



OPEN EDUCATIONAL RESOURCES LEADERSHIP SKILLS

LEARNING UNITS:



1 INTRODUCTORY PARAGRAPH

Leadership is a very complex term. It has been mentioned for the last centuries, leadership has several definitions and there are many ways of leading too. In this sense, essential components of leadership will be addressed in the following learning units.

There is a type of leadership that has been on the rise and is quite recent: - *E-Leadership*. With the current situation, still going through the COVID-19 pandemic, there are changes happening in the organizational context, many companies had to adapt to the contemporary uncertain and ambiguous world.

Leadership is one of the pillars of any organization, and as such is no exception to the rule regarding the need for renewal. There are some differences between the more traditional leadership and E-Leadership that we'll see in the following units.



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2 LECTURE NOTES

During the six following sessions, we will cover the following learning units: i) how to be a leader, ii) managing teams, iii) how to develop a team, iv) develop trust within the team and its leader, v) feedback, and lastly vi) e-leadership.

All these units can be delivered remotely or face-to-face with a teacher.

Before starting all classes, a breath focus exercise will be proposed. This exercise allows your body to relax and focus better on the task you are about to do. It is a very simple procedure: sitting with the spine upright, exhale all the air in your lungs out through your mouth. Close your lips and use your nose to inhale slowly until your lungs are full. Hold the air in your lungs for a count of three to five seconds and then slowly release (Majsiak, 2019).

The first learning unit is presented with the following question “How to be a leader?”. The topics to be discussed are the following: What is Leadership? Transformational Leadership, and Establishing a Relationship with a Team.

Leadership has several definitions, we chose to present you the following three. Hamphill and Coons, in 1957, suggested that leadership is *the behavior of an individual when directing the activities of a group towards a common goal*. Later, in 1961, Tannenbaum, Weschler, and Massarik defined Leadership as *the interpersonal influence, exercised in a situation, and directed, through communication processes, to achieve specific goals*. In 2021, Yulk, defined Leadership as *the essence of leadership in organizations is to influence and facilitate individual and collective efforts to achieve common goals*. These three definitions have all something in common, they're all different, but similar. They all relate the leader and the individual in some way.

The first definition defines leadership as working towards the same goal (Hemphill and Coons, 1957), this means that there is a certain behavior the leader has in order to promote that objective, therefore the leader has to have the ability to influence others.

The second definition is clearer about the process of influencing. It starts by *interpersonal influence* (Tannenbaum, Weschler, and Massarik, 1961) it emphasizes more the importance of communication and personality.

The third definition focuses more on the goals of the team. *Influence and facilitate individual and collective efforts to achieve common goals* (Yulk, 2012), it boosts the importance of team cohesion and that can be done by having a certain personality trait like being confident, people-oriented, being an effective communicator, prioritize developing other (Walumbwa & Schaubroeck, 2009).

Bass (1990) proposed a taxonomy of definitions of leadership: The Leader as having a set of distinguishing characteristics and traits that allow them to influence others, this is called personality; Leadership as a behavior or action, this is what leaders do to promote change in the team; Leadership



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as a power relationship that exists between leaders and followers; Leadership as a transformational process that leads employees to do more than what is required to do; and lastly Leader as possessing a set of differentiating competencies (i.e. capabilities, knowledge, qualities).

There is a specific type of Leadership that emerged in the 80's, Transformational Leadership. This kind of leadership involves an exceptional form of influence that drives people to do far beyond what would be expected.

Burns (1978) distinguished two types of leadership: Transactional leadership that encompasses most leadership models that focus on the exchanges that take place between leaders and their subordinates and Transformational Leadership where the person engages with others and creates connections that increase motivation and morality in both the leader and subordinates.

Transformational leaders have the ability to craft and communicate a vision that identifies the highest goals of an organization, that combines self-interest and charisma to motivate people to achieve those goals. They have the ability to empathize with their followers. Employees usually prefer this type of leadership because it encourages behaviors like creativity, recognition of one's accomplishments, builds trust within the team, and inspires a collective vision (Notgrass, 2014 in Northouse, 2015).

These leaders gather certain characteristics: Charisma that provides a vision and a sense of mission, earns respect and trust from the team; inspiration by communicating high expectations and important goals in a simple and positive way; intellectual stimulus by promoting intelligence, rationality, and problem solving in the team; and individualized consideration by giving personal attention to each team member, the leader treats each employee individually and advises the team members, individually which makes them feel important and appreciated. A person with these certain characteristics is more likely to be a great leader.

Now, to close this first unit we'll talk about establishing a relationship with a team. Sivunen (2006) observed that team leaders who establish common goals and standards for performance in the team also assist in the development of a common team identity (Morgeson et al. 2009)

Morgeson et al (2009), a valued author in the Leadership topic, refers that the leader must establish a relationship at an individual level first, in order to set goals and to create an individual motivation to achieve certain targets. Then, the leader must establish a relationship at the team level, where the leader presents several people with the same objectives that will increase the team's commitment to the team's goals, it creates the team's identity. The team's identity is something crucial for the good functioning, and achievement of the team's goals.

For the leader to make the team more cohesive and become closer to the team itself, playing ice-breaking games, in the beginning, meaning when a new team is formed, is a good idea. Even if the team is not new, playing teambuilding games is always good.



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First of all, is the leader is dealing with a new team, and the member don't really know each other it's good to gather everyone and let the team member present themselves and say an interesting fact about them and what they like.

After breaking the ice, and when everyone has been introduced, it's fun to play the "two truths and one lie" game. It's a very easy game to start, the leader must gather the team, then have everyone come up with two things that are true about themselves and another thing that's false. Then have each person present what they came up with. Everyone tries to guess the right answer, which leads to stories about past life experiences and facilitates engaging and enjoyable conversation.

The Marshmallow Challenge is another fun game. Basically, the leader must give each group 20 sticks of spaghetti, about one meter of tape, one meter of string, and one marshmallow. Ask them to build the tallest freestanding structure they can. Sit back and see what happens. The marshmallow challenge makes the perfect icebreaker and team-building hybrid.

Office Pictionary is the last game that we would like to talk about. It's like the classic Pictionary game, people just have to split your employees into teams of two or more. Write down the names of day-to-day items, popular movies, celebrities, and events on cards. Taking turns, a person from every team will draw a card without revealing to their team members what it says. Then, they'll proceed to draw that object/person/phenomenon on a whiteboard, and their team members will attempt to guess what it is. Of course, there is a time limit to do the drawing and the guessing (usually 60 seconds). The team to guess the most correct answers wins.

The second learning unit is about how to manage teams. This unit includes four main topics to be discussed: lead a team, supervise a team, communicate efficiently with the team, and lastly, how to manage teams virtually.

Leadership is a broad term, but we are here today to learn how to best lead a team. One of the things that we must consider is that Leadership tends to be more productive and positive when the process is centered on the interactions between leaders and followers (Northouse, 2018). This is called the Leader-member exchange (LMX) theory (Northouse, 2018). It's a positive way of leading a team. As mentioned before, it's important for the leader to have a unique relationship with each member of the team/group, so that the team works better as a whole. The image presented in the slide shows exactly this, the leader must have its own relationship with each member. This is important, and the LMX theory explain this in a very good way. With each relationship the leader learns with its followers, and vice-versa. This makes the relationship more equal and helps to have a more dynamic leadership.

Team members have unique roles, and the performance of each role is crucial to collective success (Zaccaro et al., 2002), therefore the leader must inspire and motivate the team the best s/he can. It's a



process, it requires the leader to understand the nature of the teams functioning so the leader can assume responsibility for satisfying the team's needs (Morgeson et al, 2009).

There are several types of leadership, and this also impacts how the leader leads its team. Morgeson et al. (2009) approaches leadership in four ways: the locus of leadership can be internal and the formality of leadership is formal, in this case the leader is a team leader or a project manager; the locus of leadership can be internal and the formality of leadership is informal, in this case the leadership is shared or emergent; the locus of leadership can be external and the formality of leadership is formal, in this case the leader is seen as a sponsor, coach or a team advisor; the locus of leadership can be external and the formality of leadership is informal, in this case the leader is seen as a mentor, champion or executive coordinator.

Supervising the team is part of leadership. This has to happen when the team is already formed, to be track the team's performance, boundaries between the team and the organizations environment, challenges that the team may be facing, to improve the team overall, to help solve problems that the team may be facing, to acquire needed resources like information, financial resources, materials or personnel; help to inspire and motivate the team and to nurture positivity within the team (Morgeson et al., 2009; McGrath, 1962).

Communication is another crucial aspect of leadership. Ayub et al. (2014) wrote about how important communication is and how subordinates must be treated. All subordinates must be considered as a member of a whole and not just a number that is instructed and ordered around (Ayub et al., 2014).

Communication has to be efficient in order to disseminate and retrieve information efficiently, it's necessary to coordinate tasks and complete projects, for decision making, and to minimize or solve conflicts (Ayub et al., 2014). If there's poor communication the literature suggests that several issues such as increased stress, unclear priorities and poor performance may appear (Landry, 2019).

For communication to be efficient, there are some bases the leader has to cover. A leader should be transparent. The leader must talk openly about the organization's goals and challenges (Landry, 2019). If there's a problem the team is facing, the leader should be upfront with it so the team as a unit can help create a solution.

Communication is a two-way street; this means that the leader has to be a good listener. This is important because the only way to efficiently help the team is if the leader listens to the teams struggles and challenges that they may be facing (Ayub et al., 2014).

Feedback is another vital aspect of efficient communication. In line what we've been discussing in other modules, feedback must be given from the leader to the team as a unit or individually and from the team to the leader. This is a *regulatory mechanism that directs and controls individual behavior* (Morgeson et al., 2009). This should be done regularly to help the team adapt to changing conditions and



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to improve its performance; the same goes to the team leader. This can relate to transparency, when someone is giving feedback, they should be fully transparent but always be aware of how to carry this feedback (Landry, 2019).

With the COVID-19 pandemic a lot of people started to work remotely, therefore leaders have to manage teams virtually instead of face to face. It has a lot of similarities, but there are some differences. The main difference must be the need to implement the teams' goals virtually in an environment where it can mediate the virtual teams dispersed geographically, and sometimes, temporally (Samartinho, 2012).

Since teams don't interact personally, communication technologies became the only way of contact for the team members. This can increase the lack of motivation and the feeling of isolation. To counter this trend, leaders must acquire new skills such as improving virtual communication so that it is clear, assertive, and directed to the objectives (Van Wart et al., 2017). DasGupta (2011) also adds the importance of leaders to have the ability to, through electronic means, transmit digital enthusiasm, to inspire and promote motivation at a distance and to follow and monitor the social component of the group even in a virtual environment.

These are just some of the challenges leadership has to adapt in the new and more technological world.

The third learning unit is about "how to develop a team". This unit includes the following topics: cooperation between team members, developing virtual teams vs. classic teams, and how to stimulate and encourage employees to innovate and be autonomous.

Cooperation between team members depends on several factors. The first factor that we would like to present is how there should be a core set of fundamentals for team collaboration (Hass & Mortensen, 2016). Hass and Mortensen (2016) have defined four enabling conditions that a team needs to succeed. There should be a compelling direction, this is the leader need to direct with energy, orient its team members and engage them in the task that need to be performed by the team (Hass & Mortensen, 2016). For this there has to be a defined mission to the team that is clear about what's expected, the leader has to provide the foundation where the team can identify itself so the members all have aligned their goals and plans (Morgeson et al. 2009). The teams' goals have to be consequential so they're motivating and engaging, if not the team members will have no pressure to take the task forward and work as a group, because there is no consequence if it's not done (Hass & Mortensen, 2016). For example, if they know they're not being paid if they don't present their work done at the end of the month, they will probably just carry it out for continuous weeks because they don't have a set deadline and objective.

Hass and Mortensen (2016) present the second condition to attain high performance and cooperation in a team is having a strong structure. A strong structured team must have the right number of members



otherwise it will be short staffed, and it won't be able to get work done in a healthy way, its members will be overworked; or it can be overstaffed, and the team starts to pull in different directions, and communication becomes more difficult, and free riding becomes easier. The leader should be aware and only add members to the team if necessary.

Some aspects that may help the team to be more creative and have better problem-solving skills is having people with diverse background, also people in different age groups, gender, race, nationalities, cultures (Hass & Mortensen, 2016).

Hass and Mortensen (2016) present the third enabling condition to a better performing and cooperative team is having a supportive context. Morgeson (2009) found that if the leader has supporting actions, such as respect for its team members, demonstrate affection and express concern for its members personal issues, these are positively related to the team's satisfaction and fondness. The leader should also help the team with resources related to their tasks such as *funding and technical assistance* (Hass & Mortensen, 2016).

At last, Hass and Mortensen (2016) present the fourth condition for a successful team: a shared mindset. This can be done by establishing a common identity in the team, such as "we are all working for the same thing and without each other we won't get where we need to be". A good way to make the team members closer is to take time to do outside of work activities such as team building activities. Some examples would be: have dinner together once in a while, go for a day doing outside activities such as kayaking together, this builds a common reference point to the team and shared experiences and stories (Hass & Mortensen, 2016).

Another big topic that plays an important role on the cooperation between team members is the organizational culture. Culture is something that's developed overtime by a group as it goes through problems and challenges, and is passed on to new colleagues (Schein, 2010; in DeJoy & Della, 2014).

A positive organizational culture relates to health culture, as it has health-related policies and practices that attribute as a top priority: safety of its elements, makes needed investments, take appropriate measures and routes to control problems that will occur and monitor performance with respect (DeJoy & Della, 2014).

A positive organizational culture is ultimately the key to a great team (DeJoy & Della, 2014) because its elements feel like they're respected and are able to give their best to the team, and the organization.

The effectiveness of the team's cooperation and performance depends on the integration of the team member individually and then as a unit (Zaccaro et al., 2001). This implies that when the team fails it is not an individual fail but a *collective fail to coordinate and synchronize their individual contributions* (Zaccaro et al., 2001).



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Zaccaro et al. (2001), in his article defends that the leader, and its leadership is the main responsible for the team's integration and coordination and therefore success. Regarding the third topic about "cooperation between team members", the leader must have the ability to bring the team together and work towards one objective, magnificently. In fact, Zaccaro et al. (2001) describe the situation with the following sentence: "higher collective efficacy enhances the likelihood that team members will approach, persist at, and ultimately succeed on difficult team tasks".

Zaccaro et al. (2001) presents the *team coordination process* explaining how important it is for team members to be in sync with each other and how important it is to share resources and constraints, and to share and monitor each other's activities. For example, meeting up weekly is a good way to keep up to date with your colleagues work and to get situated on where team team is at, so everything runs smoothly. This is what Zaccaro et al. (2001) calls *regulatory mechanisms established within the team*, relevant for the team to achieve maximum effectiveness.

This first topic is linked to the next one. Since we've been explaining how to develop teams and to make its members cooperate, now we'll see what's different in virtual teams. E-leadership, later to be defined and better explained, implies a change in the way leaders and followers relate to each other and to organizations (Contreras et al., 2020).

The leader, when developing remote teams, has a key role in the proper and constant monitoring of the team through regular meeting, feedback, continuous monitoring of progress and sharing of knowledge among team members. The relationship of trust that the leader must establish with each member must be based on honesty, consistency fairness and overall integrity in the team. This relationship of trust must also encompass the balance of personal and professional life. Sometimes working online carries the false perception that we are always available which makes the design of boundaries important to protect the team from a possible excessive leadership culture (DasGupta, 2011). Being thus, the leader cannot let the work become overlap in the lives of their subordinates (and the leaders itself) every day at every hour leading to exhaustion.

When a leader has a united team that work well together the leader must have the ability to stimulate and encourage the team to innovate and be autonomous.

In the first unit we explained what transformational leadership is, and described that intellectual stimulation is a component of that type of leadership (Bass, 1985; in Morgeson et al., 2009). Avolio et al. (1988) mentions that this includes supporting the subordinates' questions ways of working and the teams' problems. This is a way of stimulating and encouraging team members. Team members will only learn and perform better if they ask questions to better understand what is being done.

The leader must encourage self-management in the team, this is a more supportive and indirect form of team leadership, as Morgeson et al. (2009) explains in his article. This is linked with giving autonomy



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to the team, it's important so the team can learn with its own mistakes and work better toward solving its problems without always having to rely on the team leader this is positively related with the team's satisfaction (Morgeson et al., 2009) and that's innovating, more specifically innovating aspects of their work (Messmann et al., 2021).

The fourth unit is about how to develop trust within the team and leader. This unit includes the following topics: Developing trust with virtual vs. classic teams, trust and cooperative relationships, trust and cohesion in a team.

Breuer et al. (2020) supports that trust is seen as a key success factor to ensure effective collaboration. But trust is easier to get in a face-to-face relationship; although it's more important in virtual relationships. These last ones rely on electronic communication to carry out common goals, it can be harder because there aren't any physical clues when communicating so people have to be clear when doing so to avoid misunderstandings.

Mayer et al (1995) defines trust as *the willingness of a party to be vulnerable to the actions of another party based on the expectations that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.*

There're some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built.

When trust is gained, as I said comes disclosure, this is sharing confidential and sensitive information to your colleagues (Breuer et al. 2020), this is a big step in a relationship. After this step comes the ability to rely on someone, being able to seek help with the team or a team member, this is also a big step in trustworthiness because it shows vulnerability (Breuer et al. 2020). At last comes another risk-taking behavior, this is contact-seeking, in other words it means the person has interest in spending time with the team or a team member because they're interested in building a positive relationship, other than a work related one with their colleagues (Breuer et al. 2020).

Building a relationship is never easy but due to persistent efforts, team members start to view their team as a "we" instead of just single unrelated elements (Van Wart et al., 2017). On Breuer's et al. (2020) study showed that after creating a trustworthy relationship it doesn't matter if the team is virtual or face-to-face (classic team).

The following topic of the fourth unit is about trust and cooperative relationships. The team leader, as I said in the previous unit, has to develop a team and for that the leader needs to create a relationship with the team members, but now we're talking about a deeper relationship. Trust builds psychological safety, it creates goodwill minimizing miscommunications and misinterpretations (Brownlee, 2019).



Therefore, the leader must create a bond of trust with its team, so the team members feel encouraged to become engaged in the planning of things that will touch them (Northouse, 2018).

To close this unit, we have to discuss one last thing: cohesion in a team. It's very important for a team to be unified. It's what makes the unit unbreakable.

Cohesion is easier to attain if you have the right elements in the team. And because of that, the leader must study the members personalities before bringing them together as a team. Employees probably have heard about the Big Five personality factors: neuroticism, extraversion, openness, agreeableness, and conscientiousness (Northouse, 2018).

Barrick et al. (1998) found that cohesion among team members was highest when teams were high on select personality variables, namely agreeableness, extraversion, and emotional stability (Morgeson et al., 2009). Agreeableness is the tendency to be accepting and trusting; extraversion is the tendency to be sociable and assertive; and emotional stability is related to conscientiousness.

The leader monitoring the team is something positively related to the team's cohesion (Morgeson et al., 2009). When the leader takes time to monitor the team, it takes time to make each member better. And if every member overcomes their difficulties they'll work better as a whole.

To conclude this unit, trust is very important to a team. It is the basis for good team work and better performance, it's the key to success.

The fifth unit is about Feedback. This unit include three main topics: Why feedback should be an integral part of team leadership, how to give constructive feedback and how to communicate positive and negative feedback with virtual teams.

Feedback is a very important part of leadership. It is considered a supportive action from the leader to the followers (Northouse, 2018). It boosts employee engagement and makes the employees more motivated; this happens because it helps employees clarify what's going on and helps them become more productive. Feedback also makes career development possible. According to Morgeson et al (2009) *feedback enables the team to effectively assess its past and current performance and then adapt as needed to ensure future success*. Lastly, feedback makes the leader, and its leadership better. This happens because it helps clarify whether the leader is doing a good job communicating and expressing himself to its team and understand what needs to change in order to be more supportive and consistent for the team (Northouse, 2018).

Feedback must be given whether it's positive or negative, it should always be given in a friendly way, because in case of a mistake, that's how people learn and shouldn't be blamed for it, people should seek a solution instead of shaming the person that made a mistake (Breuer et al., 2020).

Looking back at the fourth unit, we can see that trust and feedback are linked: if there's trust, there's honest feedback, that is vital to improve in everything.



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Feedback in virtual teams is imperative to build a trusting relationship between the leader and the team. The main skill that needs to apply here is, what VanWart et al. (2017) describes as e-communication skill that is a culture of constant feedback and clear communication. Constant feedback is necessary so that there is no misinformation and to be sure that all is said and done. This has to happen because, since the team is not face-to-face, if something is wrong, it can be only noticed when the error is too big and it's harder to turn back and contain the damage.

To conclude this unit, feedback is vital to promote personal and professional growth, because only if someone points out our mistakes, we'll be able to do better.

The sixth and last unit is about E-Leadership. During all the past units we have been talking a little bit about this topic, but now we're going to develop the concept more in depth. This unit includes three main topics: What is E-Leadership, E-Leadership's challenges, and the main problems E-Leadership faces and how to deal with them.

In 2020, when the COVID-19 pandemic hit, there were a lot of organizational changes and a lot of organizations had to adapt to an uncertain and ambiguous world. Leadership is one of the pillars of any organization, and, as such, it is no exception to the rule regarding the need for renewal. It has been adapting to new realities of the global market and the dimensions of time and space that involve e-leaders and e-teams (Samartinho, 2012).

One of the most recent definitions of E-Leadership refers to it as the efficient use and combination of electronic communication methods and traditional methods that imply awareness of the current information and communication technologies, a selective adaptation of new ICT for the leader and for the organization, and the technical competence in the use of ICT (Van Wart et al., 2016).

E-Leadership implies a change in the way leaders and followers relate to each other and to organizations (Contreras et al., 2020). In this sense, some challenges are identified that are common to virtual team leaders.

First comes the question of geography and isolation, where the geographical distance of the team members and time zones are two examples of difficulties felt. Since teams don't interact personally, communication technologies become the only way of contact for the team members, which can increase the lack of motivation and the feeling of isolation. To counter this trend, leaders and followers must acquire new skills such as improving virtual communication skills so that the goals are clear, assertive, and addressed (Van Wart et al., 2017).

In second place comes the cultural and technical sync. Various personalities interacting and the lack of visual cues are two other aspects that e-leaders need to pay attention to the members of the team. On the one hand, e-leaders must be sensitive to norms and cultural aspects of each element. Naturally, the patterns of leadership vary between cultures and between individuals, and for this reason the role of the



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leader is to realize the expectations of its members and try to go against a style that is consensual to the majority and that respects all cultures that make up the team. On the other hand, e-leaders must pay attention to the type of technology and software that members use. The use of certain guidelines can be a facilitator in the virtual communicative process.

Another challenge of e-leadership is the establishment of trusting relationships between members. I talked about this topic, earlier in the fourth unit.

Other challenge is the capacity of E-team to be reliable, predictable and maintain an active and healthy group social interaction (Anoye et al., 2018). In this sense, the e-leader has a key role in the proper and constant monitoring of its team through regular meetings, feedback, continuous monitoring of progress and sharing of knowledge among team members. The relationship of trust that the e-leader must establish with each member must be based on honesty, consistency, fairness, and overall integrity in the team.

This trust relationship must also encompass the balance of personal and professional life, and this brings me to the final challenge I'm going to talk about. Sometimes the online carries the false perception that we are always available which makes the design of boundaries that protect the team from a possible culture of excessive e-leadership (DasGupta, 2011). Being thus, the leader, cannot let the work overlap the lives of its subordinates (and the leaders itself) every day at every hour leading to the exhaustion of the team or even the leader. There must therefore be an ability to separate professional and personal life (Van Wart et al., 2017).

Van Wart et al. (2017) describes e-Leadership based on the following six e-competences that an E-Leader must have:

- E-communication skills: this skill is to have clear and precise communication through ICTs.
- E-social skills: to be able to provide support to all team members and communicate individually and in a personalized way with each member.
- E-team building skills: to be able to motivate the team and promote a sense of union and responsibility among team members.
- E-change management skills: be able to plan change and monitor the team.
- E-technological skills: be aware of the on-going and future developments of ICTs and be able to choose the most appropriate ones for the team and the given task.
- E-trustworthiness: promote a culture of safety and trust among the virtual team.

In conclusion, according to Avolio et al. (2009), the vision of leadership should be more holistic, encompassing theories and studies referring to the leader, the followers, and also the entire process, and use various methodologies to evaluate leadership. Leading a team has never been easy, however, in recent years, it has become even more complex. Furthermore, as we know, there is no magic recipe to



lead and the trends that make this influence process more difficult seem be likely to continue as teams become increasingly global and virtual. Leadership is such a complex process, so e-leadership isn't an exception to the rule.



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3 QUESTIONS AND ANSWERS (5-10)

Content: How to be a leader.

Question: What is transformational leadership?

Answer: Transformational Leadership exists when the person engages with others and creates connections that increase motivation and morality in both the leader and subordinates. Transformational leaders have the ability to craft and communicate a vision that identifies the highest organizational goals, that combines self-interest and charisma to motivate people to achieve those goals. They have the ability to empathize with their followers.

Content: Managing Teams.

Question: How to communicate efficiently?

Answer: Communication is a two-way street; this means that the leader has to be a good listener. This is important because the only way to efficiently help the team is if the leader listens to the teams struggles and challenges that they may be facing (Ayub et al., 2014).

Content: Feedback

Question: According to Morgeson et al. (2009) what is feedback?

Answer: Feedback is a *regulatory mechanism that directs and controls individual behavior* (Morgeson et al., 2009). This should be done regularly to help the team adapt to changing conditions and to improve its performance; the same goes to the team leader.

Content: E-Leadership.

Question: What is E-Leadership?

Answer: One of the most recent definitions of E-Leadership refers to it as the efficient use and combination of electronic communication methods and traditional methods that imply awareness of the current information and communication technologies, a selective adaptation of new ICT for the leader and for the organization, and the technical competence in the use of ICT (Van Wart et al., 2016).

Content: Develop trust within the team and leader.

Question: Key factors to develop trust according to Breuer et al. (2020)?

Answer: There're some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built.

Content: How to develop a team.

Question: Importance of autonomy from the leader.

Answer: The leader must encourage self-management in the team, this is a more supportive and indirect form of team leadership, as Morgeson et al. (2009) explains in his article. This is linked with giving autonomy to the team, it's important so the team can learn with its own mistakes and work better toward solving its problems without always having to rely on the team leader this is positively related with the team's satisfaction (Morgeson et al., 2009)

CASE STUDIES (2 case studies)

3.1 CASE STUDY 1

TITLE: Reed Hastings Transformational Leadership

LEARNING UNIT:

- How to be a Leader

TOPIC:

- Transformational Leadership

COMPETENCES:

- Understand the basic characteristics of transformational leadership.

INSTRUCTIONS:

- A total of four participants does Case study 1.
- DURATION:
- Understand what problem Reed Hastings solved and relate to the transformational leadership theory – 10 minutes.
- Discuss the possible factors that made Hasting idea so successful – 15 minutes
- Compare the cases to your type of leadership at work – 10 minutes
- Discuss how to apply these transformational factors to your day-to-day work – 15 minutes

PERFORMANCE CRITERIA:

- Completed Unit 1: How to be a leader.

RECOMMENDED LITERATURE:

- PowerPoints
- References used for the PowerPoints

PRESENTATION OF THE ENVIRONMENT

Netflix is an Internet subscription service company, but it didn't start like we know it today. Reed Hasting was a young software engineer that in 1991 decided to create a company that was fast to become a big player in the IT world, that was just starting to boom.

Despite many difficulties, Hastings management style, full of courage and inspiration surpassed their big rival Blockbuster in 2007, when he started the streaming platform, that we all know today, and is a big hit worldwide.

Hastings gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.

Reed Hastings is a Software Engineer who created Netflix alongside a business partner, in 1997. Netflix started as subscription DVD rental, something new to the market, to make return fees obsolete. In 2007



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he started the streaming platform, that we all know today, and is a big hit worldwide, and number 1 on the market. He gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.

PROBLEM

In 1997, Hastings forgot to return his rental movie to a big rental movie company at the time, he was fined \$40 and that's when it all changed for the software engineer. In result of that, in 1997, Hastings founded a subscription DVD rental called Netflix, in a change to make return fees obsolete.

Using his knowledge in IT, Hasting created a more personalized option, once a customer chose some movies, a algorithm, something practically unheard at the time, would suggest similar types of movies to the customer. His revenue rapidly grew, and Netflix became a popular company.

The DVD rental market has a hole in it, there wasn't any subscription-based entertainment service. Hastings found a possible solution to that problem, and he invested in his idea, he wanted to make return fees obsolete. He created a subscription-based service for DVD rentals, DVD readers were just entering the market, but Hastings had a gut feeling that this would be breakthrough technology, and he invested in this solution while having a certain leadership style. Hastings was driven by results, so he gave, and continues to give, his employees total autonomy with the condition of delivering results.

TASK 1:

- Understand what problem Reed Hastings solved and relate to the transformational leadership theory – 10 minutes.
- Discuss the possible factors that made Hasting idea so successful – 15 minutes

TASK 2:

- Compare the cases to your type of leadership at work – 10 minutes
- Discuss how to apply these transformational factors to your day-to-day work – 15 minutes

3.2 CASE STUDY 2

TITLE: Importance of Feedback

LEARNING UNIT:

- Feedback

TOPIC:



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- Why feedback should be an integral part of Leadership.

GOAL:

- Evaluate the importance of Feedback.

INSTRUCTIONS:

- A total of four participants does Case study 2.

DURATION:

- Discuss the importance of feedback – 10min
- Share personal negative experience because of lack of feedback- 10min
- Discuss how to improve feedback delivery daily – 20min
- Discuss how hard it can be to make constructive feedback – 15min

PERFORMANCE CRITERIA:

- Completed Unit 5: Feedback.

RECOMMENDED LITERATURE:

- PowerPoints
- References used for the PowerPoints

PRESENTATION OF THE ENVIRONMENT

Google's history started in 1996, when Larry Page and Sergey Brin were doing a research project at Stanford University. The company was incorporated in 1998, and as many big Silicon Valley companies, it started based in a garage. This company's mission is to organize the world's information and make it universally accessible and useful.

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do.

PROBLEM:

At Google the focus is the individual. The company makes sure its employees have time to work on their individual projects and has never taken part in the traditional annual performance review we all know most companies do. Most of the companies follow performance appraisal model yet it is hardly ever effective as a tool to stimulate creativity and engagement. Google decided to introduce feedback model instead. Knowing the specifics of feedback structure, why do you think it is effective to stimulate development and creativity?

TASK 1:



- Discuss the importance of feedback. Think of the time when you were given feedback - how do you perceive the value of it based on your own experience? 5 minutes
- Prepare a small presentation on why Google prefers continuous feedback to the traditional annual performance review. 15 minutes

TASK 2:

- How are Feedback and Trust related? Give examples from your own leadership practice. 10 minutes
- Discuss with your group how to give constructive feedback. 15 minutes
- Share examples among your group. 10 minutes



4 Case Studies Answers Sheet

4.1 Case-study 1

TASK 1:

Answer:

- “He gives his employees room to be creative and autonomy to solve their problems, he does this by allowing them unlimited vacation time with the condition to deliver results and keep their position as the market-leading product.”
- “Transformational leaders have the ability to craft and communicate a vision that identifies the highest goals of an organization, that combines self-interest and charisma to motivate people to achieve those goals. They can empathize with their followers. Employees usually prefer this type of leadership because it encourages behaviors like creativity, recognition of one’s accomplishments, builds trust within the team, and inspires a collective vision (Notgrass, 2014 in Northouse, 2015).”

TASK 2:

Answer:

- You may discuss how your leaders apply transformational leadership to your day-to-day work, by mentioning that: “these leaders gather certain characteristics: Charisma that provides a vision and a sense of mission, earns respect and trust from the team; inspiration by communicating high expectations and important goals in a simple and positive way; intellectual stimulus by promoting intelligence, rationality, and problem solving in the team; and individualized consideration by giving personal attention to each team member, the leader treats each employee individually and advises the team members, individually which makes them feel important and appreciated. A person with these certain characteristics is more likely to be a great leader.”

4.2 Case-study 2

TASK 1:

Answer:

- “It boosts employee engagement and makes the employees more motivated; this happens because it helps employees clarify what’s going on and helps them become more productive. Feedback also makes career development possible; this happens because, citing Morgeson et al (2009) *feedback enables the team to effectively assess its past and current performance and then adapt as needed to ensure future success*. Lastly, feedback makes the leader, and its



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leadership better. This happens because it helps clarify if the leader is doing a good job communicating and expressing himself to its team and understanding what needs to change in order to be more supportive and consistent for the team (Northouse, 2018).”

- “At Google, the managers and its subordinates work together, and feedback is constant, this means that employees are constantly being coached, and have direct feedback every step of the way, this makes it easier to be better and learn more. It ultimately results in a high-performing culture based on open and honest exchange of feedback”

TASK 2:

Answer:

- Breuer et al. (2020) supports that trust is seen as a key success factor to ensure effective collaboration. There are some key factors to develop trust, as Breuer et al (2020) describes, these are: ability, benevolence, predictability, integrity, and transparency. These lead to trust, and then they open doors to disclosure, reliance, and contact-seeking, these come after there is a relationship of trust built. Trust and feedback are linked, if there's trust, there's honest feedback, that is vital to improve in anything.”



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5 MULTIPLE CHOICE QUESTIONS (10-20 QUESTIONS)

Instruction: Quick assessment. Mark the correct answer.

Q1: One possible definition of leadership is:

A1: The attitudes of an individual when directing the activities of a group towards a common goal

A2: The behavior of a group when directing the activities of an individual towards a common goal

A3: The behavior of an individual when directing the activities of a group towards a common goal

A4: The behavior of an individual when directing the activities of a group towards a single goal

Q2: *Transactional leadership involves:*

A1: Creation of connections that increase motivation and morality in both the leader and subordinates

A2: Focus on the exchanges that take place between leaders and their subordinates

A3: The behavior of an individual when directing the activities of a group towards a common goal

A4: Creation of ties that increase motivation and morality in both the leader and subordinates

Q3: *The LMX theory explains that::*

A1: The leadership process is centered on the interactions between leaders and followers

A2: Focus on the exchanges that take place between leaders and their family members

A3: The leadership process is centered on the interactions between leaders and groups

A4: The leadership process is centered on the exchanges between leaders

Q4: *A team leader project manager is a type of:*

A1: Internal locus of leadership and informal leadership

A2: External locus of leadership and informal leadership

A3: External locus of leadership and formal leadership

A4: Internal locus of leadership and formal leadership

Q5: *Leadership efficient communication relies on:*

A1: Transparency and feedback



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A2: Networking and ties

A3: Task orientation focus

A4: Creative competences

Q6: *While managing virtual teams, leaders should:*

A1: Motivate teams

A2: Buy hi-tech support to assist teams

A3: Develop more networks

A4: Provide clear, assertive, and direct objectives

Q7: *When developing remote teams, leaders should:*

A1: Develop individual meetings, feedback, continuous monitoring of progress and sharing of knowledge among team leaders

A2: Develop regular meeting, feedback, continuous monitoring of progress and sharing of knowledge among team members

A3: Develop networks, continuous role clarity and sharing of knowledge among family members

A4: Develop at least one meeting per month, provide continuous monitoring of progress and sharing of knowledge among team members

Q8: *Leaders can develop trust with virtual environments when they develop:*

A1: E-learning abilities and remove barriers to adhere to new technologies

A2: Humbleness and clarify tasks

A3: Predictability, integrity, and transparency

A4: Social skills among team members

Q9: *Some of the main e-leadership challenges are:*

A1: Geography, isolations and trusting relationships

A2: Continuous monitoring of progress

A3: Continuous role clarity

A4: Share knowledge with all team members and top managers

Q10: *E-leadership is:*



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A1: The efficient use of social networks and communication knowledge to use remote work platforms.

A2: The efficient use and combination of electronic communication methods that imply awareness of the current data and communication knowledge.

A3: The efficient use and combination of electronic communication methods and traditional methods that imply awareness of the current information and communication technologies.

A4: The capacity to communicate during the pandemic and other similar world crises.

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