Unit 3: Roles, responsibility and leadership
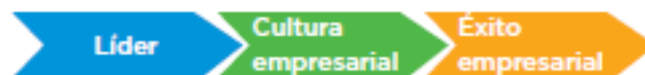
1. Leadership

1.1 The leader and social responsibility

In every company, the business culture has a reference: the leader.
In some cases, he is the person who founded the company. In others, he is the one who relaunches or renews it, who transforms it.
At some point in the life of the company, there is a person (the leader) who forges the master lines of the business culture.
Every company has a leader. Its nature conditions the business culture and this will condition business success.

Leadership consists of the ability of a person to influence others and achieve the goals that they have set.

1.2 Types of leadership

There are several ways to exercise leadership, although all of them try to get the rest of the employees to work towards achieving objectives.

- Transactional leadership: is based on economic authority. In this kind of leadership, followers have only a motivation, reward or sanction. This is the most traditional approach.
- Transformative leadership: the leader is able to influence his followers, not only by granting ewards or sanctions but by transferring passion for work. Followers are motivated by the challenge that the work itself entails for them.

1.3 Mission and vision

The business culture responds to the way people working in a company have to act and behave in a common way.
The mission (always referred to the present) of the company responds to:
- What are we? What do we do? What is our purpose or reason for being? Why are we in this business?
The vision (always referred to the future) of the company is questioned:
- How are we going to be in the future? How do we want our customers, our suppliers, our employees to see us?
The company leader must be able to define a mission and vision and contextualize them within the corporate culture.
In this way, all the members of the company will know:
- How they should act (ENTERPRISE CULTURE).
- Why they do what they do (MISSION).
- What they do what they do for (VISION).

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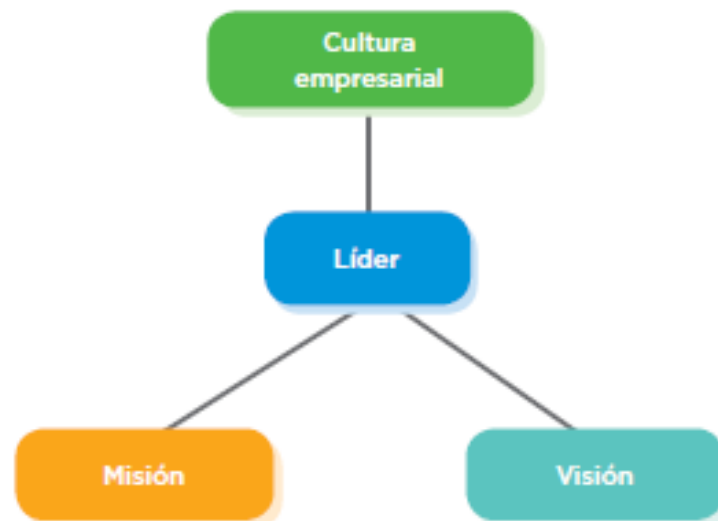
1. Read the following text and indicate what kind of leadership you think exists in the company that is described. Then, reason your answer.

«Would you like to work in a creative and international environment where your ideas are taken into account? Do you think you can make a difference? Aren't you afraid of challenges? Then, we look for people like you ».

2. Classify the following maxims as «mission» o «vision»:

a) Refresh the world (Coca Cola).

b) We feed, delight and serve our world (Bimbo).

c) We work to be a leading company in the manufacture, marketing and distribution of clothing that can reach any area where there is a niche of customers, so they can get different designs and fashions (Zara).

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2. Influence and motivate

All leaders influence the people around them in some way so that they do what they expect of them. Some, as we have seen in the previous section, achieve a real change in the others and others, simply, get the tasks done.

2.1 Influence and motivation

Someone influences us when he manages to make us change our mind or when he gets us to do what he wants. However, the way in which it is influenced is important since it can only be temporary or permanent. In this way, we can talk about:

- Temporary influence, associated with the transactional leaders that reward or punish the performance of the rest. It is influenced in this way through obedience or convenience relationships. This type of influence tends to disappear when these relationships cease and do not change the value scheme of the individual. In addition, for the leader, it means being vigilant to check that what he wants is done.

- Permanent influence, associated with the transforming leaders, who do manage to really change the individual, affecting their value scheme.

Just as we have distinguished several ways of influencing the rest, we can also speak of degrees of intensity in the motivation of individuals. So, in the field of work:

- Providing an adequate salary and adequate working conditions would be a source of weak and temporary motivation. These are the so-called hygienic factors, which are associated with transactional leaders.

- Providing opportunities for promotion, showing appreciation for a job well done and giving responsibility will be real motivation factors. These factors are associated with transforming leaders.
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2.2 Motivation techniques

As we have seen in the previous section, if a leader really wants to motivate the rest of the people around him, he cannot focus solely on the material aspect of the rewards. An adequate salary and a good workplace are factors to be taken into account but that by themselves do not guarantee a good performance. Transformative leaders know that the key to real motivation is to control these hygienic factors and enhance the emotional aspect of people. Next, we expose some basic techniques in this regard.

A good leader, capable of motivating his environment, knows to:
- Analyze nonverbal communication to know exactly how people feel regardless of what they say orally. He Knows the body language.
- Ask how people around him/her feel when they are communicating some instruction or suggestion.
- Make others see that it is possible to achieve their goals and objectives. He is not an optimist, he is a possibilist.
- Thank and recognize the efforts of others. It is not limited to economic prizes. He gives emotional rewards.

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1. In groups of three, one will assume the role of the leader and the other two the roles of employees. The leader, meeting with his employees, must resolve the following conflict. Once you finish the meeting, write the result into a document.
• Anna is Claudia's partner. They both start work at 9 in the morning. However, Anna usually arrives at 9:20 because she takes her daughter to school and Claudia feels obliged to attend to Anna's calls. Claudia, however, leaves at 2:00 p.m. while Anna always stays until 2:30 p.m. and does not answer Claudia's calls. Claudia is upset by the favourable treatment to Anna but she is not able to say it openly, so the situation between them is tense and this is affecting the results of their work.

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3. Teamwork

On those occasions in which the whole is greater than the sum of the parts, it is always convenient to work as a team. This usually happens when people have different behaviours working together rather than separately, improving the results sought.
When the above occurs, we are talking about synergies.

3.1 Why work in a team?

Teamwork has a clear purpose: to achieve objectives with the minimum cost or sacrifice possible taking full advantage of the capabilities of each of its members. Here are some of the main advantages of teamwork:
- Synergies are achieved, since collective performance exceeds the sum of individual returns.
- Decisions are made with a higher level of information, because there are as many ways of addressing problems as personalities present in the team.
- Team members learn from each other (collective learning) naturally.
- There is an additional motivation because the group objective coexists with personal objectives.

3.2 The team members. Roles

For a work team to work properly, its members must have different personalities, which, well connected and directed by the leader, will enrich and increase the performance of the group. Next, we will mention some of the most important roles:

ROLE	CHARACTERISTICS
LEADER	Coordinates, promotes teamwork, motivates, establishes objectives, delegates, transmits security and marks the direction the team should follow.
CREATIVE	It brings new points of view. Focuses problems from a novel perspective and makes the team react when work is stagnant
DRIVING	It promotes the accomplishment of the tasks, decision making and energizes the group.
DISCIPLINED	With great work capacity, he executes tasks efficiently and with great sense of responsibility.
CONCILIATOR	It is able to mediate between members when conflicts arise. Diplomat, of a calm character and with the faculty of outlining and connecting the different points of view that arise in the dynamics of the team.
STOWAWAY	It is a negative role. Usually hiding avoiding work. His contributions usually lack content and his performance is very low or zero. He seeks to take advantage of the team's achievements.

3.3 Organizing a work team

Creating a work team requires a structured process if it is to work properly. In general, these steps should be followed:

- Team creation: the members of the group present themselves in order to get to know each other. They will individually present their aspirations, expectations and outline in a general way their points of view about the objective of the work team. The figure of the leader is outlined.
- Deepening: ideas are exposed more openly and specificaly. The first conflicts begin to appear and the figure of the leader appears clearly. In addition, the rest of the roles are shaped. The first tasks are assigned.
- Establishment of rules: the conflicts around the establishment of the first tasks have already been resolved. The roles are already defined and the operating rules are set. The spirit of cooperation has been achieved. The tasks to be performed are expressly established.
- Performance: the tasks are executed as planned. If conflicts or new points of view appear, they are incorporated using the appropriate roles (leader, promoter, creator, conciliator).

Work in groups of 6 people.
1. Distribute the roles that have been indicated in the table in section 3.2 and carry out the following tasks:
a) Design a round of indoor soccer and volleyball for the entire school during the academic year (include regulations, game spaces and playing time).
2. Once the previous activities are finished, carry out a vote where each group punctuates the work of the rest of the groups.
3. Make an essay where you point out the difficulties you have encountered.

4. Negotiate to resolve a conflict
In a negotiation, the interested parties meet to try to reach an agreement that resolves the conflict. There are no third parties involved in the process and both parties are needed. They know that the best thing for everyone would be to reach an agreement.

4.1 How is it negotiated? Steps to follow

- The reasons why you want something must be explained, which justifies our position.
- Personal attack should never be used. If you fall into this, the negotiation will fail.
- It is essential to listen to our opponent. The more we do it, the more we will know about him and his pretensions, and we will be able to find weak points in his speech, which we will take advantage of.
- The next step is to make proposals. These will never be free (nothing is free, much less concessions). They will always be conditioned (I would be willing to do ... if you are willing to do...).
- Finally, the negotiation will be successful if it is closed, that is, if an agreement is reached between the parties. This must be well consolidated and accepted explicitly by the parties.

4.2 Negotiation techniques

The first technique is to be prepared. Expert negotiators spend hours preparing their arguments and how they will approach the process.

Next, some of the most used techniques to negotiate are presented, the arguments (A) that are used and some of the counter arguments (C) that can be useful to us.

- **The lantern**

A: "We have a better offer (we are actually here because we care about you and we wanted to give you the opportunity to participate in this)."

C: "Accept, then, that offer." "Show me that good offer."

- **Anchorage**

A: «We intend that in the orders of this year, your company will grant us a 60% discount on the current price».

C: "We were thinking about granting them a 5% discount".

- **Company policy**

A: "Believe me, we are not authorized to increase our offer further".

C: "We believe them. Call us when we can talk to someone who is authorized ".

- **Promises**

A: «We will increase orders gradually».

C: "We would like to see that in writing, if you do not mind ".

- **The heart**

A: "You never let me get home late when all my friends do. Tomorrow, ask yourself why your son does not love you ».

C: "I do not let you be late because I love you very much and I'm worried that something might happen to you. Tomorrow you will be aware of it».

- **The tough and the good**

A: The tough guy: "If you do not accept our proposals, we will cancel all the contracts". The good: "What we want is to get to understand each other. We would accept being able to pay 9 months instead of 3 months."

C: "You are proposing this negotiation in very tough terms and it seems that you do not want to reach an agreement. We are very far from their positions".

Martín is a 14-year-old teenager who is in 3rd year of Secondary Education. His marks have always been good although this year they are a bit poor. His parents are worried and they have noticed that Martin, who used to go out in the evenings, now is rarely home. He has new friends and his parents' warnings are not working.

In groups of two, one of you will assume the role of father, mother or legal guardian and the other will be Martin. Prepare the negotiation process for the next session.

Once the negotiation is finished, the group will draft a document to describe the entire process, emphasizing the agreements and advantages achieved by the parties.

The underground shelter

In the following case study, we will assume that a nuclear holocaust has taken place on Earth. You are part of a commission of experts and, as such, you have received the difficult task of making an immediate decision concerning the future of humanity. There is an underground refuge that can only house six people, who will be in charge of perpetuating the human species and keeping the legacy of History. The candidates are a total of twelve people, who intend to access the shelter and fulfill the mission. Next, you will be given a list of names. You must decide, as a group, which of them (only 6 people) will enter the refuge and which ones will be left to run the same fate as the rest. The list is the following:

A 40-year-old violinist.
A 25-year-old bricklayer.
The lawyer's 24-year-old wife. Both prefer to stay together in the shelter, or outside it.
A 75-year-old priest.
A 34-year-old woman.
A 20-year-old man with a criminal record.
A university student who is looking for her first job.
A 28-year-old policeman who would only accept to enter the refuge if he can take his weapon with him.
A 21-year-old fanatic.
A 12-year-old girl.
A 47-year-old storyteller.
A 32-year-old businesswoman.

Use negotiation techniques and group work to achieve the greatest possible consensus and determine which six people will access the refuge and why.