



PNU University

Sport Management Textbook

(For Sport Management Students)

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امروزه کتاب‌خوانی و علم‌آموزی، نه تنها یک وظیفه‌ی ملی، که یک واجب دینی است.

مقام معظم رهبری

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتاب‌خوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه‌ی فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه‌ی الهی، تاریخ و گذشته ما، همیشه درخشان و پربار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه‌ی مطالعه‌ی هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد و رهبر معظم انقلاب اسلامی نیز از این وضعیت بارها اظهار گله و ناخشنودی نموده‌اند.

کتاب، دروازه‌ای به سوی گستره‌ی دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه‌ی دستاوردهای بشر در سراسر عمر جهان، تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه‌ی بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاورد انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین

سوره‌ای که بر آن فرستاده‌ی عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد شده‌است: «إِقْرَأْ وَ رَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه‌ی انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده‌اند.

دانشگاه پیام‌نور با گستره‌ی جغرافیایی ایران‌شمول خود با هدف آموزش برای همه، همه‌جا و همه‌وقت، به‌عنوان دانشگاهی کتاب‌محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه‌سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره‌گیری از تجربه‌های گرانقدر استادان و صاحب‌نظران برجسته کشورمان، کتاب‌ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام‌نور با جدیت ادامه خواهد داشت. به‌طور قطع استفاده از نظرات استادان، صاحب‌نظران و دانشجویان محترم، ما را در انجام این وظیفه‌ی مهم و خطیر یاری‌رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه‌ی خطیر یاری می‌رسانند، سپاسگزاری می‌نماییم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام‌نور را منزلگاه اندیشه‌سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده‌اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش‌پژوهان عزیز آرزوی همیشگی ما است.

ابوالفضل فراهانی

رئیس دانشگاه پیام‌نور

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Preface

Professional English language is one of the subjects of Sport management curriculum in MA degree. This subject is intended for the students who as future sport managers will need to improve their English abilities to use in different aspects of their organizational management and also as sport management students who wish to attain a level of proficiency in English.

This subject aims to practice and develop the reading, writing, listening, speaking and translating skills for sport management specific purposes. So to fulfill these purposes, present book was prepared.

This book consists of 11 units which cover a wide range of management topics based on management principles, theories, marketing, communication,... each unit follows a topic theme and is divided into 4 sections: objectives, main text, vocabulary and exercises. Also at the end of the book, exercise answers are added as the self guide for those who want to read the book individually and without teachers help.

Unit 1 gives an overview presenting the fundamental principles of sport management, Unit 2 deals with the theories in sport management. Unit 3 is about planning and organizing and Unit 4 is about human resource management. Unit 5 provides some information about sport communication with emphasis on organizational communication. Unit 6 contains some information about management

of leisure and recreational sport and Unit 7 is a text about sports events management. Sport facilities management is in Unit 8 and sport marketing management is in Unit 9. In Unit 10 some information about evaluation of sport organization management is presented and The last Unit of the book is about news writing which is one of the main communicational skills. Appendix of the book presents a guidance for translating professional texts, the information which is given in this part can be useful for the readers who are willing to translate such texts.

Sport management is a field of education concerning the business aspects of sports and recreation. Some examples of sport managers include the front office system in professional sports, college sports managers, recreational sport managers, sports marketing, event management, facility management, sports economics, sport finance, and sports information . The way we think of sports has drastically changed over the years; these days few people would say that a sport is “just a game.” Indeed, sports provide serious entertainment and big business in the world and sports managers are crucial to ensuring that the players, fans, coaches, and financial backers coexist peacefully. Sports management is a broad field, and the knowledge we acquire about both business and sports should be used in academic books in order to transfer our knowledge to the students. For this purpose, This book was prepared and undoubtedly your ideas can help me to improve it in the next editions..

I wish to thank all who contributed to this book- Leila Izadparast for preparing professional texts, Abolfazl Farahani and Sara Keshkar for editing the book and special thanks to Belgheis Rovshan for her guidance and suggestions throughout this project.

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Unit 1

Principles of Sport Management

Unit objectives

The reader is supposed to achieve the following goals after reading this unit:

- To explain the sport management.
- To elaborate on the different functions of the sport management.
- To get familiar with some of the sport management responsibilities.
- To get familiar with some of the manager's resources in management.

The Sport Industry

Sports are a big part of the world economies and have strong links to other economic **sectors**, and the number of sport managers has increased over the years. Even **fantasy** sports have grown to millions **participants**. What does this mean in terms of jobs? For one thing it means lots of them- **coaches** for children's swimming and soccer teams, accountants at **retail** chains, **athletic directors** at schools and universities, and managers at white-water **rafting** companies. And jobs mean **opportunities** in management because good managers are **crucial** if sport organizations are to retain and motivate the kind of employees who will make their programs **thrive**.

Think about jobs that made you love going to work and jobs that made you **dread** the end of the weekend. Did management figure in your answer? Very likely it did, because managers **set the tone** at work, create the culture of the organization, and literally have the power to make or

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break it. You are taking this course because you are interested in a **career** in sport management. This means you already have energy, **ambition**, a desire to make a difference, people skills, and some leadership skills. Now it's time to put your energy and ambition to work. Being involved in sports, you must likely realize the importance of working well with people as a team.



What is Sport Management?

Sport management is **relatively** young as an academic discipline. In 1980 there were only 20 sport management programs in North America, by 2000 there were 200, and in 2001 there were 218 in the United States and 12 in Canada. A major reason for the growth in academic programs is the understanding that the value of sport depends on the ways that sport is managed. In sport, as in other businesses, managers determine organizational **performance** both on and off the playing field. Sport management programs train people for management positions in such areas as college athletics, professional teams, fitness centres, **recreational** centres, coaching, officiating, marketing, youth organizations, and sporting goods manufacturing and retailing. There are many different careers in the sport industry. The following is a list of examples:

- Athletic directors (ADs) and their assistants hold excellent administrative jobs in college sport management. Every college needs an athletic director. Another collegiate position is sport information director. These professionals are responsible for managing and **distributing** information about their college teams.

- Stadiums and **arenas** need general managers, operations managers, box office managers, and event managers **to run** their organizations. These jobs are exciting if you like to help produce live sporting events.
- Sport marketing agencies manage corporate-sponsored events. Sports like golfing and **NASCAR** relies heavily on sport sponsorships and need managers to make sure their products gain attention at sponsored events.
- Sport marketing agencies and independent agents represent athletes, handling the business side of affairs for the athlete.
- Sport **broadcasting** include careers in daily sport news programs, all-sports radio, and live game broadcasts. All-sports radio stations have become very popular and are an excellent place to find an **internship**. The internet has opened up positions managing Web sites and providing **statistical** data for sport teams.



Sport Manager's Responsibilities

A sport manager is responsible for **achieving** the sport organization's objectives through **efficient** and effective use of resources. So that we start with a good perspective on what sport managers are all about, let's take a closer look at a couple of these terms. Efficient means getting the maximum out of your available resources. Effective means doing the right thing (following the **proper** strategy) to attain your

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objective; it also describes how well you achieve the objectives. The manager's resources include human, financial, physical, and informational resources.

Human Resources

People are a manager's most valuable resource. If you don't take care of your people, your organization will not be successful. As a manager, you will **endeavour** to **recruit** and hire the best people available. These athletes and employees must then be trained to use the organization's other resources to maximize productivity. Whether you are managing a team of players or a team of employees, they will not be productive if they cannot work well together.



Financial Resources

Most managers have **budgets**. Their budgets state how much it should cost to operate their department, store, or team for a set period of time. In other words, a budget tells you what financial resources you have available to achieve your objectives. As a manager, you will be responsible for seeing that your department does not waste resources. You may see flush financial times and lean ones. When times are flush, budget expand, but you must still watch them carefully to make sure resources are not **squandered**. When times are lean, you may need to find new **avenues** to finance your team or department, and you may have to cut budgets.

Physical Resources

Getting the job done requires effective and efficient use of physical resources. For a **retailer** like Modell's, physical resources include store buildings (more than 100 of them), the **merchandise** they sell, the fixtures that display the merchandise, and the computers used to record sales and inventory. Modell's physical resources also include supplies such as price tags, hangers, and change slips.

Managers are responsible for keeping equipment in working condition and for making sure that materials and supplies are readily available. Current sales and future business can be lost if Modell's physical resources are not available when needed or are not used and **maintained** properly.



Informational resources

Managers need all kind of information. Modell's managers need to know how sales in Fairfax, Virginia, and in Nashua, New Hampshire, compare. These managers need to know which supplies get them golf balls fastest.



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Words to Learn

Below you can find the meanings and examples for each word.

Sector (n.) a part of an area of activity

Last year we had improvement in the agricultural sector of the economy.

Fantasy (n.) an exciting and unusual experience or situation you imagine happening to you

Young children sometimes can't distinguish between fantasy and reality.

Participant (n.) someone who is taking part in an activity or event

Students take part in some English classes to improve their English.

Coach (n.) someone who teaches a person or team in a sport

He tries to be a professional tennis coach.

Retail (n.) the sale of goods in shops to customers, for their own use and not for selling to anyone else

Tom is a manager with twenty years' experience in the retail business.

Athletic Director (n.) An athletic director (commonly "athletics director" or "AD") is an administrator at many American colleges and universities, as well as in larger high schools and middle schools, who oversees the work of coaches and related staff involved in intercollegiate

or interscholastic athletic programs

Hiring coaches, scheduling gymnasiums and field for teams to practice, are some of the Athletic Director duties.

Raft (n.) the activity of travelling on a small flat rubber boat filled with air

He tries to take part on rafting competition.

Opportunity (n.) a chance to do something or an occasion when it is easy for you to do something

Half of the students leave school at the earliest opportunity.

Crucial (adj.) something that is crucial is extremely important, because everything else depends on it

This aid money is crucial to the government's economic policies.

Thrive (v.) to become very successful or very strong and healthy

He ran a business which managed to thrive during a critical situation.

Dread (n.) a strong fear of something that is going to happen or may happen

Jack looked with dread at the end of the passage.

Career (n.) a job or profession that you have been trained for, and which you do for a long period of your life

He realized that his acting career was over.

Ambition (n.) a strong desire to get something

She fulfilled her ambition to run the 10,000 meters in under 30

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minutes.

Relatively (adv.) almost; fairly

The system is relatively easy to use.

Performance (n.) how well or badly a person, company etc. does a particular job or activity

Sean's performance at school has greatly improved.

Recreation (n.) an activity that you do for pleasure or hobby

His only recreation is watching football.

Distribute (v.) to share things among a group of people, especially in a planned way

Clothes and blankets have been distributed among the refugees.

Arena (n.) a building with a large flat central area surrounded by seats, where sports or entertainments take place

In our town, there is a sport arena that some sports take place on it.

Broadcasting (n.) the distribution of audio and video content to a dispersed audience via any audio or visual mass communication medium.

She was interested to find a career in broadcasting.

Internship (n.) a job that lasts for a short time, that someone, especially a student, does in order to gain experience

She was willing to take an internship to get more knowlege.

Statistic (n.) a set of numbers which represent facts or measurements

Statistics show that 50% of new businesses fail in their first year.

Achieve (v.) to successfully complete something or get a good result, especially by working hard

Wilson has achieved considerable success as an artist.

Efficient (adj.) if someone or something is efficient, they work well without wasting time, money or energy

He is a very efficient tennis coach.

Proper (adj.) suitable; correct

Everything was in its proper place.

Endeavour (v.) to try very hard

We always endeavour to please our customers.

Recruit (v.) to find new people to work in a company, join an organization, do a job etc

We're having difficulty recruiting enough qualified staff.

Budget (n.) the money that is available to an organization or person, or a plan of how it will be spent

Most of the annual education budget was spent on teachers' salaries.

Squander (v.) to carelessly waste money, time, opportunities etc

The home team squandered a number of chances in the first half.

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Avenue (n.) a possible way of achieving something
There are many avenues open to researchers.

Retailer (n.) a person or business that sells goods to customers in a shop
The manager is looking for a professional retailer to work in his shop.

Merchandise (n.) goods that are being sold
They examined the merchandise carefully.

Maintain (v.) to make something continue in the same way or at the same standard as before
The hotel prides itself on maintaining high standards.

Exercises

1.1 Word Formation

Verb	Noun	adjective	Adverb
Coach	Coach	-----	-----
Retail	Retail	-----	Retail
Effect	Effect	Effective	Effectively
Produce	Production	productive	-----
Achieve	achievement	-----	-----
Budget	Budget	budget	-----
Assist	Assistant	assistant	-----
-----	Objective	objective	-----
Perform	performance	-----	-----
Finance	Finance	financial	-----

Fill in the blanks with the proper form of the words given in the word formation chart. Use each word only once.

1. They need to save £8 million this year to balance the -----.
2. The meeting was ----- of several good ideas.
3. Nigel ----- a cricket team in his spare time.

4. Scientists need to be ----- when doing research.
5. Their products are ----- all over Britain.
6. It was a wonderful film, but not exactly a ----- success.
7. Children have to learn to communicate -----.
8. This evening's ----- will begin at 8.00 pm.
9. His great ----- is to make all the players into a united team.
10. She works in an office as a clerical -----.

1.2 True – False Exercise

According to the passage, which of the following statements is True (T) and which one is False (F)? Insert T or F in blanks.

- 1. Sport management has a very old background in academic education.
- 2. The internet has created a situation to find statistical information for sports teams.
- 3. One part of the manager's jobs is investigating that her/his department use the resources efficiently.
- 4. The budget that managers have state that how much time they have to operate their department, store, or team.
- 5. The value of management depends on the way that sport is done.

1.3 Multiple- Choice Items

Choose the best choice (a, b, c, d) using the information given in the passage.

1. In the sentence "Very likely it did, because managers set the tone at work, create the culture of the organization, and literally have the power to make or break it." What is the meaning of "set the tone?"
 - a) Establish the general attitude or feeling of an event.
 - b) The way your voice sounds, which shows how you are feeling or

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what you mean.

- c) The general feeling or attitude expressed in a piece of writing, a speech, an activity.
 - d) A sound made by electronic equipment, such as a telephone.
2. Who is responsible for managing and distributing information about college teams?
- a) Sport manager
 - b) athletic director
 - c) information director
 - d) professional
3. In the sentence "Stadiums and arenas need general managers, operations managers, box office managers, and event managers to run their organizations." What is the meaning of to run?
- a) To organize or be in charge of an activity, business, organization, or country.
 - b) To do something or go somewhere quickly.
 - c) To print something in a newspaper or magazine, or broadcast something on television.
 - d) To move too fast or in an uncontrolled way.
4. For a sport manager what are the most important resources?
- a) Physical resources
 - b) Informational resources
 - c) Financial resources
 - d) Human resources
5. How a sport manager should achieve the sport organization's objectives ?
- a) By Hiring the best people
 - b) Effective and efficient use of physical resources.
 - c) Through effective and efficient use of resources.
 - d) By having all kind of information.

1.4 Matching Exercises

Match the numerical words at the left with alphabetic phrases at the right side of the table.

Column I	Column II
1. Participant	a) A set of numbers which represent facts or measurements.
2. Coach	b) a person or business that sells goods to customers in a shop
3. Opportunity	c) a strong desire to get something.
4. Thrive	d) someone who teaches a person or team in a sport.
5. Recreation	e) the distribution of audio and video content to a dispersed audience via any audio or visual mass communication medium.
6. Distribute	f) someone who is taking part in an activity or event.
7. Statistic	g) to become very successful or very strong and healthy.
8. Broadcasting	h) the activity of travelling on a small flat rubber boat filled with air.
9. Ambition	i) an activity that you do for pleasure or hobby.
10. Raft	j) to share things among a group of people, especially in a planned way.
	k) a chance to do something or an occasion when it is easy for you to do something.
	l) goods that are being sold

1.5 Fill in the blanks

Fill in the blanks with the correct form of the words listed below (use each word only once).

Discipline, determine, athletic, organization, position, valuable, available, responsible, training, productivity.

1. A tall ----- man has very strong body.
2. Frankie shifted his ----- so that his knees would not become cramped.
3. Working as a manager requires a good deal of -----.

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4. Meetings were held to update employees as soon as new information became -----.
5. The college has helped Anne with the ----- of the event.
6. The successful manager explained some ways of increasing -----.
7. Brenda spends two hours a day ----- for the marathon.
8. Coaching is a job that gave him ----- experience.
9. How hard the swimmers work now will ----- how they perform in the Olympics.
10. Mills is ----- for a budget of over \$5 million.

1.6 Translation practice

Translate the following paragraph into Persian.

Interview with a sport manager

What responsibility do you have as an Athletic Director?

Many, many responsibilities. Hiring coaches, scheduling gymnasiums and field for teams to practice and play regular season games, arranging for van and bus transportation to away games, printing tickets and game programs, acquiring advertisers for game programs, fund-raising, and watching many games. When I watch the games, I appreciate all the work that my staff and the students have put into making the event a success.

Unit 2

Sport Management Theories

Unit objectives

The reader is supposed to achieve the following goals after reading this unit:

- To get familiar with some of the theories in sport management.
- To get familiar with some of the most famous scientists in management theories.
- To get familiar with some of the assumptions in each theory.
- To be able to explain each theory briefly.
- To get familiar with one of the lesson's plan in sport management major at university.

Sport management theories

Management **theories** are implemented to help increase organizational **productivity** and service quality. Not many managers use a singular theory or concept when implementing strategies in the **workplace**: They commonly use an **integration** of a number of theories, depending on the workplace, purpose and workforce. Classical theories, **Contingency** theory, **chaos** theory and systems theory are popular management theories. Theory X and Y, which addresses management strategies for workforce motivation, is also implemented to help increase worker productivity.

Classical management theory

The Industrial Revolution was a time where **innovation** really began to change the way that products were produced and sold. The invention of machines to produce goods in the 19th century **drastically** improved productivity, which in turn lowered the cost to the consumer. The lower price resulted in a greater demand for products and thus a greater need for more factories and workers.

As factories increased in number, managers continued to search for ways to improve productivity, lower cost, increase quality of their products, improve employee/manager relationships and increase **efficiency**. The focus shifted from using machines to increase productivity to how they could increase employee productivity and efficiency. When they did this, they began to notice some new problems inside their factory systems. Employees were **dissatisfied** with their current working conditions, and many lacked the necessary training for how to do their work efficiently. Managers then began to formulate and test possible solutions, one of which was to find the *best possible way* for workers to perform and manage their tasks. The research resulted in the development of classical management theory.

Classical Management theory expanded throughout the first half of the 20th century as managers continued to look for ways to deal with issues surrounding industrial management. During this time, three separate branches **emerged** - bureaucratic management, classical **scientific** management and classical **administrative** management - each unique in its approach towards finding the best possible way. These three branches will be explained in more detail in the following lessons. Even though several management theories have emerged since the development of classical management theory, many contemporary organizations rely on the classical management approach today with great success.

a) **Scientific Management Theory:**

At the turn of the century, the most notable organizations were large and industrialized. Often they included ongoing, routine tasks that manufactured a variety of products. The United States highly **prized** scientific and technical **matters**, including careful measurement and specification of activities and results. Management tended to be the same. Frederick Taylor developed the scientific management theory which **espoused** this careful specification and measurement of all organizational tasks. Tasks were standardized as much as possible. Workers were **rewarded** and punished. This **approach** appeared to work well for organizations with **assembly** lines and other mechanistic, routinized activities.



Figure 2-1. Frederic Taylor

b) **Bureaucratic Management Theory:**

Max Weber embellished the scientific management theory with his bureaucratic theory. Weber focused on dividing organizations into **hierarchies**, establishing strong lines of authority and control. He **suggested** organizations develop comprehensive and detailed standard **operating** procedures for all routinized tasks.



Figure 2-2. Max Weber and Bureaucratic Management Theory

Human Relations Movement

Eventually, unions and government **regulations** reacted to the rather **dehumanizing** effects of these theories. More attention was given to individuals and their unique **capabilities** in the organization. A major belief included that the organization would prosper if its workers prospered as well. Human Resource departments were added to organizations. The behavioral sciences played a strong role in helping to understand the needs of workers and how the needs of the organization and its workers could be better **aligned**. Various new theories were **spawned**, many based on the behavioral sciences (some had name like theory “X”, “Y” and “Z”).

Theory X and Theory Y

The management theory an individual chooses to utilize is strongly influenced by beliefs about worker **attitudes**. Managers who believe workers naturally lack **ambition** and need incentives to increase productivity lean toward the Theory X management style. Theory Y believes that workers are naturally **driven** and take responsibility. While managers who believe in Theory X values often use an authoritarian style of leadership, Theory Y leaders encourage participation from workers.