

Output 1 digital case studies will consist of 9 cases that will be established by each project partner. It will include different study program subjects. Target groups of the project will be: bachelor students and Erasmus students, teachers and studying adults.

It follows that the main focus of working with Output 1 will be on new cases for study programs subjects in all partner countries and digitization of final content. **Cracow University of Economics (further – UEK) will write two cases – for leadership and motivation.**

Leadership

Inspired by case study: Prystupa-Rządca, K. (2014) Cubicon: zarządzanie wirtualnym zespołem.

Akademia Leona Koźmińskiego, url: http://studiumprzypadku.edu.pl/images/studiumprzypadku/002c-Cubicon_case-study-Ok_20_12_2017.pdf, accessed: 06.12.2022.

Title – Applying leader-member exchange (LMX) theory of leadership to “Cinderella”.

Problematic question – how Gregory might become an effective leader?

Additional questions:

- What is the main leadership orientation of Gregory?
- How good is leader’s relationship with followers in the discussed project?
- What is the main basis for power that Gregory relies on while being leader?
- Which elements should Gregory improve based on leadership theory and results of two instruments, Leadership Behavior Questionnaire and LMX 7?

Objective - The main objective of this case study is to explore and explain both traits approach to leadership and leader-member exchange (LMX) theory of leadership, with application to the “Cinderella” visual novel game development.

Target group - this role playing game is primarily intended for higher education students enrolled in introductory management (strategic management and human resources management) courses.

Background - before playing the game, the students should be familiar with basics of organization theory (e.g., H. le Chatelier’s cycle). Instructors should provide definitions for key concepts under investigation (i.e., leadership, talent management, human resource management, strategic management) and introduction to the context of the case study. Up to lecturer is to decide, whether theoretical part (based on P. Northouse book) shall be done before classes, or during.

Student should be familiar with the case materials (Tables A – C):

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Table A. Case introduction

It was late at night, but Gregory was still awake. He was still waiting for the piece of script and dialogues that Anastasia was supposed to send him. He glanced at the clock; it was reaching one

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o'clock in the morning, which meant that a new day had already arrived. So, it had been an even year since he had decided to develop his own game - "Cinderella."

He propped his head with his hands, resting his elbows on the edge of the desk, and mused on his career so far. Although he had recently turned 27, he had already accomplished a lot and come a long way. Three years ago, he realized that he no longer wanted to work at a large game production studio, that he wanted to develop his own project. So he began to raise funds and after two years of finals he left the company where he had worked for four years to create his own game - "Cinderella." The savings he collected could allow for the three months of operation the team needed; he reckoned that production should take no more than six months. He managed to borrow the rest of the amount from family and friends.

"Cinderella" was intended to be a visual novel game with relatively simple gameplay mechanics. Gregory believed that the time he had worked in a game production studio would allow him to manage the project efficiently; he eventually possessed considerable competence, and began to be recognized in the community as an efficient production project manager.

To the team he was creating, he decided to invite freelancers with whom he had managed to establish contact in his previous job. Richard was to be responsible for programming, Robert for game testing, Yua - with whom he also knew privately - was responsible for graphics, Maria with music. Gregory, who was also a programmer, decided to handle level design. All that was missing was a person responsible for the script and dialogues. However, when Gregory posted on his social media about the start of the project, he was approached by Anastasia - a well-known screenwriter with a considerable fan base. Gregory was very pleased, as Anastasia had experience with the visual novel genre, moreover, she could increase the game's potential audience. He decided to include her in the project.

Production went well at first. The team - due to geographic dispersion - worked remotely, exchanged correspondence and met virtually as needed, once every two to three weeks. After four months, it turned out, as usual in such projects, that the game's production was delayed. However, this did not worry Gregory as much as the mood in the team. There had been disputes between Anastasia and the rest of the team for some time. Gregory, however, had no idea how serious they were. He did not want to exaggerate the problems. He himself had some doubts about the effectiveness of her work, but had no idea how to resolve the situation.

After a while, Anastasia stopped delivering her work on time (dialogues were particularly troublesome), and was able to stop responding for a week-two. This caused significant delays;

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funds were running out, and Gregory had to release the game in a pre-order, at a reduced price, to give himself and the team additional time. Trying to replace Anastasia was difficult to do at this stage because of her copyrights to scenes and dialogues already created and implemented.

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Gregory found himself trapped - the funds raised from pre-sales could no longer suffice to complete the project, plus he was already in arrears with repayments from friends and family. He couldn't stop the project because of his obligations, but he also had nothing to continue it with. In this difficult situation, he decided to approach his previous employer, HorseGameplay, with an investment offer.

HorseGameplay's management was impressed by the game's publicity and its emerging fan base. They decided that they could invest in the project, but in exchange for a controlling stake. Gregory would get rid of some of his shares, but would get the funds to pay off friends and family, as well as to finish the project, although this one would already be signed with the HorseGameplay logo. With a heavy heart, he agreed to the proposal. As part of the agreement, he was to see the project through to completion, which was secured by a promissory note.

However, the problem of difficult cooperation with Anastasia and strained relations between her and the rest of the team remained. He turned to you, his friend, whom he valued because of his business expertise, for help in solving this problem. He knows he's not being objective - he resents Anastasia for having to return to his previous company due to her carelessness. Admittedly, on better terms, but still he had to get back of some of his independence.

You decided to conduct real-time online interviews with all members of the team, which you also managed to do - even with Anastasia. You recorded the most important parts of the transcription in a table (see Table B).

Following interviews, you decided to administer Leadership Behavior Questionnaire to Gregory. The filled questionnaire is presented in table (see Table C).

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Table B. Interviews with team members.

| Interview with Richard | |
|-------------------------------|--|
| You | Do you know Gregory well? |
| Richard | I think so, we have known each other for several years, we worked together on several projects. |
| You | Did your cooperation go well then? |
| Richard | Yes. We are both programmers, so we are usually able to agree on tasks, Gregory understands very well the specifics of my work, the needs associated with it, as well as my workflow. He generally noticed that I have great capabilities in this kind of work, which is probably why he engaged me to work on "Cinderella". |
| You | Now, is Gregory satisfied with the results of your work? |
| Richard | I think he is... I think our cooperation is extremely productive, and generally Gregory lets me know that he thinks so too. Anyway, it works both ways - I generally understand Gregory's position on many issues. |
| You | Since you're both programmers, have there been times when Gregory has helped you out in more difficult or deadline-pressured moments? |
| Richard | So far there has been no such need, but I think that if the need arose, he would. He knows what my work is like, he knows that I give a lot of myself to this project, and I think he would be able to help me in a more difficult situation. |
| You | Thank you, I think that's all. Have a good day! |
| Richard | You too! |
| Interview with Robert | |
| You | How do you find working on "Cinderella"? |
| Robert | It's cool, most of the time I loosely test levels and playability for myself, I like doing it, I always have. It's an interesting challenge for me in this genre, it's something new, so far I've been testing other games with more action. |

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| | |
|--------|--|
| You | And how do you cooperate with Gregory? |
| Robert | It's fine, I mean in terms of other projects, I sometimes don't understand some of the decisions made in the team, especially with the allocation and enforcement of work, but |

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I don't need to understand everything, right? On the other hand, I'm glad that Gregory saw that I have an eye for testing and trusted that I can handle a new genre of games.

You So do you know what Gregory expects from you when it comes to testing this new game? After all, there are certainly different standards here than, for example, in First Person Shooters....

Robert Yes, the guidelines are different But I generally know what Gregory expects, he also generally understands what my work is about and what I need. That doesn't worry me, but there's something else... I can already see that because of these delays, there will be a very tight schedule on the last straight, once the game is created. I don't know if I'll be able to keep up on my own, a second tester for two-three days would be useful then, but I'm not sure if Gregory will be able to arrange that. So far our relationship is going quite well, but then it may be difficult.

You I understand... I wish you good luck with the project, especially on this last straight!

Robert Thanks, keep it up mate.

Interview with Anastasia

You Hi, nice to meet you... I know some of your works, quite good to play them.

Anastasia Hi, thanks! I do my best, I put all my heart into writing and it always makes me happy if someone appreciates the results of this dedication.

You And do you feel appreciated when working on "Cinderella"?

Anastasia Well, to tell you the truth, not very much. I mean - on the one hand Gregory fully understands that I'm really good at what I do, he likes my previous productions. Only it doesn't translate into his understanding that my workflow is necessary to achieve these effects, that I have to go to conventions, talk to people, that it takes time. He completely doesn't understand that. I know he has deadlines, but this is creative work, if it's going to be good, I can't just do it, sit down and do it. Even when I send pieces of work, I rarely have any feedback as to what he thinks, a bit like he gets offended.

You Apparently, you've had some difficult moments... Will you tell us about how you see it?

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Anastasia Yes, sure. The matter is simple, usually the outline of the whole script is created first, then it is detailed, dialogues are added... In this project it was not there from the beginning. I thought Gregory was aware of how long it takes to create even such an outline. I don't understand why he didn't start implementing this element earlier, before he started building the whole game. Maybe now he will help me a bit at least with the dialogues if he gets someone from HorseGameplay involved, but I'm not convinced that

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will happen. He certainly doesn't defend me from other team members, but the story in this game is my work, I'm not going to stop it, I'm going to finish it. I always finish the stories I have started, even if the cooperation is so difficult and ineffective as in this case.

You In that case, I wish you good luck and creative vigor!

Anastasia Thank you! I hope that when the game comes out, you will appreciate it like the previous ones.

Interview with Yua

You Hello Yua, how are you?

Yua Good, even very good, I just returned from a walk with my dog, the weather is beautiful. At work, everything is done and I'm waiting for others, so I was able to relax a bit.

You In the "Cinderella" project you are responsible for the graphics and visual side of the game, right?

Yua Yes, yes. Gregory and I have known each other for a long time, he knows that I can do it well, so he offered me to collaborate on this game.

You And as I understand it, he was not disappointed?

Yua Of course he was not disappointed. In my opinion, the cooperation is exemplary, the communication is also very good, I always know whether the artwork fit Gregory's vision or not, I can also adapt to his vision.

You So you haven't had any problems in cooperation?

Yua Problems... No, I haven't. I mean, you know, sometimes Gregory doesn't understand that in order to convey the mood of the game, you have to have a good mood yourself. But he's a programmer by nature, for him it's like this: you either do or you don't. But I understand his point of view, and I know that he generally makes the right decisions. I may disagree about Anastasia.

You Yes, apparently there is tension between you and Anastasia....

Yua She thinks that only her work requires artistry. But the truth is that both Maria and I are artists too. We just know how to keep up the venality.

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You

Do you think it was because of her that the production was delayed so much?

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Yua Yes, definitely. Even if she had a problem, she should have discussed it with us. Anyway, Gregory is very supportive, I know that if I needed help, or screwed up and honestly admitted it, he would help me as much as he can.

You But for the sake of the future of the project, are you able to continue working with her?

Yua Yes, of course. After all, both I and she are professionals, we care about this project.

You In that case, I hope everything will turn out well. Thank you for the interview, I think I already know everything that was needed.

Yua I hope so, too. Until we hear from you!

Interview with Maria

You Hi Maria! How's the music for "Cinderella"?

Maria Hi, and very good. Or at least I think so, because I haven't gotten feedback from Gregory yet, but he only sometimes lets me know what he thinks. I guess art is not his thing.

You I understand... But then it's probably difficult to work with him if art deviates from his competence?

Maria Sometimes it is. I'm really good at what I do, but I don't usually flaunt it. I think Gregory realizes very little about how good the music will be in the game. But he is not very interested in the creative process in general, when he was selecting a programmer they talked at length about tools, while when he invited me to work with him he was not very interested in my workshop, we just used to work well together on another project, that's it.

You Do you then have a feeling of loneliness in this work, that you are on your own?

Maria No, I can always talk to Yue. Besides, I think that despite everything, if I needed help, Gregory would try to provide me with it. Although he seems to have little sympathy for problems in making music, he would certainly treat programmers or testers better. But I think that at the end of the day our cooperation is not far from what you would expect with such projects, it is ok.

You I'm glad, then, that you and Yue are a strong artistic lineup. Good luck!

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Maria Thank you!

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Table C. Leadership Behavior Questionnaire filled by Gregory

| No. | Statement | Response | | | | |
|-----|---|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 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 in the group feel comfortable. | 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 or 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 or her own role within the group. | 1 | 2 | 3 | 4 | 5 |
| 14 | Shows concern for the 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 high-quality work. | 1 | 2 | 3 | 4 | 5 |
| 20 | Helps group members get along with each other. | 1 | 2 | 3 | 4 | 5 |

Legend: 1 = Never 2 = Seldom 3 = Occasionally 4 = Often 5 = Always.

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Task = ? (sum odd-numbered statements) | Relationship = ? (sum even-numbered statements)

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Methods – role-play methodology (gamification), interpretation of descriptive statistics and data, explaining complex causal links in real-life situation, group work.

Industry game production studio.

Hypothesis - poor leader's approach and not developed leader-follower relationships negatively affect the completion of the project.

The aim of the game - Each of the players is assigned; later on players play to gain better understanding on theory through case simulation.

The additional information may be presented by lecture before the case.

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Algorithm of the game

| Step | System action | Player (student) action | Lecturer action | Game sequence |
|------|---|--|---|---|
| 1 | START | | | |
| 2 | System provides form to fill first name, last name, class code | Students log in. | Lecturer logs in. | Login |
| 3 | System provides users with avatar to choose / configure. | Students choose avatar. After selection, they appear in the class. | Lecturer chooses avatar. After selection, they appear in the class. | Choosing avatar |
| 4 | System provides students with lecturer's presentation slides and lecturer's avatar and voice. | <i>NONE</i> | Lecturer provides introduction to the concept of leadership, origins of research on it, key definitions and types of leadership. The lecturer's introduction shall take up to 45 minutes. Introduction should be based on full bibliography attached to this case study and discuss Leadership Behavior Questionnaire (so students are able to understand contents of Table C). | Book = reminder (3-5 sentences the essence) |
| 5 | System provides test (Table 7) | Students take test. | Lecturer evaluates students answers. | Chose test based on the theory, one right answer (the right answer is shown after every question), Table 7. |
| 6 | System provides tables with case description (Tables A-C). | Students gets familiar with the case. They calculate results for Table C. This part shall take up to 20 minutes. | <i>NONE</i> | The system provides basic game data. |
| 7 | System provides lecturer with possibility to assign roles and groups. | <i>NONE</i> | Lecturer assigns students' with roles (Gregory/Richard/Robert/Anastasia/Yue/Maria), thus | |

| | | | | |
|------|--|--|--|---|
| | | | forming groups of 6 students (this can be made parallel to step no. 3 to speed things up). | |
| 8 | System provides students with possibility to voice chat within group. | Students simulate the meeting of the game development team, where team discusses what to do next to mitigate further risk and minimize delays. | <i>NONE</i> | |
| 9 | System provides students with lecturer's presentation slides and lecturer's avatar and voice. | <i>NONE</i> | Lecturer provides students with theoretical background of the relationship-based approach to leadership, and LMX 7 Questionnaire. We think these two steps are not the algorithm of the game. | |
| 10 | Game begins (first round). The game comprises 5 rounds, one round per team member (excluding Gregory). | | No specific actions are taken by lecturer during this phase. Lecturer should be able to help students, if help is needed. | |
| -10a | Student is provided with a selection of team members. | Each student selects case study team member (Richard/Robert/Anastasia/Yue/Maria). Every group | <i>NONE</i> | |
| -10b | Student is provided with team member interview (just the chosen one), from Table B. | Student memorizes interview of given team member. | <i>NONE</i> | The system provides basic game data. |
| -10c | System provides student with the LMX 7 Questionnaire form (see Table 1). | Student fills LMX 7 Questionnaire for selected team member. | <i>NONE</i> | Students perform activities (choosing) |
| 11 | Game ends. | <i>NONE</i> | <i>NONE</i> | The game will be ended by the generalized report in order to visualize results for discussion |
| 12 | System aggregates data and computes students' standard deviation of answers from the correct ones (correct LMX 7 Questionnaires responses are provided in Tables 2-6). | <i>NONE</i> | <i>NONE</i> | |

| | | | | |
|----|---|---|---|--|
| 13 | System provides students with possibility to voice chat within group. | Students identify main power basis (legitimate). Students seek solutions to solve the problem of delays. They should come to Leadership Behavior Questionnaire statements and LMX 7 questions recommendations well rooted in theory and instruments used (e.g., LBQ-3 shall be developed by Gregory, or Gregory-Anastasia dyad in LMX 7 point 2 shall be enhanced). | <i>NONE</i> | |
| 14 | System provides students with group delegates avatar and voice. | Chosen delegates present group solutions. | <i>NONE</i> | |
| 15 | System provides students with lecturer's avatar and voice. | <i>NONE</i> | Lecturer comments solutions, ranks them. Finally, recaps case, makes links of the problem and solutions to the leadership theories (see P. Northouse book). | |
| 16 | END | | | |

Table 1. LMX 7 Questionnaire for students

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5.

Source: Graen, G. B., and Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219–247, p. 237.

Table 2. LMX 7 Questionnaire – correct answers for Richard

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5. $4+5+4+4+4+4+5 = 30$ (very high).

Table 3. LMX 7 Questionnaire – correct answers for Robert

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5. $4+4+4+3+3+3+4 = 25$ (high).

Table 4. LMX 7 Questionnaire – correct answers for Anastasia

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5. $2+1+5+2+1+2+1 = 14$ (very low).

Table 5. LMX 7 Questionnaire – correct answers for Yua

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5. $5+3+4+5+5+5+5 = 32$ (very high).

Table 6. LMX 7 Questionnaire – correct answers for Maria

| No. | Question & Response | | | | |
|-----|---|--------------------|---------------|---------------------|---------------------|
| 1 | Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do? | | | | |
| | Rarely | Occasionally | Sometimes | Fairly often | Very often |
| 2 | How well does your leader understand your job problems and needs? | | | | |
| | Not a bit | A little | A fair amount | Quite a bit | A great deal |
| 3 | How well does your leader recognize your potential? | | | | |
| | Not at all | A little | Moderately | Mostly | Fully |
| 4 | Regardless of how much formal authority your leader has built into his position, what are the chances that your leader would use his power to help you solve problems in your work? | | | | |
| | None | Small | Moderate | High | Very high |
| 5 | Again, regardless of the amount of formal authority your leader has, what are the chances that he would “bail you out” at his expense? | | | | |
| | None | Small | Moderate | High | Very high |
| 6 | I have enough confidence in my leader that I would defend and justify his decision if he were not present to do so. | | | | |
| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| 7 | How would you characterize your working relationship with your leader? | | | | |
| | Extremely ineffective | Worse than average | Average | Better than average | Extremely effective |

Legend: responses are sorted by their numerical value, from 1 to 5. $3+2+2+3+2+2+3 = 17$ (low).

Table 7. Theory test

| No. | Questions & Responses | | | |
|-----|---|-----------------------|------------------------|------------------------|
| 1 | Extraversion is part of which view on leadership? | | | |
| | a. trait view | b. process view | c. appointed view | d. emergent view |
| 2 | Interaction is part of which view on leadership? | | | |
| | a. trait view | b. process view | c. appointed view | d. emergent view |
| 3 | If the individual acquires leadership through other people in the organization who support and accept that individual's behavior, then it is: | | | |
| | a. trait leadership | b. process leadership | c. assigned leadership | d. emergent leadership |
| 4 | Situation in which people are leaders because of their formal position. | | | |
| | a. trait leadership | b. process leadership | c. assigned leadership | d. emergent leadership |
| 5 | Which power base is best described by the following statement: Based on followers' identification and liking for the leader. | | | |
| | a. reward power | b. coercive power | c. expert power | d. referent power |
| 6 | Which power base is best described by the following statement: Derived from having the capacity to provide benefits to others. | | | |
| | a. reward power | b. coercive power | c. expert power | d. referent power |
| 7 | Which power base is best described by the following statement: Associated with having status or formal job authority. | | | |
| | a. information power | b. coercive power | c. legitimate power | d. referent power |
| 8 | Which power base is best described by the following statement: Derived from having the capacity to penalize or punish others. | | | |
| | a. reward power | b. coercive power | c. expert power | d. referent power |
| 9 | Which power base is best described by the following statement: Based on followers' perceptions of the leader's competence. | | | |
| | a. reward power | b. coercive power | c. expert power | d. referent power |
| 10 | Which power base is best described by the following statement: Derived from possessing knowledge that others want or need. | | | |
| | a. information power | b. coercive power | c. legitimate power | d. referent power |

Legend: correct answers are marked green.

Game vision - a role playing game with 6–36 students who act as if they consultants, occasionally taking roles of team members. Game is well described by the algorithm. The grading might be done on the basis of the three following components: 1) results of individual student test on the theory knowledge (Table 7); 2) standard deviation from correct answers in individual students work on LMX 7 questionnaires; 3) qualitative grading of group recommendations to solve problem of delays in the project.

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