before,
- completing their tasks and getting to a certain conclusion or letting them open for possible changes,
- planning their work themselves or working on tasks as they come,
- solving clear, structured tasks with a solid structure or variable, unstructured tasks with possible surprises,
- working on tasks requiring continuous and permanent work or on tasks requiring temporary increased performance followed by a calmer period,
- working on more tasks at the same time or gradually one after another, i.e. whether they mind having more tasks in progress,
- working on tasks where they can deal rather with ideas, principles and thoughts or on contrary with people, etc.

Different character traits of employees might similarly project themselves in their relations to the social environment, for example by whether

- they tend to keep in contacts with a limited number of people who they know well (and are exhausted by wider social relations) or on contrary to keep in touch with a lot of people, including those they only know a little or not at all,

- they start talking to others themselves or prefer letting this initiative to others,
- they tend to develop their ideas continuously during a dialog or on the contrary to speak after consideration of what they want to communicate etc.

Assignment of independent work (task)

In a half-page text explain the types and the importance of work attitudes important for the performance and liability of employees.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What does the term personality traits mean?
2. What characterizes personality traits?
3. What are the so-called bipolar qualities?
4. Into what areas are personality traits projected?
5. What are the main types of personality traits?
6. Which personality traits are important for the work performance?
7. What are personality types?
8. What are work attitudes?
9. What personality traits are work attitudes based on? What are the main types of positive work attitudes?
10. How can positive work attitudes be strengthened?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.5 Work motivation and its type. Typology of individual motivation of employees. Motivation tools of a manager – analysis of a practical example

Key words

Work motivation, types of motivation, motivation factors, increasing of motivation, motivation of employees, motivation tools, motivation tools of a manager, motivation tools of a leader

The goals of the chapter

To explain the factors and tools of work motivation, to clarify the main work motivation theories, to explain the differences in the work motivation of individuals, to explain the possibilities and ways of the improvement of work motivation, to clarify the difference between work satisfaction and motivation, to explain the most frequent causes of demotivation in the practice.

To explain the motivation tools in the hands of a manager, to clarify the main principles of motivating behaviour of managers, to explain the motivation tools of a manager in assigning a task, to explain the motivation tools of a manager in every-day management and leading of associates, to explain the most occurring behaviour of managers leading to demotivation of employees.

Learning outcomes

> 23.4 understands the individual motivation of employees and its types and understands the motivation tools of a manager

Abstract

Work motivation and its type

There are numerous circumstances that influence the work motivation and therefore also the interest in the work and its results, the work efforts or responsibility. They can influence it positively or negatively. A common attribute of such circumstances referred to as motivation factors is that they satisfy certain needs of employees and therefore elicit their satisfaction, or they on the contrary hinder their satisfaction and therefore lead to their dissatisfaction.

A work activity is actually a motivated activity to a large extent: it is led by the idea that an employee will satisfy certain needs by its completion, or the idea that if he/she fails to complete it he/she would not achieve the satisfaction of his/her needs.

Positive motivation factors can be divided into certain groups on the basis of their character and the way of their impact. Hierarchic classification can be applied, according to how strongly the factors act, classification to intrinsic and extrinsic factors, based on the fact whether the work itself motivates the employee or what the employee obtains for the work, or to material or immaterial factors.

The classification of motivation factors to intrinsic and extrinsic sees motivation as a process. Extrinsic factors are those that relate to the work itself: the needs that people satisfy by the performance of their work. Extrinsic factors a formed by what they obtain for the completion of the work.

Typology of individual motivation of employees

Recognition of the individual motivation profile of an employee, i.e. revealing which motivation factors are stronger or weaker, is a key to his/her motivation. It is important if we want to understand what types of task he/she prefers (and therefore performs better), how to asses him/her, what to emphasise to strengthen his/her motivation how to pass feedback on him/her or what response we might expect from him/her in various situations. It is moreover also important for overall assessment of his/her suitability for a particular workplace.

Differences in the motivation of employees are related to their personal traits, the extent of the satisfaction of their needs, the age or life phase. As a consequence, some of their needs override others. They respond stronger to the possibility of their satisfaction and if they are not satisfied, he/she is less satisfied than others.

If the predominance of certain needs is significant we can talk about predominant type of individual work motivation. The main types of personal motivation can be divided in seven groups. They are

- *significant financial or material motivation*. It is not difficult to recognize people with this dominant motivation. Their relation to work itself is lukewarm and rather purposeful, in an extreme case cynical: they perceive work just as an opportunity to make money. The more they are interested in various financial benefits that the work brings (wage, remuneration and other benefits), in how they could achieve higher pay, how much the others make, what they could achieve if they took an extra task,

whether their good assessment increases a chance to a pay rise etc. They usually require a financial benefit for each extra work.

- *motivation based on interesting work.* People with this motivation are interested in their work and they enjoy it, as it corresponds with their interests and abilities, or also because they like the social environment at the workplace. They are often called "souls" They want to do their work well, they are not extra ambitious, they are satisfied where they are.

- *performance motivation.* Employees belonging to this group have a higher need for success and achievement of the best result, e.g. solving a particular difficult problem or overcoming obstacles etc. The effort to strengthen their self-consciousness is a common denominator of their motivation.

  People with strong performance motivation are therefore characterized not just by the interest in the work itself, but mainly the effort to prove how good they are. They therefore seek challenging tasks, try to achieve new abilities, they respond to challenges that the work or a task bring, and they often tend to compete with others. In their efforts to prove their capabilities they are willing to work with no regard to the exertion and time.

- *motivation based on personal or professional reputation.* Employees of this type are characterized by an increased need for social or professional appreciation, drawing attention or making themselves visible. They therefore try to achieve praise and recognition, they are interested in the impression they make around themselves and are extra sensitive to the opinions and assessment from the others. Typical symptoms of this motivation are frequent questions about evaluation of their work, a tendency to talk about their successes or the care who will be praised for performed work.

- *motivation based on social importance of the work.* Workers of this group have a higher need to perform work with wider social impact. A tendency to work with extra performance, particularly in the conditions where the assigned task is socially important and the employee believes in its importance, is characteristic for this motivation.

- *motivation based on the need for power.* The possibility to enforce one's own opinion and to decide not only about the work itself but also about other people at the workplace is important for people with this kind of motivation. People with a higher need for power have a stronger tendency to control and influence what the others do, but also to show them their dominance or to emphasise their social status. They

therefore like to speak on behalf of their groups or try to persuade others about their opinions. They are suitable in situations where others should be persuaded that there is no space for a compromise.

- *motivation based on the need of togetherness.* People with this motivation have a strong need to be a member of a group or an organization. Unlike those of the previous group they have no problem to conform to the interests of their group or organization. They want to be popular and cooperate with others, they have no interest or tendency to compete with them. If problems occur in their work group they have a need to solve them as quick as possible. They are not only motivated by the possibility to cooperate with others, but also to maintaining good relations with them.

Motivation tools of a manager

Motivation factors are effective if they lead to immediate satisfaction of needs. i.e. if they come as soon as possible after an employee has carried out a certain activity. This fact should be respected in the application of motivation tools.

It is quite usual in the practice that managers do not have the financial rewards of their associates under full control. The problem is that they are not able to reward them immediately. This however does not mean that they do not have tools for immediate motivation based on factors of non-financial or internal character.

The way of assigning tasks and their control, timely and suitably given feedback, a praise, recognition, delegation of higher authorities, but also higher attention paid to average employees belong to the most important ones.

The way of assigning a task is a basic motivation tool. It decides how an employee accepts it and in what quality he/she performs it.

Employee's interest in the proper fulfilment of a task and the efforts he/she makes to do it depends particularly on four circumstances. They are:

- clear explanation of the expected results that the assigned task should bring,
- expression of confidence that the employee will succeed,
- the opportunity for employees to participate in the assignment of the task,
- highlighting the importance of the task for both the organization and the employee personally.

Inspection – or the awareness that the work will be inspected – is however another means of motivation. If a manager has the habit to inspect the assigned tasks personally, employees will pay higher attention to their fulfilment. And on the other hand, if he/she does not inspect them, they are likely to perform their task with less responsibility, to postpone their fulfilment, sometimes even forever.

The following therefore strengthen the motivation function of inspection:
- pointing out that an inspection will be carried out,
- setting partial inspection points, particularly for long-term tasks,
- recording the assigned tasks including their deadlines before the persons they are assigned to,
- setting clear criteria according to which the inspection will be carried out.

The motivating function of inspection is however also based on the fact that inspection is not understood as a display of lack of confidence in employee's abilities. Its form should not look like that. There moreover should not be effort to find a defect by hook or crook.

Feedback assessment based on the inspection of work should lean on two rules: it should be given immediately and be as concrete as possible.

In the instance of critical assessment, it should be led by the effort to prevent unfavourable emotions and rejecting responses of the criticized person. A help with finding a way out of the situation should be a part of the assessment.

Example (assignment of a task)

The notification and explanation of work tasks is an important part of the motivation of employees to the fulfilment of their tasks. What should this notification and explanation contain?

For important tasks the notification and explanation should contain two facts, namely why the task is important for the organization and why it is important for an employee personally, i.e. what it will personally bring to him/her and what consequences would arise if he/she failed to perform the tasks properly. An employee actually does not have to be aware if the importance of the task.

Such explanation usually does not require much time on the manager's side. It however often decides of how employees will approach to the task. If they do not understand the importance of the task for the organization or for themselves, or if they do not consider them important,

they usually also do not know why should they perform them properly, responsively and timely. They can be even convinced that the tasks are not worth their efforts.

Understanding the importance of a task strengthens motivation to its fulfilment even if the task was assigned to the employee in directive manners, i.e. that he/she did not have the possibility to participate in its assignment. His/her importance grows if the manager has no possibility how to check the possibility of the performance of the task.

Revealing the personal reasons why an employee should perform concrete tasks, is particularly necessary in situations when a manager is not able to inspect their fulfilment. The personal reasons should particularly lean on the inner motivation of an employee including the wider impact or the social importance of the tasks.

The reasons for this type can differ for different employees. They might be related to the impacts on the environment that the employee cares about, e.g. with consequences to colleagues, with the importance of the tasks for the satisfaction of customers, their wider social importance, but also with the employee's possibility to verify his/her abilities on the assigned tasks, e.g. to prove him/herself that he/she is able to solve a certain problem him/herself with no assistance.

Assignment of independent work (task)

In a half-page text explain what ways of inspection of employees can be motivating and what have rather demotivating effect.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What is work motivation based on?
2. What are motivation factors?
3. What are main types of motivation factors?
4. What is an individual motivation profile?
5. What are the main types of individual work motivation?
6. What is characteristic for employees with significant financial motivation?
7. What are the main motivation tools of a line manager?
8. What are the main motivation tools of a manager in the assignment of tasks?
9. Why is concrete assignment of tasks important for motivation?
10. Why is the explanation of the sense of assigned tasks important?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.6 Managerial communication, the principles of persuasion and influencing. Creativity, its importance and development. Emotional intelligence and its application to management. Management styles and their effectiveness – analysis of a practical example

Key words

Management of employees, managerial communication, goals and tools of communication of a manager, persuasion of employees, influencing employees, "push" and "pull" methods, Personal qualities of employees, creativity, application of creativity, support for creativity, creativity in a group, brainstorming, Emotional intelligence, components of emotional intelligence, displays of emotional intelligence, application of emotional intelligence to work and management, development of emotional intelligence, management style, types of management styles, X and Y theories, directive management style, autocratic management style, participative management style, liberal management style, personal management style, effectiveness of management styles

The goals of the chapter

To explain the meaning and the goals of managerial communication, to clarify the preconditions of successful communication, to explain the preconditions of credibility and persuasiveness of a manager, to clarify the communication methods supporting persuasiveness in communication.

To explain the principles of and conditions for successful performance of the basic management tasks related to the management of people, i.e. assignment, delegation and inspection of work tasks for employees, to clarify the difference between assignment and delegation of tasks, to explain the most frequent mistakes in assignment, delegation and inspection of tasks.

To explain the nature and the importance of creativity as one of the personal qualities of employees, to explain the relation between creativity and personal qualities of employees, to clarifythe importance of creativity for company innovations, to explain the relation between the management style and creativity of employees, to clarify the targeted tools supporting creativity of employees.

To explain the nature and the meaning of emotional intelligence, to clarify the components and displays of emotional intelligence, to explain the importance of emotional intelligence for work and management of employees, to clarify the possible development of emotional intelligence.

Learning outcomes

- ➤ 23.1 understands the importance of management styles and situational leadership
- ➤ 23.2 understands the performance characteristics and their utilization
- ➤ 23.5 understands the importance of the emotional intelligence and its application to management
- ➤ 23.10 copes with the prevention of personnel risks of an organization

Abstract

Managerial communication, the principles of persuasion and influencing

The ability to communicate is the basis of successful management. Employees that do not have sufficient information cannot decide properly. They do not know what they are expected to do and how they can contribute to the improvement of their work, or what is most important for the satisfaction of the customers of their organization. Their performance or results therefore lag behind their potential. The ability to communicate effectively – to give information, to listen to others, to persuade them, to win them for the goals of the organization – is however not always a commonplace. Even managers with long-term experience miss them (and they do not know it).

An ability to overcome barriers that prevent colleagues from open communication belongs to important task of managers. It is often particularly the ability to listen, to show interest in the opinions of other people, to encourage them to express themselves. Obtaining information from employees is often a precondition to discovering latent problems of the organization and their timely solution. Better listening to employees might moreover open new possibilities that open before the organization.

The ability to persuade people and thus get them for the common goals is another important precondition of management. It is particularly important in the enforcement of new solutions and acceleration of inevitable changes. Motivating employees to an activity about the correctness of which they are not completely convinced (as their manager has not tried or has not managed) is usually not only more difficult but also costlier than if they are convinced.

Motivation to behavior about which employees are not convinced, is usually also less durable.

The principles of useful and persuasive communication of a manager are worth dividing into three groups. The first contains the principles *of communication with individuals or small groups*, the other contains the *principles of communication with larger numbers of employees* including the *principles of successful conduction of meetings* etc. The third group contains the *principles related to written notifications*.

The ability to communicate persuasively with individuals or smaller groups is not only based on the ability to present rational arguments. The ability to apply or to respect the emotional aspects of communication is also important, particularly if anxieties or unconference on the other side has to be overcome.

Persuasive communication is based on five main abilities:

- to act *credibly*,
- to present opinions or standpoints for which we want to attract the others in a way that *emphasizes common interests* of both parties,
- to strengthen our standpoints and opinions *by examples*,
- to establish an *emotional contact* with the people we communicate with,
- to be willing to *listen* to the other party and accept solutions that have the character of a (prepared in advance) *compromise*.

Personal credibility is the first prerequisite for each successful communication. If we want to persuade (anybody) about our opinion or requirement we must expect that they will soon ask to what extent they can believe our opinions. It is actually often seen in the practice that people, including managers overestimate their credibility.

Credibility at workplace grows from two basic resources: verification of *professional knowledge and experience* of a person and his/her relations to other people. Those with a history of healthy judgement and work success, who have moreover shown the ability to listen to and help other people, to respect their interests and adhere to their promises are considered credible. These people are usually emotionally stable, not subject to moods known as reliable and honest. Other people are often willing to listen to the opinions of these persons even though they seem to be unconvincing at first sight.

Creativity, its importance and development

Creativity of employees is their ability and interest in coming with new and original ideas, alternative procedures or different ways of seeing things. Creativity is important for an organization: it saves time and funds and creates new opportunities.

An organization whose success is based on creativity projected in the ability to change work procedures, to come with new products, services or even strategies, should search for creative employees (or employees thinking with a higher extent of creativity than others) and support their ability to bring new approaches, e.g. through higher independence or more independent team work. Creative and innovative behaviour of an organization, which is in the competitive and changeable environment usually inevitable, actually starts in the creativity of individual persons.

Assessment of candidates to qualified positions (including candidates to managerial positions where personal creativity is most important) is still traditionally based on the assessment of their experience or as the case may be, analytical abilities or the ability of logical thinking in organizations. Assessment of the abilities of personal imagination and further prerequisites of personal creativity is still much less usual.

A higher level of creativity is particularly required in arts, design, media, art crafts etc., but also in marketing, creation of strategies, research and development or I some spheres of education.

Certain personal qualities – wider interest and intrinsic motivation, imagination and openness to new experience, but also high personal energy, independent judgement, strong self-confidence, higher ambitions and unconventional thinking are the prerequisites of high creativity or a tendency to innovation. Creativity is also closely linked to intellectual abilities – particularly the ability of the so-called divergent and convergent thinking. Divergent thinking is based on the ability to find differences between various situations, convergent thinking on the ability to find their similarities.

Creativity at workplace improves work procedures, improves products and services as well as the business practices and the approach to customers. Most companies therefore cannot do without it. However, they rarely assess and select their employees on the basis of it.

It is impossible to force oneself or anybody else to creativity, however it can be strengthened. It is necessary to realize what obstructs it. Routine, a tendency to solve problems, to overcome obstacles or carry out various activities still in the same manners, that is what obstructs creativity.

Strong-willed people often have problems with creativity as well. When they run into problems they try to overtake them by higher efforts. They hope that their efforts will bring them fruits sooner or later and they are convinced that if certain procedures have worked for years there is no reason to change them.

Creativity is in fact more likely linked to the view angle or the ability to change it than to efforts. With the ability to look at the same thing as others, but to see something else. Creative solutions therefore rather arise spontaneously and suddenly, sometimes even when we are not actually thinking about them. Creativity can however be strengthened. Brainstorming and other related methods (a six hats method etc.) are the main targeted tools supporting creativity at workplace.

Emotional intelligence and its application to management

Emotional intelligence is the ability to use emotions for dealing with problems and effective negotiation. Its importance and applicability relate to both successful management of one's own behaviour and influencing interpersonal relations.

Like general intelligence, emotional intelligence can be divided into certain components. In the instance of emotional intelligence there are five such components. These are the abilities:

- *to realize one's own emotions,* i.e. to understand one's own feelings and moods. It is an ability that helps with the self-management, it is however also a condition for understanding and anticipation of the motions of other people.

- *co control one's own emotions.* Full control of one's own emotions is neither possible nor required. The ability to reduce their negative impact on one's own behaviour and to support the emotion whose impact on one's own behaviour is positive, is a display of emotional intelligence. The ability to distinguish between situations where emotions should be emphasised from those where they should be dimmed, is the prerequisite.

The ability to control negative (unpleasant) emotions (sadness or fear) and impulsive (anger, fury, aggressivity) and the ability to dim emotions obstructing concentration is particularly important in the work or managerial practice.

- *to motivate oneself.* This includes the ability to suppress emotions that weaken one's own activity (so-called asthenic emotions, for example the feelings anxiety, uncertainty or fatigue arising for example from a failure), but mainly to induce strengthening emotions, so called sthenic, which maintain and support self-motivation.

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The ability to maintain optimistic feeling even when things go wrong, to fight the tendency to postpone unpleasant activities etc. are typical examples. People gifted with this emotional ability are usually more efficient, more persistent and active.

- *empathy. i.e. the ability to recognize and understand the emotions of other people.* It is based on the ability to identify oneself with others and to understand their feelings, among others on the basis of the ability to recall one's own emotions in a similar situation and "see things through the eyes of other people". The ability to perceive the fears of the other party and understand their causes can be an example.

- *influencing or "controlling" emotions of other people.* This is an ability based on empathy. It displays in the ability to contribute to the good feelings of other people, e.g. to strengthen their feeling of self-confidence, to create and maintain friendly relations to act as an example, to negotiate and persuade successfully, to solve conflicts etc.

Emotional intelligence is an important precondition of performance particularly for managerial positions. Direct managing and leading associates particularly require the abilities to understand and anticipate their emotions, i.e. the ability of empathy, to show one's interest, sympathy and respect, which improves the willingness to cooperate, to elicit confidence, certainty and optimism in relation to the future and the tendency to follow, i.e. to act as a leader.

A combination of consistency and empathy: orientation in the fulfilment of tasks accompanied by maintenance of good relations is important for effective management of people. The ability of a manager to recognize the emotions of other people, to listen to their opinions and to understand their needs or fears particularly improves his/her ability to support motivation, to give a feedback and to support his/her persuasiveness and credibility.

Management styles and their effectiveness

A management style represents the prevailing way of the behaviour of managerial employees, or the organization management with employees, projected particularly to the way of assignment and control of work tasks, the way of decision making, informing employees, occurrence of bureaucratic elements, social distance between employees and managers, the interest of the organization in the needs and requirements of employees, the extent of employee rights in an organization, respect to employees etc.

The management style of managers is often based on their personalities or personal habits, i.e. the character traits, but also on the acquired or obtained opinions and believes. A management style applied permanently, regardless the current needs is referred to as a personal management style. It is usually a tendency to apply directive, participative or liberal style of management, which can lean on the so-called Theories X and Y.

Theory X stands at the back of the directive management style. It is based on manager's assumption that employees are "naturally" lazy, do not have big ambitions, avoid responsibility and have to be forced to performance either by remuneration or by a fear of punishment. Manager's tendency to decide nearly always alone, without consultation with his/her colleagues, is a characteristic display of directive management based on these assumptions.

A directive management based on autocratic decision making and threats with sanctions can have its substantiation. For example, in a situation when a company is under urgent pressure and it is necessary to perform some tasks immediately. It can also be suitable if the abilities and experience of employees are very limited and their inner motivation weak. This management style has higher substantiation if work procedures are exactly given in an organization and most employees carry out manual activity which does not have to be improved or modified.

In other circumstances this style is however not much effective. It does not support the interest in the work among employees (it often more likely obstructs it), or the confidence to the management. It on the contrary often leads to unfriendly approaches to managers and lack of willingness to cooperate with the company. Management based on sanctions might prevent some rules from being breached, however it is usually not able to make employees to work with the highest possible performance on long-term basis.

Theory Y is the opposite to Theory X. It is based on the idea that people have inner motivation to work, they like their work, they like challenges and are able to improve their work procedures themselves. They are also responsible and do not have to be still monitored. Managers should therefore concentrate and not to demotivate them by their behaviour. They should have partner or personal relation to them, to be sufficiently sensitive to their needs and feelings and not to intervene in to their work excessively.

Extreme application of Theory Y leads to liberal management, which gives significant freedom to employees and can even mean that nobody controls their work. It can be suitable for very experienced and capable employees, however it more likely leads to a situation

when the management loses consistency and a manager in the efforts not to touch the employees is willing to tolerate work of poor quality.

A liberal style does not necessarily have to be based on conviction corresponding with Theory Y in the practice. It may rather be a consequence of the fact that a manager is not much interested in the tasks related to the management and leading of his/her colleagues. This may also be caused by the fact that he/she is interested in the work itself and he/she does not want to lose his/her expertness, but also that he/she simply does not cope with the management.

A participative management style is based on the conviction that employees should have the opportunity to participate in important decisions, particularly those related to their work and contribute thereto by their opinions. Managers applying this style appreciate the opinions of their subordinates and deal with them as with partners. They support both-sided exchange of information, delegate wider authorities and lead on the basis of long-term goals not transferring their responsibilities on the employees. Clear definition of the "rules of the game", i.e. the rights and obligations of employees as well as managers is a typical characteristic of this management style.

Of the three basic management styles conditioned by the opinions, traits or personal preferences of managers the participative style is usually most productive

Example (assignment of a task)

On the basis of what opinions or attitudes of managers can you recognize their tendency to adhere to a certain permanent management style?

Certain questions related to opinions that influence manager's behaviour may be an example. Each of the following "test" question contains two statements and the task is to choose the one that is closer to your opinions. It does not have to mean that you completely identify yourselves with it, just choose the closer one. dominance of decision in favour of the first variant confirms a tendency to directive management, dominance of the opposite decisions confirms the tendency to use rather the participative management style.

1.

a) People try to avoid work whenever it is possible.

b) People only avoid work if they consider it useless or if it is boring.

2.

a) If employees get more information than they really need for their task, they tend to abuse it.

b) If employees get access to more information than they really need for their work, they tend to behave more responsibly.

3.

a) Requiring new ideas from employees is not suitable or beneficial. Their awareness of the situation is too limited, so their ideas cannot have a practical contribution.

b) Requiring new ideas from employees not only contributes to the extension of their interests but also to development of ideas useful for the development of the organization.

4.

a) If people do not show enough imagination or creativity at work, it is because most of these people do not have them.

b) Most people are equipped with imagination and creativity. The fact that these qualities are not always developed is rather a consequence of limitations the employees are confronted with during their work than of their inability.

5.

a) Unless employees are punished for their mistakes they do not put sufficient demands on themselves.

b) If employees have the opportunity to decide partially on their work, they act more responsibly and usually put higher demands on themselves.

Assignment of independent work (task)

In a half-page text give examples of the behaviour of a manager that insists on directive style and a manager that rather supports the liberal management style.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

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BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What is management style?
2. Into what areas is management style projected
3. What is personal management style?
4. What are the main types of management styles?
5. What are theories X and Y?
6. What are the displays of a directive management style?
7. What are the displays of a liberal management style?
8. How does a participative management style display and what are its main advantages?
9. In what situation can a directive style be suitable?
10. In what situation can a liberal management style be suitable?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.7 Assignment, delegation and control of tasks – analysis of wrong procedures on the basis of concrete examples

Key words

Management tasks, work tasks of employees, assignment of tasks, delegation of tasks, inspection of tasks, prerequisites of proper assignment, delegation and inspection of tasks, management mistakes

The goals of the chapter

To explain the principles of and conditions for successful performance of the basic management tasks related to the management of people, i.e. assignment, delegation and inspection of work tasks for employees, to clarify the difference between assignment and delegation of tasks, to explain the most frequent mistakes in assignment, delegation and inspection of tasks.

Learning outcomes

> ➢ 23.7 knows the principles and tools of coaching

Abstract

The main condition of proper assignment of individual tasks is their *clarity and comprehensibility*. It is therefore necessary not to be afraid of excessive details in assignment of tasks. An assignment should contain

- the expected *outputs* of the task,
- the *activities* necessary for its performance,
- the *deadlines* by which a task should be started and completed,
- the *way how the completion of the task will be inspected* or assessed,
- definition *what the employees can decide on independently* in the fulfilment of the task,
- verification that the employee *understands the assignment*,
- expression of *confidence* that the employee will complete the assigned task on the basis of his/her abilities and experience.

In the instance of a complicated or long-term task the assignment should also include

- *requirement on the employee to inform us regularly in defined intervals on the progress of the task fulfilment.*
- *explanation of the wider importance of the task* and its proper completion for the organization as well as for the employee him/herself.

To delegate a task to an employee means to pass its performance to him/her *including the authorities necessary for making certain decisions*, usually decisions made so far only by his/her manager. There is therefore a significant difference between assignment and delegation. To assign a task to an employee means to tell him/her what to achieve and how to proceed. To delegate a task means to define the expected outcomes, or set certain limits and let a certain part of the decision on the procedure or the way of the performance of the task on the employee. The key to delegation is the confidence that the employee will make the necessary decisions correctly on the basis of his/her abilities and experience.

The ability to delegate effectively – and pass certain decisions or authorities to an employee brings *benefit to both the parties*. It enables managers to improve the performance of their employees. Too low decision-making authorities actually slow down their work and they even obstruct it. It also gives them the possibility to concentrate on tasks that only they can do and make a time reserve for sudden or unexpected tasks. A manager moreover does not always have to know the best solution. He/she should therefore also delegate to give employees an opportunity to develop new ideas or discover new work procedures.

An inspection is necessary in each organization. Its main task is not to search for mistakes, but *timely recognize and remove possible drawbacks in work, notify the employees of them and give them a chance to remove them as quickly as possible.* A manager has the task to create mechanisms that enable him/her to monitor continuously the performance of the employees, their procedures and outcomes.

The awareness that the work will be monitored is moreover an important *motivation tool*. It is therefore important not only to carry out an inspection but also to inform that an inspection will be carried out.

The inspection itself has on the other hand *nothing common with the confidence or non-confidence in the employee* and should not seem so.

An inspection has to be based on *clearly defined tasks and their procedures*, i.e. the expected outcomes and standards of the work, set deadlines or control points agreed on and permanent evaluation criteria of the work behaviour that an employee should be aware of and that are

included in his/her job description or in long-term performance requirements for his/her work.

Example (assignment of a task)

How do the restraints in delegating particular task on employees display in managers, what are their reasons, how do managers most often substantiate their unwillingness to delegate?

Restraints in delegation on the side of a manager display by a tendency to entrust employees only with *short-term and simple tasks*. They might be a beginner mistake of managers based on the habit not to fulfil tasks otherwise than by him/herself. It might also be caused by fears that the abilities and responsibilities of employees cannot be relied on, that a manager loses control over the task by its delegation, that he/she is the only one who has the necessary information, that he/she can do the work faster (and has no time for delegation), that delegation reduces his/her authority or that it will bring recognition to employees (and not to him/her).

Most of the fears are pointless. Delegation increases the authority of a manager; managers that are not able to delegate usually lose their authority among subordinates. A manager moreover does not lose control over a task by its delegation. He/she still sets their goals, time schedule and the extent of their authorities, he/she checks the delegated tasks and can rebuke an employee for an incorrect procedure, including an excess of the entrusted authorities at any time.

A loss of control over tasks is more likely if he/she tries to perform all the important tasks him/herself. Successful managers moreover know that if their employees "shine", it is also their success.

A fear related to the confidence in the abilities of subordinates might have its grounds. However, if all employees have been correctly selected and trained, delegated tasks have been clearly explained to them and they are motivated to their fulfilment, they need to be given confidence. They only might achieve the abilities to perform more demanding tasks if they perform them in a certain extent of independence.

If a manager feels to have problems with delegation, he/she should think about him/herself. Either about whether he/she has done everything for the abilities of the employees or whether the source of non-confidence is inside him/her. Delegation brings certain risks, but a manager that is not able to accept them does not fulfil his/her role. He does not utilize the

potential of the employees, takes them the opportunity to develop their abilities and hinders their higher motivation.

There are several simple rules that might help overtake the restraints in delegation of a certain task:

- when you are assigning a task, concentrate on its *expected results* not on the exact procedures or methods,
- *specify exactly the delegated authorities*. Specify, which decisions should an employee make him/herself and which require your approval, and check that he/she understands the entrusted authorities,
- tell the employee to *inform you about the work progress regularly*,
- *delegate tasks on the right people*. The most experienced person does not have to be the most suitable one for delegation. Delegate a task to a person to whom the solution will bring new experience.
- *trust in people that they will do their work well*. Do not look over their shoulders too often and do not check their work too often unless they ask you for assistance.

Assignment of independent work (task)

A reason for insufficient delegation may also be in the fact that subordinates resist it, whether for lack of self-confidence and fear of failure or for laziness. Even in such a situation a manager should still try to delegate: gradual assignment of more demanding tasks and extending the authorities of employees. encouraging their self-confidence, but also finding the reason why they resist the delegation might be helpful.

In a half-page text explain how a manager should proceed in such a situation.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

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Control questions

1. What are the characteristics of duly assigned tasks?
2. What are the most frequent mistakes of managers in assignment of tasks?
3. What does delegation mean?
4. What are the reasons for delegation?
5. What are the main principles of proper delegation?
6. What are the most frequent obstacles to delegation on the side of managers?
7. How should a manager proceed if an employee refuses delegation?
8. What are the reasons for and principles of the inspection of employees?
9. What are the most frequent mistakes in carrying out inspection?
10. What tasks should a manager not delegate?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.8 Assessment and transfer of feedback – example of a case from the practice

Key words

Management tools, interviews with employees, assessment of employees, types of assessment, feedback, transfer of feedback, rules and mistakes in the transfer of feedback

The goals of the chapter

To explain the meaning and the goals of the assessment of employees as a management tool, to clarify the principles of conducting assessment interviews with employees, to explain the principles of the transfer of feedback, to explain the prerequisites of effective transfer of a critical feedback, to explain the most frequent mistake in the transfer of feedback to employees

Learning outcomes

➢ 23.10 copes with the prevention of personnel risks of an organization

Abstract

A timely feedback belongs to the most important preconditions of the performance regardless the character of the activity being carried out by employees. The reason why they fulfil their tasks incorrectly is actually often caused by the fact that they do not know about them. The proper way of the transfer of a feedback, which is often underestimated by managers, is also very important.

The work of most employees could be improved by a feedback. A significant number of employees actually do not see the drawbacks in their work. They are convinced that they do their work well, often better than others.

The drawbacks in the feedback have three main forms. These are situations when it is transferred insufficiently, late or unsuitably. The most frequent cause of an insufficiently transferred feedback is that a manager does not pay sufficient attention to the work of his/her associates. They are convinced that the assignment and (occasional) inspection of their task is fully sufficient. This particularly applies to managers that are erroneously convinced that managing people is not their main work task.

The reason for an insufficient feedback can however also be that a manager does not want to rebuke employees for their drawbacks. Even though he/she knows about them, he/she is afraid that by a criticism he/she could even reduce their performance, or he/she hopes that they will find the drawbacks in their work themselves. This hope is however usually odd.

An insufficient feedback from a manager is a particular problem if an employee has no opportunity to verify the results of his/her work objectively him/herself, or if such results become obvious after a longer time. There are however also employees to whom an insufficient feedback decreases self-confidence. These are particularly people who have not achieved enough experience yet and are not sure whether they proceed correctly, and are afraid to ask a manager about the right procedure as he/she might perceive their question as inability.

A delayed transfer of a feedback has often similar reasons. It can however be caused by persuasion that regular assessment of employees serves for the transfer of feedback. A reproach or criticism given to an employee after a longer time however does not allow the employee to improve his/her work immediately. Regular assessment at the end of a specific period is important for the improvement of the communication between an employee and a manager, however it does not affect the immediate performance.

A negative feedback can be rather general or, on the contrary, concrete, but also more or less personal. Unsuitable transfer of a negative feedback usually arises from the lack of concreteness and too much personal presentation.

A general feedback gives generalized assessment. It usually works that it attributes certain qualities and abilities to an employee and emphasises that he/she keeps behaving in certain, usually unwanted manners. A concrete feedback on the other hand contains information dealing with a certain clearly specified situation.

A feedback that is perceived by an employee as a (direct or indirect) "attack" against him/her is perceived a personal regardless of the fact whether it was really intended so. A personally perceived feedback (having usually a general character) mostly elicits negative emotions and is therefore denied. A critical feedback is perceived less personally if it is based on a comparison of the activity or the outcomes of the assessed person with the generally applicable standards or requirements. Personal perception of a feedback can be reduced if only some of the results or activities of the assessed person are assessed negatively.

Example (assignment of a task)

How can the effectiveness of a critical feedback be increased?

The effectiveness of a feedback depends on its character. The goal of criticism is to improve the performance or to change the work behaviour of an employee, not to make him/her angry or even weaken his/her self-confidence. The condition for its effectiveness is therefore that the employee accepts it and identifies him/herself with its content.

A tendency to refuse criticism or to resist it (to defend one's own work and to highlight one's own merits) is a consequence of the fact that the criticism sounds too much personal for the employee. Most often because it is not based on sufficiently factual and concrete explanation of the consequences that the criticized behaviour led or might have led to, or as it does not specify which requirements were not adhered to, which rules were broken etc.

If unwanted behaviour of an employee is described by means of its objective impact on the results of his/her section or the organization, he/she does not have to feel personally attacked. It is a notification not a reproach or blaming. Example formulations are: *"We have not managed all the tasks as we had to wait for you", "With regard to these mistakes I had to spend time on a detailed inspection of the whole report", "With regard to the fact that your performance does not reach the required standard, our work group has not achieved its overall goal this week.*

For the same reason, a feedback should refrain from generalizing terms like *"always"*, or *"never"*. Instead of statements like *"Your approach to work is wrong", „you make a lot of mistakes", I don't like your work habits"* or *"You are still late"* we can achieve much better success by the statements like *"The last three analyses you have filed contain mistakes,"* or *"You have been late for work three times this week"*.

A critical feedback should moreover be given face-to-face so that an employee does not lose his/her credit in the eyes of other employees.

Finding the way out how an employee should improve his/her performance or behaviour is one of the important conditions for effective criticism. On the other hand, a criticism has actually only a small influence on the criticized person and may even be counter-productive. Only situations where a knowing breach of work discipline is the subject of the criticism are exceptions. The basis of the common searching for solutions is a notification what we expect from the employee. For example: *"You must improve your performance to the standard corresponding with 250 units per hour this week.".* If the behaviour of an employee is the subject of the criticism, the criticism does not have to have *a directive character*. It can

be also provided in the form of a stimulus from the manager to the employee to derive the required changes him/herself.

Assignment of independent work (task)

A critical feedback can be expressed as general or although negative, still concrete and less personal. Give examples of the same assessment formulated mainly generally or, on the contrary, concretely and therefore less personally.

Literature

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Control questions

1. What is the sense and what are the main goals of employee assessment?
2. What are the main types of assessment?
3. What is the goal of continuous assessment of employees?
4. What is the goal of regular assessment of employees?
5. What rules should be adhered to in the transfer of a feedback?
6. What are the main preconditions of effectiveness of a positive feedback?
7. What are the main preconditions of effectiveness of a negative feedback?
8. What are the main displays of unsuitable transfer of a feedback?
9. What does a personally perceived feedback lead to?
10. How can we avoid negative emotions of an assessed person in transferring a negative feedback?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.9 Team formation and leading – analysis of a practical example

Key words

Work teams, team organization of work, creation of teams, effectiveness, management and leadership of teams, goals and benefits of teams

The goals of the chapter

To explain the goals and tools of the team organization of work, to clarify the differences between the traditional and team organization of work to explain the principles of team creation, to explain the rules of team management, to explain the rules of a team leader, to explain the principles of strengthening team work, to clarify the conditions for and barriers to team work.

Learning outcomes

> ➢ 23.1 understands the importance of management styles and situational leadership
> ➢ 23.10 copes with the prevention of personnel risks of an organization

Abstract

Formation or strengthening of team behaviour, i.e. the ability or willingness of associates to pull together is one of the most frequent tasks of a manager. It is not just the ability to form the team properly, but also to achieve *that the team cooperates and follows the same goals*. The complexity of this task depends on the fact that team work assumes a *change of individual motivation*. It requires limitation of motivation focused on the achievement of personal results and suppression of mutual competition between team members, all for the benefit of motivation led by common goals, interests and the results of the team as a whole. There is the precondition to create *mutual confidence between team members* and the fact that *certain decision-making authorities are passed to the team as a whole.*

From the point of view of a manager a work group goes through three phases during the formation of a team, the initial phase, the phase of controlled discussion between the team members and the phase of an independent team. In the initial phase the group works on the basis of individual responsibilities of its members and their discussion or seeking common

solutions are limited. In the second phase the manager discusses the work procedures as well as his/her decisions with the group and "pulls" the group into decisions on the solution of common problems. Together with the team he/she creates the rules of cooperation and communication, however the personal responsibilities of group members for the results of their work remain preserved.

A group however goes through characteristic phases also in terms of its internal psychological dynamism. It is also applicable here, that if a group should achieve the full performance it has to pass through at least three development phases, namely the *input (recognition) phase*, in which the members of the group mutually assess their abilities, the *middle, potentially conflicting phase*, in which their different opinions on work procedures, solving of problems, team leading and coordination of its activities collide, and the *final (productive) phase*, in which the arising team builds its necessary standards, procedures and rules of its operation and also distributes the main team roles according to the abilities and experience of the individual members.

A change of the role of a manager supports the creation of a team. Either in the sense that the manager to whom the team is subordinate directly participates in the work of the team, however he/she act as the "first" of its equal members. i.e. more as its spokesperson. Or a member of the team becomes its leader (he/she may be appointed by the manager or voted by the members, however this role might change from time to time with regards to the character of the tasks being solved by the team). The managers in this instance does not lead the team directly, he/she more likely act as a coach.

The usual main tasks of a *team leader* appointed by the manager or voted by the members are:

- to monitor that the work of the team *does not decline from its goal,*
- to care that *each team members feels to be a part of the team and has its specific role there*,
- *to monitor the adherence to the rules of the team* and to initiate occasional self-assessment of the way how the team works,
- *to support different views of the thing.* The best team decisions usually come thanks to different views of its members,
- to seek the possibilities *how to strengthen the participation of the team members on decision-making*,
- *to distribute recognition* among the team members,
- *to point out the team success* and celebrate even small success in adequate manners,

to monitor the relations within the team, *to solve problems and destructive conflicts* between team members.

Example (assignment of a task)

How should a team leader respond to problematic behaviour of a team member that obstructs the team cooperation?

The role of a manager requires him/her to monitor the relations within the team and to deal with possible personal conflicts between the team members. Individualistic behaviour of members, particularly the tendency not to cooperate, not to get involved in the collective work, to block the team work, to seek personal appreciation, belong to barriers to the formation or successful operation of a team.

Problematic behaviour of team members is usually not hard to recognize. Finding ways how to face it, particularly the communication methods, is more difficult.

A tendency of some team members to dominate within the team can be characterized by for example a tendency to enforce one's authority, status or superiority, but also to talk too much, interrupt others or suppress their notes and different opinions. A tendency to seek recognition displayed by an effort to steal the show or to dominate the discussion in the group is similar. A tendency not to cooperate is usually displayed by unwillingness to participate in team discussion or by sending non-verbal signals of disapproval. Blocking the cooperation, characterized by the tendency to long arguments to a single point or to refuse proposals or discussion is similar.

A team leader should always respond urgently to such problematic behaviour. He/she can for example suppress the tendency to dominance by saying: "Thank you, I understand your opinion". Trying to avoid the eye contact with the problematic person when asking individual members of the team questions, using non-verbal communication to stop talks (e.g. lifted arms), not to support but to suppress competition in the team might also be helpful.

Unless none of these tools helps there is usually no choice but to invite the employee to a personal meeting and to discuss the matter with him/her. It is possible that he/she just does not realize the impact of such behaviour and a feedback from the team leader can help. The tendency to seek recognition can be limited for example by asking the employee to be more concrete. For example, by the words: „Could you please look at it and give us further information at the next meeting?" Asking the others: "Does anybody have a different opinion" and keeping a fast pace of the meeting can also help.

The tendency of some members not to cooperate can also be suppressed if the leader asks challenging questions, keeps the eye contact, obstructs humiliation of certain persons and uses the sense of humour. He/she may for example suppress the tendency to block cooperation by the words: *"Can you name the grounds that lead you to your opinion?"*, or by asking other members of the team to find positive points in the proposals of others or by accepting different opinions as potentially useful in the instance of disagreement among team members.

Assignment of independent work (task)

In a half-page text explain the most frequent internal and external barriers to team work and decide which can and which cannot be removed by so-called teambuilding.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What is a team?
2. What are the main advantages of team work?
3. When is team work particularly suitable?
4. What are the preconditions for the formation of a team?
5. What phases goes a team through during its formation?
6. How does the role of a manager leading a team differs from common management?
7. What is the task of a team leader?
8. What can obstruct the team work?

9. How can team work be supported?

10. What types of persons are unsuitable for team work?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.10 Conducting meetings – analysis of a practical example

Key words

Conducting meetings, meeting management, goals of meetings, rules of conducting meetings, tasks of a leader in the preparation and conducting of a meeting, most frequent mistakes in conducting meetings

The goals of the chapter

To explain the goals and rules of successful conducting of meetings, to clarify the differences between the main types of meetings, to explain the riles of the preparation of meetings, to clarify the most frequent causes of mistakes in conducting meetings.

Learning outcomes

> ➢ 23.10 copes with the prevention of personnel risks of an organization

Abstract

Meetings are necessary in most organizations – for sharing information, assignment of tasks, preparation or collective acceptance of a decision, finding a new solution etc. However, they belong to the most frequent causes of time loss. This particularly applies if meetings are pointless, poorly conducted or convened unplanned. This even more applies to meetings through which various committees „work".

There are five main circumstances that decrease the effectiveness of meetings:

- *too many meetings.* Meetings are convened pointlessly often automatically. Different means of communication can be more effectively used for the transfer of necessary information, most often by direct and personal communication,

- *insufficient preparation.* Preparation of a meeting usually does not require too much time, but leads to a significant increase of its effectiveness. Attendants should clearly know from the programme not only what they will discuss, but also what the meeting should decide on. Meetings should not be convened early, before a real reason for discussion arises,

- *loss of concentration*. Similarly, to people, meetings can lose concentration. Attention has to be paid to the topics that are discussed and a decision made for each point. Even though a discussion on other topics might be interesting, the topic of the

meeting has to be kept. A meeting should not take more time than necessary, so there is no reason to spend the whole planned time there. If a meeting ends earlier and some attendants want to stay and discuss further matters there is no reason to waste the time of those who want to do something else,

- *dominance of some persons.* These are persons that want everybody to hear their opinion, preferably during a meeting. They might sometimes come with a humorous relief, but they often prevent others from their appearance and waste their time,

- *missing summary of tasks.* A meeting very often ends and people do not know exactly what decisions were made, what should be done, who should do it and when. An effective meeting should therefore contain a summary and assignment of tasks or further steps to individual participants.

A solution of the above listed drawbacks does not have to be complicated. If, however planning and calling of meetings is within your competences, remember them. Do not call meetings if it is not really necessary: if you can make certain decisions yourself (because they are not so important to require the opinion of others) do it. If you need to talk to other people or to inform them on something, consider a telephone call or a conference call.

If a meeting is really inevitable, for example because your colleagues should share their opinions or experience, adhere to several rules for the sake of effectiveness. First, invite the attendants in written. Instead of brief points state what you want to discuss and what you want to decide at the meeting. The invited will thus know what information is expected from them and they will probably thing about the topics in advance. They will be better prepared. Second, start the meeting on time, adhere to its programme and do not let the meeting last beyond the planned time. Try to make a certain decision on each point, e.g. assignment of responsibility for further steps. Third, summarize the decisions made and the task assigned at the end of each meeting. This rule is probably the most important principle of the conduction of a meeting.

Fourth, after the meeting, preferably the same day, send a record confirming the decisions of the meeting, the assigned responsibilities and set deadlines. Quick distribution of the records strongly anchors and strengthens the assigned tasks and the responsibility for their fulfilment. The act of making the record itself forces you to think whether you really achieved the expected goals by the meeting.

Fifth, try sometimes to get a feedback from the meeting attendants. It will enable you to assess whether and in which points the meeting was conducted properly and to gain ideas for more efficient conduction of meetings in the future.

Example (assignment of a task)

Brainstorming is a kind of meeting that should contribute to finding new approaches, opportunities or solution of problems. What are their goals and the rules of conduction?

Brainstorming is a form of a meeting or group discussion that supports creative thinking beyond the routine frameworks of thinking. It is most often used as a tool of searching for new procedures and alternative ways of dealing with corporate problems. The principle of a meeting organized as brainstorming is unlimited creation of proposals and ideas, stimulated by group atmosphere and responses to ideas already presented, followed by classification of ideas and their evaluation.

The goal is to refrain from the fixed ways of thinking, to challenge the routine approaches and to come with brand new views of things. It is conditioned by the preparation of a suitable environment, adequate instructions for participants (particularly the fact that the ideas are not subject to any evaluation or criticism in the first phase), demonstration of the method on a sample problem and conduction by an experienced person. A written variant is brainwriting based on filling in ideas into prepared forms, which rotate to support mutual inspiration.

Organization of brainstorming and the assignment of its tasks should be based on the following rules:

- say any ideas that come to your mind, do not try to limit yourself or exclude anything
- do not assess or criticize the ideas of other participants
- produce as many ideas as possible
- develop the ideas from other participants

Assignment of independent work (task)

In a half-page text explain what should an invitation or information on carrying out a meeting should look like, so that its time is utilized to the maximum effectiveness.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What are the main tasks of meetings?
2. What are the main types of meetings?
3. Why do meetings often lead to a loss of time?
4. What are the main conditions of the effectiveness of meetings?
5. What are the main rules of successful conduction of meetings?
6. What are the tasks of a manager related to the preparation of a meeting?
7. What are the tasks of a manager related to the conduction of a meeting?
8. What are the tasks of a manager after the end of a meeting?
9. Why do meetings often last longer than necessary?
10. Why could decisions made at a meeting be sometimes worse than decisions made by individuals?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.11 Principles and tools of coaching. Personal problems of employees and their solution. Interviews with employees and their types – analysis of concrete problematic situations from business sphere

Key words

Personal problems of employees, solving personal problems of employees, causes and impacts of personal problems of employees, the role of an organization in solving personal problems of employees, the role of a manager in solving personal problems of employees, managerial tasks and functions, coaching of employees, goals of coaching, methods of coaching, coaching of individuals, coaching of groups, coaching of managers, management tools, interviews with employees, types of interviews with employees, recruitment and selection interviews, adaptation interviews, interviews in assigning long-term tasks, coaching interviews, assessment interviews, motivation interviews disciplinary interviews with employees.

The goals of the chapter

To explain the nature, importance, goals and tools of coaching of employees, to explain the reasons for coaching, to clarify the importance of coaching as a tool of development, changes of behaviour and motivation, to clarify the situations when coaching of employees is suitable, to explain the principles and procedures of coaching of employees by a manager.

To explain the character, causes and consequences of personal problems of employees, to explain the main types of personal problems of employees affecting their performance and work behaviour, to explain the difference between personal problems and personal limits, to explain the possibilities and tools of solving personal problems of employees by a manager and the organization.

To explain the sense of interviews with employees as one of management tools, to clarify the goals, methods and the course of individual types of interviews with employees, to clarify the differences between the main types of interviews with employees, their goals, their course and methods, to clarify the most frequent mistakes in the conduction of the individual types of interviews with employees.

Learning outcomes

- ➢ 23.1 understands the importance of management styles and situational leadership
- ➢ 23.7 knows the principles and tools of coaching
- ➢ 23.9 copes with the prevention and solution of unwanted behaviour of employees
- ➢ 23.10 copes with the prevention of personnel risks of an organization

Abstract

Principles and tools of coaching

Coaching represents a *tool of development of employees at work*, supporting acquisition of new abilities, creation of new approaches to work or achievement of changes of their behaviour. Its goal is particularly to strengthen social, but also managerial abilities of the coached. Strengthening of motivation to changes of behaviour or improvement of self-confidence in their performance, e.g. trust that an employee will successfully do in a new situation on the basis of his/her abilities, however remain an important part of coaching.

Coaching than therefore be perceived as a means helping an employee overcome particular personal barriers that obstruct him/her from the acquisition of new work procedures. Overcoming a barrier related to misunderstanding to the importance or inevitability of changes is an example.

Coaching differs from the common, particularly directive management by the fact that it *rarely provides an employee with a definite instruction* or direct advice how to proceed. Instead it helps him/her find a new solution or procedure *him/herself* through stimuli, inspiration and encouragement.

In leading employees to derivation of a new solution a coach utilizes their experience. He/she ask them certain instructive questions that lead them indirectly to new approaches or angles of view. Such questions are for example:

- *What possibilities of further proceeding do you have?*
- *What do you think you could do in a different way?*
- *What would happen if ...?*
- *Can you see a way how we might accelerate the thing?*
- *What do you think about the possibility ...?*

The goal of the questions is to help an employee to acquire a wider or somehow different view on the situation he/she is in or the problem he/she is solving and to highlight drawbacks or limitations of the existing approach and the new possibilities that are opening.

If an employee derives a new view or solution the coach confirms its correctness. If he/she is not sure about his/her newly found solution or if he/she thinks that it will face problems or objections from others the coach can help him/her overcome the uncertainty or advise how to overcome the expected objections.

The importance of coaching is based on the fact that an employee more easily and more permanently acquires a procedure or solution that he/she finds him/herself. The fact that he/she has found the solution also supports his/her confidence in his/her ability to solve similar problems in the future and it supports his/her independence. Coaching also supports self-confidence if an employee needs to overcome fears of insufficient abilities necessary for a change of work of devaluation of abilities already acquired, loss of authorities etc.

Personal problems of employees and their solution

Personal problems of employees relate to their private life outside workplace. They are usually temporary, but they can significantly project themselves into their performance and work behaviour. A manager should therefore expect that serious problems of employees will affect their work behaviour and performance. In more serious cases they might grow into mental disorders that become a cause of long-term personal performance limitation.

Various unfavourable personal and family events that might lead to slower work pace or a higher occurrence of work errors or inaccuracies affected by lower concentration and emotional problems are among the most usual causes of personal problems.

A loss of working hours, for example as a consequence of longer time spent talking with colleagues, with whom an employee discusses his/her problems, can also lead to lower performance, or a loss of time caused by telephone calls not related to the work, late arrivals to and early departures from the workplace etc.

Personal problems also often cause psychical tension, frustration or anger and can therefore be projected to employee's behaviour to customers, colleagues and managers.

Managers should therefore know how to best cope with these problems of their associates. A personal problem might lead (and usually leads) to a bad feeling, which does not necessarily lead to low performance.

Solution of serious personal problems of employees usually requires the organization to be responsive whether by provision of a time off or temporary tolerance of lower performance. The types of "personal barriers" to work, the extent of the minimum time off that an employer is obliged to give an employee are defined in the Labour Code.

Dealing with personal problems of employees affecting their performance belongs to the tasks of a manager. A display of sympathy is a basic form of support. If an employee wants to talk about personal problems with a manager, the managers should be available. A dialogue about a problem can itself help, as it can help find a solution or facilitate the emotional coping with the problem.

Personal limits of employees have, unlike personal problems, a more durable, sometimes permanent character. These are mainly situations when the *demands of positions or tasks are higher than the abilities of employees that perform them* and when such persons miss the talent or gift to cope successfully with a training that might lead to the acquisition of the proper abilities.

Interviews with employees and their types

Manager's interviews with employees that are held on various occasions belong to his/her basic management tools. They are held at the recruitment and selection of employees, within their adaptation, in the assignment of long-term tasks and work goals, in the assessment of employees within their motivation, particularly if it is decreasing for some reasons, in insufficient performance of employees, solving their disciplinary problems (breaching of the work discipline) or in dismissal of employees.

A manager that conducts an interview with an employee should respect common rules of conducting interviews, but also principles related to individual types of interviews. The general rules of interviews with employees are particularly:

- to create an open and friendly atmosphere, i.e. not to emphasise formal authority for example by sitting at the front of manager's table,
- to proceed according to clearly set steps, i.e. structure of the interview,
- to speak to the point, not in personal level, rather constructively than critically,
- to encourage an assessed person to speak and to listen to his/her opinions,
- not to be afraid to accept the interviewee's standpoint if you consider it right,
- to point out the mistakes in the employee's opinions, i.e. inadequately positive self-assessment, but also unsubstantiated self-underestimation,
- to obtain ideas from the assessed person, how to improve his/her performance, information on possible obstacles to his/her work, how he/she evaluates the extent of his/her authorities, what motivates him/her, what his/her personal goals to the future are etc.
- to praise the assessed person for achieved results,

- to set concrete points of improvement of his/her work together with the employee,
- to close the meeting in a positive spirit.

As an example of the principles of conducting an interview we present the rules related to the conduction of an assessment interview. Different procedures should moreover be applied if the performance of the interviewed employee meets our expectations, exceeds them or, on the other hand, it does not meet them.

If the employee meets the performance expectations, we need

- to appreciate his/her achievements, but to mention that most of the employees meet the performance expectations,
- to listen to employee's ideas, to give him/her ideas how his/her performance might me improved,
- to discuss new goals and the ways of their achievement with him/her.

If the employee exceeds the performance expectations, we need

- to acknowledge his/her achievements and ask for his/her new ideas or proposals,
- to find out what further responsibilities he/she could take over from his/her position in his/her opinion,
- to find out the career goals of the employee,
- to discuss his/her new goals and the ways of their achievement with him/her.

If the employee fails to meet the performance expectations, we need

- to start the interview with the appreciation of his/her achieved success,
- to discuss the goals that have not been met and start with those most important,
- to discuss the ways that might lead to an improvement of his/her performance,
- to lead the employee to the comprehension of his/her drawbacks,
- to draw a plan of the improvement of employee's performance. i.e. to define deadlines for its improvement,

to plan the next terms for further meetings with the employee.

Example (assignment of a task)

An important component of interviews of managers with their associates is listening to their opinions. Why is this ability important and why is it often difficult?

Listening is a key aspect of understanding and communication with other people. It is also an efficient tool of keeping good relations, prevention of various conflicts and time saving.

It is therefore also one of the most important preconditions for success, practically in all aspects of life.

The reason why listening is so important, often more than speaking itself, is not difficult. If we want to achieve that others listen to us – and we need it to be able to notify them of what we want or even persuade them – we must listen to them. And usually earlier than we start talking. This way we actually win over their interest.

People feel better with people that listen to others and moreover show it, e.g. by asking question to understand better. They actually feel that they are paid attention and given recognition. Listening as an expression of interest and respect is therefore one of the most important ability how to find favour with others. People that have this ability and understand why it is important are usually popular.

Nevertheless, this ability represents one of the most frequently occurred communication weaknesses for many people, who moreover themselves are not aware of it.

Training the habit to listen, not to interrupt others and let them speak is really worth it. Although listening is the most difficult communication skill, learning to it does not have to be difficult.

It is helpful to realize that we are no clairvoyants, so we never know what others want to say. It will also help, if we observe carefully what people around us are doing.

As soon as we actually start to acquire the habit to listen to others – and let them know it – people around us will start feeling better. And all that despite the fact that they even do not realize what the communication with us changed in. We will be rewarded not only by higher popularity, but also by the fact that our work will become easier for us.

Assignment of independent work (task)

In a half-page text explain what a motivation interview between a manager and an associate should focus on and what main point it should lean on.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What are the main types of interviews with employees?
2. What common rules should interviews with employees adhere to?
3. What is the goal of adaptation interviews?
4. What is the goal of assessment interviews?
5. What rule should assessment interviews adhere to?
6. What are the main content points of assessment interviews?
7. What is the goal and content of interviews with employees focused on the solution of their disciplinary problems?
8. What is the goal and content of interviews with employees focused on the improvement of their performance?
9. What are the most frequently occurred mistakes in the conduction of interviews with employees?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.12 Stress at workplace and its prevention. Prevention of and coping with unwanted behaviour of employees, mobbing and bullying at workplace. Conflicts at workplace, their causes and solution – analysis of an example from the practice

Key words

Stress, stress at work, causes of stress at workplace, positive and negative stress, consequences of stress at workplace, removing stressing factors, management style and stress at work, personal conflicts, conflicts at workplace, causes of conflicts at workplace, consequences of conflicts at workplace, prevention of conflicts at workplace, solution of conflicts at workplace, conflict solving strategies, unwanted behaviour of employees, problematic behaviour at workplace, symptoms of problematic behaviour, causes of unwanted behaviour, prevention of unwanted behaviour coping with unwanted behaviour, disciplinary problems of employees and their solution.

The goals of the chapter

To explain the character, causes and consequences of stress at workplace, to clarify the difference between positive and negative stress at workplace, to explain the principles of the prevention of stress at workplace, to clarify the relations between the way of managing employees and work stress, to explain how to detect stress at workplace, to clarify the relation between work stress and conflicts at workplace.

To explain the character, causes and consequences of unwanted or problematic behaviour of employees, to clarify hidden symptoms of unwanted behaviour at workplace, to explain preventive tools limiting the occurrence of unwanted behaviour, to explain the ways of solution of disciplinary problems of employees.

To explain the character, causes and consequences of conflicts at workplace, to explain the relation between the way of management and occurrence of conflicts at workplace, the principles of prevention and solution of work conflicts, to familiarize students with the tasks and roles of managers in the solution of conflicts, to explain the strategies of solving conflict sat workplace

Learning outcomes

> 23.1 understands the importance of management styles and situational leadership
>
> 23. 8 is able to deal with conflicts at workplace and identifies problematic tendencies of managers
>
> 23.9 copes with the prevention and solution of unwanted behaviour of employees

Abstract

Stress at workplace and its prevention

Stress originating from work requirements is a natural part of work life. Slight level of stress or tension in an organization linked for example to demanding but still realistic deadlines or with the awareness that work is regularly inspected can be even desirable. It actually helps mobilize work energy, increase work pace and thus utilize the full potential of employees. Competition from other employees, which does not lead to personal rivalry can also be one of the sources of slight stress. Slight stress improving the work performance does not have to be harmful to health at all.

The causes of negative stress are pointless to a high extent. They are often linked to the behaviour of supervisors, particularly to unobjective assessment of employees, missing recognition or improper presentation of criticism. A "management style" based on concealing of facts, behind-the-scenes acting or frequent inspections arising from lack of confidence is another cause. It can also originate from management supporting excessive competition or rivalry among employees.

Persistent unresolved conflicts, frequent, insufficiently explained changes of work tasks, tendencies of managers to postpone decisions important for the work of employees, unwillingness to delegate authorities, insufficient transfer of information, unwillingness to listen to employees, but also a wrong selection of people at important position, are further undue sources of stress.

Improper personality traits of supervisors also play a role in these situations, particularly when managerial positions are occupied by psychically unstable people, uncertain, with lower social or emotional intelligence. They can also be persons that themselves easily yield to stress, people with tendencies to perfectionism, excessive competitiveness, excessive need to excel, lack of confidence to other people, bias towards aggressiveness or even vindictiveness.

Stress might also originate from some organizational causes, like monotonous work following from excessive specialization, insufficient contact with other employees but also

insufficient work load. It can also be caused by improper space arrangement of a workplace (that does not provide for sufficient privacy and the possibility to concentrate on work), excessive noise, improper illumination etc.

In such and similar situations we must realize that excessive stress projected into the behaviour of employees is costly for an organization: it reduces their performance and often increases its costs.

If we get to a conclusion that our organization suffers from undue or excessive stress (whether arising from numerous conflicts, wrong decisions, drop of work satisfaction and motivation, growing complaints of employees, growth of absence and fluctuation etc.) we should carry out at least an informative analysis enabling us to identify the main stress factors, their causes and consequences.

An anonymous questionnaire survey among employees is usually the best way. It enables us to detect the most important stress factors and to reveal the causes of extensive load, which can be most easily removed.

Prevention of and coping with unwanted behaviour of employees, mobbing and bullying at workplace

Unwanted behaviour of employees harm companies directly and indirectly. Apart from damages related to performance drawbacks it can spoil the work discipline of other employees or to tarnish the reputation of the organization. Apart from the most serious forms of unwanted behaviour (fraudulent, immoral or illegal behaviour, intentional damaging of products, company facilities etc) it involves the following displays:

- *aggressive, rude or offensive behaviour* to the social environment,
- tendency to *seek conflicts* to disturb team atmosphere and to damage interpersonal relations,
- *lack of responsibility*, tendency to apathic or bored behaviour, disinterest in work,
- tendency *to absence or tardiness*,
- tendency *to "bend" and breach internal or generally applicable regulations*, tendency to dishonesty,
- tendency to *put the blame on others*, to search for fall guys, to create culprits,
- tendency to *disrespecting of authorities or negative approach to authorities*, problems with the ability to adapt to the environment or to hierarchic relations.

Less serious but often rather less obvious forms of unwanted behaviour are a tendency to politicking (seeking colleagues with common personal and power interest, formation

of cliques, concealing information etc.), buck-passing, tendency to appropriate the results of the work of other people, but also inadequate ambitions, a tendency or need to concentrate attention etc. Even these forms should not be tolerated on long-term basis.

To prevent more serious symptoms of unwanted behaviour from occurrence we should:

- *set clear rules of work and social behaviour*, apply them consistently and refer to them often,

- *support positive interpersonal relations*, by one's own example and by prising those who adhere to them,

- *not ignore displays of unwanted behaviour*, but respond to them immediately,

- *consider the possibility how to improve the work environment and the attractiveness of work or how to remove its possible stressing factors.* These might be for example insufficient workload, no opportunity to prove successful, achieve new abilities etc.

- give employees more opportunity *to participate in decision making in matters directly affecting them*,

- *listen to the opinions and fears of individuals*, observe their behaviour, support their communication

An immediate intervention is necessary in the instance of an occurrence of unwanted behaviour. Unlike in performance problems, whose solution might need certain time, *breaching of work discipline* has to be stopped before it becomes serious. The managerial tools in such an instance are oral warning (if the breaching of discipline is less serious), written warning (unless an employee responds to an oral warning or if the breaching of work discipline is more serious), and termination or immediate cancellation of employment (in the instance of repeated breaching of work discipline, where less resolute disciplinary measures did not lead to improvement of employee's behaviour, or in the case of an extremely serious breach).

A personal interview focused on the solution of a disciplinary problem should be based on five steps. They are a description of unacceptable behaviour, pointing out the impacts of such behaviour on the organization, specification of the required changes an outline of consequences if the inacceptable behaviour continues and the rules of monitoring.

Conflicts at workplace, their causes and solution

Increased occurrence of conflicts at workplace and their long-term persistence reduce the performance of an organization and managers should therefore try to avoid them. Occurrence of conflict can be prevented by limitation of their causes and immediate response to their symptoms. If they occur their solution should not be postponed.

There are four most frequent causes of conflict at workplace. They are *unclear authorities and not completely clear assessment criteria, poorly combined tasks* or contradictory work instructions to employees, *personal antipathies*, originating from a conflict of personalities and *different opinions* on solution of factual problems at workplaces.

Unclear authorities and not completely clear assessment criteria. Unclear or ambiguous authorities of individual persons or positions, e.g. overleaping authorities belong to the most frequent causes of conflicts. It actually creates a space for people to compete permanently for their authorities. *Unclear or not enough objective assessment criteria* play a similar role, particularly if they lead to different assessment of people that do the same work and achieve the same results. They mostly lead to conflicts as they become a cause of *unfairness*.

Conflicts originating in ambiguous assessment criteria most often arise in relation to the salaries or remuneration, work demands, work conditions and promotion opportunities. The fact that unfairness is sometimes perceived "only" subjectively does not change anything. "Subjective" feelings of employees are not in fact the cause of conflicts, it is the inability of an organization to explain the applied assessment criteria clearly to its employees or to persuade them objectively about the criteria.

Poorly combined tasks and contradictory instructions given to employees are the second group of causes of conflicts. The consequence is, that some employees are not able to fulfil their tasks duly and timely not threatening the work of other people. They particularly get to conflicts if their reward is bound to the fulfilment of their goals.

Conflict of personalities. The third group of conflicts that have personal character are those originating from the conflict of personalities. They usually arise between people with significantly different work or personal styles or different work experience and habits. Persons with the tendency to "enjoy" and seek conflicts, sometimes in the expectation of strengthening their positions, can also be their sources.

Factual conflicts. The fourth group contains conflicts related to *different opinions on work procedures or the ways of solving certain problems*. Unlike the above, they do not have such a personal character and arise from professional problems. However even these conflicts, if they are not dealt with in a suitable way, can transfer to the personal dimension.

Conflicts are harmful for an organization particularly if they *disturb communication and cooperation between people, spend the work time and exhaust personal energy*, hamper concentration or lead to occurrence of work errors.

Parties of a conflict can choose various *strategies* in the enforcement of their interests. The same strategies may be chosen by a manager that solves their conflict, particularly if he/she takes the role of a judge or arbiter in the conflict. The differences between the problem-solving strategies is based on the fact to what extent the individual parties (or the person that solves their conflict) *tries to enforce their (momentary) interests* or, to what extent on the other hand they are also interested in the *maintenance of good mutual relations* enabling the future cooperation of the parties.

There are five basic strategies of conflict solving, usually referred to as strategies of *avoiding or distraction of attention*, strategy of *giving up or accommodation* of one of the parties to the other, strategies of *compromise, confrontation and collaboration.*

Example (assignment of a task)

What types of conflicts are beneficial for an organization and why, and how can a manager support such conflicts?

Conflicts are usually personally unpleasant. This sometimes leads to an idea that all conflicts are unwanted, regardless their character. Conflict are in their nature factual, based on different opinions on the solution of certain work or professional problems and are not transferred to the personal level (or are solved with mutual respect of the involved parties), they however might increase the tendency of an organization to innovate. They might therefore become a source of new solutions and necessary changes.

Total absence of conflicts in workplaces therefore does not mean anything good for an organization. It is usually a symptom of the fact that the organization suffers from extensive self-satisfaction or that employees have already given up the possibility to propose improvements, usually because their managers suppress creative thinking and new proposals. Total absence of factual conflicts is as unwanted for an organization as extensive occurrence of personal conflicts.

If conflicts arising from different opinions and points of view do not arise in an organization and if managers wish to obtain new views on a solution of a complicated problem, they can try to stimulate factual conflicts at workplace artificially.

A procedure where a manager asks his/her associates for an opinion on a particular problem, preferably in written, is an example of a method stimulating factual conflicts. This method

has a variant where we ask selected members of a work group to collect arguments supporting particular opinions or decisions and others to collect arguments that reject these opinions. Another procedure can be based on a division of employees into teams that should defend individual variants of a solution in a mutual discussion.

If these methods are applied more often they lead to the fact that conflicts are perceived as a normal part of the operation of an organization and that those that do not agree with a certain proposal or opinion do not have to do it from personal reasons (e.g. because they have personal antipathy to those who present the proposal), but also because it corresponds with their points of view.

Assignment of independent work (task)

In a half-page text explain in what ways a manager can contribute to a solution or a removal of conflicts of personal character between employees.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

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Recommended literature

BĚLOHLÁVEK, F., 2016. *25 typů lidí – Jak s nimi jednat, jak je vést a motivovat.* 3rd extended ed. Praha: Grada. ISBN 978-80-247-5872-5. (p. 34-156)

Control questions

1. What are the main causes of conflict at workplaces?
2. What conflicts are harmful for an organization?
3. What are the main consequences of adverse conflicts?
4. What are personal conflicts and what do they originate in?
5. What is prevention of harmful conflicts based on?
6. What are permanent conflicts?
7. What role can a manager take in conflict solving?

8. What are the main conflict-solving strategies?

9. What are the advantages and disadvantages of individual conflict solving strategies?

10. How can favourable conflicts be stimulated?

Interesting points of the issue

http://www2.cipd.co.uk/pm/

https://hbr.org/

http://ekonom.ihned.cz/tagy/HR-16503

3.13 Situational leadership. Principles of leadership. Relation between management and leadership. Problematic tendencies of managers – analysis of an example from the practice

Key words

Management style, situational leadership, direct (directive) management, coaching supporting, delegation, leadership in an organization, goals and tasks of leaders, principles of leadership, tools of leaders, behaviour of leaders, personal qualities of leaders, authority of a leader and its importance, ,anagement of employees, leadership of employees, goals and tools of management, goals of leadership, tools of leadership, the difference between management and leadership, preconditions of leader authority, problematic or unwanted behaviour of managers, "poisonous" managers, displays of problematic tendencies of managers, impacts of problematic behaviour of managers, personality traits of managers, dealing with problematic tendencies of managers

The goals of the chapter

To explain the main forms of a situational leadership based on the adaptation of the management style of a manager to the needs of employees, i.e. their abilities, experience and motivation.

To explain the character, importance, tasks and tools of leadership in an organization, to clarify the ways of behaviour of leaders and their personal qualities, to explain the communication abilities that are preconditions of leadership, to illustrate on examples the habits of successful leaders, to clarify the main preconditions of leader's authority and the causes of its loss.

To explain the character causes and consequences of problematic or unwanted displays and ways of behaviour of managers, to clarify the preventive tools preventing the occurrence of problematic managers, to clarify the main personality traits of problematic managers and the possibilities of their detection, to explain the importance of coaching as a tool limiting problematic tendencies of managers.

To explain the goals and tools of management and leadership of associates, to clarify the differences between management and leadership and their tools, to clarify the tools of management of employees, to clarify the tools of leadership of employees.

Learning outcomes

- ➢ 23.1 understands the importance of management styles and situational leadership
- ➢ 23.6 understands the principles of leadership
- ➢ 23.8 is able to deal with conflicts at workplace and identifies problematic tendencies of managers

Abstract

Situational leadership

The personal management style usually does not correspond with the requirements of all employees or various situation in which organizations or their managers occur. The so-called situational leadership based on the ability to apply various management styles in dependence on the abilities and motivation of employees and the needs of the organization is therefore its opposite. The prerequisite is that a manager is able to abandon the management style he/she personally tends to apply and adapt his/her management style to the situation.

The conception of situational leadership is based on the fact that the management style that a manager should apply towards various employees in various situations should acquire four basic forms in dependence on their abilities, experience and motivation. These forms should differ in the extent to which he/she rectifies the work of employees (tells them in detail what and how they should do) and in the extent of the motivational support he/she provides them with.

Four main management styles that can be distinguished on the basis of the different extent of rectification and motivational support are referred to as direct management, coaching supporting and delegation

Direct management is based on the combination of a high extent of direct rectification and small portion of motivational support. It is suitable particularly for employees that are still learning their work tasks: for new employees or those to whom a new task has been assigned. New tasks and experience are actually motivating themselves, so extended motivation support is not necessary. They however need clear and direct leading, i.e. exact instructions what to do and how to do it.

Coaching is a management style combining a higher extent of rectification with a high extent of motivational support. Unlike in the previous style the extent of the rectification of employees is not only weaker, but usually rather indirect. Instead of giving exact instructions what to do and how to do it the manager rather provides his/her associates with certain food for thought or questions to be considered. The management style referred to as coaching is most suitable when an employee learning a certain new task still needs strong rectification, but motivation support from the manager is also necessary for his/her successful work.

Supporting is a style characterized by a high extent of motivational support and only a low extent of direct rectification. It is suitable for situations where employees have already learned the skills necessary for the performance of the assigned task and have proven their skills in the practice. They however miss the self-confidence necessary for the trouble-free performance of the task. They therefore do their work very carefully and require further motivational support from their manager.

The fourth basic management style, referred to as delegation, is characterized by the fact that the managers only provide their employees with very limited direct rectification and very low motivational support. This style is suitable for employees that are already experienced in the performance of their work tasks and have sufficient self-confidence in relation to them

Principles of leadership

Personal credibility of a manager is the basic psychological precondition of leadership or leader authority. It enables a leader to win other people over for common goals, to enforce new solutions, to make changes and often motivate to activities of the correctness of which employees are not fully convinced at the beginning. People are actually willing to listen to the opinions of people considered credible even if they first seem unconvincing.

Credibility of a manager grows from two basic sources: expertness, i.e. personal knowledge and experience and long-term way of behaviour showing that the person respects the interests of other people, is willing to help them, keeps his/her promises, does not deceive, does not conceal his/her real interests, does not hinder mutual communication and believes what he/she says. Showing common sense and work success is not enough for credibility – the ability to listen to others and create the feeling of certainty in them is also important

Important preconditions of credibility of a leader are among others his/her

- "visibility", i.e. the tendency to communicate directly and personally, not to hide behind written declarations, experts, consultants, boards etc.,
- ability to create and formulate clear rules and to adhere to them,

- willingness to be responsible for the consequences of his/her decisions, to admit openly wrong messages and failures,
- interest in the opinions of employees, a tendency not to refuse different views and avoid unpleasant discussions,
- ability to refrain from unclear or unclearly substantiated decisions, particularly disputable personnel decisions,
- ability to behave sometimes more formally to employees.

A loss of manager's credibility on the other hand occurs as a consequence of two main causes, namely not keeping promises and breaking rules (that they themselves created) and preference to personal interests, sometimes to the detriment of the organization. It is also negatively affected by often changing of opinions, discrepancies in the information provided, postponing communication or unwillingness to respect different views.

Further preconditions of leader's authority are certain personal qualities, particularly personal energy, self-confidence, optimism and determination. It is moreover supported by reasonable assertiveness, emotional stability, ability to inspire and encourage others and solve fairly their conflicts

Leader's qualities used to be and sometimes still are perceived as inborn. It is obvious that some people have higher inborn gift for the above psychological preconditions than others. The possibility to achieve leader's authority and learn the "leader behaviour" is nevertheless open for most managers. Numerous leader characteristics can actually be learned.

Leader's habits that can relatively easily be achieved are among others
- direct and personal communication with employees
- their support, i.e. willingness to help them and get engaged in their interest if necessary,
- knowledge of the abilities and needs of associates and an interest in them,
- open feedback, i.e. ability to tell employees even unpleasant things and not to postpone or delegate this obligation,
- ability to inspire, give associates new stimuli and to care about their development, however not to enforce new solution and give them possibility to particularize them,
- confidence in the abilities of associates and a tendency to let them know it.

Relation between management and leadership

Management of employees is usually linked to certain forms of direct or indirect pressure. Managers that manage their associates are equipped with authorities that enable them

to support the fulfilment of work obligations, i.e. the achievement of the required outcomes or performance standards, adherence to prescribed procedures and set deadlines by certain rewards or enforce them by certain sanctions. Their management tools also contain certain control mechanisms.

The goals of leading are generally identical; however, the tools differ. It is not based on the push, but on the "pull", i.e. on the effort to win the interest of employees on the basis of the personal example, but also an attractive vision of the company or a section, to which the employees believe and which they tend to follow. They are rewarded by the possibility to participate personally in the implementation of an interesting vision, by achievement of new experience and development of their abilities or by performance of activities that are interesting for them.

The leader, i.e. the person who the others tend to follow because they believe in his/her opinions can be practically anybody in the organization. The precondition is that he/she is able to attract the others to a certain goal or to a certain kind of behaviour not necessarily being equipped with the appropriate authorities. It is obviously in the interest of the organization if particularly its managers are equipped with the ability to influence employees also on the basis of the "pull".

Management and leadership do not stand opposite to each other, but they support each other. An organization therefore needs and requires management as well as leadership. Management gives it stable processes, structures and concrete goals, it creates rules and ensures their control. Leadership creates visions and common values of an organization, it supports motivation and confidence to the management among employees and facilitates changes an organization is going through.

Management and leadership should be in balance in an organization. Their imbalance, which may appear in both directions, is however more frequent. Dominance of leadership over management is rather a problem of smaller and starting organizations. The opposite imbalance, i.e. too much management and not enough leadership on the other hand belongs to the problems of larger and older organizations. Dominance of leadership over management often arises because company officers with entrepreneurial or technical orientation, usually its founders, do not have much interest in managerial activities, they pay their main attention to development of products and their launch to the market. They expect strong motivation, high flexibility, identification with the company and strong work efforts from their employees. They are however often able to achieve them thanks to their example, personal charisma and convincing company vision.

Dominance of leadership over management however starts to face problems with the grow of a company, which sooner or late leads to a chaos. Stress on the adherence to rules and procedures and impersonal and technocratic approach to management is on the other hand one of the characteristics of the imbalance for the benefit of management, which is more usual in the practice. Most managers expect their subordinates to do exactly what they are told, they rarely reward employees for creativity or crossing the borders defined by their job description. They therefore waste the ideas and motivation of employees and exhaust their energy through various forms of corporate bureaucracy.

Insufficient motivation, low initiative and responsibility of employees then become typical displays of an organization where management dominants over leadership. Buck-passing and short-sight approach grow and the ability to make changes declines. If such an organization starts facing problems, it often paradoxically responds by further stabilization of the existing systems and structures, i.e. further strengthening the tendency to management.

Problematic tendencies of managers

Problematic personality traits of managers often arise no sooner than after their acceptance or promotion. The causes might not only follow from insufficient social abilities inadequate to the requirements for their position, but also from changes in behaviour that only arise after the promotion

Problematic symptoms of managers that an organization should not tolerate in its own interest are particularly a tendency to intimidate associates (to base their management particularly on threats and punishments), to lose self-reflection, i.e. the ability to assess him/herself impartially and critically, and to surround him/herself with uncritical supports or "yes-men".

A threat of punishment and a fear of it is a tool, whose goal is to prevent unwanted behaviour. It however does not help as a tool supporting productive or otherwise positive behaviour of employees. Overuse of this tool is therefore definitely ineffective. As a permanent management tactics it not only leads to resistance among employees but often to increased stress. Even higher occurrence of mistakes can be its consequence.

Relying on the management based on threats and punishment moreover puts a manager to the role of a "bumbailiff" waiting for mistakes of employees. This role usually obstructs open communication with employees and it is moreover difficult to leave it.

Its disputable effectiveness is actually conditioned by immediate and relentless punishment for all mistakes or drawbacks. Disability to find these drawbacks or willingness to forgive

them from time to time lead to the fact that employees perceive the threatening as "empty threats" and the managers lose their control over them.

"Intoxication" by higher authority at a managerial position sometimes leads to a loss of self-reflection. Higher interest in one's own pay or personal use of company resources, sometimes for the benefit or one's own vanity, sometimes even in the effort to support one's authority is just a mild display of this bias. These tendencies are particularly problematic in periods when a company is forced to save.

These displays become significantly serious if they lead to a tendency to apply different assessment criteria to him/herself than to others. A tendency to condemn employees for mistakes the manager him/herself makes (or even be surprised that such mistakes can be criticized in a manager) or to excuse one's mistake by his/her "contribution" to the organization, is an example.

Loss of self-reflection and reduction of criticism of one's own behaviour is, as researches have shown, a frequent consequence of acceptance to a managerial position. Organizations should therefore be careful about this phenomenon.

A tendency to prefer persons whose preference is not based on higher performance or loyalty to the organization, but on uncritical loyalty to the manager is the third problematic symptom requiring attendance. Their main function is to support the manager, to agree uncritically with his/her proposals, to create allied cliques within the organization, to conceal certain information etc. This tendency of a manager is often motivated by personal fears, either of the fact that he/she is not able to succeed in the organization of that colleagues selected on the basis of their abilities might threaten his/her position.

A tendency of managers to surround themselves with employees whose main quality is the tendency to say yes and to defend their manager in any situation can obstruct a disclosure of a problematic manager. Managers of such a type actually mainly survive thanks to the support of their nearest environment. This leads to a quick loss of the sense of reality and objective assessment which affect the manager (who him/herself starts to believe his/her yes-men) as well as his/her closest environment.

Example (assignment of a task)

How does an excessive ego display in managers and how can this problem mark their organization?

The fact that only a thin border separates positive and negative displays apply to numerous human traits. Their extension usually decides on which side of the border we found

ourselves. A quality that helps in numerous situations can become a problem or even a weakness if it develops too much.

Strong ego is usually linked to arrogance, egocentrism and tenaciousness. However, unless it exceeds a certain limit it is in principle positive or even necessary. It brings its holders necessary self-confidence and assertiveness, supports their ambitions, gives the courage to lead battles with competitors and strengthens its ability to undergo reasonable risks.

A problem arises if it gets out of control, it means in a situation when one's single goal is to promote him/herself. It is a peculiar tax on success, when a strength becomes a weakness. A strong ego is actually self-centric and fixed on oneself, and sometimes leads to a loss of forethought. It moreover forces its holder to activities that consume time and energy and are often stressful.

A tendency to give up to one's ego can have particularly serious consequences if it strikes managers. The whole business of people with uncontrolled ego is only about themselves. They gradually alienate from the organization and often try to get rid of their responsibility. They actually fear that if they bore it they would lose their prestige. They also feel threatened at the presence of other people as they fear of being overshadowed or that their qualities might fail in comparison with other people. They have therefore a tendency to surround themselves with people that support their ego.

Excessive ego of leaders can therefore cause problems to organizations. A dangerously fast investment development motivated by the effort "to lead a strong company" is one of them. According to international researches the losses of big companies related to imprudent and subjective decisions of their managements represent in average fifteen to twenty per cent of their annual incomes.

Uncontrolled ego of some persons can however damage not only their environment but also themselves. Their ego actually becomes a source of their stress.

Assignment of independent work (task)

In a half-page text explain what problematic types of behaviour of managers an organization should not overlook even if they have not yet developed to an extent that represent a serious problem.

Literature

Compulsory literature

URBAN, J., 2017. *Motivace a odměňování pracovníků.* Praha: Grada. ISBN 978-80-271-0227-3. (p. 45-114)

URBAN, J., 2017. *Psychologie řízení a vedení.* Praha: Ústav práva a právní vědy a European Business School. ISBN 978-80-87974-15-5. (p. 73-124)

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Control questions

1. Who are problematic managers?
2. What are the main types of problematic behaviour of managers?
3. What are the consequences of problematic behaviour among managers?
4. What personality traits lead to occurrence of problematic behaviour?
5. How can an organization prevent problematic behaviour of managers?
6. How can an organization support problematic behaviour of managers?
7. How can an organization limit problematic tendencies of managers?
8. What procedures might problematic tendencies of managers make easier to their employees?
9. What kind of managers surround themselves by "yes-men"?
10. What are the symptoms of uncontrolled ego of managers?

Interesting points of the issue

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