An instructional innovation of oral assessment in online leadership classes

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ABSTRACT

Oral assessments offer several benefits beyond written assessments but have not become as popular due to concerns about their reliability and impact on instructor time. However, the online environment alters the ability of oral assessments to provide valid and reliable assessments with integrity compared to traditional written assessments. This paper describes an oral assessment technique used in an upper-level undergraduate leadership class and provides instructors with a means to develop innovative and efficient online oral exams for similar business and leadership classes.

Keywords: Assessment, online, oral examination, leadership

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INTRODUCTION

With the persistent increase in online classes, instructors face new challenges in developing effective assessments for the online environment. In addition to the traditional challenges of validity and reliability, the online environment creates additional challenges in integrity and authenticity. Overcoming these challenges and delivering assessments that support learning, judge student achievement, and maintain standards are essential to an effective education (Black & Wiliam, 2018; Joughin, 2009). Traditionally, assessments have been used to obtain objective data regarding student learning (Boud, 2007), which emphasizes that assessments are valid and reliable. Oral assessments were not as popular as written assessments, in the traditional environment, despite their ability to provide additional benefits because of concerns regarding their reliability and use of instructor time (Huxham et al., 2012).

However, the online environment alters the benefits and challenges for both written and oral assessments. For example, there is more significant concern regarding the integrity of written assignments in online classes as students have identified many opportunities to circumvent controls implemented to maintain academic integrity. The goal for any assessment is to make sure that the assessment provides an accurate representation of student knowledge or performance, the assessment is a valid and reliable representation across all students, there is an assurance that the work presented is that of the student being assessed, and there is an efficient use of the student's and the instructor's time. Both written and oral assessments can achieve these objectives in an online environment, and both could be part of an assessment strategy for most business or leadership classes.

While the most common oral assessment is the group presentation (Huxham, 2012), this paper presents the use of an oral exam in an online environment to show how it can be an innovative and efficient method of assessment that can overcome the challenges of an online environment. An oral exam's benefits are that it is seen as a more authentic and professional method of assessment (Tan et al., 2021; Theobold, 2021), and it helps to build the student-instructor relationship. The most common concern regarding oral exams is their reliability, as there may be differences or biases in judgment within a given instructor or between multiple instructors, and the potential time impact on the instructor to complete the assessment. These concerns were alleviated for this exam by using videos developed to show various leadership behaviors and creating a grading sheet for the videos to provide a consistent method of assessment. Accordingly, this paper aims to describe an online oral assessment technique used in an upper-level undergraduate leadership class that is valid and reliable, maintains integrity, and develops professional skills.

This paper is presented in the following order. First, a summary of the research literature consisting of a knowledge assessment will be presented. Second, the structure of the online assessment will be presented that was used in this leadership class. Finally, a discussion of the pros and cons of the assessment will be presented.

ASSESSMENTS AND ASSESSMENT STRATEGIES

Assessment is essential to effective education (Black & Wiliam, 2018). The traditional view of assessment was to set tasks, test, and grade to produce accurate and objective data regarding student learning (Boud, 2007). These courses placed a heavy weight on end-of-course

summative exams. These assessments were then evaluated for validity and reliability in measuring knowledge of course material (Murphy, 2006). More recently, Joughin (2009b) identified three functions of assessments: supporting the learning process, judging student achievement, and maintaining professional or discipline standards.

Authentic assessments attempt to mimic the tasks and activities experienced in the world of work. In a review of the authentic assessment literature, Villarroel, Bloxham, Bruna, Bruna, and Herrera-Seda (2018) identify three conceptual dimensions for authentic assessments: realism, cognitive challenge, and evaluative judgment. Realism can be a problem to be solved that is put into a context that makes it feel like real life, or it can be completing a task similar to one encountered in the work environment. By replicating tasks found at work, authentic assessments positively impact student learning via increased commitment and motivation from students (Sotiriadou et al., 2020). The cognitive challenge dimension recognizes that problem-solving tasks requiring the application of knowledge and decision-making from students further develop their cognitive skills. Lastly, authentic assessments help students identify standards and develop criteria for evaluating their performance.

Oral Assessments

There are a wide variety of oral assessments involving multiple factors. Joughin (1998) identified six dimensions of oral assessments: 1) Content-is the assessment looking for knowledge and understanding or applied problem solving, 2) Interaction – is the assessment a presentation or a dialogue, 3) Authenticity – does the assessment have a workplace context or is the assessment decontextualized, 4) Structure – does the assessment have a defined process or is it open to multiple paths, 5) Examiners – do the assessors come from positions of authority and are there multiple assessors, 6) Orality – is the assessment purely on oral communication skills or are those skills secondary.

The most common oral assessment is the group presentation, but they can also include group/individual simulations and direct interrogations. Oral exams fall under the interrogation category as they may have multiple assessors, and questions can be presented with or without follow-up questions. Huxham, Campbell, and Westwood (2012) identified five key benefits of oral exams: 1) they develop oral communication skills, 2) they are more authentic, 3) they are more inclusive, 4) they are a better gauge of understanding and encourage critical thinking, and 5) they are resistant to plagiarism. They also identified three downsides to oral exams - the amount of time needed, the potential for bias, and the potential for reduced reliability.

One additional concern is student anxiety over oral exams, and while students have a higher level of stress before taking an oral exam, much of the anxiety is due to the unfamiliarity with oral exams, as they feel better about oral exams after taking them (Akimov & Malin, 2020; Huxham et al., 2012; Theobold, 2021). Ultimately, oral exams are seen as more authentic and professional, with student performance the same or better than written exams.

Online Assessment Considerations

With the increasing number of online programs and students, there has been an escalating need to modify assessment methods and techniques for this new environment. While the challenges for assessment in synchronous versus asynchronous classes may be slightly different, the assessment methods used are similar enough that one can focus on the benefits and

challenges of the specific assessment method. The most common online assessments range from quizzes/exams, discussion boards, and reports/essays to video presentations, group projects, and simulations/games. Interactive oral exams that use realistic or authentic scenarios provide the benefits of authentic assessments but also require careful planning to maintain validity, reliability and fairness (Joughin, 1998; Sotiriadou et al., 2020). Sotiriadou, Logan, Daly, and Guest (2020) identify six features for designing an authentic assessment culminating in an oral exam that achieves the objectives of increasing student engagement, improving employability prospects, and preventing academic misconduct. Those six features are scaffolding and support, scenario-based contexts, alignment with the overall program, alignment with course learning objectives, accessible and equitable delivery, and being professionally focused.

CASE STUDY OF AN ONLINE ASSESSMENT IN A BUSINESS LEADERSHIP AND CHANGE CLASS

The following is a description of using an oral assessment in an online class for the spring semester of 2022. The assessment was created following the guidance from Sotiriadou et al. (2020) and Villarroel, Bloxham, Bruna, Bruna, and Herrera-Seda (2018) to develop an authentic oral assessment. While the primary purpose of this assessment was to judge learning achievement, because there were practice sessions with simulated questions, this process also supported the learning process. The practice assessments helped the learning process by being learning tasks for the student, helping the student learn via the feedback from the assessment, and helping the student develop self-evaluation skills.

The gold standard assessment is to develop a live, interactive scenario for the student to behave as a leader in a real-time simulation. However, this is not plausible in an online environment due to many constraints. Therefore, a discussion of the considerations of an online class must be presented.

The first consideration that must be presented is the nature of online learning. In a face-to-face class, most of the value given to students is through the interactions between the instructor and the students in the classroom. In an online environment, the instructional value given to the student is through a learning management system, which creates two challenges for developing a gold standard assessment - asynchronous communication and geographic dispersion.

Much of the communication between online class stakeholders occurs asynchronously via message boards and email. However, synchronous communication is essential to simulate most business world interactions. A happy side effect of the COVID-19 pandemic is the improvement of video communication technology. Technology such as Microsoft Teams and Zoom now allow synchronous communication among class stakeholders, even over geographically dispersed classes.

Geographically dispersed classes will still need help obtaining the gold standard assessment. A class that is not in the same location will find it difficult to participate in a simulation. Simulations provide value to the students by attempting to use the behavioral techniques discussed in class and then reflecting on that attempt. This paper presents a method to circumvent this issue by critiquing actors portraying leadership behaviors.

Technology

The technology used for the online assessment was a combination of the Canvas Learning Management System, McGraw-Hill Connect system, and Microsoft Teams. The Canvas Learning Management System was used as a centralized location that helped to facilitate the online interactions between students and instructor.

Several key elements needed to be present for a video to be effective for the oral assessment. They were length, leader/follower content, and breadth of content. A video length of 8 to 12 minutes provided enough material to drive oral assessment discussions. The content of the video needed to focus on a leader and their followers discussing a breadth of material. The participants should have been able to identify the individual characteristics of the leader and each follower. Additionally, the participants should have been able to identify varying processes among the leader and followers in the video. The McGraw-Hill Connect system provided multiple video scenarios involving leadership within its Manager's Hot Seat assignments. These videos showed interactions between a leader and a set of followers, usually three, to emphasize a key leadership phenomenon. For this oral assessment, it provided the workplace context in accordance with Villarroel et al. (2018).

Lastly, Microsoft Teams provided a videoconference platform for the students and instructor to interact. One of the critical criteria for the video platform was the ability to play videos from the Connect system while maintaining the connection between student and instructor.

Student Preparation

Many students were apprehensive regarding the online oral assessment. Most of the concerns were due to the novelty of an oral exam. Students were also concerned with the structure of the exam. After explaining the structure of the exam, the concerns shifted to their ability to communicate their knowledge. The instructor held meetings via Microsoft Teams weekly to prepare the students for the exam. Additionally, the students were given a copy of the grading sheet. These meetings would highlight a sample question from the content of each week. Students would be invited to answer the question as if they were in the oral assessment. The instructor would critique their answers and make suggestions for the students. The critique would include a discussion on how the instructor would grade the response using the grading sheet.

Instructor Preparation

The first item the instructors considered was the viability of conducting an oral assessment within the compacted schedule of an online class. Recognizing that most instructor time for written assessments is spent grading responses to open-ended questions, our goal was to develop an oral assessment that could be conducted in the same amount of time it takes a typical instructor to grade essay questions on a written exam. Since we typically used several essay-type questions on our written exams that needed grading time, this allowed us a fair amount of time to devote to conducting the oral assessment. Instructors that use a limited number of essay-type questions will find the feasibility of conducting an oral assessment more challenging due to the time needed.

We developed a grading sheet for the exam so that the time spent during the oral assessment could also be used to grade the assessment. Developing the grading sheet was instrumental in keeping the instructor's time limited to that typically used to grade written assessments. The grading sheet allows the instructor to assess multiple students within a single assessment period. We purposefully designed the sheet in this manner so that it could be scaled for larger classes. However, the instructor must have the discipline to score answers on the grading sheet as the assessment progresses. Failure to do so results in the instructor needing additional time to complete the assessment and decreases the reliability of the assessment. Instructors should assess their ability to maintain this discipline and focus on the assessment for the required time period and schedule sufficient time between assessments for rejuvenation so they can provide a consistent focus throughout each assessment period.

A vital piece of instructor preparation for the oral assessment was the review of the videos to be used in the oral assessment. The video review allowed the instructor to anticipate the oral assessment discussions. This helped the instructor anticipate likely topics that would be discussed by the students. In addition, the instructor became familiar with the oral assessment grading sheet located in the appendix. The grading sheet listed all topics and the key elements of each topic. Each element was labeled with a point value. As the students discussed a topic, the instructor would mark the elements that were successfully addressed. If a student failed to discuss all aspects of a topic, the instructor asked probing questions to aid the student's recollection of the remaining elements. Once the oral assessment was complete, the total points for all topics attempted by the students were tallied. Then, the students' earned points for the topics attempted were computed. Finally, the accumulated points were divided into the total points for the final score.

Exam Instructions

At the beginning of the exam, the instructor explained the structure of the exam. First, the purpose of the video was explained, which provided a context for the discussion. The characters' names and general explanations of the video were given before starting the video. During Phase 2, the students would refer to each character, and it benefited them to know the names before showing the video. Students were urged to take notes during the video. Second, the instructor explained that the students would be asked to express any leadership concepts they saw after the video. Third, the instructor informed the students that the discussion would focus on the leadership concepts they pointed out during Phase 1.

Exam Administration: Phase 1

Phase 1 of the exam involved showing the video and conducting a macro conversation regarding the leadership concepts seen in the video. A technology verification was done at the beginning of showing the video. The video was run for 15 seconds, and then the students were asked to acknowledge audio and video clarity. Upon completing the technology verification, the video was run in its entirety. Immediately after the video was complete, the instructor asked each student to comment on the video regarding the leadership phenomenon. These comments provided two purposes. The first purpose was forced engagement among all participants. The second was that they provided a foundation for Phase 2 discussions. While the students made

their comments, the instructor noted which leadership phenomena were discussed on the oral assessment grading sheet.

Exam Administration: Phase 2

Phase 2 of the examination was a detailed discussion of the leadership phenomenon the students identified during Phase 1. Specifically, the instructor asked the student or group to elaborate on a point the group/student discussed during Phase 1. For example, if the student stated that communication was poor, the student was asked how effective communication should be used. As a student answered the question, the instructor used the oral assessment grading sheet to mark which concepts of effective communication were discussed. The instructor also rotated questions to ensure all participants contributed to the oral exam. Upon exhausting all comments during Phase 1, the instructor needed to judge if enough discussion had occurred to warrant concluding the exam. If more discussion was required, the instructor asked questions about additional undiscussed topics in the context of the video.

ORAL ASSESSMENT BENEFITS AND CHALLENGES FOR THE INSTRUCTOR

In order to implement an oral assessment technique in an online class, instructors must understand the benefits and challenges associated with this implementation. Our primary purpose for using the oral assessment in this case study was to have a good gauge of student knowledge that was resistant to plagiarism. By using the Manager Hot Seat videos, the assessment also had the benefit of being an authentic assessment. Thus, we were able to realize three of the five benefits identified by Huxham, Campbell, and Westwood (2012). We believe the benefits of improved communication skills and inclusivity were also achieved, although we did not collect data to support this view. We saw two additional benefits in our case study, having a predictable grade load and student-instructor relationship building.

Similar to Akimov and Malin (2020), we encountered the three challenges identified by Huxham, Campbell, and Westwood (2012) but believe that adequate measures were implemented to overcome them. Most important of these was the preparation prior to administering the oral assessment to identify and review the videos to be used, plan the discussions of the videos, and develop a scoresheet for grading individual student responses. We recognize that these measures do not eliminate the possibility of bias, either positive or negative, in grading but feel the use of the scorecard immediately after being provided an answer, along with a secondary review prior to finalizing grades, reduces this possibility to levels similar to those for written assessments. Ultimately, it was the use of the scoresheet that allowed us to overcome most of the traditional challenges of oral assessments.

Benefits

Compared to a traditional live class, online classes present a greater concern regarding assessment integrity. Assessment integrity refers to robust measures to prevent cheating. Inherently, online courses involve students working alone at a computer, providing many routes to obtain illicit answers. Various companies have developed tools to minimize access to such responses, including lockdown browsers, webcam recordings, and proctored exams. However, lockdown browsers and webcam recordings are limited when external devices such as cell

phones are used. Proctoring exams offers a more robust solution for preventing cheating, but proctoring services often impose additional costs on students. An additional concern is the potential for test content to be leaked, rendering most integrity measures ineffective if the test is compromised before administration.

Oral assessments offer a solution to avoid these additional costs while maintaining assessment integrity. Oral assessments ensure that students do not have access to questions beforehand, making it impossible to gain an advantage through leaked content. Furthermore, active instructor monitoring—often facilitated by requiring webcam use during the assessment—enables instructors to verify that students are not consulting unauthorized materials.

Another advantage of oral assessments is the predictable grading workload. Instructors can choose from a variety of assessment options, including multiple-choice/true-false exams, case studies, and oral assessments. Multiple-choice/true-false exams require minimal grading effort but present significant opportunities for student cheating. Case studies, while offering richer prompts and opportunities to assess soft skills, lose many of their benefits if test content is leaked. Furthermore, variations in student response lengths can cause inconsistencies in grading. Oral assessments, by contrast, are scheduled for specific time blocks, allowing instructors to accurately predict the time required to evaluate student knowledge.

Finally, oral assessments contribute to building student-instructor relationships. Conducting oral assessments demands visible effort from instructors. Students often acknowledge and appreciate this effort, fostering reciprocal appreciation and enhancing the overall relationship between the instructor and the students.

Challenges

An instructor must consider how the assessment will be constructed to create an effective oral assessment. The ideal oral assessment would be an assessment that is consistent with the overall design of the course. An instructor could simply audibly relate multiple-choice/true-false questions to students. Another design could be a case structure, where the students could read a case and audibly answer questions related to the case. The design that the authors chose was a video/answer design. The students viewed a video, and then the instructor based questions on the context of the video. The video option has an inherent challenge in that video leadership prompts are more difficult to create than multiple-choice/true-false prompts. An instructor must gain access to or create videos for their class.

The challenge associated with oral assessments is the additional expertise of the instructor. Compared to multiple-choice/true-false exams, oral assessments require the instructor to communicate effectively with the students. Instructors must be able to ask questions that will allow students to respond in an authentic manner.

A third challenge that presents itself to the instructor is the issue of bias. Bias can cause the erosion of the legitimacy of this style of assessment. A simple comparison of oral assessments to a true/false question assessment reveals the pitfall that bias presents. A student that selects true on a true/false question will leave little doubt when comparing the student's response to the correct answer. However, during an oral assessment, two students may present radically different but generally correct descriptions of the same concept and receive different judgments of correctness.

This paper urges using the *Undergraduate Leadership and Change Oral Exam Grading Sheet* to help minimize the effect of inherent instructor bias. Unfortunately, this technique will not eliminate the impact of intrinsic instructor bias. The grading sheet will guide the instructor on major topics, but the bias presented above will still be present in topic subsections. For example,

student A and student B both identify the five-factor model as a technique to systematically analyze a person's personality. Unfortunately, student A uses a unique description of openness to experience. At the same time, student B recites the textbook verbatim. Most instructors will award student B credit for understanding openness to experience. However, an instructor will need to judge the individual description for student A for the correct meaning. A positive or negative bias may persuade an instructor while judging this response. While this method cannot eradicate bias, using the grading sheet during the exam, along with a later review, we believe, reduces the level of bias to a level similar to the level that occurs with written assessments. Additional items or steps could be used to further reduce the bias level. However, we feel that would be at the expense of instructor time and that using the grading sheet provided the best balance between instructor time and eliminating biases.

ORAL ASSESSMENT BENEFITS AND CHALLENGES FOR THE STUDENT

Just as with the instructor, there are challenges and benefits for oral assessments for the students as well. The benefit to the student is a greater capacity to express knowledge. A potential downside could be a language barrier issue.

Benefits

A major benefit associated with oral assessments is the ability of a student to express their knowledge in multiple ways. A student can express the concept of a phenomenon rather than its label. For example, French's sources of leadership power include referent power. Referent power is a source of power drawn from the strength of the relationship between a leader and a follower. On a multiple-choice or true-false question, the prompt may give an example of referent power and then provide an answer choice stating referent power. This question would require the student to know the exact term and definition. In an oral assessment, the student may be able to illustrate an understanding of the concept without knowing the exact term. By showing an understanding of the concept, the student can satisfy the spirit of the assessment. Additionally, the instructor may be able to assess the application of the phenomenon. Whereas the initial design of the exam.

Challenges

As stated above, a foundational requirement of an oral assessment is the ability to communicate between a student and an instructor. Commonly among international students, a language barrier may exist. In order to overcome this barrier, the instructor may need to verify that all students can communicate effectively orally.

CONCLUSION

This article presents a case study of an oral assessment for an online class that other educators can implement. With the increasing migration of students to the online environment, educators face new challenges in creating effective assessments. This case study addresses these challenges and demonstrates a method for delivering an oral assessment in an online environment that is valid, reliable, and scalable. Additionally, the assessment employs a real-life

scenario for evaluating leadership behaviors, thereby gaining the benefits associated with authentic assessments.

       The article highlights that this assessment offers benefits such as resistance to plagiarism, inclusivity, encouragement of critical thinking, and the development of oral communication skills. Simultaneously, it seeks to mitigate the downsides of oral assessments by incorporating a grading sheet to reduce potential bias and minimize the time required for grading. The approach also addresses student hesitancy regarding oral assessments by providing in-class practice opportunities prior to the live assessment. These practice sessions were noted to help reduce, if not eliminate, student anxiety and hesitancy with the oral assessment. However, it is acknowledged that the lack of data to support these observations remains a limitation of the study.

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APPENDIX

Undergraduate *Leadership and Change* Oral Exam Grading Sheet

Student(s):

1	
2	
3	
4	
5	
6	

Exam :

For Midterm Exam, use sheet one only. Total Points attempted must be 50.

For Final Exam use sheets 1 and 2. At least 50 points should be from sheet 2.

Scoring Legend		
	1	Student is struggling to remember the material.
	2	Student has some difficulty remembering the material.
	3	Student remembers most of the material and how to apply it.
	4	Student understands all of the material and how to apply it.

Sheet 1: Topics for Chapters 1 - 8

Topic	Components						Total Points
		Points		Points		Points	
Framework for Analyzing Leadership	Leadership	1.34	Followers	1.34	Situation	1.34	4
Action-Observation-Reflection Model	Action	1.34	Observation	1.34	Reflection	1.34	4
Leader Power	Expert	0.8	Coercive	0.8	Referent	0.8	4

Category							
	Reward	0.8	Legitimate	0.8			
Influence Tactics	Rational	1	Inspiration	1	Consultation	1	
	Ingratiation	1	Personal	1	Exchange	1	
	Coalition	1	Pressure	1	Legitimizing	1	
People's Implicit Attitudes	Theory X	2	Theory Y	2			4
Values	Terminal	2	Instrumental	2			4
Ethical Dilemma	Two "rights"	1					
Ethical Dilemma Thinking	Ends	1	Rule	1	Care	1	
Authentic Leadership	Self-aware	1.34	Transparency	1.34	Inclusivity	1.34	4
Servant Leadership	Listen	0.4	Empathy	0.4	Healing	0.4	
	Awareness	0.4	Persuasion	0.4	Conceptualization	0.4	
	Foresight	0.4	Stewardship	0.4	Other's Growth	0.4	
	Build Community	0.4					4
Personality Traits	Open to Exp	0.8	Conscientiousness	0.8	Extraversion	0.8	
	Agreeableness	0.8	Neuroticism	0.8			4
Emotional Intelligence	Perceive Emotion	1	Manage Emotion	1	Use Emotion	1	
	Understand Emotion	1					4
Triarchic Theory of Intelligence	Analytic	1.34	Practical	1.34	Creative	1.34	4
Leader Behavior	Consideration	2	In of Structure	2			4
Community Leadership	Framing	1.34	Social capital	1.34	Mobilization	1.34	4
Credibility	Expertise	2	Trust	2			4
Communication	Purpose	1	Context/Medium	1	Clear Signals	1	
	Feedback	1					4
Listening	Nonverbal Que	1	Active Interpret	1	Attend nonverbal	1	
	Defensive-less	1					4
Assertiveness	I Statement	0.8	Ask for Needs	0.8	Say No	0.8	
	Monitor inner Dia	0.8	Persistent	0.8			4
Conduct Meeting	Necessary?	0.58	Objectives Written	0.58	Stick 2 Agenda	0.58	
	Provide Materials	0.58	Convenient	0.58	Participation	0.58	
	Record	0.58					4
Problem-Solving	Identify Problem	0.8	Analyze causes	0.8	Develop Solutions	0.8	
	Choose & Use Solution	0.8	Assess solution	0.8			4
Improve Creativity	See in a new way	1.34	Constructive Power	1.34	Diverse teams	1.34	4

Sheet 2: Topics for Chapters 9 - 16

Topic	Components						Total Points
		Points		Points		Points	Points
Need Satisfaction and Motivation	Autonomy	1.34	Mastery	1.34	Meaning	1.34	4
Achievement Orientation	Personality	4					4
Goal Setting	Specific	1	Difficult	1	Commitment	1	
	Feedback	1					4
Operant Approach	Reward	1	Punishment	1	Contingent	1	
	Noncontingent	1	Extinction	1			4
Empowerment	Self-determination	1	Meaning	1	Competence	1	
	Influence	1					4
Satisfaction	Functional Turnover	1	Dysfunctional turnover	2			4
Organizational Justice	Interactional Justice	1	Distributive Justice	1.34	Procedural Justice	1.34	4
2 Factor Theory	Motivators	2	Hygiene Factors	2			4
Employee engagement	Value Chain	2.00	Behaviors	2.00			4
Performance MGMT Cycle	Planning	1.3	Monitoring	1.3	Evaluating	1.3	4
Nature of Groups	Group Size	0.8	Stages	0.8	Roles	0.8	
	Norms	0.8	Cohesion	0.8			4
Team Effectiveness	Task	1	Boundaries	1	Norms	1	
	Authority	1					4
System Theory applied to Teams	Input	1.34	Process	1.34	Output	1.34	4
Team Process	Effort	1	Skills	1	Strategy	1	
	Group Dynamics	1					4
Team input	Interpersonal Behavior	1.34	Authority Dynamics	1.34	Control Systems	1.34	4
Delegation	What to delegate	0.67	Whom to delegate	0.67	Clear & Specific	0.67	
	Obj not Procedure	0.67	Autonomy	0.67	Give Credit	0.67	4
Coaching	Partnership	0.8	Commitment	0.8	Grow skills	0.8	
	Persistence	0.8	Skills X-fer	0.8			4
Task Characteristics	Autonomy	1	Feedback	1	Structure	1	
	Interdependence	1					4
LMX	Role Taking	1.3	Role Making	1.3	Role Routinization	1.3	4
Situational leadership Model	Follower Readiness	1.34	Relationship oriented	1.34	Task-Oriented	1.34	4
Contingency Leadership model	L-M Relations	0.8	Task Structure	0.8	Position Power	0.8	
	Relationship oriented	0.8	Task-Oriented	0.8			4

Path-Goal Theory	Effort-to-Performance	1.34	Performance to Reward	1.34	Leader Behavior	1.34		4
Rational Change	Dissatisfaction	0.8	Model	0.8	Process	0.8		
	Resistance	0.8	Change	0.8				4
Transformational Leadership	Visionary Thinking	1.00	Empowering others	1.00	Inspiring Trust	1.00		
	High-Impact Delivery	1.00						4