

**Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение высшего  
образования  
«ИРКУТСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ ТЕХНИЧЕСКИЙ  
УНИВЕРСИТЕТ»**

Структурное подразделение «Брикс кафедра»

**УТВЕРЖДЕНА:**  
на заседании кафедры  
Протокол №15 от 18 марта 2025 г.

**Рабочая программа дисциплины**

**«ЛИДЕРСТВО / LEADERSHIP»**

---

Направление: 38.03.02 Менеджмент

---

Международный бизнес / International business

---

Квалификация: Бакалавр

---

Форма обучения: очная

---

Документ подписан простой  
электронной подписью  
Составитель программы:  
Локтионова Елена  
Александровна  
Дата подписания: 13.06.2025

Документ подписан простой  
электронной подписью  
Утвердил: Киреенко Анна  
Павловна  
Дата подписания: 16.06.2025

Документ подписан простой  
электронной подписью  
Согласовал: Локтионова  
Елена Александровна  
Дата подписания: 13.06.2025

Год набора – 2025

Иркутск, 2025 г.

# 1 Перечень планируемых результатов обучения по дисциплине, соотнесённых с планируемыми результатами освоения образовательной программы

## 1.1 Дисциплина «Лидерство / Leadership» обеспечивает формирование следующих компетенций с учётом индикаторов их достижения

Код, наименование компетенции	Код индикатора компетенции
ПКС-3 Способность создавать организации, направления деятельности и продукты, развивать их, координировать предпринимательскую деятельность между участниками в процессе бизнес-планирования	ПКС-3.6

## 1.2 В результате освоения дисциплины у обучающихся должны быть сформированы

Код индикатора	Содержание индикатора	Результат обучения
ПКС-3.6	Способен взять на себя ответственность за анализ решений с точки зрения достижения целевых показателей в зависимости от этапа развития организации	<b>Знать</b> основные концепции лидерства и методики оценки лидерских качеств участников бизнес-процесса; <b>Уметь</b> использовать методики оценки и развития лидерских качеств участников бизнес-процесса; <b>Владеть</b> методами оценки лидерского потенциала участников бизнес-процесса

## 2 Место дисциплины в структуре ООП

Изучение дисциплины «Лидерство / Leadership» базируется на результатах освоения следующих дисциплин/практик: «Корпоративная социальная ответственность и этика / Corporate Responsibility and Ethics», «Командообразование / Teambuilding», «Критическое и системное мышление / Critical Thinking», «Психология межкультурной коммуникации / Cross-Cultural Psychology», «Методы принятия управленческих решений / Decision Making»

Дисциплина является предшествующей для дисциплин/практик: «Производственная практика: технологическая (проектно-технологическая) практика / Company Internship II», «Производственная практика: технологическая (проектно-технологическая) практика / Company Internship II»

## 3 Объем дисциплины

Объем дисциплины составляет – 3 ЗЕТ

Вид учебной работы	Трудоемкость в академических часах (Один академический час соответствует 45 минутам астрономического часа)	
	Всего	Семестр № 8
Общая трудоемкость дисциплины	108	108
Аудиторные занятия, в том числе:	20	20
лекции	10	10

лабораторные работы	0	0
практические/семинарские занятия	10	10
Самостоятельная работа (в т.ч. курсовое проектирование)	52	52
Трудоемкость промежуточной аттестации	36	36
Вид промежуточной аттестации (итогового контроля по дисциплине)	Экзамен	Экзамен

#### 4 Структура и содержание дисциплины

##### 4.1 Сводные данные по содержанию дисциплины

###### Семестр № 8

№ п/п	Наименование раздела и темы дисциплины	Виды контактной работы						СРС		Форма текущего контроля
		Лекции		ЛР		ПЗ(СЕМ)				
		№	Кол. Час.	№	Кол. Час.	№	Кол. Час.	№	Кол. Час.	
1	2	3	4	5	6	7	8	9	10	11
1	The Nature of Leadership	1	2			1, 2, 3, 4, 5	10	1	10	Тест
2	Approaches to Leadership. Contingency Theories	2	2					4	10	Тест
3	The Leader as an Individual. Personality and Leadership. Developing a Leader"s Mind	3	2					3	10	Тест
4	Courage and Moral Leadership. Motivation and Empowerment	4	2					4	12	Тест
5	Leadership communication. Shaping culture and values	5	2					2	10	Обзор статьи
	Промежуточная аттестация								36	Экзамен
	Всего		10				10		88	

##### 4.2 Краткое содержание разделов и тем занятий

###### Семестр № 8

№	Тема	Краткое содержание
1	The Nature of Leadership	The New Reality for Today's Organizations; Leadership and the Wall Street Meltdown; Comparing Management and Leadership; Evolving Theories of Leadership; Leadership Is Intentional; Learning the Art and Science of Leadership

2	Approaches to Leadership. Contingency Theories	Know Your Strengths; The Trait Approach; Behavior Approaches; Individualized Leadership; Entrepreneurial Leadership; Matching Leaders with Roles; The Contingency Approach; Fiedler's Contingency Model; Hersey and Blanchard's Situational Theory; Path-Goal Theory; The Vroom-Jago Contingency Model; Substitutes for Leadership
3	The Leader as an Individual. Personality and Leadership. Developing a Leader's Mind	Personality and Leadership; Values and Attitudes; Social Perception and Attribution Theory; Cognitive Differences; Working with Different Personality Types
4	Courage and Moral Leadership. Motivation and Empowerment	Moral Leadership Today; Acting Like a Moral Leader; Becoming a Moral Leader; Servant Leadership; Leadership Courage; Leadership and Motivation; Needs-Based Theories of Motivation; Other Motivation Theories; The Carrot-and-Stick Controversy; Empowering People to Meet Higher Needs; Employee Engagement Programs; Three Kinds of Influential Leadership; Power, Influence, and Leadership; Sources of Leader Power; Increasing Power Through Political Activity
5	Leadership communication. Shaping culture and values	How Leaders Communicate; Leading Strategic Conversations; Communicating to Persuade and Influence; Selecting Rich Communication Channels; Nonverbal Communication; Communicating in a Crisis; Organizational Culture; Cultural Leadership; The Competing Values Approach to Shaping Culture; Ethical Values in Organizations; Value-Based Leadership

#### 4.3 Перечень лабораторных работ

Лабораторных работ не предусмотрено

#### 4.4 Перечень практических занятий

##### Семестр № 8

№	Темы практических (семинарских) занятий	Кол-во академических часов
1	Main Course Concepts	2
2	Approaches to Leadership	2
3	Emotional Intelligence – Leading with Heart and Mind	2
4	Needs-Based Theories of Motivation	2
5	How Leaders Communicate	2

#### 4.5 Самостоятельная работа

##### Семестр № 8

№	Вид СРС	Кол-во академических часов
1	Ведение терминологического словаря	10
2	Выполнение письменных творческих работ (писем, докладов, сообщений, ЭССЕ)	10
3	Выполнение тренировочных и обучающих тестов	10
4	Подготовка презентаций	22

В ходе проведения занятий по дисциплине используются следующие интерактивные методы обучения: В ходе проведения занятий по дисциплине используются следующие интерактивные методы обучения: Дискуссии по проблемным вопросам, деловая игра, метод кейсов, метод проектов, круглый стол, просмотр и обсуждение учебных фильмов, блиц-опросы. Отдельные занятия по курсу могут проводиться в форме активного практического обучения: выездных занятий с посещением организаций и мероприятий для получения новых знаний и/или повторения материала на практике. При проведении таких занятий преподаватель выступает в качестве помощника и координатора процесса, передавая активную функцию обучения студентам. Он же регулирует процесс посредством подготовки специальных заданий, проведения консультаций, оценки знаний, умений и навыков, предоставления обратной связи. Помимо получения знаний активные практические занятия развивают коммуникативные навыки, учат студентов работать в команде, решать проблемы

## **5 Перечень учебно-методического обеспечения дисциплины**

### **5.1 Методические указания для обучающихся по освоению дисциплины**

#### **5.1.1 Методические указания для обучающихся по практическим занятиям**

Изучать дисциплину рекомендуется в соответствии с той последовательностью, которая обозначена в ее содержании. Для успешного освоения курса обучающиеся должны иметь первоначальные знания в области менеджмента, экономики организации.

На лекциях преподаватель озвучивает тему, знакомит с перечнем литературы по теме, обосновывает место и роль этой темы в данной дисциплине, раскрывает ее практическое значение. В ходе лекций студенту необходимо вести конспект, фиксируя основные понятия и проблемные вопросы.

Практические (семинарские) занятия по своему содержанию связаны с тематикой лекционных занятий. Начинать подготовку к занятию целесообразно с конспекта лекций. Задание на практическое (семинарское) занятие сообщается обучающимся до его проведения. На семинаре преподаватель организует обсуждение этой темы, выступая в качестве организатора, консультанта и эксперта учебно-познавательной деятельности обучающегося.

#### **5.1.2 Методические указания для обучающихся по самостоятельной работе:**

Основными видами самостоятельной работы студентов с участием преподавателей являются:

- текущие консультации;
- выполнение письменных творческих работ (писем, докладов, сообщений, ЭССЕ);

Основными видами самостоятельной работы студентов без участия преподавателей являются:

- формирование и усвоение содержания конспекта лекций на базе рекомендованной

лектором учебной литературы, включая информационные образовательные ресурсы (электронные учебники, электронные библиотеки и др.);

- самостоятельное изучение отдельных тем или вопросов по учебникам или учебным пособиям;
- подготовка к семинарам.

## **6 Фонд оценочных средств для контроля текущей успеваемости и проведения промежуточной аттестации по дисциплине**

### **6.1 Оценочные средства для проведения текущего контроля**

#### **6.1.1 семестр 8 | Тест**

##### **Описание процедуры.**

Тест включает в себя 10 вопросов.

Пример задания по теме "The Nature of Leadership":

1. In which of the fields does leadership play the important role?

- a) Families
- b) Communities
- c) The military
- d) Business
- e) All of the above

2. Leadership is an influence relationship among leaders and followers who intend real ... and ... that reflect their shared purposes.

Fill the blanks in the given above definition of leadership.

- a) Figures and results
- b) Dealings and accomplishments
- c) Changes and outcomes
- d) Developments and numbers

3. One stereotype is that leaders are somehow different from others. In reality the qualities needed to be an effective leader are the same as those needed to be an effective... .

- a) Manager
- b) Follower
- c) Politician
- d) Trainer

4. The Hurricane Katrina wiped out communities along the Gulf Coast in August 2005, official rescue and relief agencies were woefully slow to respond. In contrast, informal leaders in the community of Villa Platte quickly organized rescue and relief efforts around the slogan, If not us, then who? The community made up of about 11,000 people with an average yearly income of only \$5,300, served 5,000 traumatized Katrina victims - rescuing people from rooftops, picking up the dead, transporting the injured to trauma centers, and inviting displaced people to stay in their homes.

How would you best summarize the situation described?

- a) If to stop equating leadership with greatness and public visibility, it becomes easier to see the opportunities for leadership and recognize the leadership of people we interact with every day.
- b) Effective leaders and effective followers are sometimes the same people, playing different roles at different times.
- c) The basic cultural values in North America make it easiest to think of leadership as something a leader does to a follower.
- d) Effective followers think for themselves and carry out assignments with energy and

enthusiasm.

5. New reality for leadership. Which of the following does not fit the new-paradigm mindset?

- a) Change and crisis management
- b) Empowerment
- c) Competition
- d) Diversity

6. Marilyn Nelson, CEO of the Carlson Companies (Radisson Hotels, TGI Fridays, Regent Seven Seas Cruises), says being a true leader means you “have to subordinate your own emotions, your own desires, even make decisions on behalf of the whole that might conflict with what you would do on an individual basis” .

Which shift in paradigm to New Reality for Leadership does this example illustrate?

- a) From uniformity to diversity
- b) From competition to collaboration
- c) From self-centered to higher ethical purpose
- d) From hero to humble

7. What is it that distinguishes the process of leadership from that of management? Find the pair of elements that does not fit.

- a) Creating vision and strategies /making detailed plans and schedules
- b) Criticize new ideas/encourage new ideas
- c) Focusing on motivation and inspiration/focusing on reports
- d) Personal influence/formal authority

8. Which of the following is considered the oldest of leadership concepts?

- a) Trait Theory
- b) Great Man Theory
- c) Contingency Theory
- d) Relational Theory

9. What is the correct order of the “leadership evolution” stages?

- a) Learning Leadership/ Lateral leadership/ Great Pearson Leadership/ Rational management
- b) Lateral leadership/Learning Leadership/ Rational management/Great Pearson Leadership
- c) Great Pearson Leadership/ Rational management/Lateral leadership/Learning Leadership
- d) Rational management / Great Pearson Leadership / Learning Leadership/Lateral leadership

10. What is characteristic of a learning leader?

- a) Intentionally uses human skills to build a culture of performance, trust and collaboration.
- b) Values control, stability and homogeneity
- c) Analyses the situation, develops careful plans, and controls what happens.
- d) A single person understands a big picture, coordinates and controls all the activities

### **Критерии оценивания.**

Оценка «отлично» ставится при условии, что доля правильных ответов на тестовые задания составляет более 90%.

Оценка «хорошо» ставится при условии, что доля правильных ответов на тестовые задания составляет от 71 до 90%.

Оценка «удовлетворительно» ставится при условии, что доля правильных ответов на тестовые задания составляет от 41 до 70%.

### **6.1.2 семестр 8 | Обзор статьи**

#### **Описание процедуры.**

Необходимо описать основную идею статьи, написать, считаете ли вы статью интересной/актуальной/важной/и т. д. и почему.

Пример задания:

Are You Worried That Your New Colleagues Resent You?

by Nihar Chhaya (HBR)

In the first few months of joining a new company, you may experience the excitement for a new adventure and apprehension about whether it will be a good fit. So, it can be disconcerting to notice that certain colleagues are not welcoming — and may even seek to undermine you. Not only can their behavior distract you from performing at your best, but their view can jeopardize your brand, especially if they are influential in the company.

The dilemma of fitting in with new colleagues is a widespread problem. Half of all senior-level outside hires fail within the first 18 months, mainly due to an inability to acclimate to the company culture and often due to poor onboarding. And for the newly appointed leader, harmony with coworkers is so desired that as much as 58% of men and 74% of women would refuse a high paying job if it meant not getting along with colleagues.

There are lots of variables that could cause your colleagues to subvert you early in your arrival, and many of those are out of your control. But here are a few strategies you can use to make sure their perceptions don't diminish your motivation or hinder your success. Consider that it's not you they resent, but rather what you represent. If you find out that certain colleagues are badmouthing you behind your back or making it difficult to collaborate early on, it's fair to say they haven't had much time to get to know you, so there may be factors at play that preceded your arrival.

For instance, one newly appointed senior vice president I coached could tell that many on her inherited team acted in passive-aggressive ways, telling her what she wanted to hear while being inaccessible and unresponsive to agreed-upon actions. In a conversation with her boss, she found that almost half of the team had applied for her job. Her coworkers were not just upset about not being selected but also dismayed that the company chose to hire a leader from the outside rather than promote from within. Unfortunately, this SVP became the unintentional face of a longstanding grievance in that department.

In some cases, you may also find your colleagues alienating you because of how your impending arrival was talked about before joining. I coached a marketing director at a renowned Fortune 100 global company who left to take a VP role at a smaller, regional firm. Despite carrying herself with humility and warmth, she found several colleagues unwilling to engage with her. After a few months, a friendly colleague explained that her boss — one of the few SVPs at the company — had been so effusive in vocalizing how pedigreed and experienced she was before she joined that people began to form opinions about her immediately. The SVP was so proud that he was the one who “landed” someone from a global brand, who could have essentially “written her own ticket,” but his desire to take credit for poaching a star hire set the VP up for a hostile onboarding. Create your own advisory board.

As a new external hire, you may be hesitant to run to your boss or colleagues with every question or concern you have about assimilating within the company culture, in case that comes across as incompetent. But the vast majority of companies practice poor onboarding, and up to 20% of new hires leave within the first 45 days of joining. So you would be doing the company and yourself a favor by being proactive in learning how to avoid potential landmines and missteps as you navigate the company culture.

To prevent the mistake of shattering norms and acceptable work styles in your organization before developing your brand, create a personal board of directors for honest insight and advice. Ask some of the more difficult people around you for ongoing feedback, not only to show a willingness to grow yourself but also to protect yourself against any potential sabotage.

Your boss is your best advocate early on, having made a bet on hiring you, so ask to spend



significant one-on-one time with them during the onboarding stage. They can help you align on workflow expectations and learn which key stakeholders you need to influence for success. Then enlist some peers who also report to your boss and your direct reports and coworkers in other departments for ongoing advice. The idea is to spend just as much time learning about “how” work gets successfully done there as “what” work to do in your role.

**Co-opt your enemies.** Some resentful colleagues will actively undermine you, whether by withholding information, delaying collaboration, or attacking your ideas in public. In every case, it’s vital to protect your positive intention to do good work for the benefit of your leadership brand and the performance of the company.

Their behavior likely has less to do with you than with their insecurities, so consider them as “enemies” worth cultivating influence with, because they may evolve to become useful allies in the future. For instance, you may surprise a colleague who criticizes you behind your back by asking them for their advice and expertise on a work issue. Perhaps publicly compliment them, showing that you are secure enough to raise them and share the spotlight. Such gestures may not only warm them up to you but encourage them to reciprocate in time.

With the most serious offenders, it may be a tall order to generate a feeling of goodwill for them. But no matter how much they aggravate you, it’s worth remembering a fact of human nature: Actively liking people gets them closer to like you.

Research shows that when you expect acceptance by someone, you tend to offer warmth to them, leading them to accept you. The opposite is also true: When you expect your colleague to reject you, you will likely approach them with a coldness that leads them to reject you. So, you don’t have to become their fan, but if you mentally generate even the slightest thing to like about them and expect them to come around eventually, your nonverbal behavior will shift. And that change in your presence disrupts their negative expectation of acceptance from you, allowing them to develop a fondness for you slowly.

**Own your part.**

While your colleagues’ resentment toward you early on is often rooted in factors related to their insecurities and organizational dynamics that preceded you, it’s wise to reflect on what you may be doing to contribute to or exacerbate the negativity.

Consider reaching out to a colleague who is particularly non-responsive or even actively undermining you and initiate a heart-to-heart conversation. The result can be quite powerful. You might say to them, “Look, I know a lot of people aren’t too excited about me being here, and I get it. Some of their concerns are rooted in things outside of my control, but I don’t want to make excuses if I’m playing a part in being challenging to work with. I value your advice in succeeding at this company. Can you tell me if I’m doing something wrong and offer me some ideas on fitting in better?”

In addition to asking for feedback, take an honest inventory of your approach through introspection. One of my clients, a VP of IT, had joined his third new employer in the past decade. After several experiences of not assimilating well at other companies, he realized he came across as arrogant and excessively authoritative, often seen as a brazen “empire builder” by colleagues. So, upon joining this new company, he decided to be more modest and less dominant in interactions. But after a few months, he was shocked to find people avoiding him because they found him to be too indecisive, unclear in his intentions when meeting, and asking so many questions that they felt they had to do his work for them. It seemed his efforts not to ruffle any feathers actually did.

In this case, the VP had to find the proper balance between how he used to be and how he thought he should be, often without anyone’s direct guidance. But by observing their response to him and staying self-aware, he could find hidden lessons on the company culture, the speed of decision-making, and how information flowed relative to his prior employers. And the more he worked to adapt his approach based on experimentation and calibrating to the response, the better he could succeed even in the absence of direct feedback.

Not everyone will be a fan of yours when you join a new company, and some may even actively undermine you despite your efforts to assimilate. But by following these strategies, you will be able to build your influence where it counts and slowly open the door for initial naysayers to believe in you.

### **Критерии оценивания.**

Оценка "отлично" выставляется в случае, если рецензия хорошо структурирована, логична и дает всю формальную информацию по статье; язык рецензии грамотный без грамматических ошибок; автор излагает собственное мнение по основной идее и проблемам, поднятым в статье.

Оценка "хорошо" выставляется в случае, если рецензия структурирована, логична и дает формальную информацию о статье; язык рецензии достаточно грамотный, но с несколькими грамматическими ошибками; автор излагает собственное мнение об основной идее и проблемах, поднятых в статье.

Оценка "удовлетворительно" выставляется в случае, если рецензия плохо структурирована, не очень логична и формальная информация не полная; язык рецензии неграмотный; Автор дает плохое мнение об основной идее и проблемах, поднятых в статье.

## **6.2 Оценочные средства для проведения промежуточной аттестации**

### **6.2.1 Критерии и средства (методы) оценивания индикаторов достижения компетенции в рамках промежуточной аттестации**

<b>Индикатор достижения компетенции</b>	<b>Критерии оценивания</b>	<b>Средства (методы) оценивания промежуточной аттестации</b>
ПКС-3.6	Способность принимать на себя ответственность за принятие решений, касающихся развития организации	Устный опрос или тестирование

### **6.2.2 Типовые оценочные средства промежуточной аттестации**

#### **6.2.2.1 Семестр 8, Типовые оценочные средства для проведения экзамена по дисциплине**

##### **6.2.2.1.1 Описание процедуры**

Экзаменационный тест включает в себя 35 вопросов:

1. Leadership is an influence relationship among leaders and followers who intend real ... and ... that reflect their shared purposes.

Fill the blanks in the given above definition of leadership.

- a) Figures and results
- b) Dealings and accomplishments
- c) Changes and outcomes
- d) Developments and numbers

2. Marilyn Nelson, CEO of the Carlson Companies (Radisson Hotels, TGI Fridays, Regent

Seven Seas Cruises), says being a true leader means you “have to subordinate your own emotions, your own desires, even make decisions on behalf of the whole that might conflict with what you would do on an individual basis” .

Which shift in paradigm to New Reality for Leadership does this example illustrate?

- a) From uniformity to diversity
- b) From competition to collaboration
- c) From self-centered to higher ethical purpose
- d) From hero to humble

3. Which of the following is considered the oldest of leadership concepts?

- a) Trait Theory
- b) Great Man Theory
- c) Contingency Theory
- d) Relational Theory

4. ... is the key to effective leadership.

- a) Independence
- b) Dependence on the knowledge
- c) Interdependence
- d) Separateness

5. To which of the following category does physical stamina refer:

- a) Intelligence and ability
- b) Social background
- c) Personal characteristics
- d) Personality

6. Which of the following features does not refer to a democratic leader?

- a) Delegates authority
- b) Derives power from position
- c) Encourages participation
- d) Relies on subordinates' knowledge to complete the tasks

7. What is characteristic of job-centered approach?

- a) A focus on the human needs
- b) Interaction facilitation
- c) Seeking to minimize conflict
- d) Goal emphasis

8. What did the critics of early LMX theory not pointed out?

- a) This approach may lead to feelings of resentment or hostility among out-group participants
- b) This approach can damage the entire organization.
- c) This approach helps to demonstrate higher quality relationship leading to higher performance
- d) This approach can provide dangerous in-group/out-group differentiation

9. Five general dimensions describe personality (Big Five personality dimensions). Which one is not given in the list above?

- a) Agreeableness
- b) Conscientiousness
- c) Emotional stability
- d) Openness to experience

10. Fill the blank in the definition: “... defines, whether a person places primary responsibility for what happens to him or her within himself/herself or on outside forces”.

- a) Authoritarianism
- b) Locus of control
- c) Luck

d) Fate

11. Beliefs about the types of behavior that are appropriate for reaching goals. Which term does this statement refer to?

a) Terminal Values

b) End Values

c) Instrumental values

12. Cognitive style refers to how a person perceives processes, interprets, and uses ... . Fill the blank in the definition above.

a) Brain

b) Information

c) Emotions

d) Perceptions

13. Why assumptions can be dangerous?

a) Because people tend to accept them as “truth”

b) Because they are a part of one’s mental model

c) Because they contradict the reality

14. The mindset of the top leader has always played a key role in organizational success. A Harvard University study found that business leaders of the 20th century found that they all shared “contextual intelligence”, the ability to sense the social, political, technological, and economic context and adopt a mental model that helped their organization best respond.

How would you summarize the abstract?

a) Many leaders become prisoners of their own assumptions and mindsets.

b) The leader’s success is ensured by the ability to change his mental model.

c) It is necessary to ignore the uncertainty of today’s business environment.

15. What does the way of following conventional wisdom at the times of crisis might lead to?

a) Company success

b) Steady company development

c) Failure

d) Leader’s successful career

16. Leaders who are attuned to their own feelings and the feelings of others can use their understanding to enhance the organization. They possess ... ..

a) Cognitive intelligence

b) Intelligence

c) Emotional intelligence

d) Psychological intelligence

17. The five components of EQ are self-awareness, self-management, social awareness, relationship management and ... .

a) Empathy

b) Enjoyment

c) Satisfaction

d) Devotion

18. Moral leadership refers to ... right from wrong and doing right; seeking the just, honest, and good in the practice of leadership. What is the word missed?

19. There are three levels of moral development: preconventional, conventional and

postconventional. How would you fill the blanks in the following sentence with these terms? Most adults operate at ... level of moral development, and some have not advanced beyond ... level. Only about 20% of adults reach ... level of moral leadership.

20. Who was the first to describe servant leadership in his book “Servant Leadership”?

a) Richard Daft

b) Hermann Hesse

c) Robert Greenleaf

21. ... is employee disclosure of illegal, immoral or unethical practices in the organization.
- Abilene Paradox
  - Whistleblowing
  - Comfort zone
  - Nonconformity
22. Define the type of reward in the example – extrinsic/intrinsic:  
 Oprah Winfrey is an Emmy award-winning television talk show host and is personally worth an estimated \$1,5 billion. Yet Winfrey says she has never been motivated by money or a desire for power and prestige. Instead, she feels great by serving others – uplifting, enlightening, encouraging, and transforming how people see themselves.
23. Underline the correct variant:  
 The leadership approach strives to motivate people by providing them with the opportunity to satisfy lower / higher needs and become intrinsically / extrinsically rewarded.
24. Correct the mistakes in the table “Maslow’s Hierarchy of Needs”:
- Esteem needs  
 Self-actualization needs  
 Belongingness needs  
 Physiological needs  
 Safety needs
25. Match the term to the correct definition
- Positive reinforcement The withdrawal of a positive reward, meaning that behavior is no longer reinforced and hence is likely to occur in the future
- Negative reinforcement The imposition of unpleasant outcomes on an employee following undesirable behavior
- Punishment The withdrawal of an unpleasant consequence once a behavior is improved
- Extinction The administration of a pleasant and rewarding consequence following a desired behavior
26. Add one more reason for the criticism of carrot-and-stick method of motivation to the given below:
- Extrinsic rewards diminish intrinsic rewards.
  - Extrinsic rewards are temporary.
  - Carrot-and-stick approach to work destroy people’s motivation as a group.
  -
27. Fill in the blank with the proper term.  
 ... is the element of communication that enables someone to determine whether the receiver correctly interpreted the message.
28. Johari Window is:
- The name of an inventor
  - The type of communication
  - A framework to improve communication
  - The communication champion
29. Communicating in a crisis has always been a part of a leader’s job. To be prepared for communicating in a crisis, leaders can develop four skills. Add one more skill to the list:
- Be visible
  - Tell the truth
  - Communicate a vision for the future
  -
30. When Xerox was facing bankruptcy some years ago, CEO Anne Mulcany wrote and shared with employees a fictitious Wall Street Journal article describing the company five years ahead, outlining the things Xerox wanted to accomplish as if they have already been achieved

and presenting the company as a thriving, forward-thinking organization.

Which of the mentioned above skills did Anne Mulcany use?

31. A team is a unit of two or more people who interact and coordinate their work to accomplish a shared goal or purpose.

Underline there main components in the definition.

32. There are four stages of team development. You are given three. What is the fourth stage?

a) Forming

b) Storming

c) Norming

d) ...

33. There are three traditional team types: functional, cross-functional, self-directed. You are given the features of each type. Match the type to the features.

Features

The team Team types

Is made up of a supervisor and subordinates, can include three or four levels of hierarchy, makes up a single department

Is made up of members from different departments, employees are generally from the same hierarchical level, has a specific team leader, coordinates across boundaries to lead projects of special importance

Members rotate jobs to produce an entire product or service, are long-term or permanent in nature, typically include three elements: varied skills and functions of its members, access to resources, decision-making authority

34. Generally, cohesiveness positively influence team performance. But it can also decrease performance when groupthink occurs.

Explain the term groupthink.

35. There are five styles to handle a conflict in a team. Match the styles to their features.

The competing style A moderate amount of assertiveness and cooperativeness, the goals on both sides are equally important

The avoiding style Quick and decisive actions are vital on important issues or unpopular actions

The compromising style A high degree of cooperativeness, when people realize that they are wrong, when an issue is more important to others than to oneself

The accommodating style Enables both parties to win, require substantial dialogue and negotiation

The collaborating style Reflects neither assertiveness nor cooperativeness, an issue is trivial, a delay to gather more information is needed

#### 6.2.2.1.2 Критерии оценивания

Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
Оценка «отлично» ставится при условии, что доля правильных ответов на тестовые задания составляет более 90%.	Оценка «хорошо» ставится при условии, что доля правильных ответов на тестовые задания составляет от 71 до 90%.	Оценка «удовлетворительно» ставится при условии, что доля правильных ответов на тестовые задания составляет от 41 до 70%.	Оценка «неудовлетворительно» ставится при условии, что доля правильных ответов на тестовые задания составляет менее 40%.

#### 7 Основная учебная литература

1. Конюхов В. Ю. Лидерство : учебное пособие / В. Ю. Конюхов, М. В. Куклина, 2017. - 121.
2. Старков Р. Ф. Лидерство : электронный курс / Р. Ф. Старков, 2022

## **8 Дополнительная учебная литература и справочная**

1. Шейн Эдгар Х. Организационная культура и лидерство: Построение, эволюция, совершенствование : пер. с англ. / Эдгар Х. Шейн, 2002. - 335.
2. Савченко И. А. Управление и лидерство в деятельности коммерческой организации : учебное пособие / И. А. Савченко, Н. А. Агеева, Т. А. Родзиковская, 2019. - 93.
3. Келлер С. Больше, чем эффективность : как самые успешные компании сохраняют лидерство на рынке: перевод с английского / С. Келлер, К. Прайс, 2014. - 408.

## **9 Ресурсы сети Интернет**

1. <http://library.istu.edu/>
2. <https://e.lanbook.com/>

## **10 Профессиональные базы данных**

1. <http://new.fips.ru/>
2. <http://www1.fips.ru/>

## **11 Перечень информационных технологий, лицензионных и свободно распространяемых специализированных программных средств, информационных справочных систем**

## **12 Материально-техническое обеспечение дисциплины**

1. Мультимедийная система