

HOSPITALITY ORGANIZATIONAL BEHAVIOR ACTIVITIES

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ACTIVITY: LEADERSHIP QUESTIONNAIRES

Leadership Style questionnaire¹

Purpose: Identify the tasks/person orientation mix

Instructions: Read each item carefully and think about how often you and the person you are evaluating engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Never; 2 = Seldom; 3 = Occasionally; 4 = Often; 5 = Always

1. Tells group members what they are supposed to do.	1	2	3	4	5
2. Acts friendly with members of the group.	1	2	3	4	5
3. Sets standards of performance for group members.	1	2	3	4	5
4. Helps others feel comfortable in the group.	1	2	3	4	5
5. Makes suggestions about how to solve problems.	1	2	3	4	5
6. Responds favorably to suggestions made by others.	1	2	3	4	5
7. Makes his/her perspective clear to others.	1	2	3	4	5
8. Treats others fairly.	1	2	3	4	5
9. Develops a plan of action for the group.	1	2	3	4	5
10. Behaves in a predictable manner toward group members.	1	2	3	4	5
11. Defines role responsibilities for each group member.	1	2	3	4	5
12. Communicates actively with group members.	1	2	3	4	5
13. Clarifies his/her own role within the group.	1	2	3	4	5
14. Shows concern for the personal well being of others.	1	2	3	4	5
15. Provides a plan for how the work is to be done.	1	2	3	4	5
16. Shows flexibility in making decisions.	1	2	3	4	5
17. Provides criteria for what is expected of the group.	1	2	3	4	5
18. Discloses thoughts and feelings to group members.	1	2	3	4	5
19. Encourages group members to do quality work.	1	2	3	4	5
20. Helps group members get along.	1	2	3	4	5

Scoring: The style questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Score the questionnaire by doing the following. First, sum the responses on the odd-numbered items. This is your task score. Second, sum the responses on the even-numbered items. This is your relationship score.

Your score:

¹ Northouse, 1997: 49-50.

ACTIVITY: MANAGEMENT QUESTIONNAIRE

Purpose: To identify the management style your organization prefers to operate in².

Instructions: This questionnaire contains statements about the organization you work for. Next to each question indicate how rarely or often your organization displays each behavior.

Key: Almost never – 1 ; Seldom – 2 ; Occasionally – 3 ; Frequently – 4; Almost always - 5

1. ____ Things get done because staff fear for their jobs.
2. ____ Most staff do not leave this organization because it provides a lot of security.
3. ____ The managers are respected by the employees.
4. ____ There is a real feeling of teamwork.
5. ____ Only managers make decisions.
6. ____ Although staff are happy and contented, they seem passive when it comes to cooperate.
7. ____ Both managers and staff seek improved job performance.
8. ____ Managers and employees work hand in hand.
9. ____ Although staff obey their managers, they do not respect them.
10. ____ Management's main concern is too make money.
11. ____ The staff feel they are part of the organization.
12. ____ The staff feel a real responsibility to make things work.
13. ____ Most of the jobs are "minimum wage" jobs.
14. ____ The staff main concern is for the financial security of their families.
15. ____ When things go wrong, managers' concern is to fix it, not to lay blame.
16. ____ There is enthusiasm among the staff to better job performance.
17. ____ The staff main concern is to make as much money as possible.
18. ____ Although the staff have good benefits, they tend to give only minimal performance.
19. ____ The staff feel they are recognized for their work.
20. ____ The staff feel their work is important for the organization.
21. ____ Managers does not expect the staff to give more than minimal performance.
22. ____ Most of the staff seem content to stay in their position.
23. ____ Staff are part of the decision making process.
24. ____ Things happen around here because of the self-discipline of every member of staff.

Score calculation: In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the four columns.

Item Score	Item Score	Item Score	Item Score
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____
TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____
Autocratic	Custodial	Supportive	Collegial

² Adapted from Online 1.

ACTIVITY: ORGANIZATIONAL DESIGN PREFERENCE³

Purpose: To identify preferred organizational structure.

Instructions: For yourself or another team-mate, peer or co-worker, rate the following statements.

Key: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree, 4 = agree; 5 = strongly agree

I prefer to work in an organization where:

1. Goals are defined by those in higher levels	1	2	3	4	5
2. Work methods and procedures are specified	1	2	3	4	5
3. To management makes important decisions	1	2	3	4	5
4. One's loyalty counts as much as one's ability to do the job	1	2	3	4	5
5. Clear lines of authority and responsibility are established	1	2	3	4	5
6. Top management is decisive and firm	1	2	3	4	5
7. One's career is well-planned out	1	2	3	4	5
8. One can specialize	1	2	3	4	5
9. Job security is almost as important as performance	1	2	3	4	5
10. Management is able to provide necessary information	1	2	3	4	5
11. A chain of command is well established	1	2	3	4	5
12. Rules and procedures are adhered to equally by everyone	1	2	3	4	5
13. Employees accept authority of a leader's position	1	2	3	4	5
14. Employees are loyal to their boss	1	2	3	4	5
15. Employees do as they have been instructed	1	2	3	4	5
16. Employees clear things before going about their way	1	2	3	4	5

Scoring interpretation: the higher the score the more comfortable you are with the mechanistic view on organizations.

Your score:

ACTIVITY: ORGANIZATIONAL CULTURE QUESTIONNAIRE

Purpose: Understand corporate culture in the difference between how this culture is lived and how it is described⁴

Instructions: For each statement, choose the answer that describes the organization you are affiliated with the best. Indicate with an E the actual position on the scale and with a D its ideal position.

Conformity: to what extent you and your colleagues feel that there many company rules, procedures and policies that you must confirm with rather than being left to do your work as you see fit?
 No conformity 1 2 3 4 5 6 7 8 9 10 Strong conformity

Responsibility: to what extent you and your colleagues feel that you can make decisions and solve problems without checking with your managers?

³ Shermerhorn et al. (2008) : w122-3.

⁴ Adapted from Gordon, 2002: 125-126.

No responsibility 1 2 3 4 5 6 7 8 9 10 Expected responsibility

Standards: to what extent you and your colleagues feel that the company sets challenging goals for itself and expects quality performance and outstanding production?

Low standards 1 2 3 4 5 6 7 8 9 10 High standards

Rewards: to what extent you and your colleagues feel that you are being recognized and rewarded for outstanding and high performing work rather than being ignored and continually criticized?

Ignored 1 2 3 4 5 6 7 8 9 10 Rewarded

Clarity: to what extent you and your colleagues feel that things are well organized and that goals are clearly defined rather than being confused and purposeless?

Purposeless 1 2 3 4 5 6 7 8 9 10 Organized

Support: to what extent you and your colleagues feel that friendliness, trust and mutual support are valued norms?

No support 1 2 3 4 5 6 7 8 9 10 Support

Leadership: to what extent you and your colleagues feel that leadership and direction is based on expertise and that leadership initiatives are rewarded?

No reward 1 2 3 4 5 6 7 8 9 10 Rewarded and expert

Scoring: Sum up all your E and D scores and subtract one from the other; this score indicated the difference between how the culture is lived (E scores) and how it is described and therefore idealized (D scores); a strong cultural alignment between what is lived and described is indicated by a small difference.

Your score:

ACTIVITY: COMMUNICATION QUESTIONNAIRE
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Purpose: Understand communication effectiveness⁵.

Instructions: For each statement, choose the answer that describes your communication skills the best.

I think my communication with colleagues / manager / personnel

Increases my credibility	7 6 5 4 3 2 1	Decreases my credibility
Is precise	7 6 5 4 3 2 1	Is imprecise
Answers more questions than it raises	7 6 5 4 3 2 1	Poses more questions than it answers
Is effective	7 6 5 4 3 2 1	Is ineffective
Is competent	7 6 5 4 3 2 1	Is incompetent
Is productive	7 6 5 4 3 2 1	Is unproductive
Is impressive	7 6 5 4 3 2 1	Is unimpressive
Creates appositve image of myself	7 6 5 4 3 2 1	Creates a negative image of myself
Is skillful	7 6 5 4 3 2 1	Is unskillful
Is relaxed	7 6 5 4 3 2 1	Is strained
Is formal	7 6 5 4 3 2 1	Is informal
Is self-rewarding	7 6 5 4 3 2 1	Is not self-rewarding
Does not embarrass me	7 6 5 4 3 2 1	Does embarrass me

Scoring: Add up all the obtained scores; high scores usually indicate effective communication.

Your score:

⁵ Adapted from Gordon, 2002: 242-243.

ACTIVITY: BELBIN QUESTIONNAIRE

Instructions : Pour chacune des questions 1 à 7, choisissez parmi les neuf propositions (de A à I) les phrases qui vous semblent le mieux décrire votre comportement. Vous devez sélectionner au moins deux phrases et au plus trois phrases par question. Une fois cette sélection effectuée, vous devez répartir un total de 10 points parmi les 2 ou 3 phrases sélectionnées, et ce pour chaque question. Inscrivez les points dans les cases prévues à cet effet sur la feuille de réponses ci-jointe. / *For each of the following questions 1 to 7 choose from the nine propositions (A to I) the sentences which describe your behavior the best. You need to select at least 2 sentences and at the most 3 sentences for each question. Once you have made your choice, you need to allocate a total of 10 points for the selected sentences and for each question. Transfer the points onto the provided grid.*

Très important : répondez de manière spontanée / *Important : be spontaneous*

1. Ce que je pense pouvoir apporter à une équipe / *What I think I can bring to a team :*

A. Je pense pouvoir rapidement percevoir les nouvelles opportunités et en tirer parti / *I think that I can quickly figure out the opportunities that I can profit from*

B. Je suis capable de travailler avec beaucoup de personnes très différentes / *I am able to work with many different people*

C. Produire des idées est l'un de mes talents naturels / *Generating ideas is one of my natural talents*

D. Je suis capable d'aider les autres à s'exprimer quand je vois qu'ils peuvent apporter une contribution significative aux objectifs du groupe / *I am able to help others express themselves when I see that they can significantly contribute to the achievement of objectives of the team.*

E. On peut me faire confiance pour achever toutes les tâches que j'entreprends / *I can be entrusted to complete all the tasks I have been assigned to*

F. Mes connaissances techniques et mon expérience sont habituellement considérées comme mes meilleurs atouts / *My technical expertise and my experience are often considered as my main assets*

G. Je suis toujours prêt(e) à être franc et direct dans mes propos pour faire avancer les choses dans le bon sens / *I am ready to be franc and direct in how I say things so as to make things progress in the right direction*

H. Je suis capable de dire si une idée ou un projet s'adapte bien à une situation donnée / *I am capable of saying whether an idea or a project is well-suited to a given situation*

I. Je sais faire des propositions alternatives et les défendre en toute impartialité / *I can propose alternate ideas and defend them impartially*

2. Mes éventuelles faiblesses dans le travail d'équipe / *My weaknesses with teamwork:*

A. Je ne suis pas à l'aise si les réunions ne sont pas bien organisées, c'est à dire cadrées et structurées / *I am not comfortable when meetings are not well organized, that is, well structured and framed*

B. J'ai tendance à accorder trop d'importance à ceux qui ont un point de vue valable et à qui l'équipe n'a pas laissé assez d'espace pour s'exprimer / *I tend to give importance to those who have a valid viewpoint and to whom the team does not give much room to express themselves*

C. J'hésite à m'impliquer si je ne maîtrise pas bien le domaine abordé / *I hesitate to commit myself if I do not know the area well*

D. J'ai tendance à parler beaucoup quand le groupe aborde un nouveau sujet / *I tend to talk a lot when the team teackles an new issue*

E. Mon souci d'objectivité fait que j'ai parfois du mal à rejoindre le point de vue de mes collègues de manière spontanée et enthousiaste / *My concern for objectivity makes that I have trouble meeting my colleagues' opinions in a spontaneous and enthusiastic manner*

F. Je suis parfois perçu comme autoritaire et contraignant dès que je traite des problèmes importants / *I am at times perceived to be authoritarian and bossy as soon as I deal ith important poblems*

G. J'éprouve des difficultés à mener des débats, peut-être parce que je suis trop sensible au climat du groupe / *I have difficulty in leading debates, maybe because I am too sensitive to the group's mood*

H. Il m'arrive d'être tellement absorbé(e) par une idée, que je perds le fil de ce qui se passe dans l'équipe / *It happens that I am so much absorbed by an idea, that I lose sight of what is happening in the team*

I. J'hésite à donner mon avis sur des propositions ou des plans qui me semblent incomplets ou insuffisamment détaillés / *I hesitate to give my opinion on propositions or plans which appear to be imcomplete or insufficiently detailed*

3. Quand je participe à un projet avec d'autres / When I participate in a project with others :

A. J'ai un don pour influencer les autres sans exercer de pression sur eux / *I have the talent to influence others without being pushy*

B. Je suis généralement capable d'éviter les erreurs ou les omissions qui pourraient empêcher la réussite de notre projet / *I am generally speaking capable of avoiding errors or omissions which could undermine the success of our project*

C. J'ai tendance à mettre la pression pour être sûr(e) que l'on ne gaspille pas notre temps et pour que l'on ne perde pas de vue notre objectif principal / *I have the tendency to put pressure so that we do not waste time and that we do not lose sight of the main objective*

D. On peut compter sur moi pour apporter une contribution originale / *One can count on me to make an original contribution*

E. Dans l'intérêt commun, je suis toujours prêt à encourager une bonne proposition / *For everyone's sake, I am always ready to encourage a sound proposition*

F. On peut être certain que j'aurais un comportement naturel / *One can be certain that I will behave naturally*

G. Je vois tout de suite les possibilités offertes par de nouvelles idées et leurs développements / *I immediately see the opportunities that are offered by new ideas and their development*

H. J'ai confiance dans ma capacité de jugement et je contribue à prendre les bonnes décisions / *I have confidence in my ability to make judgements and contribution to taking the good decisions*

I. On peut me faire confiance pour organiser le travail à réaliser / *One can entrust me to organize the work that must be done*

4. Mon approche dans un travail de groupe / *My approach in teamwork :*

A. J'ai un réel intérêt pour mieux connaître mes collègues / *I have a keen interest in better knowing my colleagues*

B. J'apporte ma contribution dans les domaines où je sais de quoi je parle / *I bring my contribution in those domains that I know of*

C. Je n'hésite pas à confronter le point de vue des autres ou à défendre ma position, même minoritaire / *I do not hesitate to confront the opinions of others or to defend my position, even if it is minority*

D. Je trouve assez facilement les arguments pour réfuter des propositions qui ne me semblent pas fondées / *I easily find arguments to refute propositions which do not seem to be well-founded*

E. Je sais faire avancer les choses pour permettre la mise en œuvre d'un projet qui a été décidé / *I make things go forward so as to facilitate the implementation of a project that was decided*

F. Je préfère éviter les évidences et ouvrir des voies inexplorées / *I avoid trodden paths and like exploring new ways*

G. J'apporte une touche perfectionniste à tout ce que j'entreprends / *I bring a perfectionist's touch to all that I undertake*

H. J'apprécie d'être celui (celle) qui établit les contacts à l'extérieur de mon groupe de travail ou de l'entreprise / *I like being the one who has to establish contacts with people outside the group or the organization*

I. Bien que je sois à l'écoute du point de vue des uns et des autres, je n'ai aucune difficulté à trancher lorsqu'il faut décider / *Even if I listen to the opinion of others, I have no problem taking sides when it comes to deciding*

5. J'éprouve de la satisfaction dans mon travail parce que / *I have pleasure in my job because :*

A. J'aime analyser des situations pour envisager et apprécier tous les choix possibles / *I love analyzing situations so as to envisage different possibilities*

B. Je m'intéresse vivement à trouver des solutions pratiques aux problèmes qui se présentent / *I am interested in finding practical solutions to problems*

C. J'aime développer de bonnes relations dans le travail / *I like developing good relationships at work*

D. Je peux avoir une forte influence sur les décisions / *I can have a strong influence on decisions*

E. J'ai l'occasion de rencontrer de nouvelles personnes avec des points de vue différents / *I have the opportunity to meet new people with different opinions*

F. Je suis capable de faire adhérer les autres aux priorités et aux objectifs de l'équipe / *I am capable of bringing others to appreciate the priorities and objectives of the team*

G. J'aime quand je peux concentrer toute mon attention sur ce que je fais / *I like it when I can concentrate my attention on what I do*

H. Je découvre des domaines dans lesquels je peux déployer mon imagination / *I discover domains where I can use my imagination*

I. Je sais tirer parti de mon expérience professionnelle et de ma formation / *I can use my professional experience and training*

6. Si l'on me donne à l'improviste une tâche difficile à accomplir, dans un temps limité, avec des personnes inconnues / *If I am given out of the blue a difficult task to carry out within a limited time and unknown persons:*

A. J'aime me documenter le plus possible sur le sujet à traiter / *I like gathering as much information as possible on the given task*

B. J'ai tendance à élaborer la solution par moi-même pour la proposer ensuite à l'équipe / *I tend to generate a solution by myself and propose it to the team*

C. Je suis prêt(e) à travailler avec la personne qui manifeste l'approche la plus positive / *I am ready to work with whoever displays a positive approach*

D. Je trouve facilement le moyen de répartir les tâches en fonction des compétences et des contributions de chacun / *I easily find the way to divide the tasks according to the competencies and contributions of each in the team*

E. Mon sens naturel de l'urgence me permet d'aller droit au but et de garantir le respect du planning / *My natural sense of urgency helps me go right to the task and guarantee that the plan will be respected*

F. Je crois que je garderais mon calme et conserverais intacte ma capacité de jugement / *I think that I would keep my calm and my capacity of judgement*

G. En dépit des pressions conflictuelles, je poursuivrais mes efforts pour faire avancer ce qui doit être réalisé / *Despite conflictual pressure, I would continue my efforts to bring forward what has to be fulfilled*

H. J'aurais tendance à prendre la direction des événements si je sens que le groupe ne progresse pas assez vite / *I would tend to take the lead of the tasks if I felt that the group does not make progress quickly enough*

I. J'ouvrerais le débat afin de stimuler l'émergence de nouvelles idées et de faire avancer les choses / *I would start a debate so as to bring forth new ideas and make progress*

7. Les problèmes que je rencontre dans le travail de groupe / *The problems I encounter in teamwork.*

A. Je réagis vivement quand mes collègues freinent la progression du projet / *I react when my colleagues curb the progress of a project*

B. Certaines personnes critiquent mon côté trop analytique / *Some people criticize my analytic approach*

C. Mon souci du détail et mon désir d'exactitude ne sont pas toujours appréciés des autres / *My concern for detail and my desire for exactitude are not always appreciated by others*

D. J'ai tendance à m'ennuyer si je ne me trouve pas avec des personnes suffisamment impliquées et dynamiques / *I tend to get bored if I am not with people who are sufficiently involved and dynamic*

E. J'ai du mal à m'investir si les objectifs ne sont pas clairs / *I find it difficult to commit myself if the objectives are not very clear*

F. Je n'arrive pas toujours à expliquer certains aspects complexes d'un sujet / *I do not always manage to explain some complex aspects of a project*

G. J'ai conscience de demander aux autres des choses que je n'arriverais pas à faire moi-même / *I tend to ask from others to do things that I would not manage to do by myself*

H. Je trouve que les autres ne me donnent pas assez souvent l'occasion d'exprimer mes idées / *I think that others do not often leave me the opportunity to express my ideas*

I. J'hésite à exprimer mon point de vue face à des personnes difficiles ou influentes / *I hesitate to express my opinion in front of people who are difficult or influential*

Roles :

→ *Plant (PL):* Advancing new ideas and strategies with special attention to major issues and looking for possible gaps when approaching problems.

Interprétation des résultats

< 6 : rôle à éviter impérativement / *role to avoid*

6 à 10 : rôle à éviter autant que faire se peut / *role to avoid*

> 10 à 16 : rôle gérable / *manageble role*

> 16 : rôle endossable / *role to endorse*

ACTIVITY: INDIVIDUAL V. GROUP DECISION MAKING
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Purpose: Comparing individual v. group/team decision making⁶.

Instructions: Read out the following scenario on your own and rank your own personal preferences. Then, in teams discuss the preference and rank them based on reached consensus. Finally, in receiving the expert rankings, calculate the indicated differences in rankings.

Scenario: Your ship has faced mechanical problems and on landing at about 200 miles from meeting point, some equipment was damaged. The following list shows items that are intact. Choose which items are the most important to make a 200-mile journey for reaching the meeting point.

items	Personal (1)	Group (2)	1 – 2
Box of matches			
Food concentrate			
50 m nylon rope			
Parachute			
Portable heating			
Two pistols			
One case milk powder			
Two 50-kg oxygen tanks			
Stellar map			
Life raft			
Compass			
10 liters of water			
Signal flares			
First-aid kit			
Solar powered receiver-transmitter			

Scoring: Difference (1-2) indicates the individual influence.

Scores:

⁶ Adapted from Gordon, 2002: 157.

ACTIVITY: PERSONAL POWER PROFILE

Purpose: To establish the application of power⁷.

Instructions: Below is a list of statements describing influence behaviors. Select the ones according to how you want to influence others.

Key: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

To influence others I would prefer to:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Increase their pay level | 1 | 2 | 3 | 4 | 5 |
| 2. Make them feel valued | 1 | 2 | 3 | 4 | 5 |
| 3. Give undesirable job assignments | 1 | 2 | 3 | 4 | 5 |
| 4. Make them feel like I approve of them | 1 | 2 | 3 | 4 | 5 |
| 5. Make them feel that they have commitments to meet | 1 | 2 | 3 | 4 | 5 |
| 6. Make them feel personally accepted | 1 | 2 | 3 | 4 | 5 |
| 7. Make them feel important | 1 | 2 | 3 | 4 | 5 |
| 8. Give them good technical suggestions | 1 | 2 | 3 | 4 | 5 |
| 9. Make the work difficult for them | 1 | 2 | 3 | 4 | 5 |
| 10. Share my experience and/or training | 1 | 2 | 3 | 4 | 5 |
| 11. Make things unpleasant here | 1 | 2 | 3 | 4 | 5 |
| 12. Make being at work distasteful | 1 | 2 | 3 | 4 | 5 |
| 13. Influence their getting a pay increase | 1 | 2 | 3 | 4 | 5 |
| 14. Make them feel like they should satisfy their job requirements | 1 | 2 | 3 | 4 | 5 |
| 15. Provide them with sound job-related advice | 1 | 2 | 3 | 4 | 5 |
| 16. Provide them with special benefits | 1 | 2 | 3 | 4 | 5 |
| 17. Influence their getting a promotion | 1 | 2 | 3 | 4 | 5 |
| 18. Give them the feeling that they have responsibilities to fulfill | 1 | 2 | 3 | 4 | 5 |
| 19. Provide them with need technical knowledge | 1 | 2 | 3 | 4 | 5 |
| 20. Make them recognize that they have tasks to accomplish | 1 | 2 | 3 | 4 | 5 |

Reward	Coersive	Legitimate	Referent	Expert
1_____	3_____	5_____	2_____	8_____
13_____	9_____	14_____	4_____	10_____
16_____	11_____	18_____	6_____	15_____
17_____	12_____	20_____	7_____	19_____
_____	_____	_____	_____	_____

⁷ Shermerhorn et al. (2008): w117.

Reference:

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