

## Using The Boys of 36 to Integrate Motivation, Leadership, and Teamwork

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### Abstract

This classroom exercise uses the documentary *The Boys of 36* to integrate motivation, leadership, and teamwork – three key subjects in management education. The professor and class may know intuitively those three topics are related to one another but an explicit integration of the three topics is seldom addressed in most textbooks. This exercise is appropriate for both undergraduate and graduate classes in management principles, leadership, and organizational behavior. The exercise can be completed in a 60 or 90-minute class. Student feedback is almost uniformly positive.

**Key Words:** film, motivation, leadership, teamwork

## **Introduction**

The PBS documentary, *The Boys of 36*, is an excellent vehicle to integrate motivation, leadership, and teamwork in a principles of management class. Most management textbooks (e.g., Bateman and Snell) are organized according to the four functions of management – planning, organizing, leading, and controlling. The leadership section of most management principles textbooks includes a chapter addressing the three topics involved in this exercise. As the class moves through this content chapter-by-chapter, these inherently connected concepts can sometimes be presented in isolation from one another. This learning exercise allows the professor an opportunity to integrate the concepts of motivation, leadership, and teamwork into a single, vivid, entertaining, and academically appropriate exercise.

*The Boys of 36* is a 53-minute PBS documentary about the United States men's rowing team in the 1936 Berlin Olympics. It is available from a variety of outlets including PBS.org and Amazon as a DVD or streaming for a nominal cost.

## **Theoretical Foundation and Teaching Implications**

Film and the interesting story lines they present are powerful tools for teaching. Through film, students are given a break from traditional classroom activities. Rich story lines also spark student curiosity and engagement and provide students with scenarios that represent the full complexity and ambiguity of real world situations (Golden-Biddle, 1993; Roth, 2001). Students are also more likely to recall the lessons and concepts they take away from these learning activities because of their heightened emotional state and level of engagement (Champoux, 1999; Huczynski and Buchanan, 2004). The following paragraphs explain briefly the major motivation, leadership, and teamwork theories the professor can illustrate using *The Boys of 36*.

## Motivation Theories

The primary motivation theories explored in this exercise are Maslow's hierarchy of needs and McClelland's needs theory. Abraham Maslow identified five human needs which he organized as a hierarchy. In ascending order, the needs are: physiological, safety and security, social, ego, and self-actualization. Lower order needs become less motivating as they are satisfied and higher order needs become more salient. When lower order needs such as physiological needs and safety and security needs are reasonably satisfied, people turn to higher order needs such as social needs, ego needs and self-actualization needs. We should remember that not everyone necessarily progresses through the needs in order. Perhaps Maslow's most important contribution is that he identified the importance of personal growth and self-actualization as important motivators. Within a five-level hierarchy, he also identified physiological needs and safety and security needs as lower level needs that must be satisfied before one can move on to the higher order needs – social, ego, and self-actualization. According to Maslow, unsatisfied needs are motivators (Maslow, 1943).

McClelland identified three needs – a need for achievement, a need for affiliation, and a need for power. He believed that everyone possessed those needs in varying degrees. However, individuals differ on the degree to which certain needs predominate. For instance, many managers and entrepreneurs have high levels of the need for achievement. They are oriented towards and in some cases obsessed with success and goal attainment. Individuals with a high need for affiliation may be less concerned with achievement and goal attainment and instead have a strong desire to be liked by other people. Finally, some individuals have a need for power, the desire to influence or control other people. The need for power can be further divided into personalized power or socialized power (McClelland and Boyatzis, 1982).

## Leadership Theories

A significant stream of leadership research, largely initiated in the late 1940s and early 1950s, sought to identify the leader behaviors most positively associated with leadership effectiveness. Two of the best known and most cited behavioral leadership studies took place at the Ohio State University and Michigan State University. Although the two groups of studies were conducted independent from one another and used slightly different approaches, both groups of studies found leader behaviors fell into two large categories.

Ohio State dubbed the first type of leader behaviors as *initiating structure* behaviors. These same behaviors were referred to as *production-oriented* behaviors in the Michigan State studies. Initiating structure, or production-oriented, behaviors were those behaviors leaders demonstrated that concerned putting structure and organization around accomplishing a task. These behaviors include things such as clearly defining roles, identifying and assigning specific tasks, setting timelines, outlining performance expectations, establishing work schedules, and coordinating activities. Leaders who rely most extensively on these types of leadership behaviors are commonly said to have a *task-oriented leadership style*.

The Ohio State University and Michigan State University studies also found similarities in the second group of leader behaviors. Ohio State scholars referred to this second group of behaviors as *consideration* behaviors while those at Michigan State referred to the same types of behaviors as *employee-oriented* behaviors. Leaders who rely most extensively on these types of leadership behaviors are commonly said to have a *people-oriented leadership style*. Leaders with a people-oriented leadership style tend emphasize interpersonal relationships by taking a personal interest in employees' needs. Leaders with this style attend to individual's needs and work to build respect, trust and camaraderie between followers and leaders.

Transformational leadership is a process that changes or transforms people such that group members move beyond their own self-interests and towards the good of the group, organization, or society (Burns 1978). The theory focuses on the relationship that influence that the leader has with group members and their exceptional influence over followers that inspire them to accomplish more than what is usually expected of them. It involves understanding followers' motives, individual needs, and aspirations. Transformational leadership tactics can span from very broad attempts directed at the whole group to attempts to influence followers on a one-on-one basis.

As the construct of transformational leadership advanced, the full range leadership model was introduced to illustrate how transactional and transformational leadership build upon one another and complement one another to produce levels of follower effort and performance that transactional leadership alone could not achieve (Bass and Avolio 1994).

The Full Range Leadership Model outlines four styles of transformational leadership: individualized consideration, intellectual stimulation, inspirational motivation and idealized influence. These four leadership styles or behaviors motivate followers to perform above expectations and transcend their self-interest for the group or organization. These are behaviors are expected to result in extra effort, higher productivity, higher morale and satisfaction, and higher effectiveness.

#### Teamwork Theories

Social loafing suggests that team members who are not individually accountable for their work through, for instance, having a group rather than an individual goal or being anonymous within a group, will reduce their efforts (Latane, Williams, & Harkins, 1979). Social facilitation,

on the other hand, suggests that individual performance will increase through the presence of others due to, for instance, strong team norms of performance or observation by other team members (Zajonc, 1965).

The four stages of team development are forming, storming, norming, and performing. The different stages are characterized by such things as different behaviors, degrees of trust, degrees of conflict, agreement or disagreement on performance expectations, and hopefully the successful performance of the group's task (Tuchman, 1965). The four stages of group development are important because leaders may need to focus on people-oriented behaviors during the norming stage to improve group cohesiveness, while focusing on task-oriented behaviors to increase group performance during the performing stage (Hughes, Ginnet, and Curphy, 2019). In *The Boys of 36*, Al Albrickson and George Pocock exhibit task-oriented and people-oriented behaviors, respectively.

### **Learning Objectives**

Upon successful completion of this activity, students will be able to:

LO 1: Apply Maslow's Hierarchy of Needs Theory and McClelland's Theory of Needs to explain individual motivation.

LO 2: Compare and contrast leadership styles and explain the advantages and disadvantages of a given leadership style.

LO 3: Identify specific characteristics of Transformational Leaders and evaluate the impact of these characteristics on individuals and teams.

LO 4: Identify the four stages of team development. Assess the critical factors that lead to team effectiveness.

The learning objectives and the theory shown above lead to the following discussion questions.

1. Describe Joe Rantz's journey through Maslow's Hierarchy of Needs. Where was he when he was a child? When he joined the rowing team at the University of Washington? When he won the Olympic gold medal with the team? (LO1)
2. Which of McClelland's needs do you think was most dominant for coxswain Bobby Moch? How do you think this impacted his relationship with his team and his effectiveness as a coxswain? (LO1)
3. Would you describe Al Ulbrickson's leadership style as more people-oriented or task-oriented? How did this leadership style positively impact the team? What were drawbacks of this style? (LO2)
4. Compare Al Ulbrickson's leadership style to that of George Pocock. What did each individual uniquely contribute to the team? (LO2)
5. Transformational Leaders are known to display the following behaviors: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. For each of these behaviors, provide an example of how Ulbrickson or Pocock illustrated the behavior and the impact the behavior had on team members. (LO3)
6. Did the rowing team move through each of the four stages of team development – forming, storming, norming, and performing? Please cite specific examples from the film for each of the four stages. (LO4)
7. Consider the concepts of social loafing and social facilitation. Which one appears to be operative in *The Boys of 36*? Please cite specific examples from the documentary. (LO4)

## **Exercise Overview**

We present this exercise after we have taught individual units on motivation, leadership and teamwork. We use this exercise to illustrate the tight interrelationships between motivation, leadership and teamwork. We open this exercise by briefly reviewing high level concepts presented in each of these three units and discuss with students the need to take a more holistic perspective when applying these concepts to true organizational settings.

To introduce this exercise, we provide students with the handout included in Appendix A. This handout provides students an overview the exercise and the exercise learning objectives. The handout also provides a brief introduction of the documentary. Since most students are unfamiliar with the make-up of a crew team, we share with them a brief outline of the 9 common crew positions, the key responsibilities of each position, and a list of the individuals who made up the 1936 American Olympic rowing team. We also provide the names for the team coach—Al Ulbrickson—and team mentor/boatman—George Pocock—who are both instrumental in the development of the team. We also highlight those key individuals who are the focus of the film and discussion questions. We have found that providing students with a list of these key characters and their respective positions helps students focus on the dynamics of the story rather than memorizing the key players.

Next, we show the film in its entirety. Students may also watch the film on their own to save class time. In either case, we conduct a debrief in class in which we share answers and discuss questions more in depth. An outline of the discussion questions and answers are included in Appendix B.

## **Session Description**



The session will take approximately 60 minutes. We will begin the session by positing that students benefit from an integrative exercise that ties together motivation, leadership, and teamwork. We can accomplish that objective through review of the documentary *The Boys of 36*. We will then introduce the learning objectives shown above. We will discuss briefly the relevant motivation, leadership, and teamwork theories.

We will begin the exercise by reviewing the discussion questions with the session participants. After that, we will provide a description of the documentary using the handout shown in Appendix A. We will then show clips of the documentary designed to show session participants how the documentary may be used to answer the discussion questions. Session participants will have the opportunity to participate in discussion of the questions as they relate to the documentary film clips. We also welcome and will facilitate discussion regarding critiques or suggestions for improvement from session participants. We plan to incorporate that feedback into a subsequent submission to *Management Teaching Review*.

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Appendix A

**HANDOUT**

**The Boys of 36: A Case Study of Motivation, Leadership, and Teamwork**

**Exercise Overview**

In this exercise, we will use the documentary, *The Boys of 36*, to apply the concepts you have learned in the motivation, leadership, and teamwork units to the real world scenario involving the 1936 American Olympic rowing team gold medalists. For this exercise, you will watch the documentary and then answer the corresponding discussion questions. Specific learning objectives, background information, and discussion questions are found below.

**Learning Objectives**

LO 1: Apply Maslow's Hierarchy of Needs Theory and McClelland's Theory of Needs to explain individual motivation.

LO 2: Compare and contrast leadership styles and explain the advantages and disadvantages of a given leadership style.

LO 3: Identify specific characteristics of Transformational Leaders and evaluate the impact of these characteristics on individuals and teams.

LO 4: Identify the four stages of team development. Assess the critical factors that lead to team effectiveness.

**Documentary Synopsis**

This documentary tells the story of the nine young men from the University of Washington rowing team who against all odds, won gold in the 1936 Olympics in Berlin. Set in the midst of the Great Depression, these nine working-class young men overcame extreme hardships to successfully beat not only their Ivy League competitors but also Hitler’s elite trained team. To Hitler, this was much more than a boat race; it was a world stage upon which he hoped to demonstrate Nazi Germany superiority.

In this documentary, you will observe in the individual stories of some of these young men and the dynamics that brought this team together. You will see special attention given to the characters Bobby Moch, Joe Rantz, Don Hume, Coach Al Ulbrickson, and U.S. Olympic Rowing Team boatman George Pocock, all key members of the team’s success.

**1936 Olympic Rowing Team and Boat Position**

Team Member	Boat Position	Position Role
Bobby Moch*	Coxswain	Sits at the back of the boat facing forward. Essentially serves as the coach in the boat, steering the boat, gauging its rhythm, giving directions to the rowers, navigating the course, and executing race strategy.
Don Hume*	#8 Seat, Stroke Oar	The stroke oar is essential for setting the rhythm of strokes per minute. This is a critical task because they must determine what pace they believe the crew can maintain. This person must

		be one of the most physically fit rowers in the boat and have perfect rowing technique.
Joe Rantz*	#7 Seat, Buffer Position	This person must perfectly mimic the movement of the stroke oar and pass the timing of the stroke rate forward to the other members of the boat. This person must also be in peak physical condition and have perfect rowing technique.
George Hunt	#6 Seat, The Engine Room	The Engine Room rowers carry much of the power of the boat and are responsible for carrying the rhythm of strokes on down the line.
James McMillin	#5 Seat, The Engine Room	See above.
Johnny White	#4 Seat, The Engine Room	See above.
Gordy Adam	#3 Seat, The Engine Room	See above.
Chuck Day	#2 Seat	The bow and the second seat, must work to adjust their stroke to keep the boat balanced and on track. This means that these rowers don't need to have be as powerful as the others, but often need to have a greater degree of technical accuracy.

Roger Morris	#1 Seat, The Bowman	See above.
Al Ulbrickson*	University of Washington Head Rowing Coach	<i>Responsible</i> for assigning positions, <i>coaching</i> , and developing rowing team.
George Pocock*	US Olympic Team Rowing Team	Boatbuilder and influential with regards to philosophy about rowing.

\*These individuals are highlighted in the documentary and the topic of discussion questions.

PBS.org. (n.d.) *The perfect eight*. Retrieved December 29, 2020, from

<https://www.pbs.org/wgbh/americanexperience/features/boys36-perfecteight/>

### Discussion Questions

1. Describe Joe Rantz's journey through Maslow's Hierarchy of Needs. Where was he when he was a child? When he joined the rowing team at the University of Washington? When he won the Olympic gold medal with the team? (LO1)
2. Which of McClelland's needs do you think was most dominant for coxswain Bobby Moch? How do you think this impacted his relationship with his team and his effectiveness as a coxswain? (LO1)
3. Would you describe Al Ulbrickson's leadership style as more people-oriented or task-oriented? How did this leadership style positively impact the team? What were drawbacks of this style? (LO2)

4. Compare Al Ulbrickson's leadership style to that of George Pocock. What did each individual uniquely contribute to the team? (LO2)
5. Transformational Leaders are known to display the following behaviors: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. For each of these behaviors, provide an example of how Ulbrickson or Pocock illustrated the behavior and the impact the behavior had on team members. (LO3)
6. Did the rowing team move through each of the four stages of team development – forming, storming, norming, and performing? Please cite specific examples from the film for each of the four stages. (LO4)
7. Consider the concepts of social loafing and social facilitation. Which one appears to be operative in *The Boys of 36*? Please cite specific examples from the documentary. (LO4)



Appendix B

Discussion Questions and Professor Answers

1. Describe Joe Rantz's journey through Maslow's Hierarchy of Needs. Where was he when he was a child? When he joined the rowing team at the University of Washington? When he won the Olympic gold medal with the team? (LO1)

The professor may wish to stop the video at approximately minute 14:00 so that students may fill out the first four of the five levels of Maslow’s needs hierarchy for Joe Rantz. The professor may also wish to have a discussion of the first 14 minutes of the film while it is still fresh in students’ minds.

Maslow’s hierarchy of needs worksheet – Joe Rantz’s journey

Level	Level definition	Professor answers Movie scene
Physiological	Physiological needs are biological requirements for survival such as food, water, sex, sleep, and shelter. Higher needs are secondary until physiological needs are met.	Joe Rantz has a dysfunctional family life and childhood. His family bounces around and Joe ends of living alone for two years as a teenager. It was the Great Depression and he has trouble putting two meals a day in front of himself. He uses his hands

		<p>like claws and his back like a lever. Physiological needs appear to be paramount in this era.</p> <p>From approximately minute 9:00 to minute 10:45, there is a discussion of the tenuous fulfillment of Maslow's first two needs for most members of the crew team.</p>
<p>Safety and security</p>	<p>Safety and security needs are protection against threats and deprivation, as well as the need for order, control, and predictability in life. This includes freedom from fear, health and wellbeing, social stability, etc.</p>	<p>Joe Rantz has a very unstable family life in childhood. There is no real order. He finds himself at age 10 living for a few months at a school and chopping wood and working in the kitchen for food. He lives alone as a teenager for two years and hunts and fishes for food. He made money by selling stolen liquor and working as a logger (minute 8:18). Safety</p>

		<p>and security needs in this era appear to be quite tenuously met. He is one accident or one lost job or one arrest for selling stolen liquor away from disaster.</p> <p>From approximately minute 9:00 to minute 10:45, there is a discussion of the tenuous fulfillment of Maslow's first two needs for most members of the crew team.</p>
<p>Social</p>	<p>Social needs are the need for interpersonal relationships, love, and belongingness. This includes being part of a group such as family, friends, a team, etc. People are motivated by the need for interpersonal relationships characterized by trust, acceptance, giving and receiving affection, etc.</p>	<p>At minute 8:30, Joe Rantz's older brother invites him live in Seattle. This does not appear to be a perfect substitute for what we would call today a normal family life but it is as close as Joe Rantz has ever gotten to love and belongingness. At approximately minute nine, Joe Rantz catches the eye of</p>

		<p>the Washington crew coach Al Ulbrickson. As the film notes at minute 9:12, he finally had somebody that wanted him.</p>
<p>Ego</p>	<p>Ego needs may be divided into two categories: (a) self-esteem such as dignity, achievement, mastery, etc. and (b) a desire to be held in esteem by others, to be respected, to be held in prestige, etc.</p>	<p>At minute 11:00, the film notes that Joe Rantz had emerged as one of the strongest rowers on the freshman team. He is invited to join the team in New York for the national collegiate rowing championships. The Washington team is not respected by the elite Ivy League teams. The Washington freshman team wins easily. The New York Times called their performance “stunning” and “serene.” We may surmise that this is the first time in Joe</p>

		<p>Rantz's life that his ego needs are met in a meaningful way.</p>
<p>Self-actualization</p>	<p>Self-actualization needs are the fifth and highest level in Maslow's hierarchy. Self-actualization refers to realizing one's full potential, self-fulfillment, personal growth, to be the most one can be, to accomplish as much as you can, etc.</p>	<p>Is Joe Rantz self-actualized by winning the Olympic gold medal? As a rower he is certainly become the most he can be.</p> <p>At minute 22:42 there is a discussion of the art of building racing shells. George Pocock was a boat builder whose philosophy was that if you rowed well enough you are approaching perfection and if you were approaching perfection you were approaching the divine. One may argue that this is support for achievement of self-actualization after winning the Berlin Olympics gold medal.</p>

2. Which of McClelland’s needs do you think was most dominant for coxswain Bobby Moch? How do you think this impacted his relationship with his team and his effectiveness as a coxswain? (LO1)

Level	Level definition	Professor answers Movie scene
Need for achievement	<p>Need for achievement is the desire to excel in relation to a set of standards. Individuals with a high need for achievement prefer tasks that require a lot of effort but can be accomplished. They feel satisfied after they solve problems or complete tasks. It may even be an obsession with success.</p>	<p>Bobby Moch appears to be very high on need for achievement. At minute 15:53 his daughter noted that Bobby Moch, at 5 feet 7 inches tall and 119 pounds was on the basketball team and be constantly played sports. He was very competitive. He was very intelligent and a member of phi beta kappa. He attributed his success not to native intelligence but to discipline. At minute 16:35, the film notes that Bobby’s central</p>

		<p>goal for the upcoming season was to be named to the varsity boat.</p> <p>At minute 19:10, his father noted that Bobby was really pushy and viewed anyone who was not rowing adequately as in the way of winning. “He was really pushy. This was going to happen.”</p> <p>It appears that in a group of highly competitive and driven athletes, Bobby Moch was set apart as just a little bit more competitive and achievement oriented.</p>
<p>Need for affiliation</p>	<p>Need for affiliation is the need for strong interpersonal relationships. It is a desire to be accepted and liked by others and not feel rejection. Typically, people with a high</p>	<p>Bobby Moch appeared to have very little need for affiliation. At minute 19:10, his son notes that Bobby was not liked and was really pushy. The film notes that</p>

	<p>need for affiliation are very concerned with getting along with others and may be less concerned with high achievement.</p>	<p>there was vicious competition between the boats characterized by shoving matches and hard feelings. The fact that Bobby liked to play mind games and was really pushy suggests that not only was he not bothered by what could have been a toxic atmosphere in the boathouse, he was a central participant and even the cause of it.</p>
<p>Need for power</p>	<p>Need for power is a desire to be influential over others, to control their behaviors. Need for power can be further divided into a personalized need for power (characterized by the manipulation and exploitation of others) and socialized need for power (characterized by helping</p>	<p>At minute 16:10 the film notes that Bobby Moch's strength in the boat was his attitude that he was in charge, an attribute that made a good coxswain. At minute 19:00 his daughter said that Bobby liked to play mind games against the other coxswains and against the other rowers too if he could</p>



	<p>others, the team, the organization, etc.).</p>	<p>figure out a way to get in their heads. He was not liked. Some of this might be described as personalized power; he appeared to thrive in a trash talking environment. By the same token, he used his naturally authoritarian instincts to control the pace and direction of the boat with skill and precision. He thereby advanced his and everyone else's goals of winning. As a result, we can make an argument for socialized power.</p>
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3. Would you describe Al Ulbrickson's leadership style as more people-oriented or task-oriented? How did this leadership style positively impact the team? What were drawbacks of this style? (LO2)

Based on the information presented in the documentary, Al Ulbrickson appears to have a task-oriented leadership style. Most of the discussion about Ulbrickson's activities was focused on around his organization of practices, assigning rowing positions and determining which boat should take the lead varsity position. Ulbrickson's focus on understanding how the composition of the boat changed boat speed was also mentioned in several instances. In addition, Ulbrickson focused on adding more practices and making practices more challenging in the year leading up to the Olympics. Ulbrickson's almost singular focus on focus on scheduling practices, assigning rowing positions, setting performance expectations, and determining the lead boat support the idea Ulbrickson had a strong task-oriented leadership style.

In fact, based on the information presented in the film, it would seem that Ulbrickson's was very low on people-orientation. The documentary narrator refers to Ulbrickson as dour and non-communicative, surmising that none of the boys "felt real warm and fuzzy about him." Ulbrickson communicated primarily through posted rosters and schedules.

Ulbrickson's exclusive focus on task and apparent failure to relate or communicate effectively with people seemed to have more disadvantages than advantages. Ulbrickson's failure to communicate with the team and tendency to withhold decisions until the last possible minute were likely the primary factors contributing the hostile boathouse environment in the year leading up to the Olympics. It was even noted that Ulbrickson seemed to be satisfied with the way his behavior fueled tension and vicious competition.

The primary advantage of Ulbrickson’s task-oriented style involved the extremely high performance standards he set and his exclusive focus on performance to drive decision making. Also beneficial to the team was Ulbrickson’s methodical approach to evaluate the most appropriate team composition and position assignments to maximize performance.

4. Compare Al Ulbrickson’s leadership style to that of George Pocock. What did each individual uniquely contribute to the team? (LO2)

In comparison to Ulbrickson, George Pocock seemed to have more of a people-oriented leadership style. As boatman, Pocock had no legitimate power over the rowing team or Coach Al Ulbrickson, yet team members and Ulbrickson seemed to rely on Pocock for mentorship. Pocock inspired team member performance by encouraging them to think of rowing as a craft that could allow one to improve themselves on an almost divine level. Pocock is also mentioned as trying to create a better framework for trust among the men. Lastly, Pocock was able to identify with Rantz, his troubling background, and encourage Rantz to give himself over to the idea of being a part of something bigger.

5. Transformational Leaders are known to display the following behaviors: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. For each of these behaviors, provide an example of how Ulbrickson or Pocock illustrated the behavior and the impact the behavior had on team members. (LO3)

<b>Idealized Influence</b>	<b>Provides vision and sense of mission, instills pride, gains respect and trust.</b>
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<p>Ulbrickson had won two national championships as a rower at the University of Washington. Accordingly, we may surmise that the boys saw him as someone who knew what it took to win.</p>	
<p><b>Inspirational Motivation</b></p>	<p><b>Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.</b></p>
<p>Ulbrickson communicates high expectations in his complete lack of tolerance of Joe Rantz for erratic or poor performance. His decisions are solely guided by demonstrated performance.</p> <p>Pocock uses more imagery and symbolism to inspire the young rowers. Pocock taught the young men to think of rowing as a craft that would them to lift themselves up and attain perfection. In that perfection, he believed the young men could reach the divine.</p>	
<p><b>Intellectual Stimulation</b></p>	<p><b>Promotes intelligence, rationality, and careful problem solving.</b></p>
<p>Towards the end of the film we see that the Coach Ulbrickson allows the coxswain, Moch, to make autonomous decisions about how to set pace. Moch held the team back until the close to the end of the race when the crew was given the signal to go full speed. This is an example of intellectual stimulation because it involved input from the team and allowed the team to think about how to compete in a different way.</p>	
<p><b>Individualized Consideration</b></p>	<p><b>Gives personal attention, treats each team member individually, coaches and advises.</b></p>
<p>Pocock showed Rantz individualized consideration when he met with Rantz to discuss Rantz being willing to give himself over to become a part of a larger team. Pocock</p>	

considered Rantz personal history as being constantly discarded throughout life and Rantz tendency to rely only upon himself. Relating to Rantz in this way helped address Rantz’s previous erratic performance.

Coach Ulrickson also showed individualized consideration when we decided to select the varsity boat based on individuals rather than by class boat (i.e., The Sophomore Boat). This allowed each individual on the rowing team to be considered for his or her own individual strengths.

6. Did the rowing team move through each of the four stages of team development – forming, storming, norming, and performing? Please cite specific examples from the film for each of the four stages. (LO4)

Team development stage	Team development stage definition	Movie scene
Forming	Group members get to know each other and start to lay the ground rules for acceptable behavior. Group members are frequently excited and optimistic but watchful as they begin to sort out how they will work together. The	One may imagine the first day or couple of weeks as the team meets for the first time and begins to assimilate the new freshman members of the team.

	<p>group is characterized by low trust.</p>	
<p>Storming</p>	<p>No clear leader has yet emerged and people jockey for power and status. Conflict may develop as group members began to determine how they will perform their tasks.</p>	<p>In this case, conflict developed as members of the overall University of Washington crew team competed for placement in the varsity boat. The film speaks of tension and hostility and hurt feelings and a highly competitive and even combative environment. At minute 14:30, the sophomores are named the varsity boat. By the end of the season there demoted in favor of the upperclassmen boat due to lack of trust in each other contributing to inconsistent performance. It appears as though the team never develop a full trust and acceptance of each other and</p>

		remained in the storming stage to the detriment of their performance.
Norming	The group becomes more cohesive and agrees on a shared goals and norms of behavior. Conflicts begin to be resolved, procedures and norms are established, and the group begins to find ways to work together.	At minute 29:52, the coach finally names the varsity boat that will go to the Olympics. After the storming of the competition to be named to the varsity boat, the group appears to settle down and function as a team. Norms of high performance for the team and individual responsibility for contributing to that performance are established.
Performing	The group directs energy to performing their tasks. The team is reaching optimal performance and appreciate each other's unique contributions.	In the end, the team wins the national championship, the Olympic trials in the United States, and the Olympic gold medal in Berlin. They have clearly reached optimal performance. However, the

		<p>team norms of loyalty to one another caused them to exhibit an extraordinary amount of loyalty to Don Hume. His chest cold caused him to a move from 170 pounds to 158 pounds in the week before the big race. When Coach Albrickson took Don Hume out and substituted an alternate, the team demanded that Don be put back in despite his condition. In addition, clearly the team valued Don Hume's unique contribution as the stroke oar and did not want to be without it. The team defied the coach on this decision despite all of the power the coach possessed.</p>
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7. Consider the concepts of social loafing and social facilitation. Which one appears to be operative in *The Boys of 36*? Please cite specific examples from the documentary. (LO4)

It is clear that social loafing would not have been tolerated. The extensive conversation about the importance of trust in the film and the deep level of trust the boys had in one another indicates that trust was an important part of the team's success. They trusted that every member of the team would absolutely, positively live up to the team norms of high performance. The trust in the performance of their teammates was so strong that they insisted that Don Hume be kept in the boat despite his alarming weight loss. The strong desire to not let each other down and trust that every other member of the team would do the same indicates the strong social facilitation effect.