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LEADERSHIP AND TEAM EFFECTIVENESS

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4 Basic Computer Skills

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 1 UNIT 1 - INTRODUCTION TO LEADERSHIP AND TEAM EFFECTIVENESS CONTENTS Learning Objectives Introduction 1.1 What is Leadership? 1.1.1 Leadership Defined 1.1.2 What Leadership is not? 1.1.3 Definition of Followership 1.1.3 Qualities of Leadership 1.1.4 Leadership's Relation with Management 1.2 What is a Team? 1.3 Leadership in Teams 1.3.1 Team Leadership 1.3.2 Team Size Composition and Formation 1.4 Team Leadership and Social Identification 1.4.1 Social identity 1.4.2 Empathy – Its Meaning 1.5 Need for Team Balance 1.6 Team Assessment 1.6.1 Team-assessment Leadership Tool 1.7 Using Team Wheels 1.7.1 Benefits of the Team Wheel Summary Keywords Review Questions Further Readings

Leadership and Team Effectiveness Notes 2 LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define the term leadership and team z Discuss Team Leadership and Social Identification z Describe Need for Team Balance and Team Assessment z Explain Using Team Wheels INTRODUCTION You will start your study with understanding the meaning of term leadership. Good

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leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education,

training, and experience. To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Managers are responsible for creating, developing, and supporting the cooperative efforts of individuals under their influence. Compiling honest, clear-eyed evaluations of how these individuals interact is a critical first step to building cohesive, long-term working relationships. Many people mistakenly expect that simply working in close proximity to others is enough to allow an effective team to emerge. Not so. Although individuals may be close physically, don't assume that their thought processes or levels of commitment are in sync. Remember that an individual may work simply for a paycheck and exhibit a lack of concern for the organization, its activities, its mission, and its people that is obvious to even the most casual observer. These individuals do just enough to get by, but not enough to make a difference. The major difference between groups and teams centers around how work gets done. Work groups emphasize individual work products, individual accountability, and even individual-centered leadership. In contrast, work teams share leadership roles, have both individual and mutual accountability, and create collective work products. In other words, a work group's performance is a function of what its members do as individuals, while a team's performance is based on collective results-what two or more workers accomplish jointly. In this unit, we will discuss the term leadership and team. Further, we will focus on team leadership and social identification. We will also study team wheel.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 3 1.1 WHAT IS LEADERSHIP? Leadership is a value-loaded term. To many persons, leadership connotes people being driven away by a hypnotic influence. Early notions about leadership dealt with it almost in terms of personal abilities. Leaders were credited with supernatural powers such as the ability to see through men's minds, to tell the future and to compel obedience hypnotically. Leadership is viewed as a characteristic of the individual. In recent times, such supernatural explanations have given way to more rational explanations. Current definitions of leadership identify it as a social-influence process. It is said to be "the process of influencing group activities towards the accomplishment of goals in a given situation." z Existence of Followers: Leadership does not flourish in a vacuum. The essence of leadership is followership. Leadership implies that followers must consent to being influenced. They must suspend their judgement and allow another person to make decisions in specific situations. This reciprocal, two-way relationship involves psychological or economic exchange. Leaders gain their authority over a group by group consensus alone. z Interpersonal Influence: Leadership envisages the idea of interpersonal influence. It is actually the knack of getting other people to follow you and to do willingly the things you want them to do. Without influence, there can be no leadership. z Uneven Power Sharing: Leadership is a relationship between two or more people in which influence and power are unevenly distributed. z Common Goals: The basic objective of leadership is to rally men and women toward common goals. It involves a happy reconciliation of personal and group objectives. z Situational: Leadership is situational. The qualities, skills and characteristics of a leader are determined, to a large extent, by the demands of the situation in which he is to function as leader. Leadership is a matter of removing barriers in a situation so that subordinates work with freedom and independence. Leadership, more importantly, is a continuous process of influencing behaviour. A leader breathes life into the group and motivates it towards goals. The lukewarm desires for achievement are transformed into a burning passion for accomplishment. It should also be noted that leadership is something a person does, not something he has. Leadership is something that emerges, that grows, and that is achieved.

Leadership and Team Effectiveness Notes 4 The term 'manager' and 'leader' are often used interchangeably. However, leadership is not same as managership. Leadership can exist in unorganised groups, but managership requires an organised structure. A manager is more than a leader. By virtue of his position, a manager has to organise and control the activities of people toward the plan, accomplishment of objectives. Managership, thus, is a wider term. All managers are leaders but all leaders are not managers. The following table presents a summary of these viewpoints: Table 1.1: Leadership vs. Managership

Leadership	Managership
Narrow term	Wider term
A manager is more than a leader.	Exists in unorganised groups.
No organised structure is needed.	Requires an organised structure.

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Leadership is the activity of influencing people to strive willingly for group

goals. Managership implies exercising functions like planning, organising, staffing, directing and controlling to achieve group goals. Leadership is an aspect of one of these functions. Leaders get authority by virtue of their skills, abilities and the situational demands. Followers must also consent to being influenced. Managers get formal authority delegated from above. According to K.E. Chung, the following attributes of leaders distinguish leaders from managers: z Leaders have followers: To be a leader, one must have followers. A manager, on the other hand, may have people to supervise, but these people may not follow the manager's lead. Employees may comply with the manager's directives, but such compliance may not yield a sense of commitment that leadership creates. z Leaders have emotional appeal: Abraham Zaleznik points out the differences in our expectations of managers and leaders. Managers are expected to be rational decision-makers and problem solvers. Leaders are expected to be charismatic, exciting, and visionary. They are capable of altering the mood of followers, raising their hopes and aspirations. z Leaders meet the needs of followers: Managers and leaders are responsible for meeting the needs of individuals and their organisations, however, managers are expected to be more concerned with attaining organizational goals, whereas leaders are expected to be more sensitive to the needs of followers. Terry has captured the distinct characteristics of leadership by drawing the distinction between leadership and non-leadership thus:

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 5 Table 1.2: Leadership vs. Non-leadership

Leadership	Non-leadership (Bossism)
z Inspires the employee	z Drives the employee
z Accomplishes work and develops the employee	z Accomplishes work at the expense of employee
z Shows employee how to do his job	z Instills fear in employee by threats and coercion
z Assumes obligations	z Passes the buck
z Fixes the breakdown for loss in production or sales.	z Fixes the blame on others for loss in production or sales.

Bosses take subordinates for a ride. They tend to put the employee down when things go wrong. They do not like a talented employee running ahead of them. They steal credit from others wherever possible. They are also known to turn the blame on others when events take a negative turn. They want subordinates to dance to their tunes—always. They cannot take the word "No" from anyone. They try to cover up their incompetence behind a mountain of excuses. They are petty-minded and focus only on somehow getting things done. While running the show, they are not comfortable receiving even good suggestions. In fact, they do not know how to get along with people. They only know how to rub people on the wrong side. In contrast, leaders are known for their integrating skills. They have a keen eye for judging people. They are pretty comfortable with competent subordinates. In fact, when they see a promising subordinate they offer help, assistance and advice. They nurture talent and permit young brains to experiment with untested ideas. They give credit for others and never try to put the subordinate down when the show is bad. They inspire subordinates to give their best through words of encouragement. They allow subordinates to commit mistakes and grow. They do not show off their anger on anyone. They have high tolerance for frustration and have the ability to take the ups and downs in business in their stride. They are determined, committed and are known for ethical behaviour even under difficult and trying circumstances. They would never quit the field till the goal is achieved—howsoever difficult it might be. Instead of running away from the field when things go wrong, they are known to exhibit their grit and determination. They have a passion to succeed and do particularly well when the path poses insurmountable challenges. In short, they are the people "with muscles of iron and nerves of steel".

1.1.1 Leadership Defined Leadership

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a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Good leaders are made
Leadership and Team Effectiveness Notes 6 not born.

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Good leaders develop through a never ending process of self-study, education,

training, and experience. "Leadership is a relationship between those who aspire to lead and those who choose to follow". (Kouzes & Posner, 2002). "Leadership is the behavior of an individual... directing the activities of a group toward a shared goal". (Hemphill & Coons, 1957) "

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Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization". (D. Katz & Kahn, 1978) "Leadership is the process of

influencing the activities of an organized group toward goal achievement". (Rauch & Behling, 1984) "Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished". (Richards & Engle, 1986) "Leadership is

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the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of

the organization..." (House et al., 1999) "Leadership is the ability of developing and communicating a vision to a group of people that will make that vision true". (Valenzuela, 2007) Hence, we may conclude that: z Leadership is personal leadership extended to empower a group toward a vision. z Leadership is authentic self expression that creates value. z Leadership is vision manifest through challenge, encouragement and inspiring others to action. z Leadership is vision, inspiration, courage, relationships and profound knowledge. z Leadership is giving people a purpose and pushing the boundaries with a well articulated vision. z Leadership is a relationship - selecting, motivating, coaching and building trust.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 7 z Leadership is motivating and guiding a group of people to reach a shared goal. z Leadership is impeccable integrity, total honesty and being big enough to say you were wrong. z Leadership is having a message, living that message and serving your followers. z Leadership is a process of getting things done through people. z Leadership means responsibility. It's adventure and often fun, but it always means responsibility. z Leadership is enabling a group to achieve something that they did not think they could do, and having fun doing it. z Leadership is a person involved in a process of influencing and developing a group of people to accomplish a purpose. z Leadership is the process of influencing people while operating to meet organizational requirements and improving the organization through change. 1.1.2 What Leadership is not? z Leadership is not magic that comes out of a leader's head. It is a learned skill. z Leadership is not the same as management. z Leadership is not just being the boss. z Leadership is not ownership. z Leadership is not done the same by everyone. There are many different leadership styles. 1.1.3 Definition of Followership Followership refers to the behaviour of followers that result from the leader- follower influence relationship.

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A follower is a person who is being influenced by

the leader. A follower can be a manager or a non-manager.

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Good followers are not 'yes people' who simply follow the leader without giving input that influences the leader. 1.1.3

Qualities of Leadership Studies of leadership have suggested qualities that people often associate with leadership. They include: z Technical/specific skill at some task at hand. z Charismatic inspiration - attractiveness to others and the ability to leverage this esteem to motivate others.

Leadership and Team Effectiveness Notes 8 z Preoccupation with a role - a dedication that consumes much of leaders' life - service to a cause. z A clear sense of purpose (or mission) - clear goals - focus - commitment. z Results-orientation - directing every action towards a mission - prioritizing activities to spend time where results most accrue. z Cooperation - work well with others. z Optimism - very few pessimists become leaders. z Rejection of determinism - belief in one's ability to "make a difference". z Ability to encourage and nurture those that report to them - delegate in such a way as people will grow. z Role models - leaders may adopt a persona that encapsulates their mission and lead by example. z Self-Knowledge (in non-bureaucratic structures). z Self awareness - the ability to "lead" (as it were) one's own self prior to leading other selves similarly. z Awareness of environment - the ability to understand the environment they lead in and how they affect and are affected by it. z Empathy - Understanding what others say, rather than listening to how they say things - this could partly sum this quality up as "walking in someone else's shoes" (to use a common cliché). z Integrity - the integration of outward actions and inner values. z Sense of Humour - people work better when they're happy. In 2008 Burman and Evans published a 'charter' for leaders: 1. Leading by example in accordance with the company's core values. 2. Building the trust and confidence of the people with which they work. 3. Continually seeking improvement in their methods and effectiveness. 4. Keeping people informed. 5. Being accountable for their actions and holding others accountable for theirs. 6. Involving people, seeking their views, listening actively to what they have to say and representing these views honestly. 7. Being clear on what is expected, and providing feedback on progress. 8. Showing tolerance of people's differences and dealing with their issues fairly.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 9 9. Acknowledging and recognizing people for their contributions and performance. 10. Weighing alternatives, considering both short and long-term effects and then being resolute in the decisions they make. 1.1.4 Leadership's Relation with Management Some commentators link leadership closely with the idea of management. Some regard the two as synonymous, and others consider management a subset of leadership. If one accepts this premise, one can view leadership as: z centralized or decentralized z broad or focused z decision-oriented or morale-centred z intrinsic or derived from some authority Any of the bipolar labels traditionally ascribed to management style could also apply to leadership style. Hersey and Blanchard use this approach: they claim that management merely consists of leadership applied to business situations; or in other words: management forms a sub-set of the broader process of leadership. They put it this way: "Leadership occurs any time one attempts to influence the behavior of an individual or group, regardless of the reason. Management is a kind of leadership in which the achievement of organizational goals is paramount." However, a clear distinction between management and leadership may nevertheless prove useful. This would allow for a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader should demonstrate management skills. One clear distinction could provide the following definition: z Management involves power by position. z Leadership involves power by influence. Abraham Zaleznik (1977), for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance; while managers he views as planners who have concerns with process. Warren Bennis (1989) further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups: z Managers administer, leaders innovate z Managers ask how and when, leaders ask what and why z Managers focus on systems, leaders focus on people z Managers do things right, leaders do the right things z Managers maintain, leaders develop

Leadership and Team Effectiveness Notes 10 z Managers rely on control, leaders inspire trust z Managers have a short-term perspective, leaders have a long-term perspective z Managers accept the status-quo, leaders challenge the status-quo z Managers have an eye on the bottom line, leaders have an eye on the horizon z Managers imitate, leaders originate z Managers emulate the classic good soldier, leaders are their own person z Managers copy, leaders show originality. Paul Birch (1999) also sees a distinction between leadership and management. He observed that, as a broad generalization, managers concerned themselves with tasks while leaders concerned themselves with people. Birch does not suggest that leaders do not focus on "the task." Indeed, the things that characterise a great leader include the fact that they achieve. Effective leaders create and sustain competitive advantage through the attainment of cost leadership, revenue leadership, time leadership, and market value leadership. Managers typically follow and realize a leader's vision. The difference lies in the leader realising that the achievement of the task comes about through the goodwill and support of others (influence), while the manager may not. This goodwill and support originates in the leader seeing people as people, not as another resource for deployment in support of "the task". The manager often has the role of organizing resources to get something done. People form one of these resources, and many of the worst managers treat people as just another interchangeable item. A leader has the role of causing others to follow a path he/she has laid out or a vision he/she has articulated in order to achieve a task. Often, people see the task as subordinate to the vision. For instance, an organization might have the overall task of generating profit, but a good leader may see profit as a by-product that flows from whatever aspect of their vision differentiates their company from the competition. Leadership does not only manifest itself as purely a business phenomenon. Many people can think of an inspiring leader they have encountered who has nothing whatever to do with business: a politician, an officer in the armed forces, a Scout or Guide leader, a teacher, etc. Similarly, management does not occur only as a purely business phenomenon. Again, we can think of examples of people that we have met who fill the management niche in non-business organisations. Non-business organizations should find it easier to articulate a non-money-driven inspiring vision that will support true leadership. However, often this does not occur. Differences in the mix of leadership and management can define various management styles. Some management styles tend to de-emphasize leadership. Included in this group one could include participatory management, democratic

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 11 management, and collaborative management styles. Other management styles, such as authoritarian management, micro-management, and top-down management, depend more on a leader to provide direction. Note, however, that just because an organisation has no single leader giving it direction, does not mean it necessarily has weak leadership. In many cases group leadership (multiple leaders) can prove effective. Having a single leader (as in dictatorship) allows for quick and decisive decision-making when needed as well as when not needed. Group decision-making sometimes earns the derisive label "committee-itis" because of the longer times required to make decisions, but group leadership can bring more expertise, experience, and perspectives through a democratic process. Patricia Pitcher (1994) has challenged the bifurcation into leaders and managers. She used a factor analysis (in marketing) factor analysis technique on data collected over 8 years, and concluded that three types of leaders exist, each with very different psychological profiles: 'Artists' imaginative, inspiring, visionary, entrepreneurial, intuitive, daring, and emotional Craftsmen: well-balanced, steady, reasonable, sensible, predictable, and trustworthy Technocrats: cerebral, detail-oriented, fastidious, uncompromising, and hard-headed She speculates that no one profile offers a preferred leadership style. She claims that if we want to build, we should find an "artist leader" if we want to solidify our position, we should find a "craftsman leader" and if we have an ugly job that needs to get done like downsizing, we should find a "technocratic leader". Pitcher also observed that a balanced leader exhibiting all three sets of traits occurs extremely rarely: she found none in her study. Bruce Lynn postulates a differentiation between 'Leadership' and 'Management' based on perspectives to risk. Specifically, "A Leader optimises upside opportunity; a Manager minimises downside risk." He argues that successful executives need to apply both disciplines in a balance appropriate to the enterprise and its context. Leadership without Management yields steps forward, but as many if not more steps backwards. Management without Leadership avoids any step backwards, but doesn't move forward. Interactions among employees can be characterized in three ways: z Groups: A group exists almost anywhere two or more people interact or coexist. z Mobs: Unlike groups, mobs have a unified purpose. Mobs of employees often form with the focused intent to challenge, malign, or even sabotage the established order. Although many people think of mobs as chaotic, disorganized, and unstructured, they are actually very purposeful in their actions. Contd...

Leadership and Team Effectiveness Notes 12 Team: Teams share a common goal. A team is composed of two or more people who interact regularly and coordinate their work to accomplish a mutual objective. Some management experts believe that highest productivity results only when groups become teams. A group does not have a unified purpose. Self Assessment Fill in the blanks: 1.

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Good leaders develop through a never ending process of self-study, education,

training, and _____ 2. _____ are responsible for creating, developing, and supporting the cooperative efforts of individuals under their influence 3. The major difference between groups and teams centers around _____ 4. _____ is a relationship between two or more people in which influence and power are unevenly distributed 5. Leadership is _____ 6. Bosses take _____ for a ride. 1.2 WHAT IS A TEAM? A "team" is defined as a group of people who collaborate or work together toward a common goal. A team implies synergy, meaning the whole is greater than the sum of their parts. The essence of a team is a common commitment, because without it, the members are simply a group of individuals. Leadership is an individual's or organization's ability to inspire confidence and influence people to act in a coordinated fashion in a common direction or with a shared focus.

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A team comprises a group of people linked in a common purpose. Teams are especially appropriate for conducting tasks that are

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and have many interdependent subtasks. A group in itself does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize his or her strengths and minimize his or her weaknesses. Unit 1 -

Introduction to Leadership and Team Effectiveness Notes 13 1.3 LEADERSHIP IN TEAMS Leader's job is not to fix anyone or to have any solutions. Their job is to help team members expand the horizons of their awareness, and to facilitate their taking responsibility for their actions and reactions. Building an environment of Teamwork requires effort on the part of all members within a team. It also requires other elements such as direction, structure, processes, team community and working environment to create effective teams. The leader is crucial to the success of the team. He/she is the glue that keeps all these elements working synergistically. Team leaders bring people together with very diverse backgrounds, education, values, beliefs, or perceptions for a common purpose. Have you been tapped to lead a team? Team members become discouraged and resistant if they are tied to set procedures rather than given processes. In contrast to individual leadership, some organizations have adopted group leadership. In this situation, more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. In some situations, the maintenance of the boss becomes too expensive - either by draining the resources of the group as a whole, or by impeding the creativity within the team, even unintentionally. Example: A common example of group leadership involves cross- functional teams. A team of people with diverse skills and from all parts of an organization assembles to lead a project. A team structure can involve sharing power equally on all issues, but more commonly uses rotating leadership. The team member(s) best able to handle any given phase of the project become(s) the temporary leader(s). According to Ogbornia (2007), "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals". Ogbornia defines an effective leader "as an individual with the capacity to consistently succeed in a given condition and be recognized as meeting the expectations of an organization or society." 1.3.1

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Team Leadership In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership. Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team

Leadership and Team Effectiveness Notes 14

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strength. Balanced teams comprised of such individuals who engaged in complementary role behaviour performed better than unbalanced teams. Nine distinctive roles were identified in the study, with most people being found to embrace a mix of two or three roles whilst also avoiding others with which they were uncomfortable. Where there was an individual with clear, useful and appreciated attributes they would fit into a team on the basis of the strengths they brought. These people would also have weaknesses that belonged to the same cluster of characteristics as the strength itself. These potential deficiencies were considered the price that has to be paid for a particular strength, a price that is worth paying, and were referred to as 'allowable weaknesses. Belbin found no 'ideal' team member, individual who could perform all of the roles. From this work, Belbin drew the distinction between the "Solo" and the "Team" leader. He suggests that "leaders are not notable for admitting their weaknesses, whether allowable or not. To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs. Belbin classified such leaders as 'Solo leaders' and in the workplace this type of behaviour may have great advantages, for internal barriers can be overcome and decisions, especially those of an urgent nature, can be made and put into effect with little or no delay. The increasing complexity and the discontinuous nature of modern work however, poses greater problems where Solo leadership is less appropriate and 'Team leadership' more suited. The key difference between the 'Solo leader' and 'Team leadership' revolves around the behaviour and participation of the two as illustrated below:

Table 1.3:

Sole leader vs Team leader

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Solo Leader Team Leader z Plays unlimited role – the Solo Leader interferes in everything z Choose to limit role to preferred team roles – delegates roles to others z Strives for conformity – the Solo Leader tries to mould people to particular standards z Builds on diversity – the Team Leader values differences between people z Collects acolytes – The Solo Leader collects admirers and sycophants z Seeks talent – the Team Leader is not threatened by people with special abilities z Direct Subordinates – Subordinates take their leads and cues from the Solo Leader

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Develops colleagues – the Team Leader encourages the growth of personal strengths z Projects objectives – the Solo Leader makes it plain what everyone is expected to do 1. Choose to limit role to preferred team roles – delegates roles to others z Creates mission – the Team Leader projects the vision which others can act on as they see fit Source: Solo and Team Leader (Belbin, 1993). Belbin uses a definition from Charles Handy to illustrate his hypothesis of Solo leadership: 'A leader shapes and shares a vision which gives point to the work of others' (Handy, 1992).

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In today's organisation the alternative approach, the Team Leader, is more appropriate. Whilst Team leadership may not be as natural as Solo leadership, Belbin suggests it can be learned through understanding the nature of leadership and the qualities required. In the rapidly changing and uncertain work environment of today no one person has all the answers to leadership. A Team leadership style based upon the development of the strengths and the allowable weaknesses of all of the roles will permit a more holistic, or participative, style of leadership where teamwork, problem solving, decision making and innovation can flourish with heightened teamwork and work performance. 1.3.2

Team Size Composition and Formation Team size and composition affect the team processes and outcomes. The optimal size (and composition) of teams is debated and will vary depending on the task at hand. At least one study of problem-solving in groups showed an optimal size of groups at four members. Other works estimate the optimal size between 5-12 members. Less than 5 member's results in decreased perspectives and diminished creativity. Membership in excess of 12 results in increased conflict and greater potential of sub-groups forming. Regarding composition, all teams will have an element of homogeneity and heterogeneity. The more homogeneous the group, the more cohesive it will be. The more heterogeneous the group, the greater the differences in perspective and increased potential for creativity, but also the greater potential for conflict. Team members normally have different roles, like team leader and agents. Large teams can divide into sub-teams according to need. Many teams go through a life-cycle of stages, identified by Bruce Tuckman as: forming, storming, norming, performing and adjourning. The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model has become the basis for subsequent models of group development and team dynamics and a management theory frequently used to describe the behavior of existing teams. It has also taken a firm hold in the field of experiential education since in many outdoor education centers team building and leadership development are key goals.

Forming In the first stages of team building, the forming of the team takes place. The team meets and learns about the opportunity and challenges, and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. They may be motivated but are usually relatively uninformed of the issues and objectives of the team. Team members are usually on their best behavior but very focused on themselves. Mature team members begin to model appropriate behavior even at this early phase. Sharing the knowledge of the concept of "Teams - Forming, Storming, Norming, and Performing" is extremely helpful to the team. Supervisors of the team tend to need to be directive during this phase. The forming stage of any team is important because in this stage the members of the team get to know one another and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.

Storming Every group will then enter the storming stage in which different ideas compete for consideration. The team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each other's ideas and perspectives. In some cases storming can be resolved quickly. In others, the team never leaves this stage. The maturity of some team members usually determines whether the team will ever move out of this stage. Immature team members will begin acting out to demonstrate how much they know and convince others that their ideas are correct. Some team members will focus on minutiae to evade real issues. The storming stage is necessary to the growth of the team. It can be contentious, unpleasant and even painful to members of the team who are averse to conflict. Tolerance of each team member and their differences needs to be emphasized. Without tolerance and patience the team will fail. This phase can become destructive to the team and will lower motivation if allowed to get out of control. Supervisors of the team during this phase may be more accessible but tend to still need to be directive in their guidance of decision-making and professional behavior.

Norming At some point, the team may enter the norming stage. Team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid. Team members often work through this stage by agreeing on rules, values, professional behavior, shared methods, working tools and even taboos. During this phase, team members begin to trust each other. Motivation increases as the team gets more acquainted with the project. Teams in this phase may lose their creativity if the norming behaviors become too strong and begin to stifle healthy dissent and the team begins to exhibit groupthink.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 17 Supervisors of the team during this phase tend to be participative more than in the earlier stages. The team members can be expected to take more responsibility for making decisions and for their professional behavior.

Performing Some teams will reach the performing stage. These high-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. Team members have become interdependent. By this time they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team. Supervisors of the team during this phase are almost always participative. The team will make most of the necessary decisions. Even the most high-performing teams will revert to earlier stages in certain circumstances. Many long-standing teams will go through these cycles many times as they react to changing circumstances. For example, a change in leadership may cause the team to revert to storming as the new people challenge the existing norms and dynamics of the team.

Self Assessment State whether the following statements are true or false: 7. Without tolerance and patience the team will fail 8.

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Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. 9.

Relationship Behavior

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is the willingness and ability of a person to take responsibility for directing his or her own behaviour. 10.

High-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. 1.4 TEAM LEADERSHIP AND SOCIAL IDENTIFICATION

The process by which an aspect of self image is developed based on in-group preference or ethnocentrism and a perception of belonging to a social or cultural group is called social identification. 1.4.1 Social Identity A social identity is the portion of an individual's self-concept derived from perceived membership in a relevant social group.

Leadership and Team Effectiveness Notes 18 Social identity theory is best described as a theory that predicts certain intergroup behaviours on the basis of perceived group status differences, the perceived legitimacy and stability of those status differences, and the perceived ability to move from one group to another. This contrasts with occasions where the term "social identity theory" is used to refer to general theorizing about human social selves. Moreover, and although some researchers have treated it as such, social identity theory was never intended to be a general theory of social categorization. It was awareness of the limited scope of social identity theory that led John Turner and colleagues to develop a cousin theory in the form of self-categorization theory, which built on the insights of social identity theory to produce a more general account of self and group processes, The term social identity approach, or social identity perspective, is suggested for describing the joint contributions of both social identity theory and self-categorization.

Social identity theory states that social behaviour will vary along a continuum between interpersonal behavior and intergroup behaviour. Completely interpersonal behaviour would be behaviour determined solely by the individual characteristics and interpersonal relationships that exists between two or more people. Completely intergroup behaviour would be behaviour determined solely by the social category memberships that apply to two or more Leadership in today's diverse global market place, demands the ability to relate to others if the leader truly wants to achieve the desired results. Without results, businesses will fail. The old leadership role of "It's my way or the highway" might have worked when everyone shared the same values, the same ethnic origins and the same belief systems. However, people in the 21st century are smarter than their ancestors. These people experience more change in one year than their grandparents experienced in their entire lifetime. All of this change creates additional stress and pushes them to seek other opportunities to realize their dreams. Effective leaders must be able to relate to these changes if they want to achieve the predetermined results. Daniel Goleman in his book Working with Emotional Intelligence (EQ) speaks directly to the impact of EQ from the variety of studies he researched. Having a high degree of empathy and being able to use that emotional competency is truly a "no brainer." Empathy can be developed within any individual especially those in leadership roles. As a true leader has the ability to give meaning to a crisis event and turn it into an opportunity for growth. Empathy is the key to building trust in the leader-follower relationship, and is indispensable for crisis leadership and recovery today.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 19 1.4.2 Empathy – Its Meaning Goleman's definition of empathy is a social competence where we are aware of another's feelings, needs and concerns. He further explains that emotional intelligence determines "our potential for learning." Empathy starts with oneself: In Working with Emotional Intelligence, Daniel Goleman frames empathy as the "awareness of others' feelings, needs, and concerns." Yet, as much as empathy focuses on others, it starts with oneself. Leaders in today's global world must raise their own emotional and cultural awareness to enable themselves to recognize and develop the ability to relate to others, particularly when there are cultural differences at work. Leaders need to be aware of their own basic values, beliefs, assumptions and worldview and how they compare to others' cultural backgrounds and emotions. Empathy is appreciating the inner state of others. We often associate Empathy with a sensing of others' feelings. But because feelings are only part of our inner state, empathy is much more than appreciation of feelings. Models of Empathy One model given by Virginia Satir of inner state is the Personal Iceberg. In this model, inner state is a hierarchy of copings, feelings, perceptions, expectations, yearnings and ultimately the Self. They called it an "iceberg" because like an iceberg lot is invisible. Empathy is appreciating all of these elements in others. We need empathy not only to inspire others, but also when we're figuring out how to express something, or even whether to express it. While we're deciding, we need a sense of what the impacts of various options might be, which requires empathy. Here are some other applications of empathy skills.

- z Framing a message: To communicate effectively, it helps to have a feel for how your message will land, whether it's an apology, persuasion, congratulations, or something painful. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his position. However, he must possess adequate personal attributes to match his authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his role in the organization and reduce it to that of a figurehead. However, only authority of position has the backing of formal sanctions.
- z Timing and not-timing: Empathy helps you know when to act, and when not to act.
- z Leading, motivating, inspiring and deterring: If your goal is to energize (or inhibit) others, the choices you make are more effective if you take into account the personal icebergs of those others.

Leadership and Team Effectiveness Notes 20

- z Detecting overload: The usual indicators of overload are burnout or error rates. Empathy can help you detect overload before the damage is done.
- z Negotiating and dealing with conflict: Reaching solutions that appeal to all parties is easier with an understanding of the inner experience of all parties.

Developing Empathy

- z Listen - truly listen to people: Listen with your ears, eyes and heart. Pay attention to others' body language, to their tone of voice, to the hidden emotions behind what they are saying to you, and to the context.
- z Don't interrupt people: Don't dismiss their concerns offhand. Don't rush to give advice. Don't change the subject. Allow people their moment.
- z Tune in to non-verbal communication: This is the way that people often communicate what they think or feel, even when their verbal communication says something quite different.
- z Practice the 93% rule: A famous study by Professor Emeriti, Albert Mehrabian of UCLA, words - the things we say - account for only 7% of the total message that people receive. The other 93% of the message that we communicate when we speak is contained in our tone of voice and body language. It's important, then, to spend some time to understand how we come across when we communicate with others. A simple thing like frowning or a raised eyebrow when someone is explaining their point of view can disconnect us from the speaker and make us appear as though we lack understanding.
- z Be fully present when you are with people: Don't check your email, look at your watch or take phone calls when a direct report drops into your office to talk to you. Put yourself in their shoes. How would you feel if your boss did that to you? Smile at people.
- z Encourage people: Particularly the quiet ones, when they speak up in meetings. A simple thing like an attentive nod can boost people's confidence.
- z Give genuine recognition and praise: Pay attention to what people are doing and catch them doing the right things. When you give praise, spend a little effort to make your genuine words memorable: "You are an asset to this team because..."; "This was pure genius"; "I would have missed this if you hadn't picked it up."
- z Take a personal interest in people: Show people that you care, and genuine curiosity about their lives. Ask them questions about their hobbies, their challenges, their families, their aspirations.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 21 1.5 NEED FOR TEAM BALANCE One can manage their time, their budget, their fuel, and yes, their people, but one can only lead people (or to be more inclusive, we should say one can only lead intelligent living things, since shepherds and dog-trainers would object to a homo sapiens-centric definition). Then perhaps the perception of a cog-manipulating manager is rooted in this difference between animate and inanimate objects. It is when we feel used, manipulated, or led against our will by a person in authority over us, we feel as if we are being treated like an inanimate object. We say the person in authority is a lousy manager. But when the person in authority increases our own autonomy, makes us feel at liberty to accept or reject his/her vision, and fills us with a real personal desire to bring this vision to life, we say he/she is a great leader. When applying these concepts for "manager" and "leader" in the setting of a team, we find interesting results: If there is a team leader that is perceived to be unconcerned with the team members needs, or has a personal agenda more important than the team's goals, then the leader is perceived to be more of a "manager" and becomes estranged from the team members. Conversely, the team leaders most admired and loyally followed are those who show concern for the team members as individuals with real needs, and are those who put "The Cause" of the team above their own persona agenda. Realistically, most organizations do need leaders who sometimes look at their teams with cold, analytical eyes, evaluating inefficiencies and making unpopular choices. But it would be a mistake to think that one has to be an "estranged, unliked manager" in order to execute these responsibilities. If a team leader's tasks such as efficiency analysis were done hand in hand with sincerely seeking to know team members individual needs, then the team leader would be perceived to have a genuine desire to make the team more successful. Additionally, ineffective leaders may hide an unwillingness to make tough decisions by faking the "touchy-feely" attitudes associated with great leaders with high emotional-intelligence. An effective leadership is a uniquely human institution, and there isn't a team that couldn't profit through better "leaders" rather than better "managers". One can still balance all the practical demands of a "manager" with the beneficial traits of an inspiring "leader."

1.6 TEAM ASSESSMENT Team assessment is the method of assessing the performance of team. It measure team functioning, including the effectiveness of team communication.

Leadership and Team Effectiveness Notes 22 Figure 1.1: Team assessment This will give you a clear understanding of what your teams need to become high performance teams. This results in: z Less staff turnover z More productivity z Higher motivation

1.6.1 Team-assessment Leadership Tool The team-assessment leadership tool is for teams to improve their productivity and interpersonal relationships by assessing the strengths and challenges of the group. A survey has many benefits: it helps the team talk about what is going on and set goals, it is a 'neutral' way to identify issues without causing interpersonal conflict, and it can be used regularly to track progress. An analysis tool like this that is used on a regular basis can be less threatening than one used when conflict is already occurring in the team. A member evaluation can also improve group participation. Use this analysis data to improve your group functions.

1. active listening
2. open communication
3. mutual trust & confidence
4. attitudes toward differences within group
5. mutual support
6. involvement-participation
7. control methods
8. flexibility
9. use of members resources
10. objectives or purpose

Effective statements for team assessment help you evaluate strengths and weaknesses of your team and uncover team working problems that you might

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 23 be experiencing. Give each statement one of the marks that best describes your situation: Strongly agree, Somewhat agree, Partly agree/partly disagree, Somewhat disagree, Strongly disagree. For best results, ask all team members to complete the assessment form and compare the views of team leaders and other team members. Sample statements for team effectiveness assessment would be:

- z All members share a vision to be an innovative team.
- z The team understands what it needs to accomplish.
- z The project contains stretch goals and intermediate milestones for progress.
- z The team has the resources needed to be successful.
- z Team members feel free to challenge each other and ask questions.
- z New ideas are encouraged, decision regarding their implementation are made without any delay.
- z The team has a specific process to overcome roadblocks to implementing new ideas.
- z Team leaders support innovation through specific events.
- z The team consistently creates an atmosphere of mutual trust.
- z The team cultivates and harvests a "what we can learn" attitude when things go wrong.
- z Team members balance their individual needs for autonomy with the benefits of mutual interdependence.

How Can You Improve? Having assessed your team, move further to improve it. Ask these questions:

- z How could our team create higher value for customers and all stakeholders?
- z What mindsets and/or limitations hamper innovation?
- z What should be changed and how to make our team more effective and innovative?

1.7 USING TEAM WHEELS Team setting can help you understand your fellow team members and optimise collaboration and performance.

Leadership and Team Effectiveness Notes 24 Figure 1.2: Team Wheel The Team Wheel gives team members an opportunity to better understand the behavioural styles of their colleagues in a holistic and visual manner. It plots the wheel positions of team members showing the "big picture and overall team dynamic", highlighting their dominant features.

1.7.1 Benefits of the Team Wheel

- z Enables each team member to appreciate how their specific colour energy order sits within the team as a whole.
- z Empowers team members to be more aware of and willing to contribute their unique gifts to achieve team goals.
- z Provides an 'at a glance' view of everyone on the team, highlighting gaps or potential areas of strength and weakness.
- z Explains where relationship challenges may occur in the team, ie. often between 'opposite types'.
- z Acts as a catalyst to encourage team members to get together and openly discuss how to improve the team dynamic.
- z Increases team communication, collaboration and performance.

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 25 Self Assessment Fill in the blanks: 11. The process by which an aspect of self image is developed based on in- group preference or _____ and a perception of belonging to a social or cultural group is called social identification. 12. A _____ is the portion of an individual's self-concept derived from perceived membership in a relevant social group. 13. _____ as the "awareness of others' feelings, needs, and concerns 14. _____ is the method of assessing the performance of team. It measure team functioning, including the effectiveness of team communication. 15. _____ can help you understand your fellow team members and optimize collaboration and performance. Task A strong achievement orientation may result in behavior that undermines managerial effectiveness. Discuss the statement with the help of suitable examples. Case: "Am I the Manager?"

ail was hired at an apparel manufacturing company to be the office and production manager. She was very excited about her new position; the job responsibilities seemed to be perfect fit to her skills and strengths. Her responsibilities included running the office and the ordering department and coordinating the production facilities. Larry was the owner of the company and he handled all the financial aspects of the business. L.J. was the plant manager and Gail's direct supervisor. On the first day of work, Larry instructed Gail to make the order and production department more effective. Gail soon began to realize that there were a few employees in the ordering department who were very inefficient and lacking in motivation. One employee in particular, Kathy, would come in 10-20 minutes late, have several personal calls that lasted anywhere from 5-25 minutes, and refused to answer the phones when anyone else seemed to be free. She would simply say to the other order people, "I need you to get that call; I'm busy doing my account summaries." Larry had already warned her of Kathy's unacceptable behaviour and informed her that Kathy had several documented violations and notations in her personal file. Larry G Contd...

Leadership and Team Effectiveness Notes 26 felt that Gail should try to work with her, but if she was not able to change her behaviour, he wanted ail to document one final complaint and terminate her. Gail decided to have a feedback session with Kathy, during which Kathy was very defensive yet she said she would try to change her behaviour. Kathy insinuated that even though she did all these things, Larry liked her and he was not really bothered by them. Over the next two weeks, Kathy did not change her behaviour, so, with the documented results of the feedback session and the other citations in her file, Gail decided she would terminate her. Kathy created a scene in the office and ran into Larry's office. After a considerable time period, ail was called into Larry's office and he told Gail that Kathy was not fired and that "Gail just needed to help Kathy to improve upon her behaviours". Gail left the meeting, feeling that she had been undermined in front of the whole staff. Another situation that had been developing dealt with Gail's reorganization of the production department, in order to in efficiency between the ordering staff and the production department, there needed to be an order and a prioritization schedule. After developing a new system, Gail proceeded to explain the new system to the ordering department and to Maggie, the production supervisor, and her staff. Not much was said and Gail felt confident that her new system would work out. Soon she discovered that nothing had changed. Maggie was making her own determinations regarding production regardless of the orders put in and prioritized by the order department. Gail went to discuss this with Maggie and the reply she got from Maggie was, "This is my department. I have been here much longer than you have and I'll have them produce what I want them to. Go cry to Larry if you don't like it. Until I hear from Larry I shall do as I please." This dream job was beginning look like a nightmare. The final straw came regarding he ordering of materials. Gail quickly realized that they did not have the necessary materials to make the high- demand products. She worked on an inventory count with L.J. and between the two of them they were able to come up with an accurate count and an order plan to get production back on schedule. Gail then proceeded to make an order for the necessary supplies. A least she had control over something here. Two days later, Larry called him into the office furious about the orders. "How dare you order the supplies," Larry stormed. "You do not have the right to requisition materials; I handle the finances and this just put me into a bad spot with a supplier I owe money to. I make the decision when we purchase materials. Understand?" Gail was beginning to understand all too well. She was mad, frustrated, hurt, and disillusioned at the same time. "What have I gotten myself into with this organization?" she thought. Contd...

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 27 Questions 1. What guidelines of delegation were violated by Larry or Gail? 2. What should Gail plan to discuss with Larry? What issues need to be raised? 3. What does Gail need to do in order to obtain the necessary elements of delegation? 4. What advice would you give to Larry and Gail regarding their working situation? SUMMARY z

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Good leaders develop through a never ending process of self-study, education,

training, and experience. z The major difference between groups and teams centers around how work gets done. z Leadership is a value-loaded term. z To many persons, leadership connotes people being driven away by a hypnotic influence. z The term 'manager' and 'leader' are often used interchangeably. However, leadership is not same as managership. z In contrast, leaders are known for their integrating skills. They have a keen eye for judging people. z Leadership does not only manifest itself as purely a business phenomenon. z A common example of group leadership involves cross-functional teams. z

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To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs.

z Supervisors of the team during this phase are almost always participative. z Social identity theory states that social behaviour will vary along a continuum between interpersonal behavior and intergroup behavior. z Realistically, most organizations do need leaders who sometimes look at their teams with cold, analytical eyes, evaluating inefficiencies and making unpopular choices. z Team setting can help you understand your fellow team members and optimise collaboration and performance.

Leadership and Team Effectiveness Notes 28 KEYWORDS Empathy: empathy is a social competence where we are aware of another's feelings, needs and concerns. Forming: In the first stages of team building, the forming of the team takes place. The team meets and learns about the opportunity and challenges, and then agrees on goals and begins to tackle the tasks. Leader: A leader is a person who influences a group of people towards the achievement of a goal.

Leadership:

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Norming: Team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid. Performing: At this stage high-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. Social identification: The process by which an aspect of self image is developed based on in-group preference or ethnocentrism and a perception of belonging to a social or cultural group is called social identification. Social identity: A social identity is the portion of an individual's self-concept derived from perceived membership in a relevant social group. Storming: It is the stage in which different ideas compete for consideration. Team Wheel: The Team Wheel gives team members an opportunity to better understand the behavioural styles of their colleagues in a holistic and visual manner. REVIEW QUESTIONS 1. What do you mean by leadership? 2. How does leadership is different from managership? 3. Define a team. 4. What is social identity? 5. What is social identification concept? 6. How can a leader use power to for achieving organizational goals effectively? 7. How is it possible for a leader to be both task-oriented and relationship-oriented at the same time?

Unit 1 - Introduction to Leadership and Team Effectiveness Notes 29
 8. Can you think of some unique forms of leader behaviour that are important of a manager?
 9. Explain the relationship between the work environment and effective leadership.
 10. "Leadership is the driving force which gets things done." Explain.
 11. Discuss how the concept of leadership has developed?
 12. What is the need of having team balance?
 13. What is meant by team assessment?
 14. What are the significances of using team wheels?
 Answers to Self Assessments
 1. experience
 2. Managers
 3. how work gets done
 4. Leadership
 5. situational
 6. subordinates
 7. True
 8. True
 9. False
 10. True
 11. ethnocentrism
 12. social identity
 13. Empathy
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Unit 2 - Leadership: Type, Style and Behaviour Notes 31
 UNIT 2 - LEADERSHIP: TYPE, STYLE AND BEHAVIOUR
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 2.1.3 Managerial Traits and Effectiveness
 2.1.4 The Trait Approach to Leadership
 2.2 Types and Styles of Leadership
 2.2.1 McGregor's Theory X and Theory Y Managers
 2.2.2 Blake and Mouton's Managerial Grid
 2.2.3 Tannenbaum and Schmidt's Leadership Continuum
 2.2.4 Likert's Management System of Leadership
 2.2.5 Ohio State Leadership Quadrants
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 2.3.5 Decision-making
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 2.3.7 Collaboration
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 2.4.2 When to use Participative Style?
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Leadership and Team Effectiveness Notes 32 Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Explain Leadership Traits z Describe Types of Leadership z Specify Styles of Leadership z Understand Leadership Skills z Explain Participative Leadership INTRODUCTION In the previous unit, we have discussed the term leadership, leadership in teams, team balance and team assessment. For years, when people talked about leadership style, they talked in terms of two extremes – an autocratic (directive) and a democratic (supportive) style. Autocratic leaders used position power and their authority to get results while democratic leaders used personal resources (power) and involved others in participative problem-solving and decision-making. But then onwards the mode of business, culture exchange, communication, and development changed the corporate world. The modern business is delivering time and mission critical solution in faster pace. People from different background, culture & nature are engaged together in a single platform of solution. The rate of risks, criticalities is higher, which require a change in the style of handling the situation and satisfy the need from parent organization to client organization. Also, experience and further research, however, showed that leadership style tend to vary considerably from situation to situation.

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Questions about leadership have long been a subject of speculation

as to why some people emerge as a leader and the determinants of the way a leader acts, the skills he possess and his style of leadership etc. This lesson help to understand the basic components of the leadership order to understand its importance and nature In this unit, we will discuss Leadership Traits, types and styles of leadership. Further, we will study Leadership Skills. We will also focus on participative leadership.

Unit 2 - Leadership: Type, Style and Behaviour Notes 33 2.1

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LEADERSHIP TRAITS One of the earliest approaches to studying leadership was the trait approach,

which assumed that some traits and skills can predict whether a person will attain positions of leadership and be effective in these positions. This lesson reviews research on the personal attributes of successful leaders. The emphasis is on traits and skills that contribute to managerial effectiveness and advancement rather than on traits that predict who will emerge as a leader in an information group. 2.1.1 Nature of Traits The term trait refers to a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values. Personality traits are relatively stable dispositions to behave in a particular way. Example: Self-confidence, extroversion, emotional maturity, and energy level. A need or motive is a desire for particular types of stimuli or experiences. Psychologists usually differentiate between physiological needs (e.g., hunger, thirst) and social motives such as achievement, esteem, affiliation, power, and independence. Needs and motives are important because they influence attention to information and events and they guide, energize, and sustain behavior. Values are internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral. Example: Fairness, justice, honesty, freedom equality humanitarianism, loyalty, patriotism, progress, self-fulfillment, excellence, pragmatism courtesy, politeness, and cooperation. Values are important because they influence a person's preferences, perception of problems, and choice of behavior. Considerable evidence shows that traits are jointly determined by learning and by an inherited capacity to gain satisfaction from particular types of stimuli or experiences (Bouchard et .al.,1990).Some traits (e.g., values, social needs) are probably more influenced by learning than others (temperament, physiological need. 2.1.2 Research on Leader's Traits and Skills The relationship of traits to managerial success has been investigated in many ways. Some studies look for traits that predict emergence as an informal leader in groups, some studies look for traits that predict advancement to higher levels

Leadership and Team Effectiveness Notes 34 of management, and other studies look for traits related to effective performance by a manager in the current job. It is important to remember that some traits may be relevant for one criterion but not the other. Stogdill Reviews of the Early Research The early leadership researchers were confident that the traits essential for leadership effectiveness could be identified by empirical research comparing 'leaders with non leaders, or comparing effective leader, to in effective leaders. The kinds of traits studied most often in the early research included physical characteristics (e.g., height, appearance), aspects of personality (e.g., self-esteem, dominance, emotional stability)", and aptitudes (e.g., general intelligence, verbal fluency, creativity). Many of the studies compared leaders to non leaders or examined the attributes of emergent leaders in newly formed groups. McClelland's Research on Managerial Motivation An extensive program of research on managerial motivation was conducted by McClelland and his associates (McClelland, 1965, 1985). In most of the research need strengths measured with a projective technique called the Thematic Apperception Test (TAT). McClelland and his colleagues found that people with a high need for power can be grouped into two subtypes depending on their score on another trait called activity inhibition, which is also obtained from coding TAT responses. Some one with a socialized power orientation" has strong self-control and is motivated to satisfy the need for power in socially acceptable ways, such as influencing others to accomplish a worthy cause, or helping others to develop their skills and confidence. In contrast, someone' with a "personalized power orientation" is motivated to' satisfy the need for power in selfish ways by dominating others and using power to fulfill hedonistic desires. Longitudinal Research with Assessment Centers Research on managerial assessment centers has yielded useful insights about traits related to managerial advancement in an organization. The term assessment center refers to a standardized set of procedures used to identify managerial potential. Although no two programs are exactly alike, they all utilize multiple methods of assessing traits and skills. Typical methods include interviews, projective tests, -situational tests (e.g., in-basket, leaderless group .discussion), written tests of personality and aptitude, a writing exercise (e.g., a short autobiographical essay) to evaluate oral communication skills, and a speaking exercise to evaluate oral communication skills.

Unit 2 - Leadership: Type, Style and Behaviour Notes 35 CCL Research on Managers Who Derail Researchers at the Center for Creative Leadership (CCL) have attempted to identify traits and behaviors associated with eventual success or failure of top executive. The research results are summarized here by describing the specific traits and skills-that seem to be especially relevant for predicting whether a manager advanced or derailed. 1. Emotional Stability: Managers who derailed were less able to handle pressure. They were more prone to moodiness, angry outbursts, and inconsistent behavior, which undermined their interpersonal relationships with subordinates, peers, and superiors. In contrast the successful managers were calm, confident, and predictable during crises. 2. Defensiveness. 3. Integrity. 4. Interpersonal skills. 5. Technical and cognitive skills. 2.1.3 Managerial Traits and Effectiveness Over a period of several decades researchers examined a variety of different personality traits relate to managerial effectiveness and advancement. The choice of traits and the labels tied for them have varied from study to study, but the results have been fairly, consistent across different research methods. This section summarizes

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and integrates the findings regarding the most relevant aspects of personality for effective leadership

by managers and administrators in large organizations. z Energy Level and Stress Tolerance: The trait research finds that energy level, physical stamina, and stress tolerance are associated with managerial effectiveness (Bass, 1990; Howard & Bray, 1988). High energy and stress tolerance help managers cope with the hectic pace, long hours, and of most managerial jobs. Physical vitality and emotional resilience make it easier to cope with stressful interpersonal situations, such as a punitive boss, a troubled subordinate, an uncooperative peer, or a hostile client. z Self Confidence: The Term self confidence is defined in a general way to include several related concepts such as self-esteem and self-efficacy. Most studies on leader self-confidence or self-efficacy found that it is related positively to effectiveness and advancement. z Internal Locus of Control: Another trait that appears to be relevant to managerial effectiveness is called the locus of control orientation, which is measured with a personality scale developed by Rotter (1966). People with

Leadership and Team Effectiveness Notes 36 a strong internal locus of control orientation (called internals) believe that events in their lives are determined more by their own actions, than by chance or uncontrollable forces. z Emotional Stability and Maturity: The term emotional maturity may be defined broadly to encompass several interrelated motives, traits, and value. Emotionally mature people have a more accurate awareness of their strengths and weaknesses, and they are oriented toward self-improvement instead of denying weaknesses and fantasizing success. Most of the empirical research on traits shows that key components of emotional maturity are associated with managerial effectiveness and advancement. z Personal Integrity: Integrity means that a person's behavior is consistent with espoused values, and the person is honest, ethical, and trustworthy. Integrity is a primary determinant of interpersonal trust. Several types of behaviors are related to integrity. One important indicator of integrity is the extent to which one is honest and truthful rather than deceptive. Another indicator of integrity is keeping promises. People are reluctant to negotiate agreements with a leader who cannot be trusted to keep promises. A third indicator of integrity is the extent to which a leader fulfills the responsibility of service and loyalty to followers. z Power Motivation: Someone with a high need for power-enjoys influencing people and events and is more likely to seek positions of authority. A strong need for power is relevant to managerial role requirements involving the use of power and influence. Managers in large organizations must exercise power to influence subordinates, peers, and superiors. People who are low in need for power usually lack the desire and assertiveness necessary to organize and direct group activities, to negotiate favorable agreements, to lobby for necessary resources, to advocate and promote desirable changes, and to impose necessary discipline. z Achievement Orientation: Achievement orientation includes a set of related attitudes, values and needs: need for achievement, desire to excel, drive to succeed, willingness to assume responsibility, and concern for task objectives. The relationship of achievement motivation to managerial effectiveness is complex. Some studies find a positive relationship between achievement motivation and effectiveness. In other words, managers with a moderately high amount of achievement motivation are more effective than managers with low achievement motivation, or managers with very high achievement motivation.

Unit 2 - Leadership: Type, Style and Behaviour Notes 37 z Need for Affiliation: As noted earlier in this lesson, people with a strong need for affiliation receive great satisfaction from being liked and accepted by others, and they enjoy working with people who are friendly and cooperative. Most studies find a negative correlation between need for affiliation and managerial effectiveness. The ineffectiveness of managers with a high need for affiliation can be understood by examining the typical pattern of behavior for such managers. It is clearly undesirable for it manager to have a strong need for affiliation, but a very low need for affiliation may also have undesirable consequences. Thus it is likely that the optimal level of affiliation motivation is moderately low rather than either high or extremely low. z The Big Five Personality Traits: Describing leaders in terms of their individual profiles would be easier if there was an integrative conceptual framework with a small number of meta constructs that encompass all of the relevant traits. One such effort that appears promising is referred to as the five factor model of personality or the big five model (e.g., Digman, 1990; Hough, 1992). The five broadly defined personality traits in the taxonomy have somewhat different levels from one version to another. The traits include surgency (or extraversion), dependability (or conscientiousness), adjustment (or neuroticism), intellections (or openness to experience), and agreeableness. 2.1.4

The Trait Approach to Leadership

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The Trait Approach arose from the "Great Man" theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions. The problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader. Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be "charisma".

The table below lists the main leadership traits and skills identified by Stogdill in 1974.

Leadership and Team Effectiveness Notes 38 Table 2.1:

Main leadership traits and skills

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Traits Skills • Adaptable to situations • Alert to social environment • Ambitious and achievement-oriented • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility • Clever (Intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive • Socially skilled Source: Leadership Skills and Traits (Stogdill, 1974) The

various studies show wide variations in leadership traits. The various traits can be classified into innate and acquirable traits, on the basis of their source. z Innate traits are those which are possessed by various individuals since birth or God gifted. These qualities cannot be acquired by the individuals. On the basis of such qualities it is said that 'Leaders are born and not made.' These traits are: TM Physical features. TM Intelligence. Acquirable qualities of leadership are those which can be acquired and increased through various processes. Such behavioral patterns are developed among the child as various traits over period of time. Many of these traits can be increased through training programmes. These traits are: 1. Emotional stability. 2. Human relations. 3. Empathy. 4. Objectivity. 5. Motivating skills. 6. Technical skills. 7. Communication skills. 8. Social skills.

Unit 2 - Leadership: Type, Style and Behaviour Notes 39 Self Assessment State whether the following statements are true or false: 1. Achievement orientation includes a set of related attitudes, values and needs: need for achievement, desire to excel, drive to succeed, willingness to assume responsibility, and concern for task objectives. 2. An extensive program of research on managerial motivation was conducted by Stogdill. 2.2 TYPES AND STYLES OF LEADERSHIP The behaviour exhibited by a leader during the supervision of subordinates is known as leadership style. There are probably as many different styles of leadership as there are leaders. Leadership comprises the patterns of behavior which leader adopts in influencing the behavior of his followers. Some important theories and models based on the Behavioral approach are as follows: 1. McGregor's Theory X and Theory Y Managers 2. Blake and Mouton's Managerial Grid 3. Leadership as a continuum 4. Likert's management system of leadership 5. Ohio State Leadership quadrants 6. Tri dimensional Grid 2.2.1 McGregor's Theory X and Theory Y Managers

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The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence? Another approach in the study of leadership had to be found. After the publication of the late Douglas McGregor's classic book The Human Side of Enterprise in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance. Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed in Douglas McGregor's book has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarised two contrasting sets of assumptions made by managers industry.

Leadership and Team Effectiveness Notes 40 Table 2.2: Theory X vs theory Y

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Theory X managers believe that: Theory Y managers believe that: z The average human being has an inherent dislike of work and will avoid it if possible. z The expenditure of physical and mental effort in work is an natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility.

z

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Because of this human characteristics, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives.

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People will exercise self-direction and self-control to achieve objectives to which they are committed.

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The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.

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The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life. Source: Theory X and Y Managers (McGregor, 1960).

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It can therefore be seen that a leader holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style. 2.2.2 Blake and Mouton's Managerial Grid The Managerial Grid developed by Robert Blake and Jane Mouton focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes. A grid with concern for production on the horizontal axis and concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation. 1,1

Impoverished Management 9,9 Team Management 1,9 Country Club Management 5,5 Organisation Man Management 9,1 Authority Obedience Source: The Blake Mouton Managerial Grid (Blake & Mouton, 1964). Figure 2.1: Visual Aspect of the Managerial Grid

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Blake and Mouton propose that "Team Management" - a high concern for both employees and production - is the most effective type of leadership

behavior. 2.2.3 Tannenbaum and

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Schmidt's Leadership Continuum One criticism of early work on leadership styles is that they looked at styles too much in black and white terms. The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most, leaders in business will be somewhere between the two. Contingency theorists Tannenbaum and Schmidt suggested the idea that leadership behavior varies along a continuum and that as one moves away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. They also suggested that the kind of leadership represented by the democratic extreme of the continuum will be rarely encountered in formal organizations. Four main leadership styles can be located at points along such a continuum:

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Autocratic: The leader takes the decisions and announces them; expecting subordinates to carry them out without question (the Telling style).

An autocratic leader is one who takes all decisions himself without consulting the subordinates. He centralises power and decision-making in himself. He oversees work from close quarters and exercises full control over subordinates. Orders are issued and subordinates are expected to execute these without back-talk. The leader, thus, tries to develop obedient and predictable behaviour from group members. He permits very little freedom of action. Discipline is enforced by the use of rewards and threats of punishment. Communication tends to take a one-way route. Subordinates have to depend on the superior for everything—setting goals, determining priorities and implementing plans, etc. In Figure 1.1: X is the leader; and A, B, C, D are subordinates. Figure 2.2: Autocratic Style Box 2.1: Autocratic Style Features z Centralized power and decision-making z Close supervision and control z Discipline through rewards/punishment z One way communication z Total dependence of subordinates on superior.

Leadership and Team Effectiveness Notes 42 Table 2.3: Advantages and Disadvantages of Autocratic Style Advantages Disadvantages Decisions can be made quickly. Control can be centralised for orderly operations. May result in low motivation. It is difficult to develop motivation when the leader makes all the decisions. Well-developed leadership skills can be applied directly to group activities. There is very little scope for developing the creative potential of people. The leader can take direct control when there is a major problem or crisis. Best suited for crisis management. Subordinates tend to develop defensiveness; they constantly look for ways and means to avoid responsibility. Suitable for managing inexperienced, insecure and incompetent subordinates. One-way communication may lead to misunderstandings at various levels. Offers consistency in goals and procedures by leader making decisions. Subordinates tend to depend on leader for everything. Matters move slowly and it becomes difficult to adapt to change. z

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Persuasive: At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the Selling style). z Consultative: In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the Consulting style). z Democratic: Using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the Joining style). There will be some situations in which each of the above styles is likely to be more appropriate than the others.

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Telling: In an emergency, a telling style may be most appropriate and would normally be considered justified by the group (as long as the general climate of that group is supportive and mature).

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Unit 2 - Leadership: Type, Style and Behaviour Notes 43 z

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Selling: The selling style would tend to fit situations in which the group leader, and he or she alone, possesses all the information on which the decision must be based and which at the same

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<p>Consulting: The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.</p>		

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<p>Joining: The joining style is appropriate under similar conditions, with the important exception that this is likely to be appropriate only in those instances where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally.</p>		

Figure 2.4: Boss vs Subordinate centered leadership Autocratic vs. Democratic Style? With the above information in the background, is it possible to draw the curtain between the autocratic and democratic styles now? Table 24.5 brings out the difference: Manager makes decision and announces it Manager 'sales' decision Manager presents ideas and invites questions Manager presents tentative decision subject to change Manager presents problem, gets suggestions, makes decision Manager defines limits, asks group to make decision Manager permits subordinates to function within limits defined by superior Boss-Centred Leadership Subordinate-Centred Leadership Use of Authority by the Manager Area of Freedom for Subordinates

Leadership and Team Effectiveness Notes 44 Table 2.4: Autocratic vs. Democratic Leadership Style Autocratic Democratic Manager using this style may be labeled as Theory X Leader. Manager exhibiting this style may be labeled as Theory Y Leader. The leader is task-oriented and restrictive. The leader is follower-oriented and permissive. Leader structures the work, strives to find out better methods and keeps the employees busy on the task. The leader is considerate of his subordinates, recognises their needs and respects their human dignity. One-way communication. Two-way communication. Threads of control in the hands of one individual. Decision making is centralised. Quick decisions possible. Pushes controlling power to subordinates to a reasonable extent. Decentralised decisions take time. Employee resistance may be high; getting them committed to goal is not easy. Resistance from employees is minimum and hence commitment to objectives may be high. Developing subordinates and preparing a training ground for future managers is difficult. Develops the subordinate and prepares him for future managerial roles. 2.2.4 Likert's Management System of Leadership Dr Renesis Likert has studied human behavior within many organisations. After extensive research, Dr. Rensis Likert concluded that there are four systems of management. According to Likert, the efficiency of an organization or its departments is influenced by their system of management. Likert categorized his four management systems in terms of leadership styles are as follows: 1. Exploitive authoritative system: In this type of management system the job of employees/subordinates is

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<p>to abide by the decisions made by managers and those with a higher status than them</p>		

in the organisation.

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<p>The subordinates do not participate in the decision making. The organisation is concerned simply about completing the work. The organization will use fear and threats to make sure employees complete the work set.</p>		

There is no teamwork involved. 2. Benevolent authoritative system: Just as in an exploitive authoritative system, decisions are made by those at the top of the organization and management. However employees are motivated through rewards (

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for their contribution) rather than fear and threats. Information may flow from subordinates to managers but it is restricted to "what management want to hear". 3.

Consultative system: In this type of management system, subordinates are motivated by rewards and a degree of involvement in the decision making process. Management will constructively use their subordinates ideas and opinions. However involvement is incomplete and major decisions are still made by senior management. There is a greater flow of information (than in a benevolent authoritative system) from subordinates to management.

Unit 2 - Leadership: Type, Style and Behaviour Notes 45 Although the information from subordinate to manager is incomplete and euphemistic. 4. Participative (group) system: The participative leader encourages his subordinates to participate in the decision making process. He consults them before taking decisions. The suggestions put forward by subordinates are taken care of. 2.2.5 Ohio State Leadership Quadrants The most comprehensive study came from Ohio. They found two important

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dimensions of leadership behavior-initiating structure and consideration. Initiating structure is the extent to which a leader

is likely to define and structure his role and those of the subordinates in search of goal attainment. The leader assigns the group members particular tasks, and gives his expectations.

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Consideration is the extent to which a person is likely to have job relationships that are characterized by mutual trust, respect for

subordinates, their ideas and feelings. Leaders high on these two scores achieve high subordinate performance and satisfaction. Leader high on structure led to greater rate of grievances, absenteeism, and turn over; on the other hand, high consideration only also was negatively related to performance. The Michigan group came up with two dimensions employee oriented and production oriented. Leaders who were employee oriented were described as emphasizing interpersonal relations. They took a personal interest in the needs of subordinates, and accepted their individual differences. The production oriented leaders tend to emphasize technical and task aspects of the job. Their main concern was accomplishing the group's task, and the members were a means to achieve the end. Table 2.5: Differences between Employee-centered Leader and Production-centered Leader

Employee-centered Leader	Production-centered Leader
z Treats subordinates as human beings	z Shows concern for their well being
z Shows concern for their well being	z Encourages & involves them in goal setting
z Encourages & involves them in goal setting	z Emphasizes technical aspects of job
z Emphasizes technical aspects of job	z Focus on work standards. Close supervision
z Focus on work standards. Close supervision	z Employees seen as a tool in the production process

2.2.6 Tridimensional Grid Reddin conceptualized the three dimensional grid also known as 3D management. Three dimensional axis represents task orientation, relationship orientation and effectiveness. By adding effectiveness dimension Reddin has integrated the concept of leadership style with the situational demand of the specific environment.

Leadership and Team Effectiveness Notes 46 Task Orientation is defined as the extent to which a manager directs his subordinate's efforts towards goal attainment. It is characterized by planning, organizing and controlling. Relationship orientation is defined as the extent to which a manager has personal relationships. It is characterized but mutual trust, respect for subordinates, ideas and suggestions and their feelings. Effectiveness is defined as the extent to which a manger is successful in his position when the style of a leader is appropriate to a given situation it is termed as effective. Either degree of Task Orientation and Relationship orientation or a combination of both is used by leaders. On this basis there are four styles: (a) Related: The related manger accepts others as he finds them. (b) Separated: The separated managers are concerned with correcting deviations. He writes rules and policies and enforces them. (c) Dedicated managers: He is domineering interested only in production and does not identify with the subordinates. (d) Integrated manager: The integrated manager is the one who gets himself and his people involved with the organization. This three dimensional model recognizes that a manager may use more than one style and no single style is suggested to be appropriate in all situations. Limitations of the Behavioral Theories This theory suffers from two basic limitations: 1. A particular behavior may be functional at a time but may be dysfunctional at the other. 2. Effectiveness of leadership depends on various factors which are not in the leader but external to him like nature of the followers, situation etc. Self Assessment State whether the following statements are true or false: 3. Reddin conceptualized the three dimensional grid also known as 3D management. 4. Using autocratic

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style the leader would characteristically lay the problem before his or her subordinates and invite discussion 2.3

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LEADERSHIP SKILLS The process of successfully influencing the activities of a group towards the achievement of a common goal.

A leader has the ability to influence others through qualities such as personal charisma, expertise, command of language, and the creation of mutual respect. As well as requiring strong Communication Unit 2 - Leadership: Type, Style and Behaviour Notes 47 Skills and Personal Skills, leadership uses the Background skills of mentoring, decision-making, delegation and motivating others. 2.3.1 Networking The ability to actively seek, identify and create effective contacts with others, and to maintain those contacts for mutual benefit. In addition to strong Communication Skills and Personal Skills, Networking uses the Background skills of network building and motivating others. 2.3.2 Teamwork It involves working with others in a group towards a common goal. This requires cooperating with others, being responsive to others' ideas, taking a collaborative approach to learning, and taking a responsibility for developing and achieving group goals. Teamwork uses the Background skills of collaboration, mentoring, decision-making and delegation. 2.3.3 Mentoring It is: z Being a trusted advisor and helper with experience in a particular field. Actively supporting and guiding someone to develop knowledge and experience, or to achieve career or personal goals (for example, a third-year student mentoring a first year student, helping to adjust to the university experience). z A mentoring relationship may be formal or informal, but must involve trust, mutual respect, and commitment as both parties work together to achieve a goal (for example, mentoring a younger member of a team to achieve better performance in the lead-up to a sporting event). 2.3.4 Group Work It is: z any activity in which students work together; z any activity which has been specifically designed so that students work in pairs or groups, and may be assessed as a group (referred to as formal group work); or z when students come together naturally to help each other with their work (referred to as informal group work); z peer group activity in lab classes, tutorials etc.

Leadership and Team Effectiveness Notes 48 2.3.5 Decision-making It is: z Identifying appropriate evidence and weighing up that evidence to make a choice (for example, gathering and assessing information to find the best way to perform an experiment). z Taking responsibility for a decision and its outcomes (for example, choosing a topic for a group presentation from a number of suggestions). 2.3.6 Delegation It is: z Taking responsibility for determining when to ask someone else to make a decision or carry out a task (for example, figuring out what is a fair distribution of the workload in a group project, and sharing responsibility with others). z Distributing responsibility and authority in a group by giving someone else the discretion to make decisions that you have the authority to make (for example, as the chosen leader of a lab experiment team, you could assign tasks and decisions to different group members). 2.3.7 Collaboration It is: Working cooperatively and productively with other team members to contribute to the outcomes of the team's work (for example, dividing the workload and sharing the results of your own work with others in the group, or assisting members of the group who are having difficulty completing their tasks). 2.3.8 Network Building It is: z Creating contacts with other people and maintaining those contacts (for example, meeting someone at a seminar with similar interests, and swapping email addresses with them). z Acquiring and maintaining information about people who might be useful contacts for specific purposes (for example, seeking out people established in an industry you hope to work with one day). z Using a contact in an ethical manner to help each of you meet specific goals, (for example, collaborating on projects of importance to both of you).

Unit 2 - Leadership: Type, Style and Behaviour Notes 49 2.3.9 Motivating Others It is: z Generating enthusiasm and energy by being positive, focussing on finding solutions and maintaining a positive attitude even when things are not going well (for example, when something goes wrong, asking "What can we try now?" instead of saying, "That should have worked better."). z Encouraging others to come up with solutions, listening carefully to their ideas and offering constructive feedback (for example, gathering suggestions for a group project, and giving each person's ideas fair discussion Self Assessment Fill in the blanks: 5.

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The process of successfully influencing the activities of a group is always towards the achievement of a _____ 6.

A leader has the ability to influence others through qualities such as personal charisma, expertise, command of language, and the creation of _____ 7. The ability to actively seek, identify and create effective contacts with others, and to maintain those contacts for _____ 8. _____ involves working with others in a group towards a common goal 9. A _____ relationship may be formal or informal, but must involve trust, mutual respect, and commitment as both parties work together to achieve a goal 10. _____ is working cooperatively and productively with other team members to contribute to the outcomes of the team's work 2.4 PARTICIPATIVE LEADERSHIP The basics of participative leadership has already been discussed under Likert's Management System of Leadership. In participative leadership, there is open, two-way communication. Good rapport is maintained with members of the group. The leader does not dominate. He gives lot of freedom to subordinates. The emphasis is on cooperation and participation to achieve the maximum potential of the group. 2.4.1 Features z Involves people in decision-making and goal-setting z Attitudes, feelings, suggestions of members considered while making decisions Leadership and Team Effectiveness Notes 50 z Freedom of thinking and action available to a reasonable extent z Two-way, open communication between members z Opportunity to use one's potential in the service of organisation

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Management have complete confidence in their subordinates/employees. There is lots of communication and subordinates are fully involved in the decision making process. Subordinates comfortably express opinions

and there is lots of teamwork. Teams are linked together by people, who are members of more than one team. Likert calls people in more than one group "linking pins". Employees throughout the organization feel responsible for achieving the organization's objectives. This responsibility is motivational especially as subordinates

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are offered economic rewards for achieving organizational goals which they have

participated in setting. Likert believes that if an organization is to achieve optimum effectiveness then the "ideal" system to adopt is Participative (system 4). Figure 2.5: Participative Style Table 2.6: Advantages and Disadvantages Style Advantages Disadvantages Motivates people to do better. Individuals may dominate the participation or make disruptive contributions. Knowledge and experience of group members can be used in decision-making. Very time consuming approach from the leader's point of view—quick decisions cannot be taken. Individual abilities developed through participation. Participation may be used as an instrument to 'pass the buck' to subordinate. Members feel more committed to group goals. There is less resistance to managerial actions. Decisions get diluted, when attempts are made to please everyone. Members develop healthy attitudes toward the leader, the work, and the organisation. Participation may be viewed as a sign of inefficiency on the part of the leader. Subordinates may view the leader as incompetent to handle the job independently. Two-way communication keeps members informed about what is going on and why. Participation may be used to manipulate people to suit personal ends.

Unit 2 - Leadership: Type, Style and Behaviour Notes 51 2.4.2 When to use Participative Style? Participative style is most effective when (i) the organisation has communicated its goals and objectives to all the subordinates and the subordinates have accepted them, (ii) the leader is genuinely interested in obtaining ideas and suggestions from subordinates, (iii) the subordinates are highly interested in participating in organisational decision-making, (iv) the subordinates have a reasonable amount of knowledge and experience and finally, (v) the time for task completion allows participation to take place in a meaningful way. 2.4.3 Is Participative Style Superior? It is commonly believed that participative style helps subordinates to develop their talents fully. The participative leader is able to put them on the track easily and get the results without much difficulty, unlike an authoritarian leader. However, the superiority of participative style over authoritarian one is not supported by research. In one study, McCurdy and Efer investigated the effects of both these styles on subordinates' performance. The teams working under authoritarian leaders were told to simply obey orders, while those working under participative leaders were told to offer suggestions and not follow orders blindly. No difference in productivity between these two groups has been found by these researchers. In another study by Morse and Reine, it has been found that democratic style results in higher job satisfaction to employees and autocratic leadership in greater productivity. If the goal is to increase output, autocratic style is appropriate and if the goal is to have a highly motivated workforce, a democratic approach is called for. According to Vroom, the choice of a particular style depends on employee expectations also. Participative style will give positive results when applied on subordinates wanting to do things independently. Self Assessment Fill in the blanks: 11. In leadership, there is open, two-way communication. 12. are linked together by people, who are members of more than one team. 13. Likert calls people in more than one group as ".....". 14. Likert believes that if an organization is to achieve optimum effectiveness then the "ideal" system to adopt is Participative (.....). 15. style helps subordinates to develop their talents fully. Learning Activity Discuss the leadership styles with examples, which Indian managers follow. Can you suggest a best style for them? How?

Leadership and Team Effectiveness Notes 52 Dyadic Relationship im Wung is a small entrepreneur who specializes in manufacturing custom-made furniture for retail chains like Pier 1, Ikea, and Stein Mart, which target customers with stylish and eclectic taste. Ms. Wung started with a small team of three employees, designing and producing wood furniture, beautifully handcrafted with Asian artistic designs. She attributes the quality of her Furniture to the members of her work team and the relationship she has with each of them. Pier 1 Imports, a company known for its creative and unique product lines, searches for suppliers like Kim Wung. Pier 1 wants to feature some of Ms. Wung's furniture lines in its stores. In response, Ms. Wung has hired twelve more employees to produce the needed volume for her new customer. There are three teams (of four members), each headed by a team leader. Ms. Wung has made each of her three original employees (Yeng-Lee, Chang, and Sung-Mee) a team leader. While all three teams started off well, Ms. Wung has observed some changes in the behavior and output of some of the teams. Yeng-Lee's team is leading the way with the highest quality and quantity. Chang's team is barely meeting quality standards. There is division within The team with two members supporting him and two against him. The same is true with Sung Mee's crew where the team has fractured into two camps-Sung-Mee and her best crew member. Again the other three members she describes as lazy and unproductive. These complaints have surfaced in Chang's group as well. According to Ms. Wung, the main issue seems to be the quality of the relationships that the three leaders have with members of their teams. The one-on-one or dyadic relationship that Yeng-Lee has with members of her team seems to be of the highest quality compared to the other two teams. Also, there seems to have developed a closer and friendly relationship between Ms. Wung and Yeng-Lee. To satisfy Pier 1's quality standards, Ms. Wung will have to revisit leader- member relations both at her level and the supervisors' level. She has called a meeting with her three leaders to discuss and resolve these matters. Under the leadership of its current Chairman and CEO, MarJin Girouard, Pier 1 Imports continues to emphasize that the key to its success is creativity and novelty in its product mix. This is good news to suppliers like Kim Wung. Questions 1. Explain the dyadic relationship between Chang and each of his followers, and how this affects the way each follower perceives him. K Contd...

Unit 2 - Leadership: Type, Style and Behaviour Notes 53 2. Explain the concept of in-groups and out-groups, and the impact they are having on Sung Mee's team. 3. What leadership qualities distinguish Yeng-Lee from the other two leaders, and to what extent has this affected the level of teamwork in the groups? 4. Describe the quality of the LMX relationship in each of the three groups and how this has affected each group's overall performance. 5. Ms. Wung has called a meeting with her three leaders. How should she conduct this feedback session to insure greater success? SUMMARY z The early trait studies attempted to identify physical characteristics, personality traits, and the abilities of the people who are believed to be natural leaders. z The early researchers did not pay much attention to the questions of how traits interact as an integrator of personality and behaviour, or how the situation determines the relevance of different traits and skills for leadership effectiveness. z Some traits found to be especially relevant for effectiveness include energy level and stress tolerance, self confidence, emotional maturity, and integrity. z The trait approach has important implications for improving managerial effectiveness. z The various researches on the leadership behavior has been discussed in the unit. z Result from the various researches have been mostly inconclusive however the overall pattern suggest that effective leaders use a pattern of behaviour that is appropriate for the situation and reflects a high concern for task objectives and a high concern of relationships. KEYWORDS Charisma: A personal attractiveness that enables you to influence others. Competency: The quality of being adequately or well qualified physically and intellectually. Creativity:

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Creativity (or "creativeness") is a mental process involving the generation of new ideas or concepts, or new associations

of the creative mind between existing ideas or concepts. Diplomatic: Able to take a broad view of negotiations between states.

Leadership and Team Effectiveness Notes 54 Leader: A leader is a person who influences a group of people towards the achievement of a goal.

Leadership:

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Persistent: Continually recurring to the mind. Trait: A distinguishing feature of your personal nature. REVIEW QUESTIONS 1. Are some traits and values more likely to be associated with unethical leadership behavior? 2. Discuss the various leadership traits and distinguish between the innate and acquired traits. 3. What do you understand by 'leadership style'? Can you explain leadership styles on a continuum? If so, then how? 4. What are the major differences between autocratic, democratic, and abdicated styles of leadership? 5. Discuss how managerial assessment centers have yielded useful insights about traits related to managerial advancement in an organization? 6. Why task, relations, and change oriented behaviors are important for leadership effectiveness? Illustrate your answer. 7. Explain trait theory of leadership. "The results of thousands of studies exploring leadership traits were mildly successful." Do you agree with this statement? 8. Some people have stated that the trait approach is dead and buried. Is it true? 9. What are the major limitations of the trait theory of leadership effectiveness? 10. Briefly discuss the Likert's management system of leadership, and what are its implications? 11. What are the two critical leader behaviours identified at Ohio State studies of leadership? Do you notice any similarity between Ohio studies and Michigan studies? 12. Explain in detail the managerial grid. Do you advocate grid training for modern managers? 13. Outline the basic theory of the Managerial Grid. Which leadership Style in the grid is most effective according to Blake and Mouton?

Unit 2 - Leadership: Type, Style and Behaviour Notes 55 14. "Most effective leaders show great concern, both for the task and people." Comment on the validity of this statement providing a theoretical framework. 15. Managerial grid is a useful device to a manager for identifying and classifying managerial styles. Discuss. 16. Do you think leadership style is fixed and unchangeable for a leader or is it flexible and adaptable? Discuss. 17. Suggest some personal traits that you believe would be useful to a leader. Are these traits more valuable in some situations than in others? 18. What can you do to learn how to be a more effective leader? 19. Describe how organizations develop effective leaders. Answers to Self Assessments 1. True 2. False 3. True 4. False 5. common goal 6. mutual respect 7. mutual benefit 8. Teamwork 9. Mentoring 10. Collaboration 11. participative 12. Teams 13. linking pins 14. system 15. Participative FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley Schein, E. H. Organizational culture and leadership. San Francisco: Jossey-Bass.

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Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 57 UNIT 3 - LEADERSHIP

CONTINGENCY THEORIES: PROPOSITIONS AND APPLICATIONS CONTENTS Learning Objectives Introduction 3.1

Fiedler's LPC Contingency Theory 3.2 Hersey and Blanchard's Situational Leadership Theory 3.3 Path–Goal Theory of

Leadership 3.3.1 Styles of Behaviour 3.4 Leadership Substitute Theory 3.5 Applying Situational Models 3.5.1 Evaluation

3.5.2 Action Centered Leadership 3.5.3 Leaders and Followers 3.5.4 Servant Leadership Summary Keywords Review

Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Explain Fiedler's

LPC Contingency Theory z Understand Hersey and Blanchard's Situational Leadership Theory z Describe Path–Goal

Theory of Leadership z Know about Leadership Substitute Theory z Explain Applying Situational Models

Leadership and Team Effectiveness Notes 58 INTRODUCTION In the previous unit, we have discussed Leadership Traits,

Types of Leadership, Styles of Leadership, Leadership Skills and Participative Leadership.

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Whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The major theories contributing towards this school of thought are described below: z Fiedler's Contingency Model.

z The Hersey-Blanchard Model of Leadership. z Path Goal Theory In this unit, we will discuss Fiedler's LPC Contingency Theory. Further on, you will get to know about Hersey and Blanchard's Situational Leadership Theory. We will also focus on Path-Goal Theory of Leadership, Leadership Substitute Theory and Situational Models. 3.1 FIEDLER'S LPC CONTINGENCY THEORY

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Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. Example: In a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required. Fiedler looked at three situations that could define the condition of a managerial task: 1. Leader member relations: How well do the manager and the employees get along? 2. Task structure: Is the job highly structured, fairly unstructured, or somewhere in between? 3. Position power: How much authority does the manager possess?

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 59

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Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position

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power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. These environmental variables are combined in a weighted sum that is termed "favourable" at one end and "unfavourable" at the other. Task oriented style is preferable at the clearly defined extremes of "favourable" and "unfavourable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives him or her and the group of employees is getting along together. In a favourable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favourable) of what is required of subordinates affects task structure. Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favourable) or increasing (unfavourable) the decision-making power of employees. The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

Leadership and Team Effectiveness Notes 60 Self Assessment Fill in the blanks: 1. _____

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theory postulates that there is no single best way for managers to lead. 2. _____ will create different leadership style requirements for a manager. 3.

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In a highly routine (_____) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance. 4. In a _____ a more flexible, participative style may be required. 3.2

HERSEY AND BLANCHARD'S SITUATIONAL LEADERSHIP THEORY

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The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. Their theory is based on the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) a leader must provide given the situation and the "level of maturity" of the followers. z Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behaviour includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behaviour the leader engages in

one-way communication. z

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Relationship behaviour is the extent to which the leader engages in two- way or multi-way communications. This includes listening, facilitating, and supportive behaviours. In relationship behaviour the leader engages in two- way communication by providing socio-emotional support. z Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts. In summary therefore leader behaviors fall along two continua:

Table 3.2: Directive Behaviour vs Supportive Behaviour

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Directive Behaviour Supportive Behaviour • One-way communication • Followers' roles clearly communicated • Close supervision of performance • Two-way communication • Listening, providing support and encouragement • Facilitate interaction involve follower in decision-making

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 61

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For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

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Directing: The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.

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Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

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Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.

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Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behaviour and increase relationship behaviour until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behaviour but also relationship behaviour. Once the maturity level is identified, the appropriate leadership style can be determined.

Self Assessment State whether the following statements are true or false: 5.

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Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour. 6.

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The Hersey-Blanchard Leadership Model takes a situational perspective of leadership 3.3

PATH-GOAL THEORY OF LEADERSHIP According to the Path Goal theory, proposed by R. J. House,

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leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals. The

path is clarified by eliminating confusion or conflicting ideas that the subordinate may hold. The leader should also increase

Leadership and Team Effectiveness Notes 62 the number and kinds of rewards available to subordinates. He should provide guidance and counsel to clarify the way in which these rewards can be obtained. In other words, it is the manager's task to provide the subordinate with a better fix on the job, to help clarify realistic expectancies and reduce barriers to the accomplishment of valued goals. Leaders should, in a nutshell, z Clear paths, z Clarify goals, z Provide support, z Provide rewards. z Analyse the situation, task and employee's needs. 3.3.1 Styles of Behaviour Leaders can perform these strategic functions, according to the path-goal model, by adopting the following styles of behaviour: z

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Supportive: Leader is friendly and approachable to the employees; shows concern for

status, well-being and needs of the employees; and treats them as his equals. This is similar to what Ohio State researchers labeled 'consideration'. z Directive: Leader here focuses on planning, organising, and coordinating the activities of subordinates. He defines the standards of performance; let subordinates know as to what is expected of them. It is similar to the Ohio State researchers' 'initiating structure'. z Participative: Leader here consults the employees, solicits their suggestions, and incorporates the good decisions. z Achievement-oriented: Leader adopting this style sets challenging goals; expects the employees to perform at their best, and continuously seeks increments in their performance. A leadership theory that focuses on the need for leaders to make rewards contingent on the accomplishment of objectives and to aid group members in attaining rewards by clarifying the paths to goals and removing obstacles to performance. According to the goal-path theory there are four primary styles of leadership: z Directive Leadership: The leader explains the performance goal and provides specific rules and regulations to guide subordinates toward achieving it. z Supportive Leadership: The leader displays personal concern for subordinates. This includes being friendly to subordinates and sensitive to their needs.

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 63 z Achievement-oriented Leadership: The leader emphasizes the achievement of difficult tasks and the importance of excellent performance and simultaneously displays confidence that subordinates will perform well. z Participative Leadership: The leader consults with subordinates about work, task goals, and paths to resolve goals. This leadership style involves sharing information as well as consulting with subordinates before making decisions. Leader Behaviours 1. Directive 2. Supportive 3. Achievement-oriented 4. Participative Situational Factors Subordinate Characteristics 1. Ability 2. Perceived Control of Destiny Nature of the Task itself 1. Routine 2. Ambiguous Are matched against Leader Effectiveness in Influencing Subordinates To produce Figure 3.1: The Path-Goal Model Self Assessment Fill in the blanks: 7. The _____ is clarified by eliminating confusion or conflicting ideas that the subordinate may hold 8. It is the manager's task to provide the subordinate with a better fix on the job, to help clarify _____ expectancies and reduce barriers to the accomplishment of valued goals. 9. According to the goal-path theory there are _____ primary styles of leadership. 3.4 LEADERSHIP SUBSTITUTE THEORY At times, competent leadership is not necessary, and incompetent leadership can be counterbalanced by certain factors in the work situation. Under these circumstances, leadership itself is of little consequence to the performance and satisfaction of team members. According to this viewpoint, many organizations have substitutes for leadership. Such substitutes are factors in the work environment that provide guidance and incentives to perform, making the leader's role almost superfluous. These can be closely knit teams, intrinsic satisfaction, computer technology, and professional norms. Leadership and Team Effectiveness Notes 64 z Closely knit teams of highly trained members. When members of a cohesive, highly trained group are focused on a goal, they may require almost no leadership to accomplish their task. Several researchers have studied air traffic controllers who direct traffic, and pilots who land jet fighters on a nuclear aircraft carrier. With such groups, directive (decisive and task-oriented) leadership is seemingly unimportant. When danger is the highest, these groups rely more on each other than on a leader. z Intrinsic Satisfaction. Employees engaged in work which is strongly self-motivating, or intrinsically satisfying, require a minimum of leadership. Part of the reason is that the task itself grabs the worker's attention and energy. The worker may require a minimum of leadership as long as the task is proceeding. z Computer technology. Some companies today use computer-aided monitoring and computer networking to take over many of the supervisor's leadership functions. The computer provides productivity and quality data, and directions for certain tasks are entered into the information system. Even error detection and goal setting are incorporated into some interaction systems. Instead of asking a supervisor for assistance, some employees use the computer network to ask assistance from other workers. z Professional norms. Workers who incorporate strong professional norms often require a minimum of supervision and leadership. A group of certified professional accountants may not need visionary leadership to inspire them to do an honest job of auditing the books of a client, or advising against tax fraud. Although the leadership substitute concept has some merit, it reflects naivety about the role of organizational leadership. Bass establishes that self-management by groups and individuals requires delegation by a higher authority. In addition, higher-ranking managers provide guidance, encouragement, and support. Self Assessment Fill in the blanks: 10. Competent leadership is not necessary, and incompetent leadership can be _____ by certain factors in the work situation. 11. _____ itself is of little consequence to the performance and satisfaction of team members. 12. Workers who incorporate strong professional norms often require a minimum of _____ and leadership.

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 65 3.5 APPLYING SITUATIONAL MODELS The specific leadership style, according to House, that works unquestionably best, is determined by

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two types of situational variables: z Characteristics of subordinates: The style selected by the leader should be compatible with the abilities, needs and personalities of the followers. If the followers are

high in their ability, a supportive style would suffice; if they have low ability then a highly structured and directive type of style is necessary. Subordinates with high needs for affiliation will be satisfied with a considerate leader. But subordinates with a high need for achievement will probably prefer a task-oriented leader. Again, the personality of the subordinates is an important contingency variable in the path goal model. Internally-oriented employees, (internals) who believe they can control their own behaviour, prefer leaders who demonstrate more supportive behaviour. On the other hand, externally-oriented (externals) employees who believe that fate controls their behaviour prefer the directive leadership.

z Work environment: The environmental variables include factors which are not within the control of the subordinate but which are significant to satisfaction or to the ability to perform effectively. These include the subordinates' tasks, formal authority system of the organisation and the primary work group. Any of these environmental factors can motivate or constrain the subordinate. Example: The subordinate could be motivated by the work group and gain satisfaction from co-worker's acceptance for sitting through the job according to the group norms.

Figure 3.1: Hypothetical Relation between Directive Leadership and Subordinate Satisfaction with Task Structure as a Contingency Factor

Leadership and Team Effectiveness Notes 66 House asserts that if the subordinates are working on highly unstructured jobs characterised by high degree of ambiguity in roles, leader directiveness is necessary. In other words, when the task is unstructured, worker feels that his path to satisfaction is bumpy and prefers to be directed. Conversely, if the employees are working on structured and well-defined tasks, leader directiveness is redundant and a supportive style will do. The relationship between directive leadership and subordinate satisfaction with task structure as a contingency variable is depicted in Figure 3.1. Figure 3.1 reveals that for the structured task high level of directive behaviour is associated with low job satisfaction. It also makes clear that a high level of directiveness is associated with high job satisfaction for unstructured jobs. In the ultimate analysis, the path goal proposes that leader behaviour will be motivational to the extent that it assists subordinates cope with environmental uncertainties. A leader who is able to reduce the uncertainties of the job is considered to be a motivator because he increases the subordinate's expectations that their efforts will lead to desirable rewards. The degree to which the subordinates see certain job behaviours as leading to various rewards and the desirability of these rewards to the individual (preference) largely determine job satisfaction and performance. The path goal model compels the leader to consider the individual subordinates as well as the situation.

3.5.1 Evaluation

z Complicated: It is a complicated situational theory. Empirical testing becomes difficult because of methodological complexities.

z Negligible support: The path-goal theory is currently in the state of infancy, backed by a relatively little research (and so it is too early to make any substantive assessment). Some researchers report that workers on highly structured tasks have high job satisfaction when their leader uses a supportive style. Conversely, workers on highly unstructured tasks are more productive when the leader uses a directive style but do not necessarily report more satisfaction. Some researchers find the entire theory to be sketchy in nature, requiring further refinement. Research by scientists like Weed, Mitchel, etc., do not conform with some of the findings of House.

z Post Hoc Theory: Another serious limitation is that the Path Goal theory is a Post Hoc theory in the sense that some of the research evidence supporting the theory was also used to construct it.

z Incomplete picture: The Path Goal theory is incomplete, in the sense that it does not explain the effects of leader behaviour on factors other than

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 67 subordinates' acceptance, satisfaction and expectation. Rather, it provides a tentative explanation of the leadership style. Again, the model does not consider the effects of personnel traits that may constrain the selection of leader behaviour. Another limitation is the assumption that leaders can change their behaviours in various leadership situations. Situational leadership is based on an interplay among three variables—task behaviour, relationship behaviour, and the maturity of the followers.

z Task behaviour: It

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is seen in terms of the amount of guidance and direction a leader gives.

z Relationship behaviour: It is determined by socio-emotional support provided by the leader.

z Maturity of followers: It is reflected by the readiness level exhibited by subordinates in performing a given task.

3.5.2

Action Centered Leadership A model proposed by John Adair (1973) argued that it is not who you are but what you do which establishes you as a leader. A leader needs to balance the needs of the task, the team and the individual, shown clearly in the diagram below in his 3 circle model. The effective leader carries out the functions and demonstrates the behaviors appropriate to the circles, varying the level according to the needs of the situation. The leader whilst balancing the three circles, sits in his/her helicopter above the process, ensuring the best possible overview of what is happening.

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John Adair has a long pedigree in the world of leadership. The Adair model is that the action-centered leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's explanation an action-centered leader must:

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direct the job to be done (task structuring) z support and review the individual people doing it z co-ordinate and foster the work team as a whole Figure 3.3: Action-Centred Model (Adair, 1973)

Leaders Behavior under Task z Providing clear Objectives

Leadership and Team Effectiveness Notes 68 z Providing appropriate procedures z Ensuring there is evidence of progress z Ensuring avoidance of digression z Ensuring deadlines are met Leaders Behavior under Team z Commitment z Trust & Openness z Sense of purpose z Stability z Cohesion z Success z Fun Leaders Behavior under Individual z To be included z To make a contribution z To be respected z To receive Feedback z To feel safe z To grow Table 3.3: The Leaders Blueprint
KEY ACTION TASK TEAM INDIVIDUAL Define Objectives Identify Tasks and Constraints Hold team meetings Share Commitment Clarify Objectives Gain Acceptance Gather Information Consider options Check resources Consult Encourage Ideas Develop Suggestions Assess skills PLAN Decide Prioritise Time scales Standards Structure Allocate Jobs Delegate Set targets Brief Clarify Objectives Describe plan Explain decisions Listen Answer questions Enthuse Check understanding Monitor Support Assess Progress Maintain standards Co-ordinate Reconcile conflict Recognize effort Advise / Praise Assist / Reassure Counsel Discipline Recognize and gain from success Learn from mistakes Appraise Performance Evaluate Summaries progress Review objectives Re-plan if necessary Guide and Train Give Praise
Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 69 Adair's

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famous three circle diagram is a simplification of the variability of human interaction, but is a useful tool for thinking about what constitutes an effective leader/manager in relation to the job he/she has to do. The effective leader/manager carries out the functions and exhibits the behaviours depicted by the three circles. Situational and contingent elements call for different responses by the leader. Hence imagine that the various circles may be bigger or smaller as the situation varies i.e. the leader will give more or less emphasis to the functionally-oriented behaviours according to what the actual situation involves. The challenge for the leader is to manage all sectors of the diagram:

Table 3.4:

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The challenge for the leader Task • Define the task • Make the plan • Allocate work and resources • Control quality and rate of work • Check performance against plan • Adjust the plan

Team •

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Maintain discipline • Build team spirit • Encourage, motivate, give a sense of purpose • Appoint sub-leaders • Ensure communication within group • Develop the group

Individual •

Attend to personal problems • Praise individuals • Give status • Recognise and use individual abilities • Develop

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the individual 3.5.3 Leaders and Followers The models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and "leading" the rest of the people. The discussion now moves to recognition of the importance of the leaders' relationship with his/her followers and an inter-dependency of roles. No longer the hero or solo leader but the team leader. Not the leader always out in front but the leader who has the capacity to follow. Not the master, but the servant. 3.5.4 Servant Leadership The notion of "Servant Leadership" emphasises the leaders' duty to serve his/her followers -leadership thus arises out of a desire to serve rather than a desire to lead. Robert Greenleaf, founder of the Center for Servant Leadership describes it as follows: "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material

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possessions. For such it will be a later choice to serve – after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifest itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?"

Task Compare and contrast the contingency theories in this unit with regard to the level of analysis, leader's characteristics, the number and types of the situational variables. Self Assessment State whether the following statements are true or false: 13.

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The style selected by the leader should be compatible with the abilities, needs and personalities of the _____
14. Subordinates

with high needs for affiliation will be satisfied with a _____ leader. 15. The environmental variables include factors which are not within the control of the subordinate but which are significant to _____ or to the ability to perform effectively. Case: Leadership at ONGC ubir Raha took over as Chairman and Managing Director of Oil and Natural Gas Corporation (ONGC) in May 2001. He is concurrently Chairman of ONGC Videsh Limited. Under Raha's leadership, ONGC is venturing into new turfs. Besides the exploration and production of crude oil and gas, it is now into their refining and marketing. Thus, it will be engaged in both upstream and downstream activities. The 54-year-old Raha began his career as a management trainee with the Indian Oil Corporation (IOC) in 1970. After a series of field and staff assignments in several disciplines, he became Director (Human Resources) on the IOC board in June 1998. He held charge of Business Development, Information Technology and Corporate Communication concurrently. S Contd...

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 71 Raha says, "the key issue / challenge we have in production is to see that every well that we have drilled, whether it is for production, improved recovery or water injection, performs to its best capacity in the given circumstances. Of course, when it comes to exploration, the challenge is to find new reserves. If we can keep establishing more reserves that we produce, then we have a positive reserve accretion, which in turn means securitisation of growth". Raha feels that the aim should be to maximize the outputs on the investments already made, that is the most efficient way of operating. Financial management is another key issue while making investment decisions. Leader at ONGC says that "We have in ONGC a very large pool of talent in all disciplines of our business. So it is important for the management to ensure that talent is nurtured in terms of acquiring new knowledge and capabilities, technology, exposure to international norms of businesses, and so forth". ONGC believes that the vertical integration is not only needed, but is essential. Because ONGC is confined to one sector, upstream or downstream, then it is totally vulnerable to that one cycle. When the market is good ONGC, makes a lot of money. When it is down, it pays out of pocket. In international business, every major oil and gas company is integrated. One can play the game in two ways. Either one integrates and becomes a major, or become a sectoral company as a niche player. There is no third way. Reliance is trying for integration. ONGC'S production of oil and gas has been at a plateau. But their reserves have gone up this year because the crude pricing has been de-capped. They had a cap of \$16 a barrel till March 31, 2002. On April 1, this cap was removed by the government. So they are now in the interim pricing of \$22 a barrel. Negotiations are going on with the refineries and once they are concluded, they hope that their pricing will be somewhere around \$25 or so. This is the main reason why the reserves have gone up. Raha says that, "People are working closer to the field now. From the headquarters, we have provided very high empowerment. People had the authority to spend only up to Rs 25 lakhs. It has now been increased to Rs 25 crores. A lot of work has been done on building new systems and procedures that go into faster decision-making". Leaders at ONGC Manage HR in Following Manner Contd...

Leadership and Team Effectiveness Notes 72 HR Vision, Mission & Objectives HR Vision "To attain organizational excellence by developing and inspiring the true potential of company's human capital and providing opportunities for growth, well being and enrichment". HR Mission "To create a value and knowledge based organization by inculcating a culture of learning, innovation & team working and aligning business priorities with aspiration of employees leading to development of an empowered, responsive and competent human capital". HR Objectives z To develop and sustain core values. z To develop business leaders for tomorrow. z To provide job contentment through empowerment, accountability and responsibility. z To build and upgrade competencies through virtual learning, opportunities for growth and providing challenges in the job. z To foster a climate of creativity, innovation and enthusiasm. z To enhance the quality of life of employees and their family. z To inculcate high understanding of 'Service' to a greater cause. HR Strategy To meet challenging demands of the business environment, focus of the HR Strategy is on change of the employees' 'mindset'. Building Quality Culture and Resources z Re-engineering and redeployment for maximizing utilisation of HR potential. z To build and upgrade competencies through virtual learning, opportunities for growth and providing challenges in the job. z Re-strengthening mutual faith, trust and respect. z Inculcating a spirit of learning & enjoying challenges. z Developing human resource through virtual learning, providing opportunities for growth, inculcating involvement and exposure to benchmarking in performance. Role of HR z Alignment of HR vision with corporate vision Contd...

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 73 z Shift from support group to strategic partner in business operations z HR as a change agent. z Enhance productivity and performance by developing employee competency and potential. z Developing professional attitude and approach. z Developing 'Global Managers' for tomorrow to ensure the role of global players. Measuring HR Performance HR parameters have been incorporated in the MOU by ONGC since 1994- 95, to systematically and scientifically evaluate effectiveness of HR systems, which enable and facilitate time bound initiatives. HR Parameters of MoU for 2000-2001 Transformation of ONGC-HR as facilitator and change agent for pilot implementation at WRBC. ERP for HR-Project SHRAMIK Training and Development z Action plan and implementation for achieving HR mission and objectives. z Roll out of succession planning model for identified key positions. HR Audit z IR for enhancing efficiency and productivity. z Introducing the concepts of mentoring and knowledge management. z Conducting a climate survey to identify areas for OD interventions. A Motivated Team HR policies at ONGC revolve around the basic tenet of creating a highly motivated, vibrant & self-driven team. The Company cares for each & every employee and has in-built systems to recognise & reward them periodically. Motivation plays an important role in HR Development. In order to keep its employees motivated, the company has incorporated schemes such as Reward and Recognition Scheme, Grievance Handling Scheme and Suggestion Scheme. Incentive Schemes to Enhance Productivity Productivity Honorarium Scheme z Job incentive. z Quarterly incentive. Contd...

Leadership and Team Effectiveness Notes 74 z Reserve establishment honorarium. z Roll out of succession planning model for identified key positions. z Group incentives for cohesive team working, with a view to enhance productivity. Training & Development An integral part of ONGC's employee-centred policies is its thrust on their knowledge upgradation and development. The Institute of Management Development, which has an ISO 9001 certification, along with 7 other training institutes, play a key role in keeping our workforce at pace with global standards. The Institute of Management Development is the premier nodal agency responsible for developing the human resource of ONGC. It also focuses on marketing its HRD expertise in the field of exploration & production of hydrocarbons. ONGC's Sports Promotion Board, the apex body, has a comprehensive sports policy through which top honours in sports at national and international levels have been achieved. Transforming the Organization ONGC has undertaken an organization transformation exercise in which HR has taken a lead role as a change agent by evolving a communication strategy to ensure involvement and participation among employees in various work centers. Exclusive workshops and interactions/brainstorming sessions are organized to facilitate involvement of employees in this project. Project Shramik To move towards world-class systems, processes and practices, a project for integrated System of Human Resource Automated Management Information for KAIZEN (SHRAMIK) based on software platform SAP R/3 has been launched which is an attempt to address key issues in HRM through comprehensive process re-engineering and remodelling of HR functions. Participative Culture Policies and policy makers at ONGC have always had the interests of the large and multi-disciplined workforce at heart and have been aware of the nuances and significance of cordial industrial relations. By enabling workers to participate in management, they are provided with an informative, consultative, associative and administrative forum for interactive participation and for fostering an innovative culture. In fact, ONGC has been one of the few organizations where this method has been implemented. It has had a positive impact on the overall operations since it has led to enhanced efficiency and productivity and reduced wastages and costs. Contd...

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 75 A Model Corporate Citizen Respect and dignity are the key values that underline the relationship ONGC has with its human assets. Conscious about its responsibility to society, ONGC has evolved guidelines for socio-economic development programmes in areas around its operations all over the country. SUMMARY z It is clear from the discussion in the unit as to how the effective leaders and continuously reading the situation and determining how to adapt their behavior to it. z The Fiedler's Contingency Model, The Hershey-Blanchard Model of Leadership and the path goal theory explains how the appropriate mix of task and relations behavior for the leader depends on the confidence and skill of a subordinate in relation to the task. z Overtime the leader may be able to increase subordinate maturity with a developmental intervention. z

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Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.

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Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power.

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Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control

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Each person has his or her own preferences for leadership.

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Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. z Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

z According to the Path Goal theory, proposed by R. J. House,

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leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals

z A leadership theory that focuses on the need for leaders to make rewards contingent on the accomplishment of objectives and to aid group members in attaining rewards by clarifying the paths to goals and removing obstacles to performance

Leadership and Team Effectiveness Notes 76 KEYWORDS Achievement-oriented Leadership: The leader emphasizes the achievement of difficult tasks and the importance of excellent performance and simultaneously displays confidence that subordinates will perform well. Contingency: Dependence on chance or on the fulfillment of a condition; uncertainty; fortuitousness. Directive Leadership: The leader explains the performance goal and provides specific rules and regulations to guide subordinates toward achieving it. Evaluate: To judge or determine the significance, worth, or quality. Fiedler's contingency theory:

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Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.

Follower: One who subscribes to the teachings or methods of another; an adherent. Maturity:

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Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour.

Participative Leadership: The leader consults with subordinates about work, task goals, and paths to resolve goals Path Goal theory: According to the Path Goal theory, proposed by R. J. House,

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leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals.

Relationship behaviour:

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Relationship behaviour is the extent to which the leader engages in two-way or multi-way communications

Supportive Leadership: The leader displays personal concern for subordinates. This includes being friendly to subordinates and sensitive to their needs. Task behaviour:

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Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group.

REVIEW QUESTIONS 1. Briefly explain the Fiedler's Contingency Model. 2. Compare Hersey-Blanchard's with that of Fiedler's Contingency Model. 3. Explain the various other situation models of leadership. 4. Discuss the Belbin's concept of team leadership. 5. Critically examine the Fiedler's contingency theory of leadership effectiveness. 6. What background (motivational or personal) factors do you think would make a leader high LPC or low LPC?

Unit 3 - Leadership Contingency Theories: Propositions and Applications Notes 77 7. How does the House's path-goal model relate to Vroom's expectancy theory of motivation? What are the basic propositions of the path-goal theory? 8. Present a summarised view of situational theories of leadership. Also, state how leadership potential and effectiveness could be improved? 9. Discuss elaborately the situational theory of leadership as propagated by Hersey and Blanchard. 10. "Leadership is situational." Verify the truth in this statement. 11. Is there a single best style of leadership? Discuss. 12. Path-goal model allows for incorporation of many subordinates' and environmental factors in establishing a leader-situation match. Explain these factors. Answers to Self Assessments 1. Fiedler's contingency 2. Situations 3. Mechanistic 4. dynamic environment 5. True 6. True 7. path 8. realistic 9. four 10. counterbalanced 11. leadership 12. supervision 13. Followers 14. considerate 15. satisfaction FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley

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 Lesson 4 - Recent Developments in Leadership Approaches Notes 79 LESSON 4 - RECENT DEVELOPMENTS IN LEADERSHIP APPROACHES CONTENTS Learning Objectives Introduction 4.1 Full Range Leadership Approach: Transactional Leadership 4.1.1 Transactional Leadership 4.1.2 Components of Transactional Leadership 4.3 Laissez-faire Leadership: Non-Transactional Behaviours 4.4 Transformational Leadership 4.4.1 Dimensions of Transformational Leadership 4.4.2 Psychology of Transformational Leadership 4.4.3 Goals of Transformational Leaders 4.4.4 Results of Transformational Leadership 4.4.5 Transactional Leadership vs Transformational Leadership 4.5 Charismatic Leadership 4.5.1 A Theatrical Perspective on Charismatic Leadership 4.5.2 The Dark Side of Charisma 4.5.3 Ethical Charismatic Leader and Unethical Charismatic Leader 4.6 Ethical Leadership 4.6.1 General Conceptions of Ethical Leadership 4.6.2 Personal Integrity and Ethical Leadership 4.6.3 Dilemmas in Evaluating Ethical Leadership Summary Keywords Review Questions Further Readings

Leadership and Team Effectiveness Notes 80 LEARNING OBJECTIVES After studying this lesson, you should be able to: 1. Explain Full Range Leadership Approach 2. Discuss Transactional Leadership 3. Tell about Laissez-faire Leadership: Non-Transactional Behaviours 4. Focus on Transformational Leadership 5. Explain Charismatic Leadership 6. Know about Ethical Leadership INTRODUCTION In the previous unit, we have discussed the Fiedler's LPC Contingency Theory, Hersey and Blanchard's Situational Leadership Theory, Path-Goal Theory of Leadership, Leadership Substitute Theory and Situational Models. In the 1980's management researcher became very interested in the emotional and symbolic aspect of leadership. The theories of charismatic and transformational leadership describe this important aspect of leadership. The terms charismatic and transformational leadership are used interchangeably but they have some important distinctions. Several interesting and controversial subjects mentioned only briefly until now include ethical leadership, cross-cultural differences in leadership, how gender affects leadership, and the role of leaders in managing diversity. In this unit, we will discuss Full Range Leadership Approach, Transactional Leadership, Laissez-faire Leadership: Non-Transactional Behaviours . Further on, you will get to know about Transformational Leadership and Charismatic Leadership. We will also focus on Ethical Leadership. 4.1 FULL RANGE LEADERSHIP APPROACH: TRANSACTIONAL LEADERSHIP In terms of building the full range of leadership potential, how often you exhibit a certain set of behaviors along the range ultimately determines how effective you are over time as a leader. The frequency with which you exhibit behaviors depends on your perspective or frame of reference of what you consider important. What is important to you will influence where you place more or less emphasis in terms of your choice of actions and decisions. For example, if you understand the importance of identifying the needs of people who report to you and that doing this can have a positive impact on their development as well as your own, then you are more likely to expend energy and time trying to understand each individual's needs.

Lesson 4 - Recent Developments in Leadership Approaches Notes 81 Fundamental to the full range leadership is that every leader displays each style to some degree. 4.1.1 Transactional Leadership Transactional leadership is sometimes called bartering. It is based on an exchange of services (from a teacher, for instance) for various kinds of rewards (such as a salary) that the leader controls, at least in part. Transactional leadership is often viewed as being complementary with transformational leadership. 4.1.2 Components of Transactional Leadership

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Transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower's behavior or performance. Transactional leadership depends on

laying out contingencies, agreements, reinforcement, and

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positive contingent rewards or the more negative active or passive forms of management-by-exception (MBE-A

and MBE-P). Contingent Reward With this approach, a leader assigns or secures agreements on what needs to be done and promises rewards or actually rewards others in exchange for satisfactorily carrying out the assignment. Such constructive transactions have been found to be reasonably effective, although not typically as much as any of the transformational components in motivating others to achieve higher levels of development and performance.

Management-by-Exception The management-by-exception form of corrective transaction tends to be more ineffective, particularly when used in excess. However, in many situations, this style of leadership may be required. We find, for example, in life-threatening or other high-risk settings, such as nuclear plants, healthcare, and firefighting, that corrective leadership in its active form is seen as being much more positive and effective by followers and leaders. In fact, in most environments where risk is high, the interpretation of corrective transactions is much different than in contexts where risk is low or negligible. The corrective transaction may be active or passive. When active, the leader arranges to actively monitor deviations from standards, mistakes, and errors in the follower's assignments and to take corrective action as necessary. Such leadership involves a constant vigilance for possible mistakes. When passive, the leader waits for deviations, mistakes, and errors to occur and then takes corrective action.

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Leadership is the influencing process of leaders and followers to achieve organizational objectives through change.

The field of leadership studies is overflowing with discussions and explorations of leadership contribution and Leadership and Team Effectiveness Notes 82 influence. Considering this criticism on leader-centered approaches to leadership studies, new perspectives are calling for the consideration of followers and followership as a part of the analysis and study of the leadership phenomenon. As a part of this new school of thought, some authors such as Stech affirm that leadership and followership are traits in which, at any one time, leaders assume followers' roles and followers assume leadership roles. From this perspective, the relationship between leaders and followers becomes reciprocal and interdependent. Further the leader-follower relationship becomes a transforming force within the organization generating greater organizational effectiveness. Instructional leadership encompasses hierarchies and top-down leadership, where the leader is supposed to know the best form of instruction and closely monitors teachers' and students' work. One of the problems with this says Mary Poplin (1992), is that great administrators aren't always great classroom leaders and vice versa. Another difficulty is that this form of leadership concentrates on the growth of students but rarely looks at the growth of teachers. Since she believes that education now calls on administrators to be "the servants of collective vision," as well as "editors, cheerleaders, problem solvers, and resource finders," instructional leadership, she declares, has outlived its usefulness. The full range leadership model has received a broad range of empirical support demonstrating the hierarchical ordering of effects of transformational, transactional, and laissez-faire leadership on performance. Self Assessment Fill in the blanks: 1. The theories of charismatic and _____ leadership describe an important aspect of leadership 2. The terms _____ and transformational leadership are used interchangeably but they have some important distinctions. 3.

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Leadership is the influencing process of leaders and followers to achieve organisational objectives through_____. 4.

The relationship between leaders and followers becomes _____ and interdependent. 5. _____ leadership encompasses hierarchies and top-down leadership, where the leader is supposed to know the best form of instruction and closely monitors teachers' and students' work

Lesson 4 - Recent Developments in Leadership Approaches Notes 83 4.3 LAISSEZ-FAIRE LEADERSHIP: NON-TRANSACTIONAL BEHAVIOURS Non transactional/laissez-faire leadership is the near-avoidance or absence of leadership and is, by definition, the most inactive, as well as the most ineffective, according to almost all prior research on this style of leadership. In the very extreme, nothing is transacted between a leader and a follower with this style. In the democratic style, the leader encourages the group to think and develop a solution. The laissez faire or free rein leader goes a step further and turns an entire problem or project over to subordinates. The subordinates are asked to set their own goals and develop plans for achieving them. The leader does not direct at all. He acts as a passive observer and does not exercise power. There is total abdication of responsibility. He offers advice when required. There is very little control over the group members. Box 4.1: Free-Rein Leadership Style Features z Group members set goals and decide things on their own z Leader is a passive observer of things z Leader does not decide, does not control or exercise influence over the group z Leader abdicates responsibility z Members operate in an unrestricted environment z Communication is open and can take any direction. X A D C B E Figure 4.1: Free-rein Style The broken lines in the Figure 4.1 show the leader passing on materials and information to group members on request. There is no attempt to regulate the course of events. Free-rein leadership may be suitable where the organizational goals have been communicated well in advance and are acceptable to subordinates. The subordinates, in turn, must be well-trained and highly knowledgeable concerning their tasks and willing to assume responsibilities. They must be highly motivated, sincere and duty-conscious. When these preconditions are met, free-rein style may yield good results.

Leadership and Team Effectiveness Notes 84 4.4 TRANSFORMATIONAL LEADERSHIP In James MacGregor Burns'

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concept of 'transforming leadership' he states "leadership is relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". "It occurs when one or more person' engage with others in such a way that leaders and followers raise one another to higher levels of motivation

or morality".

Transformational leadership is about the ability of the leader to motivate and empower their followers: Transformational leadership is a leadership style where

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one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

James MacGregor Burns (1978) first introduced the concepts of transformational and transactional leadership in his treatment of political leadership, but this term is now used in organizational psychology as well. According to Burns, the difference between transformational and transactional leadership is what leaders and followers offer one another. "

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Transforming leadership... occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality,

elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, and evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both." (p. 20) Transformational leaders offer a purpose that transcends short-term goals and focuses on higher order intrinsic needs. This results in followers identifying with the needs of the leader. The four dimensions of transformational leadership are idealized influence (or charisma), inspirational motivation, intellectual stimulation and individual consideration. 4.4.1 Dimensions of Transformational Leadership 1. Charisma or idealized influence: Charismatic leaders display convictions, take stands and appeal to followers on an emotional level. This is about the leader having a clear set of values and demonstrating them in every action, providing a role model for their

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followers. 2. Inspirational motivation: The degree to which the leader articulates a vision that is

appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act.

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Intellectual stimulation: The degree, to which the leader challenges assumptions,

takes risks and solicits followers' ideas. Leaders with this trait stimulate and encourage creativity in their followers. 4. Individualized consideration or individualized

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attention: The degree to which the leader attends to each follower's needs, acts as a mentor or coach

to the follower and listens to the follower's concerns and needs. This also encompasses the need to respect and celebrate the individual contribution that each follower can make to the team (it is the diversity of the team that gives it its true strength). 4.4.2 Psychology of Transformational Leadership A leader who can instill passion and direction to a group of individuals requires an understanding of how the psychology of a group affects the members of the group. When leaders change their actions in accordance with their awareness of what those actions really mean, they affect the emotional and perceptive affects on a group. By taking control of the standard reactions to the actions of the group, a leader can in effect change the psychology of the group and change the culture of the organization. 4.4.3 Goals of Transformational Leaders Leithwood finds that transformational leaders pursue three fundamental goals: 1. Helping staff develop and maintain a collaborative, professional school culture 2. Fostering teacher development 3. Helping teachers solve problems more effectively 4.4.4 Results of Transformational Leadership Evidence of the effects of transformational leadership, according to Leithwood, is "uniformly positive." He cites two findings from his own studies: 1. Transformational leadership practices have a sizable influence on teacher collaboration, and 2. Significant relationships exist between aspects of transformational leadership and teachers' own reports of changes in both attitudes toward school improvement and altered instructional behavior. 4.4.5 Transactional Leadership vs Transformational Leadership

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Leadership' suggests that transformational leadership "... focuses on the 'top line'" and offers contrast between the two (a selection being): Leadership

and Team Effectiveness Notes 86 Figure 4.2: Transformational vs. Transactional

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Leadership Both kinds of leadership are necessary. Transactional leadership has remained the organizational model for many people and organisations who have not moved into or encouraged the transformational role needed to meet the challenges of our changing times.

Table 4.1: Transactional Leadership vs Transformational Leadership

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Transactional Leadership Transformational Leadership • Builds on man's need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfils role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximise efficiency, and guarantee short-term profits • Builds on a man's need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals Source: Comparison of Transactional and Transformational Leadership (

Cover, 1992). Transactional • Reward for effort • Recognises basic subordinate needs • Clarifies expected outcome • Clarifies roles • Gives sufficient confidence • Goals may not be questioned • Role authority • Task and process focus Charisma (Innerconcept): • Self understanding • Awareness of others • Excitement, optimism • Vision building • Personal esteem • Sense of mission Inspiration (Outer Concept): • Giving purpose • Communicating high expectations • Focus on key activities • Uses simple, open communication Individual consideration and confidence: • Identifying individual requirements • Giving personal attention • Coaching and mentoring • Giving responsibility • Instilling pride, respect, independence and trust Intellectual stimulation: • Generating challenge in others • Stimulating new ways Transactional Leadership Transformational Leadership

Lesson 4 - Recent Developments in Leadership Approaches Notes 87 Self Assessment State whether the following statements are true or false: 6. Transactional leadership is sometimes called bartering. 7. Transactional leadership is often viewed as being complementary with transformational leadership. 8. In the Free-rein style, the leader encourages the group to think and develop a solution 9. The democratic form of leadership may be suitable where the organizational goals have been communicated well in advance and are acceptable to subordinates. 10. Transformational leadership is a leadership style where

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one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. 4.5

CHARISMATIC LEADERSHIP The term charisma is value-neutral: it doesn't distinguish between good/moral and evil/immoral charismatic leadership. Charisma can lead to blind fanaticism in the service of megalomaniacs and dangerous values, or to heroic self-sacrifice in the service of a beneficial cause. Ethical charismatics develop creative, critical thinking in their followers, provide developmental opportunities, welcome positive and negative feedback, recognize the contributions of others, share information with followers, and have moral standards that emphasize collective interests of the group, organization, or society. In the past two decades several social scientists described charismatic leadership in organizations in different ways. 1. Trait Approach: Charisma has been studied as a trait (Weber, 1947) and as a set of behaviors (House, 1977; House & Baetz, 1979; House & Howell, 1992). The trait approach to charisma looks at qualities such as being visionary, energetic, unconventional, and exemplary (Bass, 1985; Conger, 1989; Conger & Kanungo, 1988; Harvey, 2001; House, 1977). Charismatic leaders are also thought to possess outstanding rhetorical ability (Harvey 2001: 253). 2. Theatrical Approach: Most recently charisma is being theorized as theatrical. What are the behaviors that leaders and followers do to enact attributions of charisma for various audiences (internal and external to the firm)? For example, Howell and Frost (1989) began to study the ways verbal and non-verbal behaviors can be acted out to lead followers to attribute more or less charisma to leaders. Charismatic leaders voiced overarching goals, communicated high performance expectations to followers, and exhibited confidences in follower ability to meet those high

Leadership and Team Effectiveness Notes 88 expectations (Howell & Frost, 1989: 251). In their charismatic character roles, actors were coached to use nonverbal cues such as extended eye contact, using vocal variety, speaking in a relaxed posture, and using animated facial expression. The more structuring and considerate leaderly characters said the same lines but with less dynamic non-verbal cues. 3. Impression Management: Charisma was revisited to look at its impression management behaviors or what House (1977) had called "image building." Studies by Bass (1985, 1988, 1990) suggest that charismatic leaders engage in impression management to construct an image of competence, increased subordinate competence and subordinate-faith in them as leaders. Bass argues that charismatic leadership is less likely to emerge or flourish in a transactional (bureaucratic) culture, and is more likely within a transformational culture. 4.5.1 A Theatrical Perspective on Charismatic Leadership Charisma is dramaturgical, a theatrical role played by a leader that is jointly constructed with followers, as well as by suppliers, competitors, and customers (Gardner & Alvolio, 1998). Gardner and Alvolio's (1998) dramaturgical perspective is that charismatic leadership is an impression management process enacted theatrically in acts of framing, scripting, staging, and performing. Framing - a quality of communication that causes others to accept one meaning over another. (Fairhurst & Sarr, 1996:xi). For more on framing see Goffman (1959, 1967, 1974). Goffman (1974), for example, describes frames as being our conceptual or cognitive views of particular situations. Leaders with their followers socially construct reality through framing techniques Conger (1991) says include presenting the organization's purpose and mission in ways that energizes followers. For example, Steven Jobs' mission for his computer company, NEXT, is to "revolutionize higher education" but just "build computers" like his competitor IBM. (a) Scripting: The development of a set of directions that define the scene, specifies the actors to be cast, outlines expected behavior, and cues when events occur and actors enter and exit (Benford & Hung, 1992; Gardner & Alvolio, 1998). Scripts supply the collective definition of the situation (plot and the dialog in Aristotle's terms). Scripting is what leaders do to direct and setup the scene before a performance. In McDonaldization, scripts are written to integrate activities in a very repetitive and integrated way. The point is leaders can exercise control through theatrics not only by performance, but by the scripting and rescripting of cast member dialog and by changing the plot of the situation.. The charismatic leader's scripted plot is to save the day, to rescue people from antagonists. Gardner and Alvolio (1998) include dialog and directing as aspects of scripting:

Lesson 4 - Recent Developments in Leadership Approaches Notes 89 TM Dialogue: Aristotle defined dialog (or diction) as the verbal and non-verbal exchanges among characters. Dialog is a resource to express character, plot, and theme of the charismatic leader script. Example: General Douglas MacArthur would prepare for a guest, or a group by memorizing every fact he could about topics they were supposed to know as expert. In his flamboyance style, he would then dazzle them with his expertise and breadth of knowledge. MacArthur worked on his dialog, both in the office and on the floor of the Senate, to give a charismatic performance, often speaking his dialog from memory. TM Directing: Leaders are directors for performances. This can include rehearsals by leader and staff to give desired impressions. After September 11th, President George Bush, rehearsed with speech writers and coaches to give a more heroic leaderly image to his public. Karen Hughes, his Director of Communication was able to work with Bush to rescript his role as leader to deal with the changed expectations of followers, who wanted a confident and dynamic, yet stern and forceful leader. (b) Staging: Charismatic leaders stage-manage their performances. General George Patton always his pearl-handled pistols. General Douglas MacArthur wore strangely formed hats and a long pipe. Both wore uniforms that were dramatic in their stage-effect. Mahatma Gandhi, Winston Churchill, Franklin D. Roosevelt, and Mother Teresa are also often called charismatic. What did they have in common? Not just passion for a cause, commitment, vision, energy, courage; they all have dramatic stage-effect. General MacArthur would get himself photographed on the front lines, and sometimes ahead of those lines, to be a charismatic inspiration to his troop. Gandhi wore clothing he knit himself as an inspiration and example to others to defy British colonial rule; at that time Gandhi and his followers were prohibited from manufacturing their own cotton clothing. (c) Performing: Show time. The charismatic leader takes the stage to enact scripted dialog and set up the frame to construct their charismatic character. Martin Luther King and Mahatma Gandhi are examples of exemplifying trustworthiness and moral responsibility; to be examples to their followers of the non-violent characters they expected followers to imitate. Gandhi's fasting and dress were examples of the self-sacrifice and discipline it takes to change the world. Charismatic leaders sometimes engage in self-promotion to appear competent, powerful, determined, innovative, etc. The point of this elaboration is that leadership is theatrical. In the case of charismatic leaders, there is framing, scripting, staging and performing. This relates to two aspects of leading. First, there is performing, learning the dialog, the verbal and non-verbal language and poetics of leadership.

Leadership and Team Effectiveness Notes 90 Second, there is directing, writing and editing the script, casting the characters, setting the stage to create the charismatic effect. Harvey's (2001) study of Steve Job's charisma at Apple Corporation raises several important points. Jobs uses exemplification (embodying the ideal of being morally responsible, committed to the cause, and taking risks) and self-promotion (and less often organization-promotion) to enact his characterization of charismatic leadership (Harvey, 2001: 257). When leaders cast themselves in the charismatic roles and their followers are cast as allies in pursuit of the charismatic leader's vision (Gardner & Alvolio, 1998: 42; Harvey, 2001: 254).

4.5.2 The Dark Side of Charisma Goffman (1967) proposes the idea of "facework," how the leader justifies actions that could be (or are) negatively evaluated by others. There is face work the protects the self-image of the leader, and other facework that guards the self-image of the organization. There is the opposing forces of the positive and the negative sides of charisma. Yukl (1999) argues that charismatic leadership research has dismissed the dark side, lead by Burns' (1978) interpretations of charisma as a heroic form of leadership that is absent of conflict. Yukl points out that charismatic leaders also use manipulative behaviors, such as "exaggerating positive achievements and taking unwarranted credit for achievements," "covering up mistakes and failures," "blaming others for mistakes," and "limiting communication of criticism and dissent" (1999: 296). A main point is that charisma is a co-constructed theatrical event. It takes casting of both leaders and follower roles, antagonists and protagonists (e.g. competitors who are enemies) to bring off the charismatic drama.

4.5.3 Ethical Charismatic Leader and Unethical Charismatic Leader The following key behaviors and moral standards further differentiate ethical from unethical charismatic leaders:

Unethical Charismatic Leader: Uses power only for personal gain or impact; promotes own personal vision; censures critical or opposing views; demands that own decisions be accepted without question; one-way communication; insensitive to followers' needs; relies on convenient external moral standards to satisfy self-interests.

Ethical Charismatic Leader: Uses power to serve others; aligns vision with followers' needs and aspirations; considers and learns from criticism; stimulates followers to think independently and to question the leader's view; uses open, two-way communication; coaches, develops, and supports followers; shares recognition with others; relies on internal moral standards to satisfy organizational and societal interests.

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4.6 ETHICAL LEADERSHIP Influence is the essence of leadership, and powerful leaders can have a substantial impact-on the lives of followers and the fate of an organization. As Gini (1998) reminds us, the primary issue is not whether leaders will use power, but whether they will use it wisely and well. Powerful leaders can use their authority to advance their own careers and economic gain at the expense of organization members and the public. Despite the growing interest in ethical leadership, there is considerable disagreement about the appropriate way to define and assess it. In a scientific discipline that values objectivity, even to discuss this subject causes some people to feel uneasy. However, as Heifetz (1994) pointed out, there is no ethically neutral ground for theories of leadership, because they always involve values and implicit assumptions about proper forms of influence.

4.6.1 General Conceptions of Ethical Leadership Ethical leadership is an ambiguous construct that appears to include a variety of diverse elements. It is useful to make a distinction between the ethics of an individual leader and the ethics of specific types of leadership behavior (Bass & Steidlmeier, 1999). Both types of ethics are difficult to evaluate. Several criteria are -relevant for judging individual leaders, including the person's values, stage of moral development, conscious intentions, freedom of choice, use of ethical and unethical behavior, and types of influence used. Judgments about the ethics of a particular decision or action usually take into account the purpose (ends), the extent to which behavior is consistent with moral standards (means), and the consequences for self and others (outcomes). Burns formulated a theory of transforming leadership from descriptive research on political leaders. For burns, a primary leadership role or function is to increase awareness about ethical issues and help people resolve conflicting values. Burns described leadership as a process, not a set of discrete acts. It is a process in which leaders and followers influence each other as the relationships evolve over time. Transforming leadership is an influence process between individuals, but it is also a process of mobilizing power to change social systems and reform institutions. Thus transforming leadership involves not only the moral elevation of individual followers, but also collective efforts to accomplish social reforms. Heifetz described leadership as both a dyadic and collective accomplish adaptive work. The type of influence used by leaders includes not only- use of rationality and appeal to values but also formal authority

Leaders includes not only use of rationality and appeal to values, but also formal authority.

Leadership and Team Effectiveness Notes 92 Emergent leaders can acquire informal authority by taking responsibility for exercising leadership in situations where it is needed. Heifetz emphasizes that meaningful change requires shared leadership, and it cannot be accomplished by single, heroic individual. Greenleaf in 1970, Robert Greenleaf proposed the concept of servant leadership. A servant leader must attend to the needs of followers and help them become healthier, wiser, and more willing to accept their responsibilities. It is only by understanding followers that the leader can determine how best to serve their needs. Servant leaders must listen to followers, learn about their needs and aspirations, and be willing to share in their pain and frustration.

4.6.2 Personal Integrity and Ethical Leadership Discussions of ethical leadership invariably involve the concept of personal integrity. In cross-cultural research on the essential traits for effective leadership, integrity is near the top of the list in all cultures.

4.6.3 Dilemmas in Evaluating Ethical Leadership Influencing follower commitment and optimism are central aspects of most theories of effective leadership. Leaders are usually expected to influence follower commitment to an existing task or a new activity. However, this influence is also the source of ethical concerns: The problem for evaluating ethical leadership is to determine when such influence is proper. It is easier to evaluate ethical leadership when the interests of the leader, the followers, and the organization are congruent and can be attained by actions that do not involve much risk or cost to any of the parties. However, in many situations the influence process may involve:

1. creating enthusiasm for a risky strategy or project;
2. inducing followers to change their underlying beliefs and values; and
3. influencing decisions that will benefit some people at the expense of others.

Each type of influence involves some ethical dilemmas. Influencing Expectations An important leadership responsibility is to interpret confusing events and build consensus around strategies for dealing with threats and opportunities. Sometimes success requires a strategy of project that is bold and innovative. A risky -venture may result in great benefits for followers if completed successfully, but the costs can also be high, especially if the project fails or takes much longer than expected. How the leader influences follower perception of the risks and prospects for success is relevant for evaluating ethical leadership.

Lesson 4 - Recent Developments in Leadership Approaches Notes 93 Most people would agree that it is unethical to deliberately manipulate followers to do something contrary their self-interest by making false promises or deceiving them about likely outcomes. Influencing Values and Beliefs Even more controversial is an attempt to change the underlying values and beliefs of individual followers. Some writers contend that this type of leader influence is clearly unethical even when the intended outcome is to benefit followers as well as the organization. A contrary view is that framing the issue in terms of leader indoctrination and manipulation of followers may be appropriate for religious cults, but it obscures the complexity of leadership processes in most large organizations. It is an important responsibility of leaders to help an organization reinvent itself when necessary to ensure its survival and effectiveness.

Multiple Stakeholders The difficulties in evaluating leadership effectiveness include multiple criteria with complex trade-offs and stakeholders with partially conflicting interests. The diverse consequences of a leader's decisions and actions complicate the evaluation of ethical leadership.

Promoting ethics vs. Opposing unethical practices Some writers make a distinction between doing things to encourage and promote ethical practices and doing things to oppose unethical activities or decision.

Promoting an Ethical Climate

- z Set an example of ethical behavior in your own actions.
- z Facilitate the development and dissemination of a code of ethical conduct.
- z Initiate discussions with followers or colleagues about ethics and integrity.
- z Recognize and reward ethical behavior by others.
- z Take personal risks to advocate moral solutions to problems.
- z Help others find fair and ethical solutions to conflicts.
- z Initiate support services (e.g., ethics hotline, online advisory group).

Opposing Unethical Practices

- z Refuse to share in the benefits provided by unethical activities.
- z Refuse to accept assignments that involve unethical activities.
- z Try to discourage unethical actions by others.

Leadership and Team Effectiveness Notes 94 z Speak out publicly against unethical or unfair policies in the organization. z Oppose unethical decisions and seek to get them reversed. z Inform proper authorities about dangerous products or harmful practices. z Provide assistance to others who oppose unethical decisions or practices. Determinants of Ethical Leadership An interesting research question is the reason for differences in ethical behavior among leaders. One explanation is provided by theories of cognitive moral development. Kohlberg (1984) proposed a model to describe how people progress through six sequential stages of moral development as they grow from a child to an adult. With each successive stage, the person develops a broader understanding of the principles of justice, social responsibility, and human rights. At the lowest level of moral development the primary motivation is self-interest and the satisfaction of personal needs. At a middle level of moral development, the primary motivation is to satisfaction role expectations and social norms determined by groups, organizations, and society. At the highest level of moral development the primary motivation is to fulfill internalized values and moral principles. A person at this level may deviate from norms and risk social rejection, economic loss, and physical punishment in order to achieve an important ethical objective. Ethical behavior occurs in a social context and it can be strongly influenced by the situation. (Trevino, 1986; Trevino, Butterfield, & McCabe, 1998). Unethical behavior is more likely in organization with high pressure for increased productivity. Future Research On Ethical Leadership Empirical research on ethical issues in leadership is a relatively new topic, and much still needs to be learned about it. Kahn (1990) proposed an agenda of research questions that would help, to bridge the apparent gap between normative concepts (defining ethical behavior) and contextual concepts (the conditions influencing ethical behavior). The objective is to produce knowledge that strengthens but the theory and practice of ethical conduct in organizations. It is also important to study how leader influence on ethical values in the culture of an organization may affect important outcomes such as the commitment and loyalty of member.

Lesson 4 - Recent Developments in Leadership Approaches Notes 95 Task "Charisma is dramaturgical, a theatrical role played by a leader that is jointly constructed with followers, as well as by suppliers, competitors, and customers." Discuss with examples. Self Assessment Fill in the blanks: 11. The term charisma is value-_____ 12. _____ is dramaturgical, a theatrical role played by a leader that is jointly constructed with followers, as well as by suppliers, competitors, and customers 13. At the _____ level of moral development the primary motivation is self-interest and the satisfaction of personal needs. 14. At a _____ level of moral development, the primary motivation is to satisfaction role expectations and social norms determined by groups, organizations, and society. 15. At the _____ level of moral development the primary motivation is to fulfill internalized values and moral principles ara Nichols had a very productive postdoctoral training experience. With her mentor she coauthored four very important papers on oncogene expression. She was the first author on all of these papers. Jacob Smith, her mentor, conceived the ideas for the work, but Sara did all the experiments, interpreted the results, and wrote the papers. Sara is now an Assistant Professor struggling to get her first grant in order to continue her on going research. She reads a new review article on oncogene expression in which the author repeatedly cites her four papers as being very important. However, the author of the review continually refers to the contributions of these papers as Smith and co-workers. Sara is offended and upset by this. There were no other coworkers who contributed to this work, and she believes the papers should be referred to as Nichols and Smith. She is worried that the inappropriate reference to her work will undermine her contributions and deprive her of credit that can promote her career advancement. She writes to you, the editor of the journal that published the review. 1. How do you respond to her? 2. What if anything, will you do about this situation? S

Leadership and Team Effectiveness Notes 96 SUMMARY z Due to their unique relationship with followers, charismatic leaders can be powerful agents of social change. z Current theories of charismatic leadership have emphasized primarily the personality and behavior of leaders and their effects on followers, organizations, and society. This emphasis fails to uncover why and how the charismatic leader-follower interaction can generate social change. z The amount of discussion and research on ethical leadership is increasing as people be come more cynical about the motives, competence, and integrity of business and political leaders. z Conceptions of ethical leadership include nurturing followers, empowering them, and promoting social justice. z Ethical leadership includes effect to encourage ethical behavior as well as efforts to stop unethical practices. z Ethical leaders seek to build mutual trust and respect among diverse followers and to find integrative solutions to conflicts among stakeholders with competing interests. Such leaders do not foster distrust or play favorites to gain more power or achieve personal objectives. z Determinants of behavior by a leader include situational influences and aspects of leader personality such as level of cognitive moral development. z The criteria for evaluating ethical leadership include leader values, intentions, and the extent to which leader behavior is morally justifiable. z valuation of morality for individual leaders is complicated by multiple stakeholders, the diverse consequences of a leader's actions, and disagreements about the extent to which ends justify means. KEYWORDS Authority: The power or right to give orders or make decisions. Charisma: A personal attractiveness that enables you to influence others. Integrity: Steadfast adherence to a strict moral or ethical code. Intellectual: Associated with or requiring the use of the mind. Leader: A leader is a person who influences a group of people towards the achievement of a goal. Leadership:

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Lesson 4 - Recent Developments in Leadership Approaches Notes 97 Transform: Change in outward structure or looks. Values: Principles, standards, or qualities considered worthwhile or desirable REVIEW QUESTIONS 1. In what type of situation is a charismatic leader most likely to be beneficial? 2. Discuss the differences between the transformational leadership and transactional leadership. 3. Discuss the effects of positive charismatic in creating the achievement oriented culture. 4. Explain the various dimensions of transformational leadership. 5. Why is it so difficult to evaluate the ethics and morality of individual leaders? 6. Can unethical behavior occurs for a leader who has proper values and intentions? 7. With the help of relevant examples discuss the scenario of ethical leadership in Indian organizations. 8. Discuss the general conceptions and dilemmas of ethical leadership. 9. What is Instructional Leadership? 10. Differentiate between Transactional Leadership and Transformational Leadership 11. Explain the meaning of Impression Management. 12. "A multidimensional perception of leadership upholds that only by considering the ethical dimension of leadership, together with technical and psycho-emotive ones, it is possible to explain more accurately interpersonal influences beyond the scope of power". Comment on the statement with the help of suitable examples. Answers to Self Assessments 1. Transformational 2. charismatic 3. change 4. reciprocal 5. Instructional 6. True 7. True Leadership and Team Effectiveness Notes 98 8. False 9. False 10. True 11. neutral 12. Charisma 13. lowest 14. middle 15. highest FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley Schein, E. H. Organizational culture and leadership. San Francisco: Jossey-Bass. Hochschild, A. R. .

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WEBLINKS Supportcenteronline.org/wp-content/uploads/.../scnm_journal_2008.pdf www.kingsfund.org.uk/.../recent-trends-in-leadership-thinking-action-in- www.bertelsmann-stiftung.de/.../xcms_bst_dms_34409_34410_2.pdf Leadership and Team Effectiveness Notes 100 LESSON 5 - TEAM AS A MEDIUM OF LEARNING, DEVELOPMENT AND CHANGE CONTENTS Learning Objectives Introduction 5.1 Leadership in the Fast Changing World 5.2 Attitudes and Skills 5.2.1 Individual Skills and Attributes 5.2.2 Conceptual Skills and Attributes 5.3 Major Changes in Indian Organizations 5.4 Organizational Intelligence 5.4.1 Meaning and Definition of Organizational Intelligence 5.4.2 Structure: Bottom-up Organizations are Fast and Creative 5.4.3 Stakeholder Relations: Cooperation Improves Communications 5.4.4 Knowledge Assets: Information Increases When Shared 5.4.5 How Can Managers Use O.I. To Improve Performance? 5.5 Empowerment, Innovation and Learning 5.5.1 What do employees need to be empowered? 5.5.2 Encouragement is not enough 5.5.3 Principles of Empowerment 5.5.4 Innovation 5.5.5 Learning Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: 1. Explore on Leadership in the Fast Changing World 2. Explain Attitudes and Skills Lesson 5 - Team as a Medium of Learning, Development and Change Notes 101 3. Trace Major Changes in Indian Organizations 4. Explain Organizational Intelligence 5. Describe Empowerment Innovation and Learning INTRODUCTION In the previous lesson, we have discussed the recent developments in the leadership approaches. Under which we have studied Full Range Leadership Approach, Transactional Leadership, Laissez-faire Leadership: Non-Transactional Behaviours, Transformational Leadership, Charismatic Leadership and Ethical Leadership.

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Team comprises a group of people or other animals linked in a common purpose. Human teams are especially appropriate for conducting tasks that are

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and have many interdependent subtasks. A group does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize their strengths and minimize

their weaknesses. Naresh Jain (2009) claims: z Team members need to learn how to help one another, help other team members realize their true potential, and create an environment that allows everyone to go beyond his or her limitations. Teams can be broken down into from a huge team or one big group of people, even if these smaller secondary teams are temporary. z A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members. Thus

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teams of game players can form (and reform) to practise their craft/sport. Transport logistics executives can select teams of horses, dogs or oxen for the purpose of conveying

passengers or goods. In this lesson, we will discuss Leadership in the Fast Changing World. Then, you will be able to grab the knowledge about Attitudes and Skills. Further you will come to know about Major Changes in Indian Organizations. The next most important topic of this unit is Organizational Intelligence. Later, we will also cover empowerment innovation and learning. 5.1 LEADERSHIP IN THE FAST CHANGING WORLD A growing number of today's business leaders have felt they have needed to adopt a new perspective on their role and purpose. A generation ago, the prevailing attitude was that it was the role of political and civil society leaders to address the big societal challenges of the day, not business leaders. Leading a business and taking a lead in society were seen as

Leadership and Team Effectiveness Notes 102 mutually exclusive. But now we increasingly see business leaders expressing a different attitude: that it is essential for business leaders to have a nuanced understanding of the major societal challenges shaping the world, that many of these challenges can best be tackled through government, business and other actors working in partnership, and that doing so is not a distraction and source of cost, but core to creating value. Many of the people we spoke with talked about the different ways they had realised that playing a role in helping address many of the world's most pressing challenges had become part of their job as a business leader. John Brock of Coca Cola Enterprises, for example, was clear: "In today's world, if you're going to be an effective leader you've really got to be driving all aspects of sustainability as part of what you're doing, because it's the right thing to do and because it's the right thing to do for the business". Business leaders have found they have increasingly needed to reframe their thinking about the sources of business value away from just industry structure to give due consideration to the role of wider stakeholders. Decision-makers increasingly look to create what he dubs 'sustainable value', prioritising business activities that create value for both shareholders and wider stakeholders, in order to build a durable business. A new industry has arisen in developing a range of metrics to sit alongside shareholder value as indicators of business success. As leaders develop and form their self-image, they start screening out feedback that contradicts that image. Preserving an internal sense of self can become more important than learning and growth. They also develop an external image they work to maintain. For those who become public figures – CEOs, principals, civic leaders, senior military officers, politicians – protecting this public image may seem most important. More screens go up and the only messages that penetrate are the ones that validate their image of themselves. There is little value in standing up and giving leaders feedback they cannot hear. The courageous follower's role is to find ways leaders can receive the feedback they need. We can minimize defensiveness by prefacing our feedback with a defusing statement that conveys respect and reminds the leader the leader of the value of honesty. Giving a leader feedback about policies is usually easier than giving feedback about behavior, but not always. A leader may be completely wedded to a position that could have disastrous consequences. If a leader seems closed to hearing other viewpoints on an issue, we might approach the leader. Preparing a leader for feedback is the requisite to effectively giving that feedback. If you prepare a leader to be receptive then, and only then, is it worthwhile to use your skills in delivering important divergent perspectives.

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 103 One of the key trends in the business environment has been the rapidly increasing interaction, and even convergence, between three sets of institutions in society: business, government and civil society organisations. This is not a natural coming together as these groups often have very different motivations and objectives, which sometimes clash. Business leaders are coming to the view that it is their role to proactively take the lead with other actors in society to make sure systemic outcomes are achieved. Self Assessment Fill in the blanks: 1. A _____ implies synergy, meaning the whole is greater than the sum of their parts. 2. _____ teams operate in many organizations to manage complex projects involving research, design, process improvement, and even systemic issue resolution, particularly for cross-department projects involving people of similar seniority levels. 3. Preparing a _____ for feedback is the requisite to effectively giving that feedback 5.2 ATTITUDES AND SKILLS An attitude is an expression of favor or disfavor toward a person, place, thing, or event. Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology." Attitude can be formed from a person's past and present. Attitude is also measurable and changeable as well as influencing the person's emotion and behavior. Attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion. 5.2.1 Individual Skills and Attributes Pfeffer's (1992) research and observations emphasize the following characteristics as being especially important for acquiring and maintaining strategic power bases: z High energy and physical endurance is the ability and motivation to work long and often times grueling hours. Absent this attribute other skills and characteristics may not be of much value. z Directing energy is the ability and skill to focus on a clear objective and to subordinate other interests to that objective. Attention to small details embedded in the objective is critical for getting things done. z Successfully reading the behavior of others is the ability and skill to understand who are the key players, their positions and what strategy to follow in communicating with and influencing them. Equally essential in

Leadership and Team Effectiveness Notes 104 using this skill is correctly assessing their willingness or resistance to following the Strategic Leader's direction. z Adaptability and flexibility is the ability and skill to modify one's behavior. This skill requires the capacity to re-direct energy, abandon a course of action that is not working, and manage emotional or ego concerns in the situation. z Motivation to engage and confront conflict is the ability and skill to deal with conflict in order to get done what you want accomplished. The willingness to take on the tough issues and challenges and execute a successful strategic decision is a source of power in any organization. z Subordinating one's ego is the ability and skill to submerge one's ego for the collective good of the team or organization. Possessing this attribute is related to the characteristics of adaptability and flexibility. Depending on the situation and players, by exercising discipline and restraint an opportunity may be present to generate greater power and resources in a future scenario. The skills and attributes identified in the ICAF Strategic Leader Development Inventory are relevant not only to the work of strategic leaders but may contribute to their overall capacity to acquire and use power effectively. These skills and attributes are grouped as conceptual skills and attributes and positive attributes.

5.2.2 Conceptual Skills and Attributes z Professional Competence is one of the many ways leaders "add value" by grasping the essential nature of work to be done and providing the organizing guidance so it can be done quickly, efficiently, and well. z Conceptual Flexibility is the capacity to see problems from multiple perspectives. It includes rapid grasp of complex and difficult situations as they unfold, and the ability to understand complex and perhaps unstructured problems quickly. It also includes tolerance for uncertainty and ambiguity. z Future Vision reflects strategic vision, appreciation of long-range planning, and a good sense of the broad span of time over which strategic cause and effect play out. z Conceptual Competence relates to conceptual flexibility in that both are essential for strategic vision. It has to do with the scope of a person's vision and the power of a person's logic in thinking through complex situations. z Political Sensitivity is being skilled in assessing political issues and interests beyond narrow organizational interests. It means possessing the

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 105 ability to compete in an arena immersed in the political frame to ensure that your organization is adequately resourced to support your stated organization interests and those of the nation. Positive Attributes z Interpersonal Competence is essential for effectiveness in influencing others outside your chain of command, or negotiating across agency lines. It suggests high confidence in the worth of other people, which is reflected in openness and trust in others. z Empowering Subordinates goes beyond simple delegation of tasks and is crucial for creating and leading high performing organizations. It involves the personal capacity to develop meaningful roles for subordinates and then to encourage initiative in the execution of these roles. z Team Performance Facilitation includes selecting good people in assembling a team, getting team members the resources to do a job, providing coordination to get tasks done and moving quickly to confront problem individuals. z Objectivity is the ability to "keep one's cool" and maintain composure under conditions that might otherwise be personally threatening. z Initiative/Commitment is the ability to stay involved and committed to one's work, get things done, be part of a team effort and take charge in situations as required. Understanding the character of strategic leader power and the requisite personal attributes and skills sets the stage for employing power effectively. We need to know more than the conceptual elements that constitute power in organizations at the strategic level. But, we need to know the strategies of how to use power effectively and to get things done. Leading with Power The acquisition and use of strategic leader power involves managing a sequential process that is described below: z The first task is to decide what it is the leader is trying to achieve that necessitates the use of power. z With the goal in mind, the leader must assess the patterns of dependence and interdependence among the key players and determine to what extent he or she will be successful in influencing their behavior. It is critical that the leader develop power and influence when the key players have expressed a differing point of view. It is important to remember there is more interdependence at the strategic level of the organization where task accomplishment is more complex. z Getting things done means the leader should "draw" a political map of the terrain that shows the relative power of the various players to fully

Leadership and Team Effectiveness Notes 106 understand the patterns of dependence and interdependence. This involves mapping the critical organization units and sub-units and assessing their power bases. This step is very important because a leader needs to determine how much power these units have to leverage influence either in support or opposition to their effort. Example: If a leader is proposing to introduce a consensus team decision making process in a joint interdependent environment, this implementation decision could change power relationships among the players. In this case, the leader needs to know the opposing players and the depth of their power bases. This move will likely require the mobilization of allies and the neutralization of resisters. z Developing multiple power bases is a process connected to those personal attributes and skills previously discussed and to structural sources of power. Structural sources of power comes from the leader's creation and control over resources, location in communication and information networks, interpersonal connections with influential others, reputation for being powerful, allies or supporters, and the importance of leading the "right" organization. z Recognizing the need for multiple power bases and developing them is not enough. The strategic leader must have an arsenal of influence strategies and tactics that convert power and influence into concrete and visible results. Research on strategies and tactics for employing power effectively suggests the following range of influence tactics: (Allen, 1979, Bennis and Nanus, 1985, Blau, 1964, Kotter, 1985, 1978, Pfeffer, 1992, 1981, Salancik and Pfeffer, 1977) TM Framing/Reframing tactics establishes the context for analyzing both the decision and the action taken. By framing the context early in the process, the strategic leader is positioned to influence what looks reasonable or inappropriate in terms of language and the overall process for generating the decision itself. Framing and reframing decision making is an important tactic for influencing organizational behavior. This process sensitizes the leader to the context of organizational decision making by increasing his or her self-awareness of history- the history of past relationships and past choices. Framing and reframing tactics thus give the leader the ability to set a context within which present and possible future decisions are evaluated, and an important perceptual lens that provides leverage for producing innovative ideas for getting things done. TM Interpersonal influence tactics recognizes that power and influence tactics are fundamental to living and operating in a world where organizations are characterized as interdependent social systems that require getting things done with the help of other people. A leader

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 107 employing interpersonal influence tactics typically demonstrate behaviors that include: understanding the needs and concerns of the other person, managing constructive relationships with superiors, peers and subordinates, using active listening skills, asking probing questions to understand a countervailing power position, anticipating how individuals may respond to ideas or information, thinking about the most effective means to influence the individual and crafting appropriate tactics to the needs and concerns of the other person, and maintaining a broad network of individual contacts. TM Timing tactics involve determining not only what to do but when to move out. These types of action include: initiating action first to catch your adversary unprepared, thereby establishing possible advantage in framing a context for action, using delay tactics to erode the confidence of proponents or opponents as it relates to setting priorities, allocating resources and establishing deadlines, controlling the agenda and order of agenda items to affect how decisions are made. The sequencing of agenda items is very critical where decisions are interdependent. TM Empowerment tactics create conditions where subordinates can feel powerful, especially those who have a high need for power. Leaders empower their followers and subordinates through a process that provides direction, intellectual stimulation, emotional energy, developmental opportunities and appropriate rewards. Typical behaviors of a leader using these tactics include: high involvement and participation in the decision making process, modifying and adapting one's ideas to include suggestions from others, involving others in the strategy formulation and implementation process, looking for creative and innovative solutions that will benefit the total organization, and instilling confidence in those who will implement the solutions. TM Structural tactics can be employed to divide and dominate the opposition. They can be used to consolidate power by putting a leader or his or her subordinates and allies in a position to exercise more control over resources, information, and formal authority. Re-aligning organizational structure can also be used to co-op others to support a leader's ideas, initiatives and decisions. Effective employment of structural tactics is accomplished when leaders aggressively use their formal power to consolidate, expand and control the organizational landscape. TM Logical persuasion tactics requires using logical reasons, facts, and data to influence others. Employment of a leader's expert power base can be used to support logical persuasion. Effective use of these tactics include the following behaviors: persuading others by emphasizing the strengths and advantages of their ideas, developing more than one reason to support one's position, using systems thinking to demonstrate

Leadership and Team Effectiveness Notes 108 the advantages of their approach, and preparing arguments to support their case. TM Bargaining tactics involve leader behaviors that attempt to gain influence by offering to exchange favors or resources, by making concessions, or by negotiating a decision that mutually advances the interests of all participants. These influence tactics are typically effective in a political environment involving opposing or resisting forces; when a leader is in a position to do something for another individual or group; or when the collective interests of all can be served. TM Organizational mapping tactics focus the leader's sight on possible power-dependent and interdependent relationships. The critical task is to identify and secure the support of important people who can influence others in the organization. Leaders using these tactics will employ behaviors that include: determining which actors are likely to influence a decision, getting things done by identifying existing coalitions and working through them, garnering support by bringing together individuals from different areas of the organization, isolating key individuals to build support for a decision, linking the reputations of important players to the decision context and working outside formal organization channels to get the support of key decision makers. TM Impact leadership tactics include thinking carefully about the most profound, interesting or dramatic means to structure a decision situation to gain the support of others. Behaviors include: presenting ideas that create an emotional bond with others, using innovative and creative ways to present information or ideas, finding and presenting examples that are embedded in the political and cultural frames such as language, ceremonies and propitious events, and lastly, consistently demonstrating high energy and physical stamina in getting the job done. TM Visioning tactics demonstrate how a leader's ideas and values support the organization's strategic goals, beliefs and values. Leader behaviors in executing these tactics include: articulating ideas that connect the organization's membership to an inspiring vision of what the organization can become, appealing to organization core values or principles, linking the work of the organization to the leader's vision and broader goals, creating and using cultural symbols to develop both individual pride and team identity. TM Information and analysis tactics suggest that leaders in control of the facts and analysis can exercise substantial influence. Leaders will use unobtrusive behaviors to disguise their true intention, which is to effectively employ influence tactics that seemingly appear rational and analytical. Facts and data are manipulated and presented to appear rational and help to make the use of power and influence less obvious.

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 109 Another ploy used by leaders is to mobilize power by bringing in credible outside experts who can be relied on to support a given strategy and provide the answers they are expected to give. Lastly, under conditions of VUCA which characterizes strategic decision making, leaders will selectively advocate decision criteria that support their own interests and organizations. In these cases, leaders typically do what works best and make decisions based on criteria that are most familiar to them. TM Coercive tactics are the least effective in influencing strategic decisions. These tactics involve employing threats, punishment, or pressure to get others to do what a leader wants done. Typical leader behaviors include: using position power to demand obedient compliance or blind loyalty, making perfectly clear the costs and consequences of not "playing the game", publicly abusing and reprimanding people for not performing, and punishing individuals who do not implement the leader's requests, orders or instructions.

5.3 MAJOR CHANGES IN INDIAN ORGANIZATIONS

Establishing an Appropriate Organizational Structure, by: z considering the strategic direction and objectives of the organization; z considering the desired organizational culture; identifying the critical activity areas of the organization; z deciding on an appropriate organizational structure.

Deciding on a Management Teams Structure, by: z planning a network of management teams to match the requirements identified in the previous activity; agreeing individual team structure; z agreeing individual team objectives, roles, responsibilities, size, location, resource needs; z Identifying team member and team leader profiles for each management team. The planning undertaken here will provide the template for the new structure, when implemented. This planning is best carried out as a factual, needs based, exercise. The role of the team, and its objectives, should be allowed to dictate size, location, team leader and team member profiles. Resource implications should be dealt with after the structure has been agreed. Existing and potential personnel should be assessed against these only at the next stage, when the teams are populated.

Option 1: Assessing Existing Teams, by: identifying existing management teams; analyzing the objectives of existing teams; evaluating the performance of existing teams; evaluating the performance of individual team leaders;

Leadership and Team Effectiveness Notes 110 comparing each management team profile with the newly defined requirements. In many, if not most, organizations this will be necessary due to legislative constraints and-or ethical considerations. However, the existing teams are unlikely to be appropriate, other than in part, and the outcomes of this action will simply identify what are likely to be major gaps and changes that will need to be made, in order to match the new requirements. Option 2: Removing Existing Teams, by: removing the old structure completely. This option is the most effective – a total reengineering - but the most radical. If possible, this is the better option, as the organization can make the changes required to most appropriately match the new strategic direction, and move forward unhindered by partially or wholly unsuitable management teams. Implementing the New Management Teams Network, by: z Providing information about the changes to all affected - in most organizations this will mean at all levels and both internally and externally; z Selecting team leaders and team members; establishing the teams in their locations; z Training each team in its new role, responsibilities, objectives, and operational activities; z Providing appropriate resources for each team; launching the new network into active service. A critical stage, this needs to be managed as a major change activity, and as a major project. An executive level manager should be appointed to oversee the changes. Communication with all stakeholders - who will be many, at many levels, and both internal and external to the organization – will need to be managed carefully. Implementing a Management Team Performance System, by: z designing a rigorous teams performance appraisal system; monitoring the performance of individual teams; z Taking appropriate corrective action where when necessary. Many organizations operate an effective employee appraisal system, but this usually only applies to operational employees and junior managers. Middle and senior managers must also be appraised on a regular basis, ideally more frequently than operational employees, as the managers' actions usually have greater negative or positive impact. This line of thinking must also be applied to management teams, because of the degree of influence and impact of

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 111 the team collective decisions and actions. The leaders of the organization must be continuously aware of the performance levels of their management teams, and take action to maintain or raise that performance level as necessary. Implementing a performance appraisal and continuous improvement approach to the network of management teams is vital. In the early stages of the life of the teams the focus will be on awareness and understanding of the objectives of the team, and identifying training and development needs to support new or adjusted roles. As the team grows and matures, the monitoring will focus firstly on consistency of performance, and then on supporting a continuous improvement in that performance. At all stages in the life cycle of each team, performance appraisal must be a regular and visible process. Network Review and Refresh, by: z Arranging regular reviews of the appropriateness of the management teams network; z Assessing the suitability of each part of the network against newer versions of the strategic objectives; z Assessing the structure of the network against the current organizational structure and culture; making appropriate changes to individual components and-or the overall structure of the network. A major review should be held every year, as a key part of the review and adjustment of strategies and objectives in the annual strategic planning process. At this review point minor or major changes should be agreed, to adjust the network so that it continues to match the requirements dictated by the refreshed strategic and operational objectives. In addition, the condition of the management teams network should be an agenda item on at least quarterly executive level meetings, where corrective action can be decided on where necessary. Self Assessment State whether the following statements are true or false: 4. Attitude cannot be formed from a person's past and present 5. An attitude is an expression of favor or disfavor toward a person, place, thing, or event. 6. Attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion. 7. Objectivity is the ability to "keep one's cool" and maintain composure under conditions that might otherwise be personally threatening. 8. Middle and senior managers must also be appraised on a regular basis, ideally more frequently than operational employees, as the managers' actions usually have greater negative or positive impact.

Leadership and Team Effectiveness Notes 112 5.4 ORGANIZATIONAL INTELLIGENCE As we measure the intelligence of people by using I.Q., the study of organizational intelligence measures the intellectual capacity of entire organizations -- what we call Organizational Intelligence (O.I.Q). 5.4.1 Meaning and Definition of Organizational Intelligence Organizational Intelligence is defined as the capacity of an organization to create knowledge and use it to strategically adapt to its environment. It is similar to I.Q., but framed at an organizational level. The mean is normalized at 100, so that an O.I.Q. above 100 indicates a more intelligent organization, whereas one below 100 indicates a less intelligent organization. While organizations in the past have been viewed as compilations of tasks, products, employees, profit centers and processes, today they are increasingly seen as intelligent systems designed to manage knowledge. Scholars have shown that organizations engage in learning processes using tacit forms of intuitive knowledge, hard data stored in computer networks and information gleaned from the environment, all of which are used to make sensible decisions. Because this complex process involves large numbers of people interacting with diverse information systems. Organizational Intelligence (O.I.) is more than the aggregate intelligence of organizational members; it is the intelligence of the organization itself as a larger system. Different subsystems include organizational structure, culture, stakeholder relationships, knowledge assets and strategic processes, all of which are affected by I.T. in various ways. Each subsystem contributes to O.I. because it serves an essential purpose in the organization's cognitive functioning. What follows are some examples of these subsystems and the impact each has on the organization. I.Q. has been found to account for roughly 50 percent of the differences in human success, and it is believed, something similar is true of O.I.Q. Roughly half of corporate performance may be attributed to a company's capability for responding to change and complexity intelligently, with the rest being determined by dynamic factors: leadership, strategy and environmental conditions. Just as people, for various reasons, may not use their intelligence to succeed, organizations may not employ their intelligence if they do not have good leaders, clever strategies and a favorable environment. Clearly there is great potential value for companies to be able to determine their O.I.Q. and where both their strengths and weaknesses lie in responding to change and complexity.

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 113 At a time when exciting concepts such as organizational learning, knowledge management and intellectual assets are being put into use, there is little solid understanding of how to evaluate these practices, how they relate to performance and how they can be improved. Nor do we understand how knowledge is enhanced by information technology. Corporations have invested billions of dollars in information systems over the past decade, yet serious misgivings persist over the promised gains. 5.4.2 Structure: Bottom-up Organizations are Fast and Creative Hierarchical organizational structures limit decisions to the higher echelons. But today, sophisticated I.T. systems permit flat organizations to use employee knowledge to solve operating problems more directly and quickly. Some companies, including MCI, Xerox, Johnson & Johnson, Hewlett-Packard and Motorola, have fully decentralized "bottom-up" structures. These firms are in turbulent industries rife with change, so they organize knowledge workers into self-managed units that are held accountable for performance and are then given wide operating freedom to choose their co-workers, hours, methods and all other aspects of their work. Many companies make a point of accurately attributing economic cost and benefits, often designating staff units as profit centers that operate as "suppliers" or "consultants" serving their internal "clients," the line units. The result is an "internal market" offering the same benefits -- better decisions through updated price information, enhanced entrepreneurship and creativity, customer responsiveness -- as external markets. ABB's 4,500 independent profit centers have become a model of internal markets. Siemens and Lufthansa both have similar models. 5.4.3 Stakeholder Relations: Cooperation Improves Communications If corporations are standoffish or hostile to their employees, customers, suppliers and other stakeholders, communication channels become blocked and distorted with disinformation. Conversely, good working relationships enhance the vital flow of valuable knowledge. From this view of O.I., therefore, cooperation with stakeholders is not simply "social responsibility" or "business ethics" -- it is a route to competitive advantage 5.4.4 Knowledge Assets: Information Increases When Shared The pooling of information into a common repository that can be accessed by business units is the type of O.I. most companies currently focus on. Simply put: knowledge increases when shared. A classic example is the system created by McGraw-Hill a few years ago. McGraw-Hill's C.E.O. created a corporate-wide information network to unify all business units into an "intellectual community," like a university or research lab. The central component was a knowledge base that pooled the information gathered by the units, which they could then draw on to serve their clients

Leadership and Team Effectiveness Notes 114 better. The knowledge base was aptly called an "information turbine" because it converted raw data into a stream of knowledge that "powered" the organization. 5.4.5 How Can Managers Use O.I. To Improve Performance? This work is still at an early stage, and so we are continuing to interview scholars and managers to improve our understanding of O.I., to refine methods for measuring it and explore the causal relationships involved. We're not yet ready to provide O.I.Q. scores for individual companies. But it is clear already that measuring each of the components of O.I.Q. can determine the relative contribution of each to performance. From this we can gather a detailed analysis determining which systems are strong or weak. A low O.I.Q. could be traced to some particular problem, such as a hierarchical structure, suggesting precise improvements that could be made to raise O.I. and improve performance. The subsystems making up O.I. are relatively fixed, but unlike I.Q., O.I.Q. can be improved if managers will devote time, resources and effort to restructure them. Obviously, there are limits to any measurement system, and all ratings can be misused if one does not bear these limitations in mind. However, we believe the ability to study O.I. may become as important as our present ability to study human intelligence. Self Assessment Fill in the blanks: 9.

_____ is defined as the capacity of an organization to create knowledge and use it to strategically adapt to its environment. 10. Organizations in the past have been viewed as compilations of tasks, products, employees, profit centers and _____. 11. The pooling of information into a common repository that can be accessed by business units is the type of _____. 12. Social responsibility" or "business ethics" – it is a route to _____ advantage. 5.5

EMPOWERMENT, INNOVATION AND LEARNING A great leader can turn your team into entrepreneurs who are hungrily looking for new opportunities. The key is empowerment. The challenge with innovation is finding products and services that are easier to use, easier to maintain and more appealing to customers. Where can you draw the creativity and drive to make this happen? Often the best source for innovation is the team within your business. A great leader can turn them into entrepreneurs who are hungrily looking for new opportunities. The key is

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 115 empowerment. By empowering people you enable them to achieve goals through their own ideas and efforts. The leader sets the destination, but the team chooses the route. 5.5.1 What do employees need to be empowered? People need clear objectives so that they know what is expected of them. They need to develop the skills for the task. They need to work in cross-departmental teams so that they can create and implement solutions that will work. They need freedom to succeed. And when you give someone freedom to succeed you also give them freedom to fail. Above all, empowerment means trusting people. It is by giving them trust, support and belief that you will empower them to achieve great things. Empowerment is more than managers setting objectives and then leaving people alone. It is about encouraging and enabling people to solve problems, meet customer needs and seize market opportunities on their own initiatives – either individually or in groups from different disciplines. The goal is to have everyone think of themselves as an entrepreneur who has the right and the duty to solve problems and seize opportunities – not to offload them to others. In many organizations problems are passed up and down a long chain of command. They are postponed, delegated, transferred, ignored and eventually handled by some remote manager who cannot avoid the issue any longer. In the empowered organization they are handled by the first employee who encounters the problem. They have the authority to solve problems and take initiatives fast. They do not do this in isolation – they communicate. The senior team knows what is going on – but because they trust people to do the right things they find out later – after the fact in most cases. This involves risks but it pays back in a much more agile, effective, creative and dynamic mode of operation. 5.5.2 Encouragement is not enough The goal is to change the business from a routine group of people who are doing a job to a highly energized team of entrepreneurs who are constantly searching for new and better ways of making the vision a reality. We want to use creative techniques to drive innovative solutions to reach the goal. But just encouraging innovation is not enough. You need to initiate programs that show people how they can use creative techniques to come up with new solutions. 5.5.3 Principles of Empowerment Implementing principles of empowerment can be challenging because it involves a radical shift from our traditional way of operating. The following principles include the most important elements for creating an empowered organization:

Leadership and Team Effectiveness Notes 116 People are an organization's most valuable resource. The founding principle of empowerment is that people are more important than management systems. The essence of this principle is that the manner in which a management system operates is determined by the people who comprise the organization. It assumes that people are not expendable, simply because they bring differences which may force the system of operation to change. Although projects may come and go, the most vital recyclable resource, which is utilized over and over again, is people. For this reason, it is necessary to preserve the mental, physical, emotional, and even the spiritual well-being of employees. In the present progression from the information era to the knowledge-based era to the era of spirituality, the development, utilization, and retention of creative and innovative employees will determine the survival of an organization. High-involvement is maximized. High-involvement is based upon the assumption that the more employees are involved in designing and controlling their work functions, the more productively and efficiently the organization will operate. The basis of this assumption is that structured management systems severely limit the performance capacities of employees. For high-involvement to work, employees must assume responsibility and accountability for understanding and ensuring the successful production of a whole aspect of work. Individually and collectively, employees must have a high degree of self-discipline and self-management in order to operate with the least amount of oversight or management. The crucial fact to understand is that in today's hyper-accelerated world, high-involvement is inevitable. Teamwork is valued and rewarded. Teamwork has three major advantages: z A whole aspect of a product or service which involves several or many parts (steps) can be performed simultaneously; z teams provide the opportunity for synergism which is not possible for an individual working alone; and z team functioning, over a sustained period, preserves the overall health and well-being of employees. Empowered teams have two vital elements: z the full expression of individual excellence; and z the necessity (or preference) for interdependence in order to achieve the team goal. Teamwork is essential for the success of empowerment since so few products and services can be delivered today by the efforts of a single employee. When this principle is applied to an organization, the organization is viewed as a

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 117 network of interdependent centers of excellence. The commitment to team projects must be balanced with commitment to the overall success of the organization. Personal and professional growth is continuous. Personal growth and professional development are a way of life in empowered organizations. Since empowerment is a dynamic process rather than a specific goal to be reached, there is the sequential cycle of self-motivated goal setting and achievement, which continually drives the enhanced capability of employees (page 4). High-involvement necessitates people-oriented skills, hence the corresponding necessity for continual personal growth. The most severe limitation to performance in high-involvement organizations is employees' reluctance to proactively accept the process of personal growth. This principle also makes a job interesting, fun, and creative because of the necessity for continuous improvement. Responsibility and accountability are maximized. Empowerment is based upon maximizing individual and collective responsibility and accountability. This means a predisposed mindset of total responsibility for projects or tasks that are delegated. Such a mind-set has the potential for not only meeting but also exceeding customer or client expectations. Without a critical fraction of highly responsible and accountable employees, empowerment is not possible. The more difficult of these two requirements is holding self and others accountable. Accountability is probably the limiting factor in determining the extent to which high-involvement is possible. Self-determination, self-motivation, and self-management are expected. An inherent assumption of empowerment is that most, if not all, employees have the talent and capability to perform their jobs and responsibilities with the least amount of oversight and management. The major limitation in fully living up to one's potential is a mindset that compromises self-determination in difficult situations. Where the talent or capability is lacking, principle (4) above applies. An additional assumption is that the incentive to meet (and possibly exceed) job expectations comes from within an individual. Given principles (4) and (5) above and a clear organizational support system, employees are expected to be self-driven in terms of determination, motivation, and management. Expanded delegation is a continual process. It is vitally important to understand that the act of delegation is not empowerment. The procedure for implementing empowerment is delegation of responsibility within clearly defined guidelines. Empowerment ultimately depends most on an individual's ability to perform the expanded responsibility that has been delegated. A requirement of expanded delegation is ensuring that

Leadership and Team Effectiveness Notes 118 an individual or a team is maximally prepared to accept the expanded responsibility. A central issue to the success of empowerment is giving up control. This act requires trust and the willingness to share information, knowledge, and power. The question a manager constantly asks himself or herself in an empowering environment is, "How do I mentor and coach in others what I do, and give it away?" This means that mentoring and coaching become critical management skills in support of delegation. Teams and learning pairs provide natural opportunities for mentoring and coaching relationships. Hierarchy is minimized. A natural consequence of extensive delegation is the systematic reduction of hierarchy. Hierarchical organizational structures discourage empowerment by supporting a line-of-authority system and discouraging cross-functional teams. Cross-functional teams focus on clients or customers, products, goods, or services. This principle, in an indirect way, means that influence and authority are based on demonstrated competence, performance, and an ability to manage oneself, rather than solely on position power. In today's fast-paced business environment, hierarchical structures or systems of operation are simply too cumbersome and slow to respond to market demands. Organizational leadership and support are necessary to drive and sustain empowerment. Empowerment cannot exist without a clear commitment from organizational leadership. Leadership must communicate the necessity or desirability for empowerment and link it to the organization's strategy for greater success. A support system for empowerment involves a systematic change in processes, procedures, structures, and a redesign in the way work is done, i.e., greater emphasis on teamwork. The simplest way to express this principle is that leadership and management must live the empowerment vision and model the values by putting into visible practice what is preached.

5.5.4 Innovation Innovation is a new idea, device or process. Innovation can be viewed as the application of better solutions that meet new requirements, unarticulated needs. The wrong type of friction on teams makes people hate each other and hold back, but the right type gets results. How do you encourage good creative friction? Innovation leadership involves synthesizing different leadership styles in organizations to influence employees to produce creative ideas, products, services and solutions. As an approach to organization development, innovation leadership can be used to support the achievement of the mission or vision of an organization or group. In a world that is ever changing with new technologies and processes, it

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 119 is becoming necessary for organizations to think innovatively in order to ensure their continued success and stay competitive. In order to adapt to new changes, "the need for innovation in organizations has resulted in a new focus on the role of leaders in shaping the nature and success of creative efforts". Without innovation leadership, organizations are likely to struggle. This new call for innovation represents the shift from the 20th century, traditional view of organizational practices, which discouraged employee innovative behaviors, to the 21st-century view of valuing innovative thinking as a "potentially powerful influence on organizational performance". The key role in the practice of innovation leadership is the innovation leader. The whole team, including the client, work together through all steps of the ideation process from consumer learning, to analysis of possibilities, to envisioning the final idea. Working with consumers directly to understand their needs and aspirations is an especially powerful bonding experience that gives the team a common sense of purpose, and creates a shared foundation of facts and feelings. Innovation doesn't stop once you have an idea. Innovation is the creation and the delivery of new value. There is also the challenge in getting those ideas to market. At some point the ideation team has to hand off to the commercialization team which is responsible for the later stages of the innovation process: development, production, training, etc. And that handoff can go wrong. The commercialization team may not fully believe in the idea, and if their heart is not in it, nor is their mind. But more insidiously, the commercialization team may be too uncritical and launch the idea exactly as conceived. This is the biggest trap. When we look at successful innovation, yes, the product or service as launched is similar to the original idea. But it is not identical. Successful ideas are not born in secret: they emerge from open and vigorous dialog around new information, and then they are actively pulled into the market by a commercialization team rather than being pushed by an ideation team. In the intensity of the innovation process, it's easy to divide into a world of "us" and "them." But to innovate well, teams must be permeable, inviting the outside in and engaging the broader community to transform an idea on a napkin into a new product or service in the marketplace. Successful innovation teams start by selecting a diverse group who are analytical and creative in equal measures and have networks that are as broad and as deep as their skill sets. They function best within a structured environment that utilizes specialized working practices such as "safe space" and clear performance goals. Finally, the best teams are fully committed and invested in their success – mimicking the intense focus displayed by start-up entrepreneurs.

Leadership and Team Effectiveness Notes 120 Following are the 10 Tips for Successful Innovation Teams: 1. Start by building a bigger box rather than trying to think outside it! 2. Select your team for who they know as well as what they know 3. Pick one leader and provide him or her the autonomy they need to be successful 4. Build a team that can both identify gaps in the market and markets in the gap! 5. Find team members who tell great stories! 6. Understand the difference between good and bad conflict 7. Supplement the innovation core team with an external provocateur 8. Remember to set goals and measure progress 9. Think like a startup entrepreneur 10. Ensure team members have "both feet in" To sum, we conclude that as long as big corporations continue to seek new ways to deliver organic growth, innovation teams will have a role to play. Companies that spend time upfront, thoughtfully assembling, managing and motivating their teams will likely have more success than those who pursue a "business as usual" approach.

5.5.5 Learning Learning is the way we create new knowledge and improve ourselves. Although there is ample debate regarding the mechanisms and scope of learning, in its simplest form this is no different for organizations. Botha et al. describe the organizational learning process as follows: Figure 5.1: Organization learning Organization learning is Organization-wide continuous process that enhances its collective ability to accept, make sense of, and respond to internal and external change. Organizational learning and is more than the sum of the information held by employees. It requires systematic integration and

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 121 collective interpretation of new knowledge that leads to collective action and involves risk taking as experimentation. As one can see organizational learning is based on applying knowledge for a purpose and learning from the process and from the outcome. Brown and Duguid (1991) describe organisational learning as "the bridge between working and innovating." This once again links learning to action, but it also implies useful improvement. The implications to knowledge management are three-fold: z One must understand how to create the ideal organizational learning environment z One must be aware of how and why something has been learned. z One must try to ensure that the learning that takes place is useful to the organization.

Different Approaches to Organizational Learning Generally speaking, there are two approaches to organisational learning. The first view looks at the firm as a whole and examines learning from a cognitive perspective. In a way, the firm is treated like a large brain composed of the individual members of the organization. The second view looks at learning as community based, where the firm's practitioners create knowledge in their own networks called communities of practice (Lave & Wenger 1991). These views should be seen as complementary rather than contradictory.

Pitfalls of Organizational Learning Senge (1990) argues that often it is failure that provides the richest learning experience, which is something that organizations need to understand and use more effectively. He criticizes the way we reward success and look down upon failure as something that can be detrimental to the long term health of the organization. Levitt and March (1996) further argue that success is ambiguous and depends on how it is interpreted. This interpretation may not only vary significantly between different groups within the organization, but may change over time as success indicators and levels of aspiration change. Levitt and March (1996) also discuss superstitious learning. This occurs when positive or negative results are associated with the wrong actions. Success and failure can both generate superstitious learning. If a firm does well, the routines that they followed are linked to this success and are subsequently reinforced. The opposite is true for failure. In such cases, the organization thinks that it has learned when in fact it has not. Real organizational learning would have resulted from the examination of the information generated from their actions rather than from relatively arbitrary success or failure criteria.

Leadership and Team Effectiveness Notes 122 Organizational Learning Theory from a Company-Wide Perspective Two of the most noteworthy contributors to the field of organizational learning theory have been Chris Argyris and Donald Schon. Organizational learning (OL), according to Argyris & Schon is a product of organizational inquiry. This means that whenever expected outcome differs from actual outcome, an individual (or group) will engage in inquiry to understand and, if necessary, solve this inconsistency. In the process of organizational inquiry, the individual will interact with other members of the organization and learning will take place. Learning is therefore a direct product of this interaction. Argyris and Schon emphasize that this interaction often goes well beyond defined organizational rules and procedures. Their approach to organizational learning theory is based on the understanding of two (often conflicting) modes of operation: Espoused theory: This refers to the formalized part of the organization. Every firm will tend to have various instructions regarding the way employees should conduct themselves in order to carry out their jobs (e.g. problem solving). These instructions are often specific and narrow in focus, confining the individual to a set path. Example: "if the computer does not work, try rebooting it and then contact the IT department." Theory-in-use: This is the actual way things are done. Individuals will rarely follow espoused theory and will rely on interaction and brainstorming to solve a problem. Theory in use refers to the loose, flowing, and social way that employees solve problems and learn. Example: Someone actually solves a problem with their computer by troubleshooting solutions, researching on forums, asking co-workers for opinions, etc. The fact that there is a mismatch between these two approaches is potentially problematic if the company enforces its espoused theory. In order to create an environment conducive to learning, firms are encouraged to accept theory in use, and make it easy for the individual to interact with his working environment in an undefined and unstructured way. Essentially they should provide the right environment for organizational inquiry to take place, unconstrained by formal procedures. Levitt and March (1996) expand further on the dynamics of organizational learning theory. Their view presents the organization as routine-based, history dependent, and target oriented. While lessons from history are stored in the organizational memory, the event itself is often lost. They note that past lessons are captured by routines "in a way that makes the lessons, but not the history, accessible to organizations and organizational members."

The problem

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 123 most organizations face is that it is usually better to have the event rather than the interpretation. However this is often too costly (both financially and time-wise) to be feasible. Organization learning is transmitted through socialization, education, imitation and so on, and can change over time as a result of interpretations of history Organizational Learning Theory: The Three Types of Learning Argyris and Schon (1996) identify three levels of learning which may be present in the organization: z Single loop learning: Consists of one feedback loop when strategy is modified in response to an unexpected result (error correction). E.g. when sales are down, marketing managers inquire into the cause, and tweak the strategy to try to bring sales back on track. z Double loop learning: Learning that results in a change in theory-in-use. The values, strategies, and assumptions that govern action are changed to create a more efficient environment. In the above example, managers might rethink the entire marketing or sales process so that there will be no (or fewer) such fluctuations in the future. z Deutero learning: Learning about improving the learning system itself. This is composed of structural and behavioral components which determine how learning takes place. Essentially deuterolearning is therefore "learning how to learn." This can be closely linked to Senge's concept of the learning organization, particularly in regards to improving learning processes and understanding/ modifying mental models. Effective learning must therefore include all three, continuously improving the organization at all levels. However, while any organization will employ single loop learning, double loop and particularly deuterolearning are a far greater challenge. Organizational Learning and Communities of Practice What are Communities of Practice? Communities of practice is a term originally developed by Lave and Wenger (1991). It describes a learning theory with a strong relationship to the social construction of knowledge. The community of practice (sometimes incorrectly referred to as "communities of practices") consists of members who interact with each other for their pursuit of a common practice. It is therefore this collective social practice that links individuals together across official organizational boundaries and departments, and makes up the community. It is important to note that these are not teams. A community of practice can be defined as "a group of professionals informally bound to one another through exposure to a common class of problems, common pursuit of solutions, and

Leadership and Team Effectiveness Notes 124 thereby themselves embodying a store of knowledge" (Stewart 2001 in Botha et al 2008). Learning Within Communities of Practice Learning is seen as deriving from the social process of becoming a practitioner, as it gives the individual a social context of being an integrated part of a community. The social construction of identity shapes each person's view and interpretation of the world. Learning and the creation of new knowledge can then take place within the context dependent forum of the community, and can be shared through social practice. Lave and Wenger (1991) introduce the concept of legitimate peripheral learning (LPP). LPP links learning to participation within a community of practice. The objective is not to acquire any specific knowledge, but instead to be granted access to the community and its culture and language. As a newcomer learns the formal and informal culture and values of the community, he becomes a legitimate member. Essentially he moves from peripheral to full participation. Brown and Duguid (1991) further investigate organizational learning from a community perspective. They refer to canonical and non canonical practice- which are concepts similar to espoused theory and theory-in-use described in the previous section. Canonical practice refers to adherence to formal rules and procedures, while non-canonical refers to the informal routines that dominate day to day procedures. Brown and Duguid warn against strict canonical focus as it inhibits the problem solving capabilities of the organization. They stress that it is unstructured dialogue, particularly through storytelling, that leads to innovation and problem solving. Storytelling functions as a wisdom repository and is instrumental in the creation of new knowledge. This is closely linked to Levitt and March's concept of history dependent learning where the interpretations of events (rather than the actual events) are remembered and passed on. It is also somewhat reminiscent of Nonaka's externalization process, when tacit knowledge is made explicit often through the use of metaphor. The Implications to KM Botha et al (2008) summarize the key factors regarding communities of practice as follows:

- z Learning is a social phenomenon
- z Knowledge is integrated into the culture, values, and language of the community
- z Learning and community membership are inseparable
- z We learn by doing and therefore knowledge and practice are inseparable.

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- z Empowerment is key to learning: The best learning environments are created when there are real consequences to the individual and his community of practice. Management must understand the advantages, disadvantages, and limitations of communities of practice. For example, because they are so loosely defined it may be very hard to identify them when a problem needs to be solved- to resolve this some companies today are mapping their communities of practice (Botha 2008). Another issue could be the problem of transferring and combining knowledge across the firm. Due to the close ties to "doing" as well as the cultural elements, this may require innovative solutions- e.g. using temporary cross functional project teams that can leverage knowledge from different areas, apply it, learn, and the redistribute the new knowledge back into the individual members' communities.

Task "A multidimensional perception of leadership upholds that only by considering the ethical dimension of leadership, together with technical and psycho-emotive ones, it is possible to explain more accurately interpersonal influences beyond the scope of power". Comment on the statement with the help of suitable examples.

Self Assessment State whether the following statements are true or false:

13. The challenge with innovation is finding products and services that are easier to use are in turn difficult to maintain and less appealing to customers.
14. A great leader cannot turn into entrepreneurs who are hungrily looking for new opportunities.
15. By empowering people you enable them to achieve goals through their own ideas and efforts.

ack Grubman was a powerful man on the Wallstreet. As a star analyst of Telecom companies for the Salomon Smith Barney unit of Citigroup, his recommendations carried a lot of weight to investors. For years, Grubman had been negative on the stock of AT&T. But in November 1999, he upgraded his opinion on the stock. Based on e mail evidence, it appears that Grubman's decision to upgrade AT&T was not based on the stock fundamentals. There were other factors involved. J

Leadership and Team Effectiveness Notes 126 At this time, his boss at Citigroup, Sanford Weill, was in the midst of a power struggle with co-CEO John Reed to become a single head of the company. Meanwhile, Salomon was looking for additional business to increase its revenues. Getting investment banking business fees from AT&T would be a big plus toward improving revenues. And Salomon's efforts at getting that AT&T business would definitely be improved if Grubman would upgrade his opinion on the stock. Furthermore, Weill sought Grubman's upgrade to win favor with AT&T CEO Michael Armstrong who sat on Citigroup's board. Weill wanted Armstrong's backing in his efforts to oust Reed. Grubman had his own concerns. Although he was earning tens-of-millions a year in his job, he was a man of modest background. He was the son of a city worker in Philadelphia. He wanted the best for his twin daughters, which included entry to an exclusive New York City nursery school – a school that a year earlier had reportedly turned down Madonna's daughter. Weill made a call on Grubman's behalf to the school and pledged a \$1 million donation from Citigroup. At approximately the same time, Weill also asked Grubman to "take a fresh look" at his neutral rating on AT&T. Shortly after being asked to review his rating, Grubman turned positive, raised his rating and AT&T awarded Salomon an investment banking job worth nearly \$45 million. Question: Did Sanford Weill do anything unethical? How about Jack Grubman? What do you think? SUMMARY z The leader is crucial to the success of the team. He/she is the glue that keeps all these elements working synergistically. z Team leaders bring people together with very diverse backgrounds, education, values, beliefs, or perceptions for a common purpose. z

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A team comprises a group of people linked in a common purpose. z Teams are especially appropriate for conducting tasks that are

high in complexity and have many interdependent subtasks. z There is little value in standing up and giving leaders feedback they cannot hear. z The courageous follower's role is to find ways leaders can receive the feedback they need. z We can minimize defensiveness by prefacing our feedback with a defusing statement that conveys respect and reminds the leader of the value of honesty.

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 127 z Storytelling functions as a wisdom repository and is instrumental in the creation of new knowledge. This is closely linked to Levitt and March's concept of history dependent learning where the interpretations of events (rather than the actual events) are remembered and passed on. z It is also somewhat reminiscent of Nonaka's externalization process, when tacit knowledge is made explicit often through the use of metaphor. **KEYWORDS** Adaptability and flexibility : Adaptability and flexibility is the ability and skill to modify one's behavior. **Attributes:** Characteristics or qualities or properties. Attributes of the leader fall into three categories: mental, physical, and emotional. **Communicating:** Comprises the ability to express oneself effectively in individual and group situations, either orally or in writing. It involves a sender transmitting an idea to a receiver. **Conceptual Competence** relates to conceptual flexibility in that both are essential for strategic vision. **Conceptual Flexibility** is the capacity to see problems from multiple perspectives. **Developing:** The art of developing the competence and confidence of subordinate leaders through role modeling and training and development activities related to their current or future duties. **Directing energy :** Directing energy is the ability and skill to focus on a clear objective and to subordinate other interests to that objective. **Espoused theory:** This refers to the formalized part of the organization. Every firm will tend to have various instructions regarding the way employees should conduct themselves in order to carry out their jobs (e.g. problem solving). **Future Vision** reflects strategic vision, appreciation of long-range planning, and a good sense of the broad span of time over which strategic cause and effect play out. **High energy and physical endurance :** High energy and physical endurance is the ability and motivation to work long and often times grueling hours. **Initiative/Commitment** is the ability to stay involved and committed to one's work, get things done, be part of a team effort and take charge in situations as required. **Leadership:** Leadership is an individual's or organization's ability to inspire confidence and influence people to act in a coordinated fashion in a common direction or with a shared focus.

Leadership and Team Effectiveness Notes 128 Learning: Learning is the way we create new knowledge and improve ourselves. Motivation to engage and confront conflict: Motivation to engage and confront conflict is the ability and skill to deal with conflict in order to get done what you want accomplished. Objectivity is the ability to "keep one's cool" and maintain composure under conditions that might otherwise be personally threatening. Organization learning is Organization-wide continuous process that enhances its collective ability to accept, make sense of, and respond to internal and external change. Organizational Intelligence is defined as the capacity of an organization to create knowledge and use it to strategically adapt to its environment Subordinating one's ego: Subordinating one's ego is the ability and skill to submerge one's ego for the collective good of the team or organization. Successfully reading the behavior of others: Successfully reading the behavior of others is the ability and skill to understand who are the key players, their positions and what strategy to follow in communicating with and influencing them Team Performance Facilitation includes selecting good people in assembling a team, getting team members the resources to do a job, providing coordination to get tasks done and moving quickly to confront problem individuals. Team: A "team" is defined as a group of people who collaborate or work together toward a common goal. Theory-in-use: This is the actual way things are done. Individuals will rarely follow espoused theory and will rely on interaction and brainstorming to solve a problem. REVIEW QUESTIONS 1. Define the term team. 2. Describe how a team can be formed for proper functioning of the organization. 3. Discuss any three success factors of a

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team. 4. 'A team comprises a group of people linked in a common purpose'. What are

those common purposes? 5. What is meant by learning? How does it differ from organizational learning? 6. What does Team Performance Facilitation includes? 7. What is directive energy?

Lesson 5 - Team as a Medium of Learning, Development and Change Notes 129 8. What is Conceptual Flexibility? 9. Explain Espoused theory. 10. Discuss Organizational Intelligence in detail. Answers to Self Assessments 1. Team 2. Self-managed 3. leader 4. False 5. True 6. True 7. True 8. True 9. Organizational Intelligence 10. Processes 11. Organizational Intelligence 12. competitive 13. False 14. False 15. True FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley Schein, E. H. Organizational culture and leadership. San Francisco: Jossey-Bass. Hochschild, A. R. .

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Lesson 6 - Role of Leadership Notes 131 LESSON 6 - ROLE OF LEADERSHIP CONTENTS Learning Objectives
Introduction 6.1 Motivation 6.1.1 Different Types of Motivation 6.1.2 Motivational Theories 6.1.3 Unconscious Motivation
6.1.4 Effective Leadership to Influence Motivation 6.1.5 Controlling Motivation 6.1.6 Top Seven Ways to Motivate Your
Team 6.2 Counseling 6.3 Performance Appraisal 6.3.1 Characteristics of performance appraisal 6.3.2 Objectives of
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Performance Appraisal 6.3.6 Essential Characteristics of an Effective Appraisal System 6.4 Useful Habits for Leaders 6.4.1
Evaluation 6.4.2 Characteristics of A Good Leader 6.4.3 Leadership is influence – nothing more, nothing less 6.5 Self-
Leadership: Managing Self, Time, Emotions and People 6.5.1 Leadership Development through Self-awareness 6.5.2 Self-
discipline 6.5.3 Emotional Competencies 6.5.4 Emotional Intelligence 6.5.5 Effect of Empathy and Emotional Intelligence
on Leadership Summary Keywords Review Questions Further Readings
Leadership and Team Effectiveness Notes 132 LEARNING OBJECTIVES After studying this unit, you should be able to: 1.
Define Motivation and Counseling 2. Explain Performance Appraisal 3. Understand Useful Habits for Leaders and Self-
Leadership 4. Explain Managing Self Time Emotions and People INTRODUCTION In the previous unit, we have discussed
the Leadership in the Fast Changing World, Attitudes and Skills, major changes in Indian organizations, Organizational
Intelligence. We have also studied empowerment innovation and learning. A big challenge that is being faced by most of
the organizations today is the reduction in the level of performance of the employees and their retention. Therefore,
motivation of the employees is essential today because the cost is incurred on the employees for bringing them to
workable position in the organization. While motivation is the urge or desire to do something, mentoring is the process in
which the senior person acts as a friend and guide for giving training. In this unit, we will discuss Motivation, Counseling,
Performance Appraisal. We will also focus on Useful Habits for Leaders and Self-Leadership. 6.1 MOTIVATION A person's
motivation is combination of desire and energy directed at achieving a goal. Influencing someone's motivation means
getting him or her to want to do what you know must be done. People can be motivated by beliefs, values, interests, fear,
worthy causes, and other such forces. Some of these forces are internal, such as needs, interests, and beliefs. Others are
external, such as danger, the environment, or pressure from a loved one. There is a complex array of forces steering the
direction of each person and these forces cannot always be seen or studied. Also, if the same forces are steering two
different people, each on will act differently. Knowing that different people react to different needs will guide the
individual's decisions and actions in certain situations. Motivation is defined as the Internal and external factors that
stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert
persistent effort in attaining a goal. Motivation is the energizer of behavior and mother of all action. It results from the
interactions among conscious and unconscious factors such as the (1) intensity

Lesson 6 - Role of Leadership Notes 133 of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her significant others. Motivation refers to the level, direction and persistence of effort expended in work behavior. Level signifies the quantum of effort put forth, direction refers to the choice made among available alternatives to expend the effort and persistence refers to the tenacity with which the individual persists in the job. Motivation is the reason or reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neurophysiology. These reasons may include basic needs such as food or a desired object, hobbies, goal, state of being, or ideal. The motivation for a behavior may also be attributed to less-apparent reasons such as altruism or morality. According to Geen, motivation refers to the initiation, direction, intensity and persistence of human behavior.

6.1.1 Different Types of Motivation Reward and Reinforcement

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Rewards can also be organized as extrinsic or intrinsic. Extrinsic rewards are external to the person. Example: Praise or money. Intrinsic rewards are internal to the person. Example: Satisfaction or a feeling of accomplishment. Some authors distinguish between two forms of intrinsic motivation: one based on enjoyment, the other on obligation. In this context, obligation refers to motivation based on what an individual thinks ought to be done. For instance, a feeling of responsibility for a mission may lead to helping others beyond what is easily observable, rewarded, or fun. A reinforce is different from reward, in that reinforcement is intended to create a measured increase in the rate of a desirable behavior following the addition of something to the environment.

Leadership and Team Effectiveness Notes 134 Intrinsic and Extrinsic Motivation

Intrinsic motivation is when people engage in an activity, such as a hobby, without obvious external incentives. Intrinsic motivation has been studied by educational psychologists since the 1970s, and numerous studies have found it to be associated with high educational achievement and enjoyment by students. There is currently no universal theory to explain the origin or elements of intrinsic motivation, and most explanations combine elements of Fritz Heider's attribution theory, Bandura's work on self-efficacy and other studies relating to locus of control and goal orientation. Though it is thought that students are more likely to be intrinsically motivated if they:

- z Attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- z Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- z Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Intrinsic motivation is the motivation that comes from inside the performer, e.g. they compete for the love of the sport. Extrinsic motivation comes from outside of the performer, e.g. the crowd cheer the performer on, this motivates them to do well, or to beat a PB (Personal Best). Example: Trophies or a reward. Trophies or a reward makes the performer want to win and beat the other competitors, thereby motivating the performer.

Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management Professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal. Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

Lesson 6 - Role of Leadership Notes 135 By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

6.1.2 Motivational Theories Drive Reduction Theories There are a number of drive theories. The Drive Reduction Theory grows out of the concept that we have certain biological needs, such as hunger. As time passes the strength of the drive increases. Then as we satisfy that drive by fulfilling its desire, such as eating, the drive's strength is reduced. It is based on the theories of Freud and the idea of feedback control systems, such as a thermostat. There are several problems, however, that leave the validity of the Drive Reduction Theory open for debate. The first problem is that it does not explain how Secondary Reinforcers reduce drive. For example, money does not satisfy any biological or psychological need but reduces drive on a regular basis through a pay check second-order conditioning. Secondly, if the drive reduction theory held true we would not be able to explain how a hungry human being can prepare a meal without eating the food before they finished cooking it. However, when comparing this to a real life situation such as preparing food, one does get hungrier as the food is being made (drive increases), and after the food has been consumed the drive decreases. The only reason the food does not get eaten before is the human element of restraint and has nothing to do with drive theory. Also, the food will either be nicer after it is cooked, or it won't be edible at all before it is cooked.

Cognitive Dissonance Theory Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. Example: A consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable. Another example of cognitive dissonance is when a belief and a behavior are in conflict. Example: A person may believe smoking is bad for one's health and yet continues to smoke.

Leadership and Team Effectiveness Notes 136 Need Achievement Theory David McClelland's achievement motivation theory envisions that a person has a need for three things, but differs in degrees to which the various needs influence their behavior:

100%

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Need for achievement, Need for power, and Need for affiliation.

Interests Theory Holland Codes are used in the assessment of interests as in Vocational Preference Inventory (VPI; Holland, 1985). One way to look at interests is that if a person has a strong interest in one of the 6 Holland areas, then obtaining outcomes in that area will be strongly reinforcing relative to obtaining outcomes in areas of weak interest.

Need Theories z Need Hierarchy Theory:

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Abraham Maslow's hierarchy of human needs theory is the most widely discussed theory of motivation.

The theory can be summarized as thus: TM Human beings have wants and desires which

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influence their behavior; only unsatisfied needs can influence behavior, satisfied needs cannot. TM Since needs are many, they are arranged in order of importance, from the basic to the complex. TM The person advances to the next level of needs only after the lower level need is at least minimally satisfied. TM

The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show. The needs, listed from basic (lowest, earliest) to most complex (highest, latest) are as follows: TM Physiological TM Safety and security TM Social TM Esteem TM Self actualization z Herzberg's two-factor theory: Frederick Herzberg's two-factor theory, aka intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, lead to dissatisfaction. He distinguished between: TM Motivators: (e.g. challenging work, recognition, responsibility) which give positive satisfaction, and

Lesson 6 - Role of Leadership Notes 137 ™ Hygiene factors: (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation. The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration. The theory is sometimes called the "Motivator-Hygiene Theory." z Alderfer's ERG theory: Clayton Alderfer, expanding on Maslow's hierarchy of needs, created the ERG theory (existence, relatedness and growth). Physiological and safety, the lower order needs, are placed in the existence category, while love and self esteem needs are placed in the relatedness category. The growth category contains our self-actualization and self-esteem needs. z Self-determination theory: Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness. 5. Broad Theories: The latest approach in Achievement Motivation is an integrative perspective as lined out in the "Onion-Ring-Model of Achievement Motivation" by Heinz Schuler, George C. Thornton III, Andreas Frintrup and Rose Mueller-Hanson. It is based on the premise that performance motivation results from way broad components of personality are directed towards performance. As a result it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. Especially it integrates formerly separated approaches as Need for Achievement with e.g. social motives like Dominance. The Achievement Motivation Inventory AMI (Schuler, Thornton, Frintrup & Mueller- Hanson, 2003) is based on this theory and assesses three factors (17 separated scales) relevant to vocational and professional success. 6. Cognitive theories ™ Goal-setting theory: Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal's efficiency is affected

Leadership and Team Effectiveness Notes 138 by three features; proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. This explains why some children are more motivated to learn how to ride a bike than mastering algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual. A classic example of a poorly specified goal is to get the highest possible grade. Most children have no idea how much effort they need to reach that goal. 6.1.3 Unconscious Motivation Some psychologists believe that a significant portion of human behavior is energized and directed by unconscious motives. According to Maslow, "Psychoanalysis has often demonstrated that the relationship between a conscious desire and the ultimate unconscious aim that underlies it need not be at all direct." In other words, stated motives do not always match those inferred by skilled observers. For example, it is possible that a person can be accident-prone because he has an unconscious desire to hurt himself and not because he is careless or ignorant of the safety rules. Similarly, some overweight people are not really hungry for food but for attention and love. Eating is merely a defensive reaction to lack of attention. Some workers damage more equipment than others because they harbor unconscious feelings of aggression toward authority figures. Psychotherapists point out that some behavior is so automatic that the reasons for it are not available in the individual's conscious mind. Example: Compulsive cigarette smoking Sometimes maintaining self-esteem is so important and the motive for an activity is so threatening that it is simply not recognized and, in fact, may be disguised or repressed. Rationalization, or "explaining away", is one such disguise, or defense mechanism, as it is called. Another is projecting or attributing one's own faults to others. "I feel I am to blame", becomes "It is her fault; she is selfish". Repression of powerful but socially unacceptable motives may result in outward behavior that is the opposite of the repressed tendencies. Example: An employee who hates his boss but overworks himself on the job to show that he holds him in high regard.

Lesson 6 - Role of Leadership Notes 139 Unconscious motives add to the hazards of interpreting human behavior and, to the extent that they are present, complicate the life of the administrator. On the other hand, knowledge that unconscious motives exist can lead to a more careful assessment of behavioral problems. Although few contemporary psychologists deny the existence of unconscious factors, many do believe that these are activated only in times of anxiety and stress, and that in the ordinary course of events, human behavior — from the subject's point of view — is rationally purposeful.

6.1.4 Effective Leadership to Influence Motivation A leader has the power to influence motivation. The following guidelines form the basic view of motivation.

- z Allow the needs of your people to coincide with the needs of your organization.
- z Nearly all people are influenced by the need for job security, promotion, raises, and approval of their peers, and leaders. Internal forces such as value, morals, and ethics also influence them. Likewise, the organization needs good people in a wide variety of jobs. Ensure that your people are trained, encouraged, and provided the opportunity to grow. Ensure that the way you conduct business has the same values, moral, and ethic principles that you seek in your people. If you conduct business in a dishonest manner, your people will be dishonest to you.
- z Set the example. You must be the role model by setting examples that you want your people to grow into.
- z Develop moral and esprit. Moral is the mental, emotional, and spiritual state of a person. Almost everything you do will have some impact on the moral of your organization. You should always be aware how your actions and decisions affect it. Esprit means team spirit - it is defined as the spirit or the soul of the organization. It is the consciousness of the organization that you and your people identify with and feel a part of. Is your workplace a place where people cannot wait to get away from, or is it a place that people enjoy spending a part of their lives?
- z Let your people be part of the planning and problem solving process. There are several reasons for this. First, it teaches them and allows you to coach them. Second, it motivates them. People who are part of the decision making process become the owners of it. It gives them a personal interest in seeing the plan succeed. Third, communication is clearer. Everyone has a better understanding of what role they must play as part of the team.

Leadership and Team Effectiveness Notes 140 Next, it creates an open trusting communication bond. They are no longer just the doers for the organization. Now they are part of it. And finally, it shows that you recognize and appreciate them. Recognition and appreciation from a respected leader are powerful motivators.

- z Look out for your people. Although you do not have control over their personal lives, you must show concern for them. Things that seem to no importance to you might seem extremely critical to them. You must be able to empathize with them. This is from the German word, *einfuhling*, which means "to feel with." This is the ability to perceive another person's view of the world as though that view were your own. Empathy differs from sympathy in that sympathy connotes spontaneous emotion rather than a conscious, reasoned response. Sympathizing with others may be less useful to another person if we are limited by the strong feelings of the moment.
- z Make their jobs challenging, exciting, and meaningful. Make them feel that they are individuals in a great team. People need meaningful work, even if it is tiring and unpleasant; they need to know that it is important and necessary for the survival of the organization.

6.1.5 Controlling Motivation The control of motivation is only understood to a limited extent. There are many different approaches of motivation training, but many of these are considered pseudoscientific by critics. To understand how to control motivation it is first necessary to understand why many people lack motivation.

- z Early programming: Modern imaging has provided solid empirical support for the psychological theory that emotional programming is largely defined in childhood. Harold Chugani, Medical Director of the PET Clinic at the Children's Hospital of Michigan and professor of pediatrics, neurology and radiology at Wayne State University School of Medicine, has found that children's brains are much more capable of consuming new information (linked to emotions) than those of adults. Brain activity in cortical regions is about twice as high in children as in adults from the third to the ninth year of life. After that period, it declines constantly to the low levels of adulthood. Brain volume, on the other hand, is already at about 95% of adult levels in the ninth year of life.
- z Organization: Besides the very direct approaches to motivation, beginning in early life, there are solutions which are more abstract but perhaps nevertheless more practical for self-motivation. Virtually every motivation guidebook includes at least one chapter about the proper organization of one's tasks and goals. It is usually suggested that it is critical to maintain a list of tasks, with a distinction between those which are completed and those which are not, thereby moving some of the required motivation for their completion from the tasks themselves into a "meta-task", namely the processing of the tasks in the task list, which can become a routine. The

Lesson 6 - Role of Leadership Notes 141 viewing of the list of completed tasks may also be considered motivating, as it can create a satisfying sense of accomplishment. Most electronic to-do lists have this basic functionality, although the distinction between completed and non-completed tasks is not always clear (completed tasks are sometimes simply deleted, instead of kept in a separate list). Other forms of information organization may also be motivational, such as the use of mind maps to organize one's ideas, and thereby "train" the neural network that is the human brain to focus on the given task. Simpler forms of idea notation such as simple bullet-point style lists may also be sufficient, or even more useful to less visually oriented persons.

6.1.6 Top Seven Ways to Motivate Your Team

1. Involve them: Many employees want to be involved in the ongoing development and progress of their company. Plus, they often have insightful ideas that can make a significant difference in the company.
2. Communicate: A frequent axiom in business is, "No news is good news." However, employees want regular updates on the progress of the business and their personal performance. Use memos, email, telephone, and one-on-one and group meetings to keep your team apprised of changes, updates, new products, etc.
3. Celebrate individual and team performance: Catch people doing something right and focus on recognizing excellent performance. Provide positive reinforcement, issue awards, use a corporate newsletter to highlight specific achievements. Send thank-you cards and congratulatory notes, make phone calls, and send emails.
4. Set challenging goals: My experience has taught me that people strive to achieve what is expected of them. If you set challenging goals your team will work hard to accomplish them, providing of course, they are realistically attainable.
5. Give them the tools to succeed: No team will stay motivated if they do not have the necessary tools required to do their job. This includes; equipment, internal support, inventory, marketing materials, training, etc.
6. Manage poor performance: Your team expects you to manage individuals who do not perform to standard. However, many managers ignore these situations because they are afraid to deal with them, hoping instead that the situation will resolve itself. It never does and this "blind" approach affects profitability, causes higher turnover, and generates low morale.
6. Believe in your people: The majority of people want to do well – very few individuals approach a job with the intent of screwing up. Yet, many managers run their business thinking that employees must be treated with a "watchdog" mentality. They install hidden cameras, monitor email, and set

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up procedures that require employees to get multiple approval signatures for decisions.

Self Assessment Fill in the blanks:

1. People can be _____ by beliefs, values, interests, fear, worthy causes, and other such forces.
2. Some of motivational forces are internal, such as needs, interests, and beliefs. Others are _____ such as danger, the environment, or pressure from a loved one.
3. _____ is defined as the Internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.
4. _____ signifies the quantum of effort put forth, direction refers to the choice made among available alternatives to expend the effort and persistence refers to the tenacity with which the individual preserves in the job.
5. According to Geen, motivation refers to the initiation, direction, intensity and _____ of human behavior.
6. _____ rewards are external to the person; for example, praise or money.
7. _____ rewards are internal to the person; for example, satisfaction or a feeling of accomplishment.
8. A _____ has the power to influence motivation.

6.2 COUNSELING Counseling is a form of discussion of an employee's problem with a view to help the employee cope with it under different situations. Employee counseling is a process whereby employees are guided in overcoming performance problems. It is usually done through face-to-face meetings between the employee and the counselor or coach. Here discussions of employees' interests, goals, current job activities and performance and career objectives take place. Counseling is generally offered by the HR department. Sometimes outside experts are also called in. If supervisors act as coaches they should be given clearly defined roles and training. This is, however, a costly and time consuming process. Counsel people who behave in a way that are counter to the company's goals. You must let people know when they are not performing to acceptable standards for further improvement. Some time you need to protect your performer. For example, if someone in your department is always late arriving

Lesson 6 - Role of Leadership Notes 143 for work and it is causing disruptions, and then you must take action. On the other hand, if you have an extremely good performer and once in a while he is few minutes late, then do the right thing...protect him from the bureaucracy!

6.3 PERFORMANCE APPRAISAL

Performance appraisal is the method of evaluating the behaviour of employees in the team/workplace, normally including both the quantitative and qualitative aspects of job performance. It is a systematic and objective way of evaluating both work-related behaviour and potential of employees. It is a process that involves determining and communicating to an employee how he or she is performing the job and ideally, establishing a plan of improvement.

6.3.1 Characteristics of performance appraisal

The main characteristics of performance appraisal may be listed thus:

- z The appraisal is a systematic process. It tries to evaluate performance in the same manner using the same approach. A number of steps are followed to evaluate an employee's strengths and weaknesses.
- z It provides an objective description of an employee's job's relevant strengths and weaknesses.
- z It tries to find out how well the employee is performing the job and tries to establish a plan for further improvement.
- z The appraisal is carried out periodically, according to a definite plan. It is certainly not a one-shot deal.
- z Performance evaluation is not job evaluation. Performance appraisal refers to how well someone is doing an assigned job. Job evaluation, on the other hand, determines how much a job is worth to the organisation, and therefore, what range of pay should be assigned to the job.
- z Performance appraisal may be formal or informal. The informal evaluation is more likely to be subjective and influenced by personal factors. Some employees are liked better than others and have, for that reason only, better chances of receiving various kinds of rewards than others. The formal system is likely to be more fair and objective, since it is carried out in a systematic manner, using printed appraisal forms.

6.3.2 Objectives of Performance Appraisal

Appraisal of employees serves several useful purposes:

- z Compensation decisions: It can serve as a basis for pay raises. Managers need performance appraisal to identify employees who are performing at or above expected levels. This approach to compensation is at the heart of the idea that raises should be given for merit rather than for seniority. Under merit systems, employee receives raises based on performance.
- z Leadership and Team Effectiveness Notes 144
- z Promotion decisions: It can serve as a useful basis for job change or promotion. When merit is the basis for reward, the person doing the best job receives the promotion. If relevant work aspects are measured properly, it helps in minimising feelings of frustration of those who are not promoted.
- z Training and development programmes: It can serve as a guide for formulating a suitable training and development programme. Performance appraisal can inform employees about their progress and tell them what skills they need to develop to become eligible for pay raises or promotions or both.
- z Feedback: Performance appraisal enables the employee to know how well he is doing on the job. It tells him what he can do to improve his present performance and go up the 'organisational ladder'.
- z Personal development: Performance appraisal can help reveal the causes of good and poor employee performance. Through discussions with individual employees, a line manager can find out why they perform as they do and what steps can be initiated to improve their performance.

6.3.3 Who will Appraise?

The appraiser may be any person who has thorough knowledge about the job content, contents to be appraised, standards of contents and who observes the employee while performing a job. The appraiser should be capable of determining what is more important and what is relatively less important. He should prepare reports and make judgements without bias.

Typical appraisers are:

- Supervisors: Supervisors include superiors of the employee, other superiors having knowledge about the work of the employee and departmental head or manager. The general practice is that immediate superiors appraise the performance, which in turn, is reviewed by the departmental head/manager. This is because supervisors are responsible for managing their subordinates and they have the opportunity to observe, direct and control the subordinates continuously. Moreover, they are accountable for the successful performance of their subordinates. Sometimes other supervisors, who have close contact with employee work also appraise with a view to provide additional information.
- Peers: Peer appraisal may be reliable if the work group is stable over a reasonably long period of time and performs tasks that require interaction. However, little research has been conducted to determine how peers establish standards for evaluating others or the overall effect of peer appraisal on the group's attitude. Whatever research was done on this topic was mostly done on military personnel at the management or pre-management level (officers or officer candidates) rather than on employees in business organisations. More often than not, in business organisations if employees were to be evaluated by

Lesson 6 - Role of Leadership Notes 145 their peers, the whole exercise may degenerate into a popularity contest, paving the way for the impairment of work relationships. Subordinates: The concept of having superiors rated by subordinates is being used in most organisations today, especially in developed countries. For instance, in most US universities, students evaluate a professor's performance in the classroom. Such a novel method can be useful in other organisational settings too, provided the relationships between superiors and subordinates are cordial. Subordinates' ratings in such cases can be quite useful in identifying competent superiors. The rating of leaders by combat soldiers is an example. However, the fear of reprisal often compels a subordinate to be dishonest in his ratings. Though useful in universities and research institutions, this approach may not gain acceptance in traditional organisations where subordinates practically do not enjoy much discretion. Self-appraisal: If individuals understand the objectives they are expected to achieve and the standards by which they are to be evaluated, they are to a great extent, in the best position to appraise their own performance. Also, since employee development means self-development, employees who appraise their own performance may become highly motivated. Users of services: Employees' performance in service organisations relating to behaviours, promptness, speed in doing the job and accuracy can be better judged by the customers or users of services. For example, a teacher's performance is better judged by students and the performance of a bus conductor is better judged by passengers. Consultants: Sometimes consultants may be engaged for appraisal when employees or employers do not trust the supervisory appraisal and management does not trust the self-appraisal or peer appraisal or subordinate appraisal. In this situation, consultants are trained and they observe the employee at work for sufficiently long periods for the purpose of appraisal. In view of the limitations associated with each and every method discussed above, several organisations follow a multiple rating system wherein several superiors separately fill out rating forms on the same subordinate. The results are then tabulated. 6.3.4 Methods of Performance Appraisal The performance appraisal methods may be classified into three categories, as shown in Figure 6.1:

Leadership and Team Effectiveness Notes 146 Figure 6.1: Performance Appraisal Methods Individual Evaluation Methods Under the individual evaluation methods of merit rating, employees are evaluated one at a time without comparing them with other employees in the organisation. 1. Confidential report: It is mostly used in government organisations. It is a descriptive report prepared, generally at the end of every year, by the employee's immediate superior. The report highlights the strengths and weaknesses of the subordinate. The report is not databased. The impressions of the superior about the subordinate are merely recorded there. It does not offer any feedback to the appraisee. The appraisee is not very sure about why his ratings have fallen despite his best efforts; why others are rated high when compared to him; how to rectify his mistakes, if any; on what basis he is going to be evaluated next year, etc. Since the report is generally not made public and thus no feedback is available, the subjective analysis of the superior is likely to be hotly contested. In recent years, due to pressure from courts and trade unions, the details of a negative confidential report are given to the appraisee. 2. Essay evaluation: Under this method, the rater is asked to express the strong as well as weak points of the employee's behaviour. This technique is normally used with a combination of the graphic rating scale because the rater can elaborately present the scale by substantiating an explanation for his rating. While preparing the essay on the employee, the rater considers the following factors: (i) Job knowledge and potential of the employee; (ii) Employee's understanding of the company's programmes, policies, objectives, etc.; (iii) The employee's relations with co-workers and superiors; (iv) The employee's general planning, organising and controlling ability; and (v) The attitudes and perceptions of the employee, in general.

Lesson 6 - Role of Leadership Notes 147 Essay evaluation is a non-quantitative technique. This method is advantageous in at least one sense, i.e., the essay provides a good deal of information about the employee and also reveals more about the evaluator. The essay evaluation method however, suffers from the following limitations: TM It is highly subjective; the supervisor may write a biased essay. The employees who are sycophants will be evaluated more favourably than other employees. TM Some evaluators may be poor in writing essays on employee performance. Others may be superficial in explanation and use flowery language which may not reflect the actual performance of the employee. It is very difficult to find effective writers nowadays. TM The appraiser is required to find time to prepare the essay. A busy appraiser may write the essay hurriedly without properly assessing the actual performance of the worker. On the other hand, appraiser takes a long time; this becomes uneconomical from the view point of the firm, because the time of the evaluator (supervisor) is costly. 3. Critical incident technique: Under this method, the manager prepares lists of statements of very effective and ineffective behaviour of an employee. These critical incidents or events represent the outstanding or poor behaviour of employees on the job. The manager maintains logs on each employee, whereby he periodically records critical incidents of the workers' behaviour. At the end of the rating period, these recorded critical incidents are used in the evaluation of the workers' performance. An example of a good critical incident of a sales assistant is the following: July 20 – The sales clerk patiently attended to the customer's complaint. He is polite, prompt, and enthusiastic in solving the customer's problem. On the other hand, the bad critical incident may appear as under: July 20 – The sales assistant stayed 45 minutes over on his break during the busiest part of the day. He failed to answer the store manager's call thrice. He is lazy, negligent, stubborn and uninterested in work. This method provides an objective basis for conducting a thorough discussion of an employee's performance. This method avoids recency bias (most recent incidents get too much emphasis). This method suffers however from the following limitations: TM Negative incidents may be more noticeable than positive incidents. TM The supervisors have a tendency to unload a series of complaints about incidents during an annual performance review session.

Leadership and Team Effectiveness Notes 148 TM It results in very close supervision which may not be liked by the employee. TM The recording of incidents may be a chore for the manager concerned, who may be too busy or may forget to do it. Most frequently, the critical incident method is applied to evaluate the performance of superiors. 4. Checklists and weighted checklists: Another simple type of individual evaluation method is the checklist. A checklist represents, in its simplest form, a set of objectives or descriptive statements about the employee and his behaviour. If the rater believes strongly that the employee possesses a particular listed trait, he checks the item; otherwise, he leaves the item blank. A more recent variation of the checklist method is the weighted list. Under this, the value of each question may be weighted equally or certain questions may be weighted more heavily than others. The following are some of the sample questions in the checklist. TM Is the employee really interested in the task assigned? Yes/No TM Is he respected by his colleagues (co-workers)? Yes/No TM Does he give respect to his superiors? Yes/No TM Does he follow instructions properly? Yes/No TM Does he make mistakes frequently? Yes/No A rating score from the checklist helps the manager in evaluation of the performance of the employee. The checklist method has a serious limitation. The rater may be biased in distinguishing the positive and negative questions. He may assign biased weights to the questions. Another limitation could be that this method is expensive and time consuming. Finally, it becomes difficult for the manager to assemble, analyse and weigh a number of statements about the employee's characteristics, contributions and behaviours. 5. Graphic rating scale: Under this method, a printed form, as shown below, is used to evaluate the performance of an employee. A variety of traits may be used in these types of rating devices, the most common being the quantity and quality of work. The rating scales can also be adapted by including traits that the company considers important for effectiveness on the job. A model of a graphic rating scale is given below.

Lesson 6 - Role of Leadership Notes 149 Table 6.1: Typical Graphic Rating Scale From the graphic rating scales, excerpts can be obtained about the performance standards of employees. For instance, if the employee has serious gaps in technical-professional knowledge (knows only rudimentary phases of job); lacks the knowledge to bring about an increase in productivity; is reluctant to make decisions on his own (or even when he makes decisions they are unreliable and substandard); declines to accept responsibility; fails to plan ahead effectively; wastes and misuses resources; etc., then it can safely be inferred that the standards of the performance of the employee are dismal and disappointing. The rating scale is the most common method of evaluation of an employee's performance today. One positive point in favour of the rating scale is that it is easy to understand, easy to use and permits a statistical tabulation of scores of employees. When ratings are objective in nature they can be effectively used as evaluators. The graphic rating scale may however suffer from a long standing disadvantage, i.e., it may be arbitrary and the rating may be subjective. Another pitfall is that each characteristic is equally important in evaluation of the employee's performance and so on. 6. Behaviourally Anchored Rating Scales (BARS): Also known as the Behavioural Expectations Scale, this method represents the latest innovation in performance appraisal. It is a combination of the rating scale and critical incident techniques of employee performance evaluation. The critical incidents serve as anchor statements on a scale and the rating form usually contains six to eight specifically defined performance dimensions. The following chart represents an example of a sales trainee's competence and a behaviourally anchored rating scale.

Leadership and Team Effectiveness Notes 150 Table 6.2: An Example of Behaviourally Anchored Rating Scale (BARS) Performance Points Behaviour

Extremely good 7	Can expect trainee to make valuable suggestions for increased sales and to have positive relationships with customers all over the country.
Good 6	Can expect to initiate creative ideas for improved sales.
Above average 5	Can expect to keep in touch with the customers throughout the year.
Average 4	Can manage, with difficulty, to deliver the goods in time.
Below average 3	Can expect to unload the trucks when asked by the supervisor.
Poor 2	Can expect to inform only a part of the customers.
Extremely poor 1	Can expect to take extended coffee breaks and roam around purposelessly.

How to construct BARS? Developing a BARS follows a general format which combines techniques employed in the critical incident method and weighted checklist rating scales. Emphasis is pinpointed on pooling the thinking of people who will use the scales as both evaluators and evaluatees. Step 1. Collect critical incidents: People with knowledge of the job to be probed, such as job holders and supervisors, describe specific examples of effective and ineffective behaviour related to job performance. Step 2. Identify performance dimensions: The people assigned with the task of developing the instrument cluster the incidents into a small set of key performance dimensions—generally, between five and ten dimensions account for most of the performance. Examples of performance dimensions include technical competence, relationships with customers, handling of paperwork and meeting day-to-day deadlines. While developing varying levels of performance for each dimension (anchors), specific examples of behaviour should be used, which could later be scaled in terms of good, average or below average performance. Step 3. Reclassification of incidents: Another group of participants who are knowledgeable about the job is instructed to retranslate or reclassify the critical incidents generated (in Step 2) previously. They are given the definition of job dimension and told to assign each critical incident to the dimension that it best describes. At this stage, incidents for which there is not 75 per cent agreement are discarded as being too subjective. Step 4. Assigning scale values to the incidents: Each incident is then rated on a 1-7 or 1-9 scale with respect of how well it represents performance on the appropriate dimension. A rating of one represents ineffective performance; the top scale value indicates very effective performance. The second group of participants usually assigns the scale values. Means and standard deviations are then calculated for the scale values assigned to each incident. Typically, incidents that have standard deviations of 1.50 or less (on a 7-point scale) are retained.

Lesson 6 - Role of Leadership Notes 151 Step 5. Producing the final instrument: About six or seven incidents for each performance dimension – all having met both the retranslating and standard deviation criteria – will be used as behavioural anchors. The final BARS instrument consists of a series of vertical scales (one for each dimension) anchored (or measured) by the final incidents. Each incident is positioned on the scale according to its mean value. Because the above process typically requires considerable employee participation, its acceptance by both supervisors and their subordinates may be greater. Proponents of BARS also claim that such a system differentiates among behaviour, performance and results and consequently is able to provide a basis for setting developmental goals for the employee. Because it is job-specific and identifies observable and measurable behaviour, it is a more reliable and valid method for performance appraisal. Researchers, after surveying several studies on BARS, concluded that “despite the intuitive appeal of BARS, findings from research have not been encouraging”. It has not proved to be superior to other methods in overcoming rater errors or in achieving psychometric soundness. A specific deficiency is that the behaviours used are activity-oriented rather than result-oriented. This creates a potential problem for supervisors doing the evaluation, who may be forced to deal with employees who are performing the activity but not accomplishing the desired goals. Further, it is time- consuming and expensive to create BARS. They also demand several appraisal forms to accommodate different types of jobs in an organisation. In a college, lecturers, office clerks, library staff, technical staff and gardening staff all have different jobs; separate BARS forms would need to be developed for each. In view of the lack of compelling evidence demonstrating the superiority of BARS over traditional techniques such as graphic rating scales, Decotis concluded that: “It may be time to quit hedging about the efficacy of behavioural scaling strategies and conclude that this method has no clear-cut advantages over more traditional and easier methods of performance evaluation”. 7. Forced choice method: This method was developed to eliminate bias and the preponderance of high ratings that might occur in some organisations. The primary purpose of the forced choice method is to correct the tendency of a rater to give consistently high or low ratings to all the employees. This method makes use of several sets of pair phrases, two of which may be positive and two negative and the rater is asked to indicate which of the four phrases is the most and least descriptive of a particular worker. Actually, the statement items are grounded in such a way that the rater cannot easily judge which statements apply to the most effective employee. The following box is a classic illustration of the forced choice items in organisations.

Leadership and Team Effectiveness Notes 152 Table 6.3: Forced Choice Items

1. Least Most A	Does not anticipate difficulties	A B Grasps explanations easily and quickly	B C Does not waste time	C D Very easy to talk to	D 2. Least Most A
Can be a leader	A B Wastes time on unproductive things	B C At all times, cool and calm	C D Smart worker	D The favourable qualities earn a plus credit and the unfavourable ones earn the reverse. The worker gets over plus when the positive factors override the negative ones or when one of the negative phrases is checked as being insignificantly rated. The overall objectivity is increased by using this method in evaluation of employee’s performance, because the rater does not know how high or low he is evaluating the individual as he has no access to the scoring key. This method, however, has a strong limitation. In the preparation of sets of phrases trained technicians are needed and this makes the method very expensive. Further, managers may feel frustrated rating the employees ‘in the dark’. Finally, the results of the forced choice method may not be useful for training employees because the rater himself does not know how he is evaluating the worker. In spite of these limitations, the forced choice technique is quite popular. 8. Management by Objectives (MBO): Although the concept of Management by objectives was advanced by Peter F. Drucker way back in 1954, it was described only recently as the ‘larger rage’ in performance appraisal. Refinements brought out by George Odiorne, Valentine, Humble et. al., have enriched the concept and made it more acceptable all over the globe as an appraisal technique. During the last decade, many Indian organisations have adopted MBO in their work settings. Some of the companies which implemented MBO reported excellent results, others expressed disappointments, and many were in the state of indecision. Stated briefly, MBO is “a	

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process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual’s major areas of

responsibility in terms of results expected of him, and use these measures of

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guides for operating the unit and assessing the contribution of its members”.

Thus, MBO focuses attention on participatively set goals that are tangible, verifiable and measurable. The emphasis is on what must be accomplished rather than how it is to be accomplished. Generally, the MBO process is undertaken along the following lines:

Lesson 6 - Role of Leadership Notes 153 TM The subordinate and superior jointly determine goals to be accomplished during the appraisal period and what level of performance is necessary for the subordinate to satisfactorily achieve specific goals. TM During the appraisal period the superior and subordinate update and alter goals as necessary due to changes in the business environment. TM Both superior and subordinate decide if goals were met by the employee or not, and if not, then find the reasons for the same. Taken into consideration is the reason(s) for deviation from expected performance such as a strike, lock-out, market change, or labour dispute. TM New goals and performance objectives are determined by the superior and employee for the next period based on performance levels. In the traditional approaches to performance evaluation, personal traits of employees are often employed as criteria for appraising performance. The evaluators generally assumed the role of judges drawing distinctions between good and bad performance. With MBO, the focus of the appraisal process shifts from the employee's personal attributes to job performance. The supervisor now plays a supportive role. He tries, on a day-to-day basis, to help the employee reach the agreed-upon goals. He counsels and coaches. Also, the employee's role evolves from that of a bystander to that of an active participant. He plays a key role in setting the standards and determining the measurement scheme. Individuals establish goals with their superiors and then are given some latitude in the means used to achieve their objectives. At the end of the appraisal period, the employee and supervisor meet for an appraisal interview. First, they review the extent to which the goals have been accomplished and second, the actions needed to solve remaining problems. Since the supervisor keeps communication channels open throughout the appraisal period, the employee gets an opportunity to work in a give-and-take atmosphere. The problem-solving discussion that takes place during the appraisal interview is primarily designed to help the employee in progressing according to the plan, to learn from mistakes and develop. One of the unique features of MBO is that goals are determined before the appraisal period begins. Previously discussed methods of appraisal focus attention on performance that has already taken place. The MBO process gives employees direction before the appraisal period begins. Thus, MBO process is developmental, in that it directs employees to move in desired directions and reach the expected level of achievement. Quite often, while assessing MBO as an appraisal tool, people comment that, "MBO is okay in theory but no good in practice." There is an element of truth in this statement. In practice, all leadership styles may not be compatible with the participative culture advocated by MBO. The reward-

Leadership and Team Effectiveness Notes 154 punishment psychology differentiates between star performers and poor performers constantly forcing employees to improve their performance day in, day out. All jobs do not fit in with the philosophy advocated by MBO. An assembly line worker, for instance, usually has so little job flexibility that performance standards and objectives are already determined. Finally, it is not easy to make a comparative assessment of multiple personnel working in an organization. In traditional appraisal techniques, all personnel are rated on common factors. In MBO, each person will have different sets of goals of non-comparable complexity and degree of accomplishment.

Multiple Person Evaluation Techniques The above discussed methods are used to evaluate employees one at a time. In this section, let us discuss some techniques of evaluating one employee in comparison to another. Three such frequently used methods in organisation: 1. Ranking method: This is a relatively easy method of performance evaluation. Under this method, the ranking of an employee in a work group is done against that of another employee. The relative position of each employee is tested in terms of his numerical rank. It may also be done by ranking a person on his job performance against another member of the competitive group. The quintessence of this method is that employees are ranked according to their levels of performance. While using this method, the evaluator is asked to rate employees from highest to lowest on some overall criteria. Though it is relatively easier to rank the best and the worst employees, it is very difficult to rank the average employees. Generally, evaluators pick the top and bottom employees first and then select the next highest and next lowest and move towards the average (middle) employees. The important limitations of this method are: TM The 'whole man' is compared with another 'whole man' in this method. In practice, it is very difficult to compare individuals possessing varied behavioural traits. TM This method speaks only of the position where an employee stands in his group. It does not tell anything about how much better or how much worse an employee is when compared to another employee. TM When a large number of employees are working, ranking of individuals becomes a painstaking issue. TM There is no systematic procedure for ranking individuals in the organisation. The ranking system does not eliminate the possibility of snap judgements. In order to overcome the above limitations, a paired comparison technique has been advanced by organisational scholars.

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2. Paired comparison method: Ranking becomes more reliable and easier under the paired comparison method. Each worker is compared with all other employees in the group; for every trait the worker is compared with all other employees. For instance, when there are five employees to be compared, then A's performance is compared with that of B's and decision is arrived at as to who is better or worse. Next, B is also compared with all others. Since A is already compared with B, this time B is to be compared with only C, D and E. By this method, when there are five employees, 15 decisions are made (comparisons). The number of decisions to be made can be determined with the help of the formulae $n(n-1)/2$. Ranking the employees by the paired comparison method may be illustrated as shown in the Table 6.4. For several individual traits, paired comparisons are made, tabulated and then rank is assigned to each worker. Though this method seems to be logical, it is not applicable when a group is large. When the group becomes too large, the number of comparisons to be made may become frighteningly excessive. For instance, when $n=100$, comparisons to be made are $100(100-1)/2 = 100(99)/2 = 9900$. Trait: 'Quantity of work' Table 6.4: Employee Rated As compared to A B C D E A + - - - B - + - - + C + - - - D - + - - E + - + + 3. Forced distribution method: Under this system, the rater is asked to appraise the employee according to a predetermined distribution scale. The rater's bias is sought to be eliminated here because workers are not placed at a higher or lower end of the scale. Normally, the two criteria used here for rating are the job performance and promotability. Further, a 5-point performance scale is used without any mention of descriptive statements. Workers are placed between the two extremes of 'good' and 'bad' performances. For instance, the workers of outstanding merit may be placed at the top 10% of the scale. The rest may be placed as: 20% Good; 40% Average; 20% Fair; and 10% Unfair. To be specific, the forced distribution method assumes that all top grade workers should go to the highest 10% grade; 20% employees should go to the next highest grade and so on. Another equally important factor (criterion) in this method is promotability. Employees may be classified according to their promotional merits. The scale for this purpose may consist of three points; namely, quite likely Leadership and Team Effectiveness Notes 156 promotional material; may/may not be promotional material; and quite unlikely promotional material. One strong positive point in favour of the forced distribution method is that by forcing the distribution according to predetermined percentages, the problem of making use of different raters with different scales is avoided. Further, this method is appreciated on the ground that it tends to eliminate rater bias. The limitation of using this method in salary administration, however, is that it may result in low morale, low productivity and high absenteeism. Employees who feel that they are productive, but find themselves placed in a lower grade (than expected) feel frustrated and exhibit, over a period of time, reluctance to work. Others

Methods Other methods of appraising performance include:

1. Group Appraisal: In this method, an employee is appraised by a group of appraisers. This group consists of the immediate supervisor of the employee, other supervisors who have close contact with the employee's work, manager or head of the department and consultants. The head of the department or manager may be the Chairman of the group and the immediate supervisor may act as the Coordinator for the group activities. This group uses any one of multiple techniques discussed earlier. The immediate supervisor enlightens other members about the job characteristics, demands, standards or performance, etc. Then the group appraises the performance of the employee, compares the actual performance with standards, finds out the deviations, discusses the reasons for deviation, suggests ways for improvement of performance, prepares an action plan, studies the need for change in the job analysis and standards and recommends changes, if necessary. This method eliminates 'personal bias' to a large extent, as performance is evaluated by multiple rates. But it is a very time consuming process.
2. Human Resource Accounting: HRA is a sophisticated way to measure (in financial terms) the effectiveness of personnel management activities and the use of people in an organisation. It is the process of accounting for people as an organisational resource. It tries to place a value on organisational human resources as assets and not as expenses. The HRA process shows the investment the organisation makes in its people and how the value of these people changes over time. The acquisition cost of employees is compared to the replacement cost from time to time. The value of employees is increased by investments made by the company to improve the quality of its human resources such as training, development skills acquired by employees over a period of time through experience, etc. When qualified and competent people leave an organisation, the value of human assets goes down. In this method, employee performance is

Lesson 6 - Role of Leadership Notes 157 evaluated in terms of costs and contributions of employees. Human resource costs include expenditure incurred by the company in hiring, training, compensating and developing people. The contribution(s) of human resources is the money value of labour productivity. The cost of human resources may be taken as the standard. Employee performance can be measured in terms of employee contribution to the organisation. Employee performance can be taken as positive when contribution is more than the cost and performance can be viewed as negative if cost is more than contribution. Positive performance can be measured in terms of percentage of excess of employee contribution over the cost of employee. Similarly, negative performance can be calculated in terms of percentage of deficit in employee contribution compared to the cost of employee. These percentages can be ranked to 'Zero Level' as shown in the Table 6.5. Table 6.5: Human Resource Accounting Rank Rating Percentage of surplus/ Deficit of contribution to cost of employee 1. Extremely good performance Over 200 2. Good performance 150 – 200 3. Slightly good performance 100 – 150 4. Neither poor nor good 0 – 100 5. Slightly poor performance 0 6. Poor performance 0 to (- 50) 7. Extremely poor performance (-50) to (-100) This technique has not developed fully and is still in the transitional stage. 3. Assessment Centre: This method of appraising was first applied in German Army in 1930. Later business and industrial houses started using this method. This is not a technique of performance appraisal by itself. In fact, it is a system or organisation, where assessment of several individuals is done by various experts using various techniques. These techniques include the methods discussed before in addition to in-basket, role playing, case studies, simulation exercises, structured insight, transactional analysis, etc. In this approach, individuals from various departments are brought together to spend two or three days working on an individual or group assignment similar to the ones they would be handling when promoted. Observers rank the performance of each and every participant in order of merit. Since assessment centres are basically meant for evaluating the potential of candidates to be considered for promotion, training or development, they offer an excellent means for conducting evaluation processes in an objective way. All assessees get an equal opportunity to show their talents and capabilities and secure promotion based on merit. Since evaluators

Leadership and Team Effectiveness Notes 158 know the position requirements very well and are trained to perform the evaluation process in an objective manner, the performance ratings may find favour with majority of the employees. A considerable amount of research evidence is available to support the contention that people chosen by this method prove better than those chosen by other methods. The centre enables individuals working in low status departments to compete with people from well-known departments and enlarge their promotion chances. Such opportunities, when created on a regular basis, will go a long way in improving the morale of promising candidates working in less important positions. 4. Field Review Method: Where subjective performance measures are used, there is scope for rater's biases influencing the evaluation process. To avoid this, some employees use the field review method. In this method a trained, skilled representative from the HR department goes into the 'field' and assists line supervisors with their ratings of their respective subordinates. The HR specialist requests from the immediate supervisor specific information about the employees' performance. Based on this information, the expert prepares a report which is sent to the supervisor for review, changes, approval and discussion with the employee who is being rated. The ratings are done on standardised forms. Since an expert is handling the appraisal process, in consultation with the supervisor, the ratings are more reliable. However, the use of HR experts makes this approach costly and impractical for many organisations. 6.3.5 Problems with Performance Appraisal The problems inherent in performance appraisal may be listed thus: 1. Judgement Errors: People commit mistakes while evaluating people and their performance. Biases and judgement errors of various kinds may spoil the show. Bias here refers to inaccurate distortion of a measurement. These are: (i) First impressions (primacy effect): The appraiser's first impression of a candidate may colour his evaluation of all subsequent behaviour. In the case of negative primacy effect, the employee may seem to do nothing right; in the case of a positive primacy effect, the employee can do no wrong (Harris, p.192). (ii) Halo: The Halo error occurs when one aspect of the subordinate's performance affects the rater's evaluation of other performance dimensions. If a worker has few absences, his supervisor might give the worker a high rating in all other areas of work. Similarly an employee might be rated high on performance simply because he had a good dress sense and comes to office punctually!

Lesson 6 - Role of Leadership Notes 159 (iii) Horn effect: The rater's bias is in the other direction, where one negative quality of the employee is being rated harshly. For example, the ratee does not smile normally, so he cannot get along with people! (iv) Leniency: Depending on rater's own mental make-up at the time of appraisal, raters may be rated very strictly or very leniently. Appraisers generally find evaluating others difficult, especially where negative ratings have to be given. A professor might hesitate to fail a candidate when all other students have cleared the examination. The leniency error can render an appraisal system ineffective. If everyone is to be rated high, the system has not done anything to differentiate among employees. (v) Central tendency: An alternative to the leniency effect is the central tendency, which occurs when appraisers rate all employees as average performers. For example, a professor, with a view to play it safe, might give a class grades nearly equal to B, regardless of the differences in individual performance. (vi) Stereotyping: Stereotyping is a mental picture that an individual holds about a person because of that person's sex, age, religion, caste, etc. By generalising behaviour on the basis of such blurred images, the rater grossly overestimates or underestimates a person's performance. For example, employees from rural areas might be rated poorly by raters having a sophisticated urban background if they view rural background negatively. (vii) Recency effect: In this case, the rater gives greater weightage to recent occurrences than earlier performance. For example, an excellent performance that may be six or seven months old is conveniently forgotten while giving a poor rating to an employee's performance which is not so good in recent weeks. Alternatively, the appraisal process may suffer due to a 'spillover effect' which takes place when past performance influences present ratings.

2. Poor appraisal forms: The appraisal process might also be influenced by the following factors relating to the forms that are used by raters: TM The rating scale may be quite vague and unclear. TM The rating form may ignore important aspects of job performance. TM The rating form may contain additional, irrelevant performance dimensions. TM The forms may be too long and complex.

3. Lack of rater preparedness: The raters may not be adequately trained to carry out performance management activities. This becomes a serious limitation when the technical competence of a ratee is going to be evaluated by a rater who has limited functional specialization in that area.

Leadership and Team Effectiveness Notes 160 The raters may not have sufficient time to carry out appraisals systematically and conduct thorough feedback sessions. Sometimes the raters may not be competent to do the evaluations owing to a poor self- image and lack of self-confidence. They may also get confused when the objectives of appraisal are somewhat vague and unclear.

4. Ineffective organizational policies and practices: If the sincere appraisal effort put in by a rater is not suitably rewarded, the motivation to do the job thoroughly finishes off. Sometimes, low ratings given by raters are viewed negatively by management – as a sign of failure on the part of rater or as an indication of employee discontent. So, most employees receive satisfactory ratings, despite poor performance. Normally, the rater's immediate supervisor must approve the ratings. However, in actual practice, this does not happen. As a result, the rater 'goes off the hook' and causes considerable damage to the rating process.

6.3.6 Essential Characteristics of an Effective Appraisal System

Appraisal system, to be effective, should possess the following essential characteristics:

1. Reliability and validity: Appraisal system should provide consistent, reliable and valid information and data, which can be used to defend the organisation – even in legal challenges. If two appraisers are equally qualified and competent to appraise an employee with the help of same appraisal technique, their ratings should agree with each other. Then the technique satisfies the conditions of inter-rater reliability. Appraisals must also satisfy the condition of validity by measuring what they are supposed to measure. For example, if appraisal is made for potential of an employee for promotion, it should supply the information and data relating to potentialities of the employee to take up higher responsibilities and carry on activities at higher level.
2. Job relatedness: The appraisal technique should measure the performance and provide information in job related activities/areas.
3. Standardisation: Appraisal forms, procedures, administration of techniques, ratings, etc., should be standardised as appraisal decisions affect all employees of the group.
4. Practical viability: The techniques should be practically viable to administer, possible to implement and economical to undertake continuously.
5. Legal sanction: Appraisals must meet the laws of the land. They must comply with provisions of various acts relating to labour.
6. Training to appraisers: Because appraisal is important and sometimes difficult, it would be useful to provide training to appraisers viz., some insights and ideas on rating, documenting appraisals and conducting

Lesson 6 - Role of Leadership Notes 161 appraisal interviews. Familiarity with rating errors can improve rater's performance and this may inject the needed confidence in appraisers to look into performance ratings more objectively.

7. Open communication: Most employees want to know how well they are performing the job. A good appraisal system provides the needed feedback on a continuing basis. The appraisal interviews should permit both parties to learn about the gaps and prepare themselves for future. To this end, managers should clearly explain their performance expectations to their subordinates in advance of the appraisal period. Once this is known, it becomes easy for employees to learn about the yardsticks and, if possible, try to improve their performance in future.

8. Employee access to results: Employees should know the rules of the game. They should receive adequate feedback on their performance. If performance appraisals are meant for improving employee performance, then withholding appraisal result would not serve any purpose. Employees simply cannot perform better without having access to this information. Permitting employees to review the results of their appraisal allows them to detect any errors that may have been made. If they disagree with the evaluation, they can even challenge the same through formal channels.

9. Due process: It follows then that formal procedures should be developed to enable employees who disagree with appraisal results (which are considered to be inaccurate or unfair). They must have the means for pursuing their grievances and having them addressed objectively. Performance appraisal should be used primarily to develop employees as valuable resources. Only then it would show promising results. When management uses it as a whip or fails to understand its limitations, it fails. The key is not which form or which method is used (Mathis and Jackson).

6.4 USEFUL HABITS FOR LEADERS The great man theory holds that most of the major historical events and the creation of powerful organisations are the work of a few outstanding figures. Thomas Carlyle, the English philosopher, stated

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that the "history of the world is but the biography of great

men". Included in this category are individuals such as Winston Churchill, Mahatma Gandhi, Julius Caesar, Jesus Christ, Alexander the Great and other prominent historical figures. Advocates of this approach also stated that great men can be found in certain families with unusual frequency and that there may be a genetic reason for this. In the twentieth century, the Kennedy family is cited as an example. Thus, this theory holds that leaders are born not made. Successful leaders, accordingly, are said to possess certain qualities that separates them from the 'crowd'. Some of the qualities that commonly make them for good leadership personality are:

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z Intelligence: The leader is expected to possess intelligence above that of his followers. He should be able to examine the problems in the right way. He should be able to pass on his directions in a simple and easy-to-understand style, keeping the feelings of subordinates in mind.

z Communication Skills: Language and the ability to write and speak with felicity are essential to enable the leader to transform his ideas to his followers. He should be able to communicate goals, plans, procedures clearly and persuade the subordinates to follow his guidance.

z Emotional Balance: A leader must hold his emotions well in control, especially in situations of a crisis nature. He should neither be crushed by defeat nor over-elated by victory. He should have high frustration tolerance. He should be free from bias, logical in his actions and refrain from any demonstration of emotion such as impatience, anger or contempt for any of his followers.

z Technical Skills: A good leader should have mastery over the technicalities of the operations in which he guides his followers. He might not be superior to all of his followers in technical skills, but he should be able to provide guidance to them in a competent way and command their respect.

z Inner Drive: A good leader should be a self-starter. The desire to be a leader should come from within the individual. He should have an intense urge to keep accomplishing and scale new heights. He should work for success and set an example for others. He need not be complimented, praised and rewarded at every turn to stay motivated. As he reaches one goal, he aspires to a new goal. One success becomes a challenge to greater success.

z Energy: Good leaders must possess mental and physical energy in ample measure. Leaders often work long hours at difficult tasks, and they must have the stamina to withstand such rigours. Perhaps, the wish to be and to remain a leader motivates a person to put such energy into this role as a leader.

z Human Relations Skills: Developing and dealing with people is an important part of the leader's role. A good leader should know a great deal about human behaviour, so that he can sense the feeling of his followers; so that he will know their loves, hates and fears and know how they will react when facing certain situations. He must understand his own feelings and motivations and accept others. He should perceive his employees in a positive way. No thought should be given to manipulating others to further selfish ends.

z Teaching Skills: A good leader should be a good teacher. Since the basic role of a leader is to show followers a better way to achieve both their own and organisational objectives, it follows that the leader must have the

Lesson 6 - Role of Leadership Notes 163 ability to impart knowledge to people. To this end, he should make suggestions, ask leading questions, demonstrate actions, and correct errors. Whatever tactic he chooses, teaching ability is an important attribute of a good leader. 6.4.1 Evaluation The theory, thus, leans heavily toward the thinking that leaders are born, not made. It is, therefore, essential to staff the organisation with born leaders. Given our present knowledge about leadership, it is simply not possible to do this. If leaders are presumed to be born, there is no need to develop them. There is also no use trying to develop 'non-leaders' since by definition, this is not possible. Although the great man theory is an interesting approach to leadership, the in-depth analysis of a few exceptional individuals does not give us systematic insights into what is generally needed for leadership success. The theory is limited to hindsight, as we have not yet developed a method of developing 'great' people: we have only been able to observe them after they have achieved their greatness. It is small wonder; this theory has lost most of its appeal since World War II. To its wide approach of study, Leadership involves providing vision, direction, coordination, and motivation toward achieving emergency management goals. These skills are necessary whether dealing with subordinates, those with more authority than you, your peers in partner organizations, volunteers, or the public. As an emergency management professional, you must be able to use leadership and influence effectively to lead your organization and the community in planning for, preventing, and responding to emergency situations and disasters. That influence is dependent on what level of leadership do you possess:

- z Level 1: Position: People follow because they have to.
- z Level 2: Permission: People follow because they want to.
- z Level 3: Production: People follow because of what you have done.
- z Level 4: People Development: People follow because of what you have done for them.
- z Level 5: Personhood: People follow because of who you are and what you represent.

Hard work is required to gain influence and right to become a leader. 6.4.2 Characteristics of A Good Leader

- z A leader has a passion to lead and serve people: Passion is nothing but a burning desire to contribute his best for the people without expecting its returns. Only when he is passionate, he can ignite passion among his followers.

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- z He should have a vision and common goal and objective which will interest the people to come forward and help him to realize them. Only, when the vision is strong, then the mission can be strong. He knows 'where to go' and he directs his followers continuously by showing 'how to go'.
- z He should be a self motivator and only self motivators become self-starters. He should be filled up with strong convictions and should be highly motivated so that he can maintain higher levels of energy among his followers.
- z A leader always lives in the effective zone and they get excited by always being in the effective zone. Zig Zigler Zig says that 97% people live in comfort zone and only 3% of the people live in effective zone. They love to face challenges continuously.
- z Leader always look for excellence not for perfection. They always look at the things positively and are firm optimists.
- z Leaders are excellent net workers and thrive on network. Even if they fall, they rise because of their strong networks.
- z They are men of integrity and strong character.
- z They are very firm in their commitments and convictions.
- z They have a higher tolerance level and have a positive bent of mind towards other people's sentiments and cultures.
- z They maintain stoic silence and display mental and emotional stability even during extreme provocations or failures.
- z They never beat around the bush and always remain focused. They can be neither distracted nor diverted from their cherished goals and objectives.
- z They are effective motivators and communicators.

6.4.3 Leadership is influence — nothing more, nothing less Knowing how to influence is an essential part of leadership. And to be a powerful leader means knowing how to successfully use nine different types of influence. To garner influence on a continuous basis, individuals need to have credibility, reputation, a high Social Intelligence and Emotional Intelligence quotient, flexibility and integrity. There are other personal traits such as high self esteem and vision that have a positive effect on an individual's ability to have effective leadership. In the book "21 Irrefutable Laws of Leadership," Maxwell explained that the following can't be assumed as leaders:

- z Management: Managers can maintain direction but can't change it. Leaders can create positive change and move people to that direction because of their influence.

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- z Entrepreneurs / Salespeople: They can persuade people for a moment to buy items but not necessarily hold long-term influence with their customers.
- z Knowledgeable persons or experts: Having great knowledge (as power) doesn't equate to leadership.
- z Pioneers: Being the first is not the same as leading.
- z Position: It is not the position that makes the leader. It is the leader that makes the position. He reminds readers of key insights that include:
 - z Everyone influences someone. Realizing your potential as a leader is your responsibility.
 - z We never know who or how much we influence.
 - z The best investment in the future is a proper influence today.
 - z What kind of an influencer will you be?
 - z Influence is a skill that can be developed.
- z Maxwell cited Robert Dilenschneider, author of Power and Influence: Mastering the Art of Persuasion, for sharing the idea of a "power triangle" comprised of communication, recognition, and influence. You start to communicate effectively. This leads to recognition and recognition in turn leads to influence. Figure 6.1: Sphere of Authority

Leadership and Team Effectiveness Notes 166 The Sphere of Authority is defined as a legitimate right to exercise influence as a leader based on one's position within an organization. It works best in large bureaucratic organizations and is a major mechanism of political leadership. It is usually a vertical relationship, a top-down mechanism associated with obedience and compliance. Example: People follow a doctor's instruction because that person has expert but we do what a police officer says because the officer represents authority. Influence through Coaching Coaches (and by extension, mentoring and teaching) provide people new knowledge and more importantly, new skills. So consultants are not coaches, neither are most executives. Traditionally, managers and supervisors have never assumed the mantle of leadership required functioning as a coach—telling someone what to do is not the same as showing someone how to do it. Neither do the vast majority of CEO's. Persuasive Influence Long a key skill of great sales people throughout history, persuasion becomes a bulwark for the leadership when authority does not work. Technically, persuasion ends with someone saying, "I agree." But agreement doesn't mean people will actually take action. Unfortunately, persuasion requires a fair amount of sales savvy and a fairly sophisticated understanding on attitude change and cognition. The Motivational Sphere of Positive Reinforcement the two types of reinforcement and two types of punishment fit within a theory of psychology known as operant conditioning. Some refer to it more of a learning theory, while others think operant conditioning is a theory of motivation. It's influence lies in the fact that consequences work in both people and animals. The Motivational Sphere of Punishment Positive and negative punishment has a very narrow definition in operant conditioning. In this case, the definition is going to be expanded to include the threatened use of a punishment. One could make an argument that the threatened use of punishment (escape-avoidance) can reduce undesired behavior just as much as much psychological pain as its real use. Something best used when all other forms of leadership influence don't work, it's proper use is subject to legal statutes and ethical constraints to decrease undesired behavior. Relationship Influence Not considered a sphere of influence by many leaders, its power lies in a both knowing how to develop, maintain and repair relationships. In many cultures, such as in Latin American and Asia, business leaders place a great deal of emphasis on relationship. Typically, business does not begin until a sound relationship is established. And doing business gets difficult when that relationship gets strained.

Lesson 6 - Role of Leadership Notes 167 Influence through Expertise the projection of leadership expertise is somewhat of a paradox. There are experts with little influence and ignorant dolts who seem speak the gospel. Experts are people whom we think have valuable information. Often they are people who know how to make the right decision or solve that intractable problem. It helps to have depth of knowledge to be perceived as an expert, and this is an important part of the success doctors, lawyers and consultants experience. Influence through Vision Few leaders harness the influence of vision to motivate people and themselves to accomplish great events. Those that have it seem to harness an inner strength that keeps pushing them forward on a path no matter how difficult. The visionary leader also understands how to influence people through the use of expectations. Setting positive and negative expectations exert tremendous influence, but few leaders understand how to use them properly. Influencing People with Charisma Charismatic leadership is one of the most powerful methods of leader influence, but also one of the most elusive. It's difficult to develop, but well worth the effort. Self Assessment Fill in the blanks: 9. Leadership is _____ nothing more, nothing less. 10. The sphere of authority works best in large _____ organizations and is a major mechanism of political leadership. 11. The two types of reinforcement and two types of punishment fit within a theory of psychology known as _____ conditioning. 6.5 SELF-LEADERSHIP: MANAGING SELF, TIME, EMOTIONS AND PEOPLE In organisations leader development programmes revolve around education, training, job experience, and coaching, not giving due respect to self-help which contributes heavily to developing leadership capabilities. Self-help takes many forms including working on one's own to improve communication skills, to develop charisma, and to model effective leaders. Two major components of leadership self-development are self-awareness and self-discipline. 6.5.1 Leadership Development through Self-awareness An important mechanism underlying self-development is self-awareness, insightfully processing feedback about oneself to improve personal effectiveness. For example, a managerial leader might observe that three key group members left her group over a six month time span. The leader might

Leadership and Team Effectiveness Notes 168 defensively dismiss this fact with an analysis such as, "I guess we just don't pay well enough to keep good people." Her first analysis might be correct. With a self-awareness orientation, however, the leader would dig deeper for the reasons behind the turnover. She might ask herself, "Is there something in my leadership approach that creates turnover problems?" She might ask for exit interview data to sharpen her perceptions about her leadership approach. What is Self-awareness? Self-awareness is knowing your motivations, preferences, and personality and understanding how these factors influence your judgment, decisions, and interactions with other people. Self-awareness includes many things. Your internal feelings and thoughts, interests, strengths and limitations, values, skills, goals, abilities, leadership orientation, and preferred communication style are just a few of the elements that comprises self-awareness. Self-awareness or self-knowledge is the starting point for effectiveness at work. Machiavelli wrote, "To lead or attempt to lead without first having knowledge of self is foolhardy and sure to bring disaster and defeat." Benefits of Self-awareness The benefits accrued by self-awareness contain following:

- z Introduction understanding yourself in relation to others.
- z Developing and implementing a sound self-improvement program.
- z Setting appropriate life and career goals.
- z Developing relationships with others.
- z Understanding the value of diversity.
- z Managing others effectively.
- z Increasing productivity.
- z Increasing your ability to contribute to organizations, your community, and family.

How to Gain Self-awareness? The first step to becoming aware of ourselves is to recognize our weaknesses, strengths, biases, attitudes, values, and perceptions. There are many ways to enhance our self-awareness. Some of these include analyzing our own experiences. One means to gain insight into ourselves is through reflecting on, examining, and analyzing our behaviour, personality, attitudes, and perceptions:

- z Behaviour is the way in which we conduct ourselves-the way in which we act. Our behaviour is influenced by our feelings, judgments, beliefs, motivations, needs, experience, and the opinions of others. Patterns of

Lesson 6 - Role of Leadership Notes 169 behaviour develop through our reactions to events and actions over a period of time.

- z Motivation: The drive to pursue one action over another. What underlying factors move you to make a particular decision or choice? For example, what drives you to do a good job? The answer might be a competitive nature, strong achievement orientation, or a difficult childhood experience. Being aware of your core drivers, those things that motivate you-positively and negatively-can help you understand the roots of your behaviour and make adjustments as necessary to modify your behaviour.
- z Modes of thinking: The way you process the various inputs received by the brain. How do you analyze information and make judgments about how, to use and apply that information? For example, do you process information quietly by reflecting on your own, or do you process information out loud by talking with others? Being aware of how you take in and make sense of information can help you understand how you make judgments and decisions that lead to choosing one behaviour or course of action over another.
- z Modes of acting: The course of action you apply in a given situation. What approach do you choose to apply in response to stimuli, events, people, thoughts, and feelings? For example, when someone does something that offends you, do you react in anger? Or do you react quietly, assessing your options before acting? Being aware of how you express your reaction' to the things that happen to and around you can help you understand the alternatives available to you when certain events arise.
- z Modes of interacting: The way in which you communicate and share ideas, opinions, and feelings with others. Whom do you feel comfortable relating to? How do you typically share your thoughts, feelings, and ideas with others? For example, are you comfortable in large groups of people? In team situations? Or do you prefer to work on your own? Being aware of how you talk to and work with others can help you understand how your preferred style meshes with those with whom you work and live.

6.5.2 Self-discipline One of the hallmarks of Leadership is Self-discipline. "Self-discipline is the ability to make yourself do what you should do when you should do it, whether you feel like it or not." Another way to see self-discipline is not letting your emotions or hard feelings take on you. A self-disciplined person controls himself or herself, because he or she knows that only by doing the things that is committed to, is the way to achieve his or her vision. Every Great leader has shown tons of self-discipline in the key areas of their lives. Mahatma Gandhi, Churchill, Thatcher, Kennedy, Luther King Jr., and so on. Self-discipline is essential to leadership; you can't pretend to be a leader, if you don't have some

Leadership and Team Effectiveness Notes 170 discipline in your life. After all, leader is a model for others, and people look for discipline in the core foundation of their leaders. Discipline is the flip side of commitment. People with high levels of self-discipline most of the time have a tremendous self-esteem because they're committed in all they do. They don't lose time on things they don't want. They appreciate their time, and other's too. Self-discipline is a skill, and as such it can be learned. Five Pillars of Self-discipline The five pillars of self-discipline are: z Acceptance z Willpower z Hard Work z Industry z Persistence. If you take the first letter of each word, you get the acronym "A WHIP" - a convenient way to remember them, since many people associate self-discipline with whipping themselves into shape. Importance of Self-discipline The most basic defining moment demands that leaders resolve the issue of self-discipline, which has serious implications for their future. First victory, all the great men won was over themselves. Self-discipline was their number one responsibility. "The higher leaders climb up the corporate ladder the greater their burden of responsibility and their need to re-evaluate themselves and their whole self." Once you have mastered self-discipline, there is plenty of guidance available on leading others. Leadership of others is the subject of hundreds of books and courses. Self-leadership, however, involves self-discipline, self-regulation, personal growth, and is vital for achievement of our goals, even if we never lead another person. "People have to know themselves and understand their environments in order to adapt and learn." Leaders who do not understand themselves are unlikely to have an accurate view of others or be sensitive to others' feelings, needs, and attitudes. "To be effective, leaders need insight into their skills and capabilities and how others react to them." Self-discipline, honesty, gentleness, blamelessness, temperance, and vigilance are all qualities that we can control. Self-discipline produces a specific character or pattern of behaviour - moral, physical, or mental development in a particular direction. In organizations, there are times when leaders fall away

Lesson 6 - Role of Leadership Notes 171 from these characteristics through personal loss or personal sin. Building and developing these characteristics is not something we just earn from a book or hear from a sermon. We must actively and continually engage ourselves in order to focus on self-discipline. "It's after we have contemplated our own actions, measuring how they align with our values, intentions, and words, that we are most likely to make a contribution of integrity to the world." How to Create Self-discipline z Make the expectations clear: People need to know exactly what is expected of them. z Praise and reward self-discipline: Praise the individual, offer support and make sure the idea or process is implemented. Tell the person how much you appreciate their contribution and that you hope the contributions continue. Reward the person in ways that are important to the individual. z Treat the people as if they are adults, which they are: Think about how adults want to be treated. They want minimal rules and guidelines, only the policies necessary to ensure an ordered, fair, consistent work environment. They want to provide input about any decision that involves themselves or their work. z Provide good training: Provide training in problem solving and in process improvement so people have the tools they need to contribute to continuous improvement. z Teach internal control: Many organisations use rewards and punishments to help their employees behave, but employees need more than this to learn to do the right thing. In fact, rewards and punishments often defeat the purpose because they require outside factors to control behaviour. z Give responsibilities: Self-discipline comes from self-responsibility. z Let leaders make decisions: Encourage Leaders to learn decision-making skills as early as possible. "Choices offer a sense of power and control," explains Fletcher. In addition to offering choices to employees, it is also necessary to hold employees accountable for their decisions. z Let employees make mistakes: All people, young and old alike, learn from their mistakes. If your employee makes a poor choice, instead of stepping in to resolve the issue, discuss with her how she can make it right. z Be compassionate: Be compassionate and understanding of how difficult self-discipline can be. Acknowledge the feelings of sadness, anger or disappointment that sometimes come as a result of making the right choice.

Leadership and Team Effectiveness Notes 172 6.5.3 Emotional Competencies Indian executives showed significantly lower levels of ambiguity tolerance, empathy, energy and confidence compared to Western "Best-in-Class" leaders. This indicates that they may be less comfortable with uncertainty, perhaps less sensitive to the feelings of others, and that they might even be less willing to take risks and to "stand alone" than their Western counterparts. Indian Emotional Competencies So, while India is well-known for its entrepreneurial and highly-educated talent base, the country will need to continuously focus on developing leaders capable of managing and inspiring highly complex and multicultural organizations. In the evolving global management culture, strategic decisions are made, or at least approved, on the highest rungs of the corporate ladder. Those decisions require a lot of accurate information, much of which lies deep within business units that are a long distance from Delhi, Mumbai, and Bangalore. Over time, Indian leaders will likely need to adopt a leadership style that is more open and participative to access the information necessary for making the complex decisions required of global businesses. Sophisticated companies everywhere now differentiate between high performing managers and those that are truly high potential, i.e., what Korn/Ferry calls "learning agile" executives. By properly assessing who the high potential managers are, firms can make rational decisions about who they invest in. Based on the assessments done in India to-date, for Indian companies this investment will likely be in the development of social and participative leadership styles, as well as stronger international communication skills. In some cases, the gap between what firms have and what they need will be too large; at this point recruitment from the outside will be the optimal way to ensure that an effective global management team is in place.

Lesson 6 - Role of Leadership Notes 173 6.5.4 Emotional Intelligence Salovey and Mayer (1990) defined EI as "

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the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking

and actions." Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. At the present time, there are three main models of EI : z Ability EI models z Mixed models of EI z Trait EI model Ability EI Models The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model proposes that EI includes four types of abilities:

1. Perceiving emotions: The ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions: The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions: The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions: The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Leadership and Team Effectiveness Notes 174 Mixed Models of EI The Emotional Competencies (Goleman) Model The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs: 1. Self-awareness is the ability to recognize a feeling as it happens, to accurately perform self-assessments and have self-confidence. It is the keystone of emotional intelligence (Goleman, 1995). 2. Self-management or self-regulation is the ability to keep disruptive emotions and impulses in check (self-control), maintain standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation). 3. Motivation is the emotional tendency guiding or facilitating the attainment of goals. It consists of achievement drive (meeting a standard of excellence), commitment (alignment of goals with the group or organization), initiative (acting on opportunities), and optimism (persistence reaching goals despite set backs). 4. Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others. 5. Social skills are fundamental to emotional intelligence. They include the ability to induce desirable responses in others by using effective diplomacy to persuade (influence); listen openly and send convincing messages (communicate); inspire and guide groups and individuals (leadership); nurture instrumental relationships (building bonds); work with others toward a shared goal (collaboration, cooperation); and create group synergy in pursuing collective goals. These five characteristics will be shown to apply to a leader's ability to make effective decisions. Goleman points that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The Trait EI Model Petrides and colleagues (Petrides, 2009) proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI is "a constellation of emotion-related self-perceptions located at the lower levels of personality". In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioural dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be

Lesson 6 - Role of Leadership Notes 175 investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy. 6.5.5 Effect of Empathy and Emotional Intelligence on Leadership Effective management of organizations and human resources is facing enormous challenges. Organizations are downsizing, reengineering themselves to compete in the global market and facing an explosion of available information (Luthans, 1998). Max Messmer (1999), CEO of Robert Half, said in a recent survey of 150 executives from some of the nation's largest companies, that leadership skills were identified as the most important assets of managers. James E. Perrella (1999), Chairman, President and CEO, Ingersoll- Rand Company, stated: "America is moving from a manufacturing economy to a value-added, service- oriented economy. And at the heart of service is relationships: interpersonal relationships; intergroup relationships; and interdepartmental relationships. The ascendance of work teams in large organizations puts a new premium on relationship team skills. Among others, this set of skills includes the following competencies: 1. communicating or listening openly and sending convincing messages, 2. managing conflict, which entails negotiating and resolving disagreements, 3. inspiring and guiding individuals and groups as a leader, 4. initiating and managing change, and 5. collaborating and cooperating with others toward shared goals (Perrella, 1999). These examples indicate the growing importance of finding, hiring, training, and retaining leaders with high emotional intelligence". Task "Perhaps the foggiest idea in the field of management is leadership. Yet, despite the fog that obscures its outline and hinders an understanding of leadership, all sorts of organisations are busy trying to develop it". Discuss it. Self Assessment Fill in the blanks: 12. _____takes many forms including working on one's own to improve communication skills, to develop charisma, and to model effective leaders. 13. Two major components of leadership self-development are self-awareness and _____.

Leadership and Team Effectiveness Notes 176 14. _____ is knowing your motivations, preferences, and personality and understanding how these factors influence your judgment, decisions, and interactions with other people. 15. _____ is the flip side of commitment. ABN AMRO BN AMRO is a prominent international bank; its history goes back to 1824. ABN AMRO ranks 8th in Europe and 13th in the world based on tier 1 capital, with over 4,500 branches in 53 countries, a staff of over 110,000 fulltime equivalents and total assets of EUR 999 billion (as at 30 September 2006). In a global market where there is an aging working population, competition for the best people is growing. The future success of ABN AMRO depends on the quality of its people and their ability to read and react fast to the changing business market. Critical to achieving their competitive edge ABN AMRO concluded that minimizing the cost and disruption labor turnover causes, plus developing and challenging its people was central. Fundamentally it was imperative to identify and manage their talent pool (i.e. those individuals who are crucial to the business; who add value through their business leadership or through their personal specialism). The following are required: 1. a system that would support 2. The collection of people data emerging from global Talent and Succession Planning processes 3. Minimize HR time in finding and developing information on Personnel 4. Drive and facilitate the administration of the process itself 5. Provide both qualitative and statistical reporting capabilities 6. The ability to actively support Talent Management and Development by identifying and tracking specific 'Talent Pools' 7. A system that would be tailored to ABN AMRO processes. Question What would have you done if you were a C.E.O. of ABN AMRO? SUMMARY z Leadership involves providing vision, direction, coordination, and motivation toward achieving emergency management goals. A Lesson 6 - Role of Leadership Notes 177 z Leadership influence involves a group changing direction because of someone's informal influence. z Leadership is always disinterested because if you influence people to support you by appealing to their needs, you are effectively operating as a salesperson, not a leader. z True leadership calls upon you to set aside your personal needs and do something for the good of your group. z Leaders are not born but are made due to external environment and circumstances. z

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. z Leaders carry out this process by applying their leadership attributes such as beliefs, values, ethics, character, knowledge and skills.

z Leadership is a skill not a talent which can be acquired by reading, learning, training, continuous practice and experience. z Everyone should know that leaders are not born but are made due to external environment and circumstances. z Motivation refers to the level, direction and persistence of effort expended in work behavior. z Level signifies the quantum of effort put forth, direction refers to the choice made among available alternatives to expend the effort and persistence refers to the tenacity with which the individual preserves in the job. z Influencing someone's motivation means getting him or her to want to do what you know must be done. KEYWORDS Assessment Centre: It is an appraisal technique that relies on multiple types of evaluation and multiple raters. Behaviour : Behaviour is the way in which we conduct ourselves-the way in which we act. Behaviourally Anchored Rations Scale: It is an absolute assessment technique wherein critical incidents are identified and a range of performance possibilities (from poor to good) are described for each dimension. Counseling: The discussion of an employee's problem with a view to help the employee cope with it. Empathy: Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others.

Leadership and Team Effectiveness Notes 178 Extrinsic motivation : Extrinsic motivation comes from outside of the performer, e.g. the crowd cheer the performer on, this motivates them to do well, or to beat a PB (Personal Best). Forced Choice: A method requiring the rater to select the most descriptive statement in each pair of statements about the employee rated. Halo Effect: Bias which occurs when the rater's personal opinion of a specific trait of employee influencing the rater's overall assessment of performance. Influence: It is about being true to a unique personal path, whether or not there are followers. The irony is that by following this path, followers often come. Intrinsic motivation : Intrinsic motivation is the motivation that comes from inside the performer, e.g. they compete for the love of the sport. Managing emotions: The ability to regulate emotions in both ourselves and in others. MBO: An approach in which employee and supervisor jointly established clear, measurable performance jobs for the future. Modes of interacting: The way in which you communicate and share ideas, opinions, and feelings with others. Motivation: It refers to the level, direction and persistence of effort expended in work behavior. Paired Comparison: A method that compels raters to compare each employee with all other employees who are being rated in the same group. Perceiving emotions: The ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts- including the ability to identify one's own emotions. Performance Appraisal: A systematic and objective way of evaluating both work-related behaviour and potential of employees. Ranking: Listing employees from best to worst. Rating Scale: A method which requires the rater to provide a subjective performance evaluation along a scale from low to high. Reinforcement: It is intended to create a measured increase in the rate of a desirable behavior following the addition of something to the environment. Resource Accounting: It is a sophisticated way to measure the effectiveness of personnel management activities and the use of people in an organization. Reward: A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. Self-discipline : Self-discipline is the ability to make yourself do what you should do when you should do it, whether you feel like it or not."

Lesson 6 - Role of Leadership Notes 179 Understanding emotions: The ability to comprehend emotion language and to appreciate complicated relationships among emotions. Using emotions: The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. REVIEW QUESTIONS 1. What is 'Motivation'? How does it differ from reinforcement? 2. Discuss various theories of motivation. 3. What are perceiving emotions? 4. What is managing emotions? 5. Differentiate between empathy and social skills. 6. Differentiate between single loop learning and double loop learning. 7. Discuss the different spheres of leadership Influence. 8. Leadership is all about influencing he followers. 'Yes' or 'No'? Support your answer. 9. What characteristics must a good leader possess? 10. How team members can be motivated towards the achievement of organizational objectives? 11. Leadership experts cite the following reasons for failure of leaders: arrogant, distant, eccentric, impulsive, interpersonal insensitivity, perfectionist, volatile, argumentative, arrogant and cautious. Why do you think these factors might lead to leadership failure? What could leaders do to avoid these? 12. Assess yourself as a leader based on what you have read in previous units. What are your strengths and weaknesses? 13. Describe in detail the process of performance appraisal. 14. "Management by objectives is not a technique of performance appraisal but it denotes a systematic process of performance appraisal". Explain critically. 15. Discuss the merits and demerits of critical incident technique and graphic rating scales. 16. Why does current thinking indicate that appraisal for training should be conducted separately from appraisal for promotion? 17. To what extent appraisal problems can be minimised through computerisation and by taking adequate precautions? 18. Explain the post-appraisal interview problem between the superior and the subordinate.

Leadership and Team Effectiveness Notes 180 19. What are the three methods of appraisal? Which method would you prefer as: (i) an employee (ii) as a manager? Why? 20. Evaluate the significance of performance appraisal in an educational institution. How would you make it more effective? 21. "Performance appraisal is not merely for appraisal but is for accomplishment and improvement of performance". Discuss. 22. "Some of the so-called modern industries still follow traditional technique of performance appraisal". Do you agree? If yes, defend your argument with reasoning. Answers to Self Assessments 1. motivated 2. external 3. Motivation 4. Level 5. persistence 6. Extrinsic 7. Intrinsic 8. leader 9. Influence 10. Bureaucratic 11. Operant 12. Self-help 13. self-discipline 14. Self-awareness 15. Discipline FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley Schein, E. H. Organizational culture and leadership. San Francisco: Jossey-Bass. Hochschild, A. R. .

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Leadership and Team Effectiveness Notes 182 LESSON 7 - LEADERSHIP:INTERPERSONAL TRUST AND INTERGROUP CONFLICTS CONTENTS Learning Objectives Introduction 7.1 Making a Good Team 7.1.1 Let Go 7.1.2 Clarify Team Purpose 7.1.3 Develop Team Member Skills 7.1.4 Building an Effective Executive Leadership Team 7.2 Building a Cohesive Team 7.2.1 Team Building Success Factors 7.3 Enhancing Interpersonal Trust 7.4 Interdependence of Groups 7.4.1 Positive interdependence 7.4.2 Individual Accountability/Personal Responsibility 7.5 Basics of Conflict 7.5.1 Stages of Conflict 7.6 Nature of Conflict in Organizations 7.6.1 Types of Conflict 7.6 Conflict Management 7.6.1 Conflict Resolution 7.6.2 Key Components of Conflict Resolution 7.6.3 Methods of Resolving a Conflict 7.6.4 Conflict Resolution Strategies 7.6.5 Mistakes to Avoid in Conflict Resolution 7.6.6 Five Tools to Get Information to Move Toward Resolution 7.6.7 How can Managers 'manage' Conflict in organizations? 7.7 Negotiation 7.7.1 Types of Negotiators Contd....

Lesson 7 - Leadership:Interpersonal trust and Intergroup Conflicts Notes 183 7.7.2 Negotiation Styles 7.7.3 Strategies of Negotiations 7.8 Johari Window Model: Interpersonal Style 7.8.1 My Public Self or ARENA 7.8.2 My Blind spots 7.8.3 My Hidden Self or Facade 7.8.4 My Unconscious Self or the Unknown Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: 1. Explain Making a Good Team and Building a Cohesive Team 2. Understand Enhancing Interpersonal Trust 3. Focus on Interdependence of Groups 4. Analyze Nature of Conflict in Organizations and elaborate Conflict Management 5. Explain Negotiation and Johari Window Model INTRODUCTION In the previous lesson, we have discussed the Motivation, Counseling, Performance Appraisal. We have also focused on Useful Habits for Leaders and Self-Leadership. Lewicki and Wiethoff focus on the role of trust in personal and professional relationships. They explore the importance of trust to effective conflict management, and suggest techniques for managing distrust and rebuilding trust. Different experts define trust as "an individual's belief in, and willingness to act on the basis of, the words, actions, and decisions of another."(p. 87) Distrust is not merely the absence of trust, but is an active negative expectation regarding another. They identify two bases for trust (or distrust). Calculus- based trust rests on assessments of costs and rewards for violating or sustaining trust, and is more typical of professional relationships. Identification-based

Leadership and Team Effectiveness Notes 184 trust rests on the parties' mutual understanding and affinity, and is more typical of personal relationships such as friendship. As relationships develop and change over time, so does the nature of trust in those relationships. Our trust in another person also varies in different situations and contexts, and so different types of trust, and even trust and distrust, may coexist in the same relationship. Thus, according to expert's opinion, relationships on account of trust is based on four variables: calculus-based trust, calculus-based distrust, identification-based trust, identification-based distrust. In this unit, we will discuss making a good team and building a cohesive team. After this, you will study about enhancing interpersonal trust. After that, you will learn Interdependence of groups, nature of conflict in organizations and conflict management. Further on, you will get to know about negotiation and Johari Window Model.

7.1 MAKING A GOOD TEAM

Building an environment of Teamwork requires effort on the part of all members within a team. It also requires other elements such as direction, structure, processes, team community and working environment to create effective teams.

7.1.1 Let Go

While a strong leader has courage to face reality, accept the consequences, and make hard decisions, this leader also has the courage to share the control. They can step back from a situation and allow team members to tackle tasks in their own manner. He/she does not expect perfection only learning and growth. In fact, a great leader encourages members to take calculated risks in fulfilling their roles.

7.1.2 Clarify Team Purpose

No matter who you are, you cannot do a good job if you don't understand what your role is. An open and candid leader understands the purpose and goals of a team and can clarify these easily. He/she clearly articulates expectations and opportunities for the team and its members. A team leader is open to suggestions and is not offended when team members are reticent.

7.1.3 Develop Team Member Skills

A strategic leader knows they cannot be all things to all people. To grow the teams effectiveness exponentially, team member skills must be cultivated. This is accomplished by individual coaching, giving encouragement, and seeing that resources are available.

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7.1.4 Building an Effective Executive Leadership Team

"Collaboration across boundaries is fundamentally different." – Carly Fiorina

Executive leadership teams, the groups of senior level executives—typically led by the CEO—that drive an organization, have a substantial effect on the company's culture, work environment, strategic direction, and productivity. A well- or poorly-run team can literally mean success or failure in any sized company, because of its impact on an organization's ability to innovate, respond to market challenges, communicate with investors, foster employee loyalty, and manage productivity. Given these high stakes, how can an organization's leader maximize the effectiveness of its executive leadership team. These teams operate using different work styles, usually based on the preferences of the CEO. The two most common styles are:

- z **Leader-centric:** In this model, the CEO uses team meetings to share information, consult with other executives on important issues, and coordinate execution of decisions that the CEO has made. The CEO's style is a forceful one: the team's members maintain loyalty within that style, fully expecting that the CEO will make most of the key decisions. Jack Welch, in his book winning, describes a leader-centric style this way: "By nature, some people are consensus builders. Some people long to be loved by everyone. Those behaviors can really get you in the soup if you are a leader....You are not a leader to win a popularity contest – you are a leader to lead."
- z **Versatile:** In the second model, the CEO aspires to build a more collaborative executive team. While these CEOs still hold the keys, they regularly seek to differentiate between decisions that are best made collaboratively, via team discussion and consensus, and those made by the CEO after consultation and input. The model a CEO chooses can be influenced by a number of factors, but the biggest influencer is the CEO's own beliefs about leadership, and their own perceived—or real—strengths and weaknesses as a leader. CEOs who prefer the leader-centric style are often less comfortable with the personal relationship-building part of their job. They are less skilled with the role of coaching and facilitating, one that is generally required to build a highly interdependent leadership team. Their executive team meetings tend to be more formal and reserved, because they are less comfortable with open discussion, debating different viewpoints, and using varying team decision-making styles based on the requirements of the issue at hand.

Leadership and Team Effectiveness Notes 186 Self Assessment Fill in the blanks: 1. A _____ is open to suggestions and is not offended when team members are reticent. 2. A _____ knows they cannot be all things to all people. 3. CEOs who prefer the leader-centric style are often _____ comfortable with the personal relationship-building part of their job.

7.2 BUILDING A COHESIVE TEAM

Executives, managers and organization staff members universally explore ways to improve business results and profitability. Many view team-based, horizontal, organization structures as the best design for involving all employees in creating business success. No matter what you call your team-based improvement effort: continuous improvement, total quality, lean manufacturing or self-directed work teams, you are striving to improve results for customers. Few organizations, however, are totally pleased with the results their team improvement efforts produce. If your team improvement efforts are not living up to your expectations, this self-diagnosing checklist may tell you why. Successful team building, that creates effective, focused work teams, requires attention to each of the following:

- z Clear Expectations: Has executive leadership clearly communicated its expectations for the team's performance and expected outcomes? Do team members understand why the team was created? Is the organization demonstrating constancy of purpose in supporting the team with resources of people, time and money? Does the work of the team receive sufficient emphasis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders?
- z Context: Do team members understand why they are participating on the team? Do they understand how the strategy of using teams will help the organization attain its communicated business goals? Can team members define their team's importance to the accomplishment of corporate goals? Does the team understand where its work fits in the total context of the organization's goals, principles, vision and values?
- z Commitment: Do team members want to participate on the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Do team members perceive their service as valuable to the organization and to their own careers? Do team members anticipate recognition for their contributions? Do team members expect their skills to grow and develop on the team? Are team members excited and challenged by the team opportunity?

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- z Competence: Does the team feel that it has the appropriate people participating? (As an example, in a process improvement, is each step of the process represented on the team?) Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? If not, does the team have access to the help it needs? Does the team feel it has the resources, strategies and support needed to accomplish its mission?
- z Charter: Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission. Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the leadership team or other coordinating group support what the team has designed?
- z Control: Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter? At the same time, do team members clearly understand their boundaries? How far may members go in pursuit of solutions? Are limitations (i.e. monetary and time resources) defined at the beginning of the project before the team experiences barriers and rework? Is the team's reporting relationship and accountability understood by all members of the organization? Has the organization defined the team's authority? To make recommendations? To implement its plan? Is there a defined review process so both the team and the organization are consistently aligned in direction and purpose? Do team members hold each other accountable for project timelines, commitments and results? Does the organization have a plan to increase opportunities for self-management among organization members?
- z Collaboration: Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members? team leaders? team recorders? Can the team approach problem solving, process improvement, goal setting and measurement jointly? Do team members cooperate to accomplish the team charter? Has the team established group norms or rules of conduct in areas such as conflict resolution, consensus decision making and meeting management? Is the team using an appropriate strategy to accomplish its action plan?
- z Communication: Are team members clear about the priority of their tasks? Is there an established method for the teams to give feedback and receive honest performance feedback? Does the organization provide important business information regularly? Do the teams understand the complete context for their existence? Do team members communicate clearly and

Leadership and Team Effectiveness Notes 188 honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed? z Creative Innovation: Is the organization really interested in change? Does it value creative thinking, unique solutions, and new ideas? Does it reward people who take reasonable risks to make improvements? Or does it reward the people who fit in and maintain the status quo? Does it provide the training, education, access to books and films, and field trips necessary to stimulate new thinking. z Consequences: Do team members feel responsible and accountable for team achievements? Are rewards and recognition supplied when teams are successful? Is reasonable risk respected and encouraged in the organization? Do team members fear reprisal? Do team members spend their time finger pointing rather than resolving problems? Is the organization designing reward systems that recognize both team and individual performance? Is the organization planning to share gains and increased profitability with team and individual contributors? Can contributors see their impact on increased organization success? z Coordination: Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments? Do teams understand the concept of the internal customer—the next process, anyone to whom they provide a product or a service? Are cross-functional and multi- department teams common and working together effectively? Is the organization developing a customer-focused process-focused orientation and moving away from traditional departmental thinking? z Cultural Change: Does the organization recognize that the team-based, collaborative, empowering, enabling organizational culture of the future is different than the traditional, hierarchical organization it may currently be? Is the organization planning to or in the process of changing how it rewards, recognizes, appraises, hires, develops, plans with, motivates and manages the people it employs? 7.2.1 Team Building Success Factors The success of a team building or of a strategic planning activity begins well before the start of the sessions. Use a team to plan the event since you want to model the behavior you seek from the team building sessions you schedule. The likely long-term effectiveness of a team building event or corporate retreat is enhanced when you incorporate annual team building events into an overall company structure. This cultural framework of philosophies, values and practices is designed to build the concept of “team” on a regular basis. In this environment, team building sessions can yield supportive results. If team building and other offsite events are to offer value, their inclusion in an overall corporate structure of philosophies, values and practices is critical.

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 189 People must already operate in a team-oriented environment that is characterized by such philosophies as shared purpose, shared vision, shared mission and a performance development system that enables people to grow both personally and professionally. Or, your organization must be proactively pursuing team work as a business and employee strategy. In such a system, team behaviors are rewarded and recognized. Teams solve problems and improve processes. There is a genuine concern for employees and the policies and work are employee and employee-family friendly. When a problem or failure occurs, the search is not for the guilty, but instead, managers ask, “What about the work system caused that person or team to fail?” When such a structure exists on an ongoing basis within an organization, team building events can enhance and help the system grow stronger. Again, build the team building events around a business purpose to which all attendees can contribute, and you have the opportunity for an energizing, exciting growth opportunity. Successful companies regularly demonstrate their commitment to building team unity, trust and positive morale among their employees in their daily workplace. Without this commitment and the presence of team building success factors, negative effects can result from formal team building or planning sessions. Self Assessment State whether the following statements are true or false: 1. The success of a team building or of a strategic planning activity begins well before the start of the sessions. 2. If team building and other offsite events are to offer value, their inclusion in an overall corporate structure of philosophies, values and practices is critical. 3. People must already operate in a team-oriented environment that is characterized by such philosophies as shared purpose, shared vision, shared mission and a performance development system that enables people to grow both personally and professionally. 7.3 ENHANCING INTERPERSONAL TRUST A confident team leader accepts the differences that exist within a team as a gift. This leader understands that diversity is important to the team’s purpose, and so fosters participation and acceptance from fellow team members. This leader instills trust through humility and integrity, creating a safe environment

Leadership and Team Effectiveness Notes 190 for disagreement. This leader encourages healthy differences, and, when necessary, resolves unhealthy conflicts quickly. Self Assessment State whether the following statements are true or false: 1. A confident team leader accepts the differences that exist within a team as a gift. 2. leader instills trust through humility and integrity, creating a safe environment for disagreement 7.4 INTERDEPENDENCE OF GROUPS Interdependence is the term that is used to connote dependence between two or more people, groups, or things. We may also state it as interdependence is a reciprocal relation between interdependent entities. 7.4.1 Positive interdependence "Positive interdependence is linking group members together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together." "When students clearly understand positive interdependence, they understand that each group member's efforts are required and indispensable for group success and that each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities". Positive goal interdependence ensures that the group is united around a common goal, a concrete reason for being, such as "learning the assigned material and making sure that all other members of your group learn the assigned material". Types of Positive Interdependence Johnson, Johnson and Holubec describe three levels in establishing positive interdependence. The teacher first has to assign the group a clear, measurable task, then structure positive goal interdependence, and finally blend positive goal interdependence with other types of positive interdependence. There are nine types of positive interdependence: z Positive Goal Interdependence: Students must realize that they can achieve their learning goals if, and only if, all the members of their group also achieve their goals. z Positive Celebration/Reward Interdependence: A mutual reward is given for successful group work and members' efforts to achieve it.

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 191 z Positive Resource Interdependence: Each member of the group has only a part of the information, resources, or materials necessary for his or her task. In this way, the members' resources have to be combined so that the group accomplishes its goal. z Positive Role Interdependence: Each member is assigned complementary and interconnected roles that show the responsibilities required by the group to fulfill a common task. z Positive Identity Interdependence: Group members have to find and agree upon a common identity, which can be a name, a motto, a slogan, a flag, or a song. z Environmental Interdependence: Students are bound together by the physical environment in which they work. Thus, the teacher has to find an environment that unifies students. z Positive Fantasy Interdependence: The teacher gives students an imaginary task, for which they have to come up with solutions. Example: A life-threatening situation or dealing with future technology. z Positive Task Interdependence: Work has to be organized sequentially. As soon as one team accomplishes its portion, the next team can proceed with its responsibility, and so on. z Positive Outside Enemy Interdependence: The teacher puts groups in competition with each other. In this way, group members feel interdependent and do their best to win the competition (Johnson, Johnson, & Holubec, 1998). Positive resource, role, and task interdependence result in individuals realizing that the performance of group members depends on the whole group and not on individuals. No student is on his/her own. As a result of mutual causation, cooperative efforts are characterized by positive inducibility in that group members are open to being influenced by each other. If one member of the group has taken an action, there is no need for other members to do so (Johnson & Johnson, 1999). 7.4.2 Individual Accountability/Personal Responsibility "Individual accountability is the measurement of whether or not each group member has achieved the groups' goal. Assessing the quality and quantity of each member's contributions and giving the results to all group members" (Johnson, Johnson, & Holubec, 1998). Individual accountability is the factor that shows that students are learning better cooperatively. "The purpose of cooperative groups is to make each member a stronger individual in his or her own right" (Johnson, Johnson, &

Leadership and Team Effectiveness Notes 192 Holubec, 1998, p. 4:17). After participating in a cooperative lesson, group members should be better able to accomplish the same kind of tasks by themselves. They learn to do something together so that they can do it easier when they are alone. There are many ways to structure and increase individual accountability: by keeping the size of the groups small; by giving an individual test to each student; or by checking for understanding by giving random oral individual examinations. When students have to provide information in the presence of the group, the teacher can also structure individual accountability by observing each group and group member and by keeping track of students' contribution to the group's work. Individual accountability can be structured by assigning one student in each group to check for understanding. The checker poses questions, and the other group members provide rational answers supporting group answers. Students can also teach what they have learned to someone else or edit each other's work (Johnson, Johnson, & Holubec 1998). Self Assessment Fill in the blanks: 1. _____interdependence is linking group members together so one cannot succeed unless all group members succeed 2. Positive resource, role, and task interdependence result in individuals realizing that the performance of group members depends on the whole group and not on_____. 3. _____is the measurement of whether or not each group member has achieved the groups' goal. 7.5 BASICS OF CONFLICT Conflict is a state of discord caused by the actual or perceived opposition of needs, values and interests. Conflict is a part of life. Inside and outside the organization, people are being constantly subjected to conflict. Conflict surface due to limitation of resources, competition and differences in values, goals, attitudes, expectations, etc. Whatever may be the reason. If conflicts are not managed properly they may adversely affect the organization. Effective management of conflict requires, the understanding of the concept of conflict. What is conflict? It is defined as "A process in which an effort is Lesson 7 - Leadership:Interpersonal trust and Intergroup Conflicts Notes 193 purposely made by 'A' to offset the effort of 'B' by some of blocking that will resulting in frustrating 'B' in attaining his or her goals or furthering his or her interest". Conflict also should be defined as the actual or the threatened use of force in any continuing relationship. Force is the attempt to override opposition by an act designed to produce injury to the other party. 7.5.1 Stages of Conflict The various attempts to understand the conflict show that the conflict does not emerge all of a sudden. It is a process. It moves from one place to another and finally it takes the form of individual, group or class conflict. The stage of conflicts may be explained in the following manner.

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Stage I – Potential Opposition The first step in the conflict process is the absence of conditions that

create opportunities for conflict to arise they did not lead directly to conflict, but one of these conditions is necessary if conflict is to arise. z Communication: It is one of the most important factors, which causes conflict. The communication source

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represents those opposing forces that arise from semantic difficulties, misunderstandings and noise in the communication channels.

Researchers indicate that semantic difficulties,

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insufficient exchange of information and noise in the communication channel are barriers to communication and potential antecedent conditions to conflict.

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The potential for conflict increases, when either too little or too much communication takes place.

z Structure: The term structure is used in this context to include variables such as size, degree of specialization in the task assigned to group members,

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jurisdictional clarity, member goal compatibility, leadership styles, rewards systems and the degree of dependence

between groups. Research indicates

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that size and specialization act as forces to stimulate conflict. The larger the group and more specialized the activities, the greater the likelihood of conflict.

Tenure and conflict have been found to be inversely related. The greater the ambiguity in precisely defining the responsibilities, the greater the potential for conflict to emerge. There is some evidence that a chosen style of leadership, tight and continuous observation with general control of the others behaviours increases conflict potential. Rewards

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systems too, are found to create conflict when members gain is at another's expense. Finally, if a group is dependent on

the other group or if interdependence allows one group to gain at another's expense, opposing forces are stimulated. z Personal variables: Personal factors include the individual value systems that each person has and the personality characteristics and that account for

Leadership and Team Effectiveness Notes 194 individual differences. The evidence indicates that certain personality types. Example: Individuals who are

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highly authoritarian and dogmatic and who demonstrate low esteem, lead to potential conflict. Stage II – Cognition and Personalization

In the first stage, the conditions generate frustration and now it becomes actual conflict. The antecedent conditions can only lead to conflict when one or more of the parties are affected by, and cognitive of the conflict. It is necessary one or more of the parties must be aware of the existence of the antecedent conditions, when individuals become emotionally involved, that parties experience anxiety, tenseness frustration or hostility. Stage III – Behaviour When a member engages in an action that frustrates the attainment of another's goals or prevents the furthering of the other's interests. This action must be intended, that is, there must be a knowing effort to frustrate another. The conflict behaviour could be overt and covert. There are other behavioural strategies developed by experts, which include avoidance, diffusion and confrontation. z Avoidance: Avoidance would indicate not facing the conflict. There are various ways people use to avoid conflict. They are ignoring the conflict situation or taking it easy by agreeing to the demands of one of the parties. All these methods of not wanting to face the conflict situation out of fear that the person may not be able to respond or resolve the conflict can be termed as avoidance strategies. Avoidance strategies do not help particularly if the leadership positions are involved. Leaders who avoid the conflicts are seen as lacking courage, and subordinates may increasingly create conflicting situations to weaken such leaders. Also, any issue once avoided may surface again in course of time. However, when intense emotions are involved, avoidance may serve as a good escape strategy. When the people involved are in more congenial or harmonious moods, the issues can be slowly taken up. This strategy however, tends to increase the self-confidence of the people involved in resolving the conflict. z Diffusion: This strategy involves postponement or delaying decisions to cool down the aroused tempers. It may involve focusing on unnecessary issues to avoid the main problem for some time. This strategy may help in temporarily avoiding the problem, but leaves anxiety about future and dissatisfaction of the parties. z Confrontation: This is facing the conflict. Confrontation may involve negotiation and use of authority. Power or authority may be used to sort out the conflict. The authority figure may decide in favour of one of the parties

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 195 or the other, he may reprimand somebody or punish one of the parties, or take decision to rectify the situation. Negotiation is another mechanism of confrontation.

7.6 NATURE

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OF CONFLICT IN ORGANIZATIONS In organisations, conflicts can be interpersonal, intragroup, intergroup or intra organisational in nature. Intra organisational conflict encompasses vertical, horizontal, line-staff, and role conflict.

Let us briefly examine these.

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Vertical conflict refers to conflicts that occur between individuals at different levels. Example: Conflict between the superior and subordinate. Such conflicts could happen because of perceived transgression of psychological contract, inadequate

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or ineffective communication, selective perceptions, misperceptions, incongruence in goals, values, cognition, affect, and

behaviour, and any number of other reasons.

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Horizontal conflict refers to tensions between employees or groups at the same hierarchical level. Horizontal conflict occurs because of interdependence among the parties concerned in the work situation

and/or the common pooled resources shared. For instance, a common typists' pool requires several departments to share a central resource which is likely to produce tensions among the departments, each of which will be inclined to prioritize its own work.

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Incompatibility of goal and time orientations often results in horizontal conflicts.

Example: The production department of a company might want to minimize costs and the marketing department might be keen on increasing custom made products. Here the goal of one is efficiency and the other is of customer satisfaction. In such cases where there is an incompatibility in the goals of two or more units, conflicts will arise. Differences in time orientations are also instrumental in inter-unit conflicts. For example, the operation of the sales department will have a shorter time frame as they make on-the-spot sales. If they want the research and development department who operate on a much longer time frame to come up with new ideas quickly, it is not going to work.

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Conflicts will take place between the units due to the misunderstandings and frustrations experienced by both parties. Horizontal conflict increases as: 1. Functional interdependence

increases among people or groups at the same level (i.e., one has to depend on the other for the completion of its goals); 2.

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More units depend on common resources that have to be shared, for example, raw materials; and 3. The fewer the buffers or inventories for the resources shared. Leadership and

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Line-staff conflict refers to the conflicts that arise between those who assist or act in an advisory capacity (staff) and those who have direct authority to create the products, processes, and services of the organization (line). Staff managers and line managers usually have different personality predispositions, and goals, and come from different backgrounds. Staff managers have specialised skills and expertise acquired through training and education and have greater technical knowledge which is intended to help the line managers who are basically money makers for the organisation. Staff people serve as advisors for the line people in as much as they have the expertise to streamline methods and help in cost-cutting mechanisms. Line managers may

however, feel that the staff people are a nuisance, coming in the way of

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their performance by always telling them how to do their job and thrusting their ideas and methods.

It is not unusual for line people to resent the fact that they have to be "advised" by the staff people. The

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staff people often get frustrated that the line people do not consider all the ideas put forth by them and thereby fail to benefit. Role conflict arises because different people in the organisation are expected to perform different tasks, and pressures build up when the expectations of the members clash in several ways.

This could be either because of: 1. Intersender

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role conflict — different role senders (bosses) expect the individual to perform different things and these expectations and their messages conflict with each other: 2. Interrole conflict — role requirements associated with membership in one group

conflict with role requirements stemming from membership in another group; 3. Intrasender role conflict — when the same boss expects different incompatible behaviours from one person, and 4. Person-role conflict — where thereto requirements of an individual conflict with the individual's moral and ethical values. Examples of each of these would clarify the concepts. Example: An intersender role is the president asking the manager to write up a report on the new project and submit it in the next four days, and the auditor asking the same manager to go with him to audit the branch offices today, tomorrow, and the day after! Here, the manager cannot possibly fulfill both role expectations. Inter-role conflict can be experienced by, a supervisor who just attended the managers' conference where he has been told that strict action should be taken against a group of strikers, and the same supervisor who is also a member of the union being told that "supervisors should protect the striking employees from harm". Here, the supervisor's membership to the two groups results in conflicting loyalties and role expectations. Intrasender role conflict will be experienced by a supervisor who is asked to get a lot of her

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 197 section's work done, while also being asked to take charge of another section, because the supervisor of that section is on a week's casual leave without a replacement. Person-role conflict is likely to be experienced by an individual who is asked by the boss to bribe a government officer to get the job done for the department.

7.6.1 Types of Conflict Conflict within an Individual You can locate conflict at various levels. There could be conflict within oneself — the intrapersonal conflict. Basically, there are three types of such conflicts. You may have an excellent job offer in a city you are not willing to go to. In such a case, you are attracted to and repelled by the same object — an approach-avoidance conflict. Similarly, you may be attracted to two equally appealing alternatives like seeing a movie or going for a picnic — an approach conflict. You may also be repelled by two equally unpleasant alternatives like the threat of being dismissed if you fail to report against a friendly colleague who is guilty of breaking the organisation's rules — avoidance-avoidance conflict. Conflict between Individuals Conflict can also take an interpersonal form. Conflict between individuals takes place owing to several factors, but most common are personal dislikes or personality differences. When there are only differences of opinion between individuals about task related matters, it can be construed as technical conflict rather than interpersonal conflict. Of course, technical and interpersonal conflicts may influence each other due to role related pressures. The sale manager may put the blame for low sales volume on the production manager not meeting his production schedule and may start disliking the production manager as an incompetent person. It is often very difficult to establish whether a conflict between two parties is due to manifest rational factors, or it emanates from hidden personal factors. Conflict between an Individual and a Group These types of intragroup conflicts arise frequently due to an individual's inability to conform to the group norms. For example, most groups have an idea of a "fair day's work" and may pressurise an individual if he exceeds or falls short of the group's productivity norms. If the individual resents any such pressure or punishment he could come into conflict with other group members. Usually, it is very difficult for an individual to remain a group-member and at the same time, substantially deviate from the group norm. So, in most cases, either he conforms to the group norm or quits (or is rejected by) the group. Of course, before taking any such extreme step, he or the other group members try to influence each other through several mechanisms leading to different Leadership and Team Effectiveness Notes 198 episodes of conflict (much to the delight of the researchers in this field called Group Dynamics). Conflict between Groups within an Organisation Intergroup conflicts are one of the most important types of conflict to understand, as typically, an organisation is structured in the form of several interdependent task groups. Some of the usually chronic conflicts in most of the organisations are found at this level, e.g., Union vs. Management, one Union vs. another Union; one functional area like production vs. another functional area like maintenance; direct recruits vs. promotees, etc. The newly emerging field of Organisational Politics has started systematically investigating such types of conflict and in a later section on the effects of conflict we shall give examples of what happens to groups when their conflicts are not solved. Conflict between Organisations Conflict between organisations is considered desirable if limited to the economic context only. The laissez - faire economy is based on this concept. It is assumed that conflict between organisations leads to innovative and new products, technological advancement and better services at lower prices. However, in this Unit we shall refrain from probing into this macro level conflict.

7.6 CONFLICT MANAGEMENT As we have already stated that conflict is any tension that is experienced when one perceives that one's needs or desires are or are likely to be thwarted or frustrated. Such tensions could arise because the person experiences two incompatible desires within the self — that is, experiencing intrapersonal conflict — such as wanting to see a good movie tonight, but at the same time feeling the need to stay at home and study for exam that is to be held the next morning. Here, one goes through intrapersonal tensions or conflict in the process of deciding "to be or not to be". Tensions can also arise because of interpersonal conflict which can be defined as a state in which the concerns of two or more parties appear to be incompatible. The process starts when one party perceives that the other is frustrated or is about to frustrate some concern of the individual (Thomas, 1976). Chung and Megginson (1981) describe conflict as the

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struggle between incompatible or opposing needs, wishes, ideas, interests, or people.

Conflict, they say, arises when individuals or groups encounter goals that both parties cannot obtain satisfactorily. This suggests that conflict could arise due to incongruence in — 1. Goals (that is, the desired end state or preferred outcomes of two or more parties are incompatible).

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2. Values (people having diametrically opposing value systems and experiencing problems in reconciling value differences),
3. Cognition (having conflicting ideas or thoughts);
4. Affect (incompatible feelings and emotions); and
5. Behaviours (acting in ways that are unacceptable to the other).

7.6.1 Conflict Resolution Conflict resolution is the interdisciplinary study and learning of resolving conflict. Because conflicts itself is unavoidable, and contains within itself the potential for both positive and negative effects, conflict resolvers aim to find ways to make conflicts as constructive and cheap as possible for everyone involved. Conflict resolution is a process of working through opposing views in order to reach a common goal or mutual purpose.

Effective Resolution of Conflict Means

- z Acknowledging our own capacity to resolve our disputes and conflict situations with others through considered or 'mindful' communication
- z Taking responsibility for our responses to conflict whether constructive or destructive in their effect
- z Not depending on others to suppress our conflicts for us
- z Not seeking to suppress others' conflicts for them
- z Losing our dependence on others to change but instead to look inward to reflect on and reconsider our own perspective and response to our difficulty
- z Losing our sense of helplessness and victim hood
- z Finding the power and creativity that mindful communication provides to enable us to successfully connect with others.

7.6.2 Key Components of Conflict Resolution There are 4 key components to conflict resolution:

- z Controlling emotional responses
- z Seeking understanding
- z Identifying needs and common interests
- z Seeking mutual benefit or purpose

1. Control Emotional Responses
 - z Start with yourself first – the only person you can control
 - ™ Reflect – what story are you telling yourself about the situation? Is it either/or thinking (look for the "and")?

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- ™ Recognize how you are positioned (your personal bias; your beliefs, attitudes, values, etc.).
- z Clarify what you don't want
- ™ Ask yourself what your motives are. Do others trust your motives?
- ™ Ask yourself what you really want out of this. Do others believe I care about their goals in the conversation

2. Seek Understanding
 - z Master your story
 - z Notice your behavior – are you moving to silence or violence?
 - ™ Get in touch with your feelings
 - ™ Refocus on facts – hold your view as a hypothesis (we are aware of our own intentions, but we are rarely aware of other person's intentions)
 - ™ Ask for their story
 - ™ Make it safe – help make others feel safe to share their story
 - ™ Carefully listen – acknowledge feelings
 - ™ Be willing to change your story as they add to the pool of shared meaning
 - ™ Keep in mind
 - ™ Storytelling is automatic and happens quickly
 - ™ A set of facts can be used to tell a number of stories
 - ™ Once a story is told, it controls us
 - ™ Understand Impact and Intentions:
3. Identify Needs and Common Interests:
 - z Listen and hear clearly what others need
 - z Look for mutuality
 - z Use contrasting statements to state clearly what your needs are
4. Seeking Mutual Benefit or Purpose:
 - z Commit to seek mutual purpose by truly caring about the interests of others
 - z Work towards mutual respect – do others believe I respect them?
 - z Brainstorm new strategies together – invite opposing viewpoints and play devil's advocate
 - z Agree where you can
 - z If others leave something out, then agree where you can and build from there

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 201 z If you differ significantly, don't suggest others are wrong, rather, compare your views. 7.6.3 Methods of Resolving a Conflict Conflict resolution processes can vary. However group conflict usually involves two or more groups with opposing views regarding specific issues, often another group or individual (mediator or facilitator) who is considered to be neutral (or suppressing biases) in their opinion on the subject. Resolution methods can include conciliation, mediation, arbitration or litigation. These methods all require third party intervention. A resolution method which is direct between the parties with opposing views is negotiation. Conciliation means bringing two opposing sides together to reach a compromise in an attempt to avoid taking a case to trial. Conciliation is used in labor disputes before arbitration and may also take place in several areas of the law. A court of conciliation is one that suggests the manner in which two opposing parties may avoid trial by proposing mutually acceptable terms. Mediation, a form of Alternative Dispute Resolution (ADR), aims to assist two (or more) disputants in reaching an agreement. Whether an agreement results or not, and whatever the content of that agreement, if any, the parties themselves determine, rather than accepting something imposed by a third party. The disputes may involve states, organizations, communities, individuals or other representatives with a vested interest in the outcome. Mediators use appropriate techniques and/or skills to open and/or improve dialogue between disputants, aiming to help the parties reach an agreement (with concrete effects) on the disputed matter. Normally, all parties must view the mediator as impartial. Mediation can apply in a variety of disputes, such as commercial, legal, diplomatic, workplace, community and divorce or other family matters. Arbitration is the use of an impartial third party to resolve a dispute. Unlike mediation or conciliation, in which a third party facilitates the end of a dispute by helping the negotiators find common ground, an arbitrator ends a dispute by issuing a binding settlement. Before submitting their dispute to arbitration, the parties to a dispute agree to abide by the arbitrator's ruling. In American law a lawsuit is a civil action brought before a court in which the party commencing the action, the plaintiff, seeks a legal or equitable remedy. One or more defendants are required to respond to the plaintiff's complaint. If the plaintiff is successful, judgment will be given in the plaintiff's favor, and a range of court orders may be issued to enforce a right, award damages, or impose an injunction to prevent an act or compel an act. A declaratory judgment may be issued to prevent future legal disputes. A lawsuit may involve dispute resolution of private law issues between individuals, business entities or non-profit organizations. A lawsuit may also

Leadership and Team Effectiveness Notes 202 enable the government to be treated as if it were a private party in a civil case, as plaintiff or defendant regarding an injury, or may provide the government with a civil cause of action to enforce certain laws. The conduct of a lawsuit is called litigation. Thus, Effective communication can be the key to resolving conflict; ineffective communication often may be the cause of, and exacerbate, conflict. Thinking of conflict often arouses strong, negative emotions (such as anger, resentment, confusion, etc.) that impact communication and impedes resolution. Conflict resolution is the process of attempting to resolve a dispute or a conflict. Successful conflict resolution occurs by listening to and providing opportunities to meet each side's needs, and adequately address their interests so that they are each satisfied with the outcome. Conflict Practitioners talk about finding the win-win outcome for parties involved, vs. the win-lose dynamic found in most conflicts. While Conflict resolution engages conflict once it has already started conflict prevention aims to end conflicts before they start or lead to verbal, physical, or legal fighting or violence 7.6.4 Conflict Resolution Strategies Authentic Listening is the First Step in Communication with Integrity. What is "authentic listening"? Authentic listening occurs when you respond to the speaker in ways which indicate to him that you care about what he's saying and give him every opportunity to complete his train of thought. Authentic and empathic listening are wrapped in the same cloak. The idea is to let the speaker know without a doubt that you are focusing your attention on his words and feelings with the specific intent to understand his point. How Do You Listen Authentically? There are specific strategies that are regularly employed in authentic listening. Do not underestimate the simplicity, the significance and the excellence of these techniques. 1. Close your mouth. Authentic listening and talking are mutually exclusive. 2. Don't predict or judge the outcome, or argue with the speaker mentally. Get out of your head and get into his. 3. Watch your body language: does your posture indicate you're interested in the speaker? Are you maintaining eye contact with him? Are you nodding when appropriate, smiling or otherwise physically communicating your attention to what he is saying? 4. Ask questions when you do not understand something or need clarification. 5. Put on his shoes. Put yourself in the other person's place mentally so that you can better relate to his point(s) of view.

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6. Control your emotions. Better yet, leave them behind. Your worries, fears, problems and emotions prevent you from listening authentically.

7. Listen to what is not being said. When you are listening authentically, you have the wonderful opportunity to "fill in the blanks" in the speaker's communication. Often times what is not stated by the speaker is more important than what he's said.

8. Listen to how something is said. Inflection, intonation and strength of the speaker's voice may tell you more about the speaker's personality and values than mere words.

9. React to his ideas, not to him, specifically. This technique is especially helpful when you don't particularly like the speaker. Remember, you don't have to like someone to learn from them. But you cannot learn from them without listening to them authentically.

10. Be consistent. Practice these techniques in every communication. Ask the speaker if he felt that you had "heard" what he was trying to communicate.

7.6.5 Mistakes to Avoid in Conflict Resolution

Conventional wisdom (and research) says that good communication can improve relationships, increasing intimacy, trust and support. The converse is also true: poor communication can weaken bonds, creating mistrust and even contempt! Here are some examples of negative and even destructive attitudes and communication patterns that can exacerbate conflict in a relationship. How many of these sounds like something you'd do?

1. **Avoiding Conflict Altogether:** Rather than discussing building frustrations in a calm, respectful manner, some people just don't say anything to their partner until they're ready to explode, and then blurt it out in an angry, hurtful way. This seems to be the less stressful route—avoiding an argument altogether—but usually causes more stress to both parties, as tensions rise, resentments fester, and a much bigger argument eventually results. It's much healthier to address and resolve conflict.
2. **Being Defensive:** Rather than addressing a partner's complaints with an objective eye and willingness to understand the other person's point of view, defensive people steadfastly deny any wrongdoing and work hard to avoid looking at the possibility that they could be contributing to a problem. Denying responsibility may seem to alleviate stress in the short run, but creates long-term problems when partners don't feel listened to and unresolved conflicts and continue to grow.
3. **Over generalizing:** When something happens that they don't like, some blow it out of proportion by making sweeping generalizations. Avoid starting sentences with, "You always..." and "You never...", as in, "You always come home late!" or "You never do what I want to do!" Stop and think about whether or not this is really true. Also, don't bring up past

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conflicts to throw the discussion off-topic and stir up more negativity. This stands in the way of true conflict resolution, and increases the level of conflict.

4. **Being Right:** It's damaging to decide that there's a 'right' way to look at things and a 'wrong' way to look at things, and that your way of seeing things is right. Don't demand that your partner see things the same way, and don't take it as a personal attack if they have a different opinion. Look for a compromise or agreeing to disagree, and remember that there's not always a 'right' or a 'wrong', and that two points of view can both be valid.
5. **"Psychoanalyzing"/Mind-reading:** Instead of asking about their partner's thoughts and feelings, people sometimes decide that they 'know' what their partners are thinking and feeling based only on faulty interpretations of their actions—and always assume it's negative! (For example, deciding a late mate doesn't care enough to be on time, or that a tired partner is denying sex out of passive-aggressiveness.) This creates hostility and misunderstandings.
6. **Forgetting to Listen:** Some people interrupt, roll their eyes, and rehearse what they're going to say next instead of truly listening and attempting to understand their partner. This keeps you from seeing their point of view, and keeps your partner from wanting to see yours! Don't underestimate the importance of really listening and empathizing with the other person!
7. **Playing the Blame Game:** Some people handle conflict by criticizing and blaming the other person for the situation. They see admitting any weakness on their own part as a weakening of their credibility, and avoid it at all costs, and even try to shame them for being 'at fault'. Instead, try to view conflict as an opportunity to analyze the situation objectively, assess the needs of both parties and come up with a solution that helps you both.
8. **Trying to 'Win' the Argument:** I love it when Dr. Phil says that if people are focused on 'winning' the argument, "the relationship loses"! The point of a relationship discussion should be mutual understanding and coming to an agreement or resolution that respects everyone's needs. If you're making a case for how wrong the other person is, discounting their feelings, and staying stuck in your point of view, your focused in the wrong direction!
9. **Making Character Attacks:** Sometimes people take any negative action from a partner and blow it up into a personality flaw. (For example, if a husband leaves his socks lying around, looking it as a character flaw and label him 'inconsiderate and lazy', or, if a woman wants to discuss a problem with the relationship, labeling her 'needy', 'controlling' or 'too demanding'.) This creates negative perceptions on both sides. Remember to respect the person, even if you don't like the behavior.
10. **Stonewalling:** When one partner wants to discuss troubling issues in the relationship, sometimes people defensively stonewall, or refuse to talk or

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 205 listen to their partner. These shows disrespect and, in certain situations, even contempt, while at the same time letting the underlying conflict grow. Stonewalling solves nothing, but creates hard feelings and damages relationships. It's much better to listen and discuss things in a respectful manner. There are several broad styles in dealing with conflict: (1) The accommodating style is to give in, perhaps because the relationship is more important than the conflict. (2) The competing style is a "win/lose" scenario where one party gets what he wants at the expense of the other party. (3) In the avoiding style a conflict doesn't get addressed at all. (4) Using the compromising style, one party meets the other halfway, usually giving up something in order to get something. (5) In the collaborating style, the parties usually value equally their relationship and each other's needs.

7.6.6 Five Tools to Get Information to Move Toward Resolution Different tools to get information to move toward resolution include:

- z Brainstorming allows you to gather information and generate creative options for resolving issues. If possible, involve all sides to provide them with a sense of ownership of the outcome. Put everything out to generate as many options as possible and then select the most promising ideas and improve them. Brainstorming helps remove the emotions of the past and allows you to focus on the future. It also helps engender respect and provides clarity.
- z Separate people from the problem: Often the people and the problem get fused into one. If you see the problem as an innate personality characteristic, then you'll have to change his personality. But, if you separate the problem from the personality, the solution may be more feasible. For example, a common problem is a person who continually leaves the coffee area messy. Don't tell him that he's a slob (that's defining the individual and not getting to the specific problem), instead ask him to clean up his coffee spills.
- z Negotiate on interests, not positions: Positions are concrete, specific and inflexible statements that appear to provide a solution. Interests are a person's needs, wants and concerns (whether they are security, happiness, territory, respect, efficiency, etc.). Interests are the underlying issues that generate positions. Negotiating only around positions narrowly limits options. You may have to step back to determine what the interests of the other person are because it is not always obvious what the interests are of any party in conflict.
- z Questions used to gather information about interests fall into three basic types: (1) Open-ended questions encourage people to express themselves and to generate discussions. They permit someone to take control of a situation and speak freely. (2) Closed questions ask for a "yes" or "no"

Leadership and Team Effectiveness Notes 206 answer. They are used to direct discussions and to get specific information. (3) Reflective questions are used to clarify or confirm your understanding of what someone has said. They are also used to show that you are listening and to mirror the emotional content of a response. No one type of question is better than another, however there are times when one may be more effective for your purpose. The technique of "active listening" should be used in discussions/ questioning. Example: Nodding (not nodding off), tilting your head, looking people in the eyes, etc.

- z Reframing is the skill of restating the underlying interests, needs and wants in positive terms to help acknowledge that the problem was heard and understood. Reframing serves to de-escalate the conflict, to establish common ground, to focus on the future, and to acknowledge feelings. Be careful not to trivialize the problem and be conscious about the words you choose and your body language. In the workplace, the challenge is to view conflict as an opportunity for growth and resolving differences, thereby enhancing morale, productivity and improving the work environment.

Getting to the Root of Conflict Most conflict is rooted in resource limitations, psychological needs, or value differences. Conflicts over limited resources, such as budgets or supplies, are among the easiest to manage. The need to be liked and respected causes conflict when an employer promotes one individual over others, or one manager is excluded from meetings that her peers are invited to attend. The majority of conflicts stem from value differences, say the experts, and are among the most difficult to resolve. To prevent and resolve conflict, communicators must learn to forecast circumstances which exacerbate conflict, identify clashing cultural perspectives, and develop communication plans accordingly.

Conflict and Intercultural Communication A person might fear not knowing everything about another culture; or feel frustrated that someone doesn't recognize that he's well-intentioned, adds Padgett. In these cases, she says, dialogue is the only way to become aware of differences in perspective, identify shared interests, and build team spirit. "Not all cultures are comfortable with direct communication. That's where the communicator, the third party, makes all the difference." The Antidote to Conflict: Skillful Communication The experts agree that good communication is the key to preventing and resolving conflict in the business world.

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 207 Many companies create participatory programs in isolation from non-executive employees and other stakeholders. These programs often increase conflict, and are perceived by employees as managerial fads that don't involve the people they most affect. Some experts associate this conflict-causing policy vacuum with the control, ego, and power issues imbedded in the culture of hierarchical organizations. In conflict resolution carefully managed communication becomes the springboard to cooperative problem-solving. This provides a framework for solidarity among interest groups. Far Reaching Effects By identifying, preventing, and resolving conflict, communicators become valuable strategic communication counselors for top management and implement more effective communication programs in periods of change. The results can be far-reaching. By dealing effectively with conflict in the workplace, and leading the way in conflict resolution training in their organizations, communicators help create a more productive business environment, while fostering a kinder world.

7.6.7 How can Managers 'manage' Conflict in organizations? As we have already noted, managers should aim for optimum levels of conflict in organisations. Things should not be so dull that nobody cares what happens in the work setting, nor should they be so turbulent or traumatic that it is difficult for people to keep from getting at each other's throat! Managers can reduce conflict in organisations through structural changes and other "organizational development" (O.D) strategies. Structural methods could involve decoupling or reducing interdependencies to the extent possible, buffering with inventory, and having better integrating or coordinating mechanisms for a comprehensive discussion of this. Other process oriented O.D. strategies could involve process consultation (where the dysfunctional ways in which people interact and deal with each other are examined and rectified), team building (which helps intra and intergroup members to work better with each other by understanding each other's position), and third party peace making (where a member external to the organisation helps people to sort out their differences). If the manager wants to resolve conflict by making the parties work in a collaborative mode, then superordinate goals which transcend the immediate goals of the two individual parties can be set. For instance, if the production and marketing departments are fighting for resources, the V.P. can say that if they jointly come up with a proposal that will increase the profits of the organisation by an additional 5 percent, each department can have 2 percent of the additional profits made. So, now, instead of worrying about their own departmental interests, the two will have to work in the interests of raising the organisation's profits of which they will each get a share!

Leadership and Team Effectiveness Notes 208 Where things are quite and there is not much stimulation for innovation, managers can induce some cognitive tensions between groups, departments, or individuals. This can be done by disputing what is being said by one or both the parties, by playing the devil's advocate, and even creating goal conflict which will result in some competitive behaviours among the groups. This will spur them on to exchange ideas, generate new ideas and put vitality into the organisation. Life is a never ending process of one conflict after another. Remember the time when you were a small child and had to choose between a tricycle and a cricket set or say a set of dolls and a new frock for a birthday present. That was probably your first exposure to a conflict situation. Of course, this is a simplistic example of a conflict, but has life been the same since? Probably not. Think back and recall how each succeeding conflict in your life over the years has been increasingly complex. Conflict is a theme that has occupied the thinking of man more than any other with the exception of God and love. Conflict has always been widespread in society but it is only recently that it has generated a lot of interest and has been the focus of research and study. We are living in the age of conflict. Everyday the choices available to us regarding any decision are increasing in number. You may have wanted to become a manager, an entrepreneur or a computer scientist. On the other hand, your father might have wanted you to become a doctor, a lawyer or a chartered accountant. Thus, you faced a conflict not only at an intrapersonal level, in terms of the various choices confronting you, but also at an interpersonal level — your choice vs. your father's choice of a career for you. Conflict is not confined at the individual level alone but is manifesting itself more and more in organisations. Employees have become more vociferous in their demands for a better deal. Various departments in an organisation face a situation full of conflicts due to a number of reasons like goal diversity, scarcity of resources or task interdependence, etc. Management today is faced with the awesome responsibility of ensuring optimum levels of growth and productivity in an environment that is full of conflicting situations. A survey suggests that the modern manager spends over 20% of his time handling one form of conflict or the other. Top and middle level managers in the same survey have pointed out the importance of conflict management skills. We hope that the knowledge you will gain from this Unit will equip you better to manage conflict situations more deftly at your workplace.

7.7 NEGOTIATION

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Negotiation is a process in which two or more parties exchange goods or services and attempt to agree on the exchange rate for them.

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 209 Negotiation is the process of exchanging concessions until a compromise solution is reached. Negotiation can lead to the resolution of a conflict, but usually without much openness on the part of the groups involved and without much real problem solving. Typically, in negotiation each side begins by demanding more than it really expects to get. Both sides realise that concessions will be necessary in order to reach a solution, but neither side wants to make the first concession because it may be perceived as a sign of weakness. Thus, each party signals a willingness to be flexible in exchanging concessions without actually making an explicit offer: a tacit proposal can be denied later if it fails to elicit a positive response from the other party. Thus, Negotiation is used when two people have a similar objective in mind but both people conflict on how the objective is reached. Conflict resolution is a way to quell these conflicts and ensure the objective is met. Conflict resolution can take various forms, even passive kinds, such as avoidance of the issue when one person allows the other to make the ultimate decision. Negotiation occurs in business, non-profit organizations, government branches, legal proceedings, among nations and in personal situations too. Due to globalization and growing business trends, negotiation in the form of teams is becoming widely adopted. Teams can effectively collaborate to break down a complex negotiation. There is more knowledge and wisdom dispersed in a team than in a single mind. Writing, listening, and talking, are specific roles team members must satisfy. The capacity base of a team reduces the amount of blunder, and increases familiarity in a negotiation. Negotiation continues until a mutually satisfactory agreement is reached, although such a solution can be reached without much open discussion of the conflict issues and without much effort to solve the underlying problems. Therefore, negotiation often results in a compromise agreement that fails to deal with the problem in a rational manner and is not in the long-term interests of either group. For negotiation to be feasible at all as a conflict-resolution strategy, both parties must be of relatively equal power. Otherwise, one group simply will impose its will on the other, and the weaker group will have no means of obtaining concessions from the stronger one. Negotiation too, is more likely to work if there are several acceptable alternatives that both groups are willing to consider. Otherwise, negotiation is likely to end in a deadlock.

7.7.1 Types of Negotiators

Three basic kinds of negotiators have been identified by researchers involved in. The three types of negotiators are: Soft bargainers, hard bargainers, and principled bargainers.

- z Soft. These people see negotiation as too close to competition, so they choose a gentle style of bargaining. The offers they make are not in their best interests, they yield to others' demands, avoid confrontation, and they

Leadership and Team Effectiveness Notes 210 maintain good relations with fellow negotiators. Their perception of others is one of friendship, and their goal is agreement. They do not separate the people from the problem, but are soft on both. They avoid contests of wills and will insist on agreement, offering solutions and easily trusting others and changing their opinions.- z Hard. These people use contentious strategies to influence, utilizing phrases such as "this is my final offer" and "take it or leave it." They make threats, are distrustful of others, insist on their position, and apply pressure to negotiate. They see others as adversaries and their ultimate goal is victory. Additionally, they will search for one single answer, and insist you agree on it. They do not separate the people from the problem (as with soft bargainers), but they are hard on both the people involved and the problem.
- z Principled. Individuals who bargain this way seek integrative solutions, and do so by sidestepping commitment to specific positions. They focus on the problem rather than the intentions, motives, and needs of the people involved. They separate the people from the problem, explore interests, avoid bottom lines, and reach results based on standards (which are independent of personal will). They base their choices on objective criteria rather than power, pressure, self-interest, or an arbitrary decisional procedure. These criteria may be drawn from moral standards, principles of fairness, professional standards, tradition, and so on.

7.7.2 Negotiation Styles

The following five styles can be used based on individuals' preferences depending on their pro-self or pro-social goals. These styles can change over time, and individuals can have strong dispositions towards numerous styles.

- z Accommodating: Individuals who enjoy solving the other party's problems and preserving personal relationships. Accommodators are sensitive to the emotional states, body language, and verbal signals of the other parties. They can, however, feel taken advantage of in situations when the other party places little emphasis on the relationship.
- z Avoiding: Individuals who do not like to negotiate and don't do it unless warranted. When negotiating, avoiders tend to defer and dodge the confrontational aspects of negotiating; however, they may be perceived as tactful and diplomatic.
- z Collaborating: Individuals who enjoy negotiations that involve solving tough problems in creative ways. Collaborators are good at using negotiations to understand the concerns and interests of the other parties. They can, however, create problems by transforming simple situations into more complex ones.
- z Competing: Individuals who enjoy negotiations because they present an opportunity to win something. Competitive negotiators have strong instincts for all aspects of negotiating and are often strategic. Because their

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 211 style can dominate the bargaining process, competitive negotiators often neglect the importance of relationships. z Compromising: Individuals who are eager to close the deal by doing what is fair and equal for all parties involved in the negotiation. Compromisers can be useful when there is limited time to complete the deal; however, compromisers often unnecessarily rush the negotiation process and make concessions too quickly. 7.7.3 Strategies of Negotiations Negotiation can take a wide variety of forms, from a trained negotiator acting on behalf of a particular organization or position in a formal setting, to an informal negotiation between friends. Negotiation can be contrasted with mediation, where a neutral third party listens to each side's arguments and attempts to help craft an agreement between the parties. It can also be compared with arbitration, which resembles a legal proceeding. In arbitration, both sides make an argument as to the merits of their case and the arbitrator decides the outcome. This negotiation is also sometimes called positional or hard-bargaining negotiation. Negotiation theorists generally distinguish between two types of negotiation. Different theorists use different labels for the two general types and distinguish them in different ways. z Distributive negotiation: Distributive negotiation is also sometimes called positional or hard-bargaining negotiation. It tends to approach negotiation on the model of haggling in a market. In a distributive negotiation, each side often adopts an extreme position, knowing that it will not be accepted, and then employs a combination of guile, bluffing, and brinkmanship in order to cede as little as possible before reaching a deal. Distributive bargainers conceive of negotiation as a process of distributing a fixed amount of value. The term distributive implies that there is a finite amount of the thing being distributed or divided among the people involved. Sometimes this type of negotiation is referred to as the distribution of a "fixed pie." There is only so much to go around, but the proportion to be distributed is variable. Distributive negotiation is also sometimes called win-lose because of the assumption that one person's gain results in another person's loss. A distributive negotiation often involves people who have never had a previous interactive relationship, nor are they likely to do so again in the near future. Simple everyday examples would be buying a car or a house. z Integrative negotiation: Integrative negotiation is also sometimes called interest-based or principled negotiation. It is a set of techniques that attempts to improve the quality and likelihood of negotiated agreement by providing an alternative to traditional distributive negotiation techniques. While distributive negotiation assumes there is a fixed amount of value (a Leadership and Team Effectiveness Notes 212 "fixed pie") to be divided between the parties, integrative negotiation often attempts to create value in the course of the negotiation ("expand the pie"). It focuses on the underlying interests of the parties rather than their arbitrary starting positions, approaches negotiation as a shared problem rather than a personalized battle, and insists upon adherence to objective, principled criteria as the basis for agreement. Integrative negotiation often involves a higher degree of trust and the forming of a relationship. It can also involve creative problem-solving that aims to achieve mutual gains. It is also sometimes called win-win negotiation. 7.8 JOHARI WINDOW MODEL: INTERPERSONAL STYLE The term 'interpersonal style' refers to the manner in which an individual prefers to relate to others. Two people saying the same thing might do so very differently and communicate their messages in ways that may have different effects on you. Obviously, there are individual differences in the way people communicate their feelings, opinions and thoughts to others. Joe Luft and Harry Ingham, both researchers at the University of California in the 1950's coined the term 'Johari Window' (a way of looking at how one's personality is expressed) to explain why we do not like to place our cards on the table while trying to relate to others. Luft and Ingham observed that there are aspects of our personality that we're open about, and other elements that we keep to ourselves. At the same time, there are things that others see in us that we're not aware of. As a result, you can draw up a four-box grid, which includes a fourth group of traits that are unknown to anyone: Figure 7.1: The Johari Window E X P O S U R E LESS MORE MORE FEEDBACK

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7.8.1 My Public Self or ARENA The public area contains things that are openly known and talked about and which may be seen as strengths or weaknesses. This is the self that we choose to share with others. Here, all the information necessary to carry on effective communication is known to both the communicator (self) and the receivers (others). Arena, thus, is the area of common understanding. Parties can exchange information freely and gain understanding quickly when the arena is fairly large.

7.8.2 My Blind spots Here the relevant information is known to others but not to the self. Others have the advantage of knowing their own reactions, feelings, perceptions and so on while the self is unaware of these.

7.8.3 My Hidden Self or Facade Here the information is known to the self but unknown to others. Information that we perceive as prejudicial to a relationship or that we keep to ourselves out of fear, desire for power or for any other reason, makes up the Facade (or the false front). This is a dangerous sign, because the subordinate knows something that the superior is not aware of. The facade like the blindspot diminishes the arena and reduces the possibility of effective communication.

7.8.4 My Unconscious Self or the Unknown This is a tricky position—"I do not understand them and they do not understand me." Here the relevant information is not known to anybody. The unknown self is potentially disruptive because it contains hidden characteristics, drives and needs that can be handled effectively if they are understood. Through self disclosure, 'a person places his cards on the table and encourages others to throw light on his blindspots'. Such an interactive self-disclosure helps a person peep into the unknown area and improve his communication skills and thus reap the benefits of improved communication. Feedback As can be seen from the above figure, if Arena is very small then there is very little open interaction between the parties. If the Arena is very large, parties get a chance to make correct perceptual judgements about each other and develop healthy working relationships later on. Expanding the size of arena depends on whether one is willing to 'listen' and others are willing to give information that is essential for effective communication to take place. Active cooperation of others is necessary to get honest feedback.

Exposure and the Inherent Risks The application of the Johari Window is in opening up the public area, so that the other three areas begin to shrink. This is done by regular and honest

Leadership and Team Effectiveness Notes 214 exchange of feedback and a willingness to disclose personal feelings. The process that the self uses to increase the information known to others is called 'exposure'. Of course, exposure would put the self in a vulnerable position. Exposing one's true feelings by telling it often involves risks. 'If you give people information about yourself, you give them power over you'. Monica Lewinsky's disclosure to Linda Tripp and the ensuing scandal that enveloped President Clinton is a case in point. People also misjudge how others respond to secrets. Sometimes you get negative feedback. Example: An employee who confesses that he has not performed well in the job due to mild sickness may be seen as an inefficient worker, though he may not be so. Now, if you must tell your secret to someone, choose that person very carefully. So you need to pick up someone whose response would help you see the picture correctly. Unfortunately, such a person is hard to find. So if you are unable to find a trustworthy person, keep the secrets to yourself and remain in control of your own self. Exposure, of course, helps people to get to know each other closely. People around you will understand what "makes you tick", and what you find easy or difficult to do, and can provide appropriate support. And of course you can then do the same for them. Self-assessment questionnaires can be used to indicate the size of public window, but any measure is purely subjective. In order to improve interpersonal communication, both the communicator and the listener must be willing to share information honestly and openly. They must be willing to share feedback as well with an open mind. In terms of Johari Window, large hidden or blind areas hinder effective interpersonal communication.

Self Assessment Fill in the blanks: 12. _____ is a process of sharing facts, ideas, opinions, thoughts and information through speech, writing, gestures or symbols between two or more persons. 13. _____ is a process of working through opposing views in order to reach a common goal or mutual purpose. 14. The conduct of a lawsuit is called _____. 15. In order to improve interpersonal communication, both the communicator and the listener must be willing to share information honestly and _____.

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 215 Task Could someone be: (i) a manager but not a leader (ii) A leader but not a manager; (iii) Both, a leader and a manager? Explain. Managing Conflict acob,

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about 40, is the Chief Executive of a manufacturing company that belongs to a large group. He has firm ideas on how to manage people. In general terms, he believes that people respond best when the pressure is on them. Jacob has tremendous energy. He comes to work at 7:00 O'clock am and stays late each evening. He works very hard and expects others to do the same. He is a stickler for details and often sends his managers running back from meetings to collect more facts. Face-to-face meetings with him are something like inquisitions. He has an aggressive questioning style and feels irritated when he notices mistakes. He is proud that he can move heaven and earth to "fix" problems. Since he is good in

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both technical and financial matters, he tends to intervene as soon as he suspects a deficiency. He almost "pounces" to sort it out himself. Whenever there is a problem to be solved, Jacob likes to call all those involved in

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room, irrespective of rank or reporting relationships and forces the facts out on the table. In order to bring out the truth, he adopts a very challenging style (such as, "I don't believe in you...." or "You are lying...."). Such remarks are made in public,

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often to senior managers in the presence of their subordinates. What is more, Jacob will keep the group at it all night, if necessary, keeping aside other commitments. Eventually, he succeeds in solving the problems and also gets advance warning about other likely problems. Smith, the HR manager, is one who reports to Jacob and particularly resents his treatment.

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finds it degrading for a man in his position and also feels that, as HR manager, he must do something to change Jacob's style. Smith is seriously concerned about the effects of Jacob's

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notices that his colleagues are showing signs of stress; they are putting in enormously long hours. They have become more competitive towards each other and less co-operative. Their preoccupation with Jacob has reached absurd proportions. They spend lots of unproductive time talking about

Jacob in his absence and trying to anticipate his "next move". J Contd....
Leadership and Team Effectiveness Notes 216

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Another alarming effect of Jacob's behaviour is that senior managers spend long hours, getting details right, so that Jacob's probing will not catch them out. Managers who were previously willing to delegate, are now less inclined to do

so. They feel the only right way is

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to do things themselves. The managers, thus, spend all their time on day-to-day issues and are not inclined to do any forward planning. Furthermore, Smith notices that the managers are less willing to accept mistakes than before. They try more to contain the problems, conceal them from Jacob to escape his wrath. Ironically, Jacob has complained to Smith that many managers are "fire fighting" instead of doing what they are paid to do, that is "think". He told Smith that he could not understand "why people don't realize that conflict management is nothing but stimulating alternative courses of action? What I really want is for them to go back, think again and tell me about it." Questions 1. What are the symptoms of conflict in the above case? 2. Assuming you are Smith, how would you analyze and explain Jacob's leadership style? 3.

Suggest ways to solve this conflict. SUMMARY z Building an environment of Teamwork requires effort on the part of all members within a team z A well- or poorly-run team can literally mean success or failure in any sized company, because of its impact on an organization's ability to innovate, respond to market challenges, communicate with investors, foster employee loyalty, and manage productivity. z Executives, managers and organization staff members universally explore ways to improve business results and profitability. z Many view team-based, horizontal, organization structures as the best design for involving all employees in creating business success. z Positive resource, role, and task interdependence result in individuals realizing that the performance of group members depends on the whole group and not on individuals. z Conflict is a part of life. Inside and outside the organization, people are being constantly subjected to conflict. z The term structure is used in this context to include variables such as size, degree of specialization in the task assigned to group members,

Lesson 7 - Leadership: Interpersonal trust and Intergroup Conflicts Notes 217

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jurisdictional clarity, member goal compatibility, leadership styles, rewards systems and the degree of dependence

between groups. z Groups in the organization could be classified into two types: formal groups and informal groups. z Conflict can also take an interpersonal form. z Conflict between individuals takes place owing to several factors, but most common are personal dislikes or personality differences. z Conflict resolution is a process of working through opposing views in order to reach a common goal or mutual purpose. z Mediation can apply in a variety of disputes, such as commercial, legal, diplomatic, workplace, community and divorce or other family matters. z There are specific strategies that are regularly employed in authentic listening. z Brainstorming allows you to gather information and generate creative options for resolving issues. z Negotiation can lead to the resolution of a conflict, but usually without much openness on the part of the groups involved and without much real problem solving. KEYWORDS Conciliation: It means bringing two opposing sides together to reach a compromise in an attempt to avoid taking a case to trial. Conflict resolution: This is a process of working through opposing views in order to reach a common goal or mutual purpose. Conflict: It is a state of discord caused by the actual or perceived opposition of needs, values and interests. Leader: A leader is a person who influences a group of people towards the achievement of a goal. Leadership:

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Mediation: A form of alternative dispute resolution (ADR), aims to assist two (or more) disputants in reaching an agreement. Team building: The term 'team building' can refer generally to the selection and motivation of result oriented teams, or more specifically to group self- assessment in the theory and practice of organizational development. Team: A "team" is defined as a group of people who collaborate or work together toward a common goal.

Leadership and Team Effectiveness Notes 218 REVIEW QUESTIONS 1. Define team building. 2. Explain the basics of building a Cohesive Team. 3. Explain interdependence of group. 4. Discuss the nature of conflict in organization. 5. Explain conflict management. 6. Define the term negotiation. 7. Describe how a team can be formed for proper functioning of the organization. 8. Discuss any three success factors of a team. 9. How a conflict can be resolved by proper communication? 10. What are the four key components of conflict resolution? 11. It is said that good communication can improve relationships, increasing intimacy, trust and support. Discuss. Answers to Self Assessments 1. team leader 2. strategic leader 3. less 4. True 5. True 6. True 7. True 8. True 9. Positive 10. Individuals 11. Individual accountability 12. Communication 13. Conflict resolution 14. Litigation 15. Openly
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Leadership and Team Effectiveness Notes 220 LESSON 8 - LEADERSHIP EFFECTIVENESS: POWER DYNAMICS IN GROUPS AND CROSS- CULTURAL INFLUENCE CONTENTS Learning Objectives Introduction 8.1 Concept of Team and Group 8.1.1 Common Beliefs about Teams 8.1.2 Uses of Teams in the Organizations 8.1.3 Group 8.2 Group Norms 8.3 Team Norms 8.3.1 Top Seven Tips For Maintaining A Team Connection (Communication Within A Team) 8.4 Group and Team Cohesion 8.4.1 Group Cohesiveness 8.5 Team Management Wheel 8.5.1 Reporter-Advisers 8.5.2 Creator-Innovators 8.5.3 Explorer-Promoters 8.5.4 Assessor-Developers 8.5.5 Thruster-Organizers 8.5.6 Concluder-Producers 8.5.7 Controller-Inspectors 8.5.8 Upholder-Maintainers 8.6 Group Decision Making 8.6.1 Team Decision-making 8.7 Advantages and Disadvantages of Group Decision-Making 8.7.1 Advantages of Group Decisions 8.7.1 Disadvantages of Group Decisions Contd....

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 221 8.8 Techniques of Group Decision-Making 8.9 Understanding Culture 8.9.1 Determinants of Culture & Identity 8.9.2 Why is Culture Important? 8.9.3 The Culture Paradigm 8.9.4 Building A Culture Of Accountability 8.10 Organizational Culture 8.10.1 Do Organizations Have Uniform Cultures? 8.10.2 Strong and Weak Cultures 8.10.3 Creating and Maintaining a Culture 8.10.4 Changing Organizational Culture 8.11 Significance of Cross-cultural Research 8.11.1 Significance 8.12 Cultural Influence on Leadership Behaviour 8.12.1 Culture-Driven Leadership 8.12.2 Value/Belief Theory 8.12.3 Implicit Motivation Theory 8.13 Models of Culture 8.13.1 Geert Hofstede Model 8.13.2 Trompenaars and Hampden-Turner Model 8.14 The Globe Project 8.14.1 Leadership Dimensions: Culture and Leadership 8.15 Obstacles to Effective Leadership 8.15.1 Arrogance 8.15.2 Untrustworthiness 8.15.3 Disorganisation 8.15.3 Negativity 8.15.4 Stubbornness Summary Keywords Review Questions Further Readings

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LEARNING OBJECTIVES After studying this lesson, you should be able to: 1. Understand Concept of Team and

Group, Group Norms, Team Norms, Group and Team Cohesion 2. Describe Team Management Wheel and Tell about the advantages of Group Decision-Making 3. Explain Techniques of Group Decision-Making 4. Explore on Significance of Cross-cultural Research and Cultural Influence on Leadership Behaviour 5. Explain Models of Culture, The Globe Project and Obstacles to Effective Leadership INTRODUCTION In the previous lesson, we have discussed about making a good team and building a cohesive team. We have also focused on enhancing interpersonal trust, Interdependence of groups, nature of conflict in organizations and conflict management, Negotiation and Johari Window Model. Cross-cultural leadership has developed as a way to understand leaders who work in the newly globalized market. Today's international organizations require leaders who can adjust to different environments quickly and work with partners and employees of other cultures (House et al., 2001). It cannot be assumed that a manager who is successful in one country will be successful in another In this unit, we will discuss concept of team and group, group norms, team norms, group and team cohesion. After that, you will learn team management wheel and the advantages of group decision-making. Further on, you will get to know about techniques of group decision-making, significance of cross- cultural research and cultural Influence on leadership behavior. Later, we will also cover models of culture, the globe project and obstacles to effective leadership. 8.1 CONCEPT OF TEAM AND GROUP A Team is a collection of people who regularly interact to pursue

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common goals. Teamwork is the process of people working together to accomplish common goals.

The reason there is a team is to accomplish a common task that all members want to do. Teamwork is the art of getting this task completed. It would be difficult to finish a process with a team but no teamwork.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 223 A team as we all knows can be defined as "grouped persons with complementary skills and

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who are committed to common goals and approach for which they hold themselves mutually accountable".

Collaborative management of work team culture is a fundamental emphasis of organizational development programs. Generally the techniques and the theory of understanding and improving performance comes from the laboratory training movement coupled with research in the area of group dynamics. With the word teamwork, the first item that stands out is the word team. This means that there is a collective group of people working together to achieve a common goal. There are a number of factors that should be in place for a cohesive group to be in place and work seamlessly together. The first of such factors is good leadership. Team leadership is quite essential as the members are supposed to look at the leader as a beacon for the continuity of a successful venture. The leaders should acquire skills to maintain and create a positive atmosphere in the work place and inspire and also motivate the members of the team to be highly confident, committed and take a positive look to work. Good and effective leadership is mainly a very essential component for a good collaboration. Employee involvement, teams, and employee empowerment enable people to make decisions about their work. This employee involvement, team building approach, and employee empowerment increases loyalty and fosters ownership.

8.1.1 Common Beliefs about Teams A fundamental belief in organization development is that work teams are building blocks of the organizations. A second fundamental belief is that teams must manage their culture, processes, systems and relationships if they are to be attractive. The traditional workplace, with its emphasis on internal competition and individual star performers, is undergoing a transformation. In U.S. businesses, a strong movement toward the use of teams is occurring. Management experts and researchers suggest that a successful organization is characterized by effective teamwork and leadership rather than management. Organizations are realizing the importance of developing teams that can work in a coordinated, efficient, and creative manner.

8.1.2 Uses of Teams in the Organizations The major impetus for organizations to embrace the team concept is the effort to improve productivity and quality. Teams are a key component of many total quality management programs. The QS 9000 program, which suppliers to the Leadership and Team Effectiveness Notes 224 major automobile manufacturers have embraced, relies on the team approach to ensure quality while maintaining a low-cost approach to manufacturing. In addition to improved productivity and quality, some of an organization's major benefits from the use of teams are improved quality of work life for employees, reduced absenteeism and turnover, increased innovation, and improved organizational adaptability and flexibility. Effective implementation of teams can also improve office politics by improving the communication and trust between the team members. The nature of teams may be changing, but the underlying nature and benefits of teams are not. Teams are becoming more numerous and complex, with one person often being a member of a number of teams in an organisation. Recent discussions have highlighted:

- z **Teamwork and leadership:** Team leadership is one of the most important aspects that determine team success. Research and the practical experience of many organizations adopting teams confirm the importance of the role of team leader. Their experiences confirm that without specifically trained and skilled leaders, teams can and do fail. Leadership is multi-skilled and recognises that the completion of a task is dependent upon leading and motivating others. It includes the ability to inspire confidence, to explain decisions, to motivate and the ability to communicate objectives clearly and concisely. This multi-skilled approach reflects modern thinking on leadership, which dismisses the outmoded idea that a leader need only possess just one skill. In reality, modern writers assert, leadership involves a number of skills, based on three factors: TM the needs of the task TM the individual TM the group or team. This idea has become known as 'action centred leadership'; the leader is striving constantly to balance the relative priorities of all three factors whilst maintaining effective leadership. He or she has to consider the needs of the task in hand, the objectives, planning and control whilst also attending to the needs of the team itself, such as education and training. The development of individual skills and motivation also needs attention.
- z **Responsibility and Accountability Sharing:** In one medium sized organisation, formal management responsibilities being assigned to teams of people from different parts of the organisation. Instead of having formal positions for specific functions (human resources, health and safety, etc.), a committee structure has been created and successfully implemented. This helps ensure that the responsibility and accountability for these important functions is shared between a number of people.
- z **Organizational Effectiveness:** The alignment of a team based strategy encompassing the organization's shared vision, mission and values, setting

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 225 goals and objectives consistent with this, and having all employees working together, will develop a greater understanding and unity of purpose enabling it to meet its customer's needs. This will transform the organization and develop its ability to be more productive, efficient, flexible and conducive to change that is capable of meeting the internationally focused challenges that lay ahead. z Synergy: A team is a group of people made up of individuals who each contribute their individual knowledge and skills. Synergy, where the collective whole is greater than the sum of the individual parts, often occurs where teamwork is working well. Teams benefit because individuals often do not have all the knowledge and skills necessary. Working together is essential. Harmony and a positive attitude are critical. If the team is not working together, then the expected gains will not materialize. z Teams within teams: A team may be subset of a bigger team. In the more formal language of organisation structure, a team can be a section which is part of a department which is part of a division and so on. Each organisational unit is a team, where eventually the whole organisation is one big team. This fits in with my definition of a team as 'A group of people, contributing their individual knowledge and skills but working together to achieve a common goal/task.' The nature of our society can create competition between teams. It is a part of our competitive society. If you think of teams in a sporting context, you immediately think of two competing teams. That is the way sport is constructed. A management training game I use is called 'Win as Much as You Can'. The rules of the game clearly show the benefits of co-operation, but teams playing the game often adopt a competitive approach which has dramatic, negative impacts on the outcome of the exercise. Senior managers have to work on this problem, although I have some doubts about a solution I heard of recently. A building change provided the opportunity to locate employees in different locations. In other words, instead of setting up workstations where team members from the same team (section) were located together, the plan is to mix up employees from different teams in the same area. z Discovering and managing self: Including managing energy, thoughts, feelings, learning, career, commitment and motivation. z Managing interactions with others: Including self-observation, assertiveness, responsiveness, giving and receiving feedback, handling conflict, process observation and behaviour observation. z Managing and leading an organisation: Including working from principles and values, managing processes and context, developing culture, inspiring vision, managing resources and regeneration.

Leadership and Team Effectiveness Notes 226 z Assessing and redesigning organisations: Including assessing the organisation, strategies, culture and performance whilst redesigning the organisation to maintain a leading edge. z Improved Quality of Work Life: Effective teams frequently improve the quality of work life for the employees. An effective team is generally one in which members are empowered to make decisions about how to get work done. Giving team members authority and control over the work processes reduces the amount of external control and increases the sense of ownership and accountability for the work being done. This helps to create a satisfying and rewarding work environment. z Lower Absenteeism and Turnover: A satisfying and rewarding work environment helps to lower absenteeism and turnover. Teams are particularly effective in this area. Membership in a work team gives an employee a sense of belonging, interaction with others on a regular basis, and recognition of achievements. All of these help to eliminate a sense of isolation within the organization. Team members identify with and feel pride in the work they are doing and come to rely on one another being there. At some companies, employees are evaluated based on their contribution to their team's efforts. z Increased Innovation: W.L. Gore & Associates is an excellent example of a firm that utilizes the team concept and has a strong record of innovation. Gore is a multinational company structured around the concept of small plants (no more than 250 employees) where everyone works in teams. Everyone is allowed to experiment with the products and develop new uses. The result is that Gore has a continuous stream of patent applications and has been successful in developing new products in areas as diverse as clothing, surgical supplies, and coatings for industrial use. z Organizational Adaptation and Flexibility: During the 1980s Ford was able to reduce its automobile design cycle by implementing Team Taurus. Through the early involvement of employees from planning, designing, engineering, and manufacturing, the company was able to eliminate some of the bottlenecks that had delayed the design process. The involvement of suppliers and assembly workers helped to decrease the number of parts involved and lower costs. Reducing the time from design to manufacture helped Ford to be more responsive to market changes and increase its market share in the 1980s and '90s. Teams are not appropriate for all organizations or in all types of businesses. Behavioural scientists are still working to determine exactly when teams will be most effective, what motivates team members, what types of business can best benefit from the implementation of teams, and so on. The study of the

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 227 philosophy and psychology of teamwork is still in its infancy. While effective teams can produce extraordinary results, studies have found that an estimated 50 percent of self-directed work teams culminate in failure. The introduction of effective and stable new technologies has greatly affected teams and teamwork. Collaborative software and other multimedia options are providing businesses with tools to conduct teamwork regardless of location or time. New issues of accountability, team structure, and team selection are arising for management to deal with and coordinate within the businesses overall goals and objectives. But as more and more businesses introduce the team concept, the wrinkles in the process are being ironed out and team popularity is growing. An increasing number of organizations are using teams to improve productivity and quality, and to solve a range of managerial problems. Improved quality of work life and a reduction in absenteeism and turnover all contribute to a positive impact on the bottom line. Involving employees in teams helps the organization remain open to change and new ideas. As long as teams are seen as a means of improving the organization's ability to meet competitive challenges, teams will be part of the business world. 8.1.3 Group A group is any number

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of people who: z have a common purpose or objective z interact with each other to accomplish their objective z are aware of one another z perceive themselves to be part of

the group.

This is the way Huse and Bowditch (1977) defined a group. You were asked at the beginning as to how many different groups you belonged to. You may see, from the above definition that throughout our lives, we belong to many different groups. Families are groups, a cricket team is a group, a club is a group, drama and music organizations are all groups. You can thus apply the concept of group to various examples of religion, politics, consumers, sports, etc. as the case may be. In management, we primarily talk of groups at work. In most organizations, getting the work done requires group efforts. Thus, a manager must know how to manage an individual by knowing the individual dynamics, such as his values, personality, perceptions and attitudes as discussed earlier. Also a manager must know how to manage a group by understanding Group Dynamics. At this point, the number of people as contained in the definition of the group, should not be taken too literally, At some point, the number of people may become too large to fit the rest of the definition. Leadership and Team Effectiveness Notes 228 Example: All the people of India cannot interact with each other. Also, each group has a common objective, but the member who belongs to it may have other personal objectives. Example: A life insurance agent may like to become a member of a parent-teacher association of a school to help promote the development process of its students. But belonging to that association will also help him to increase his or her contact to ensure more and more people, so he gets more commission for as many members as he can sell the insurance to. What is most important in the content of the definition of a group is to be aware of each other in a group. This awareness is seldom there, when we look at an aggregation of people. They are mere collections, different from what we call a group, where members see themselves as belonging to a group in order to interact and achieve the common objectives of the group. Moreover, such kind of interaction may be over a long or short period of time. In waiting for a bus, passengers make a queue. All of them have a common purpose, that is, to enter the bus after buying tickets. We cannot call them a group, although they have a common purpose. Suddenly a person breaks the queue to go ahead. All the others get together to prevent that person from gatecrashing and getting his ticket ahead of those standing in the queue before him. That moment, a group is formed. Perhaps, after controlling that person from getting a ticket out of turn, the others keep continuing to talk to each other but the common purpose of keeping the queue-breaker has vanished. The group disappears and the numbers of people become an aggregation or a collection. Below is a summary of differences between groups and teams Table 8.1: Differences between Groups and Teams

Groups	Teams
Members think they are grouped together for administrative purposes only.	Individuals work independently; sometimes at cross purposes with others.
Members recognise their inter dependence and understand both personal and team goals are best accomplished with mutual support.	Time is not wasted struggling over "turf" or attempting personal gain at the expense of others.
Members tend to focus on themselves because they are not sufficiently involved in planning the unit's objectives.	They approach their job simply as a hired hand.
Members feel a sense of ownership for their jobs and unit because they are committed to goals they helped establish.	Members are told what to do rather than being asked what the best approach would be.
Suggestions are not encouraged.	Members contribute to the organisation's success by applying their unique talent and knowledge to team objectives.
Members distrust the motives of colleagues because they do not understand the role of other members,	expressions of opinion or disagreement are considered divisive or non-supportive.
Members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings.	Questions are welcomed.

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Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 229 Members are so cautious about what they say that real understanding is not possible. Game playing may occur and communications traps set to catch the unwary. Members practice open and honest communication. They make an effort to understand each other's point of view. Members may receive good training but are limited in applying it to the job by the supervisor or other group members. Members are encouraged to develop skills and apply what they learn on the job. They receive the support of the team. Members may find themselves in conflict situations which they do not know how to resolve. Their supervisor may put off intervention until serious damage is done. Members recognise conflict is a normal aspect of human interaction but they view certain situation as an opportunity for new ideas and creativity. They work to resolve conflict quickly and constructively. Members may or may not participate in decisions affecting the team. Conformity often appears more important than positive results. Members participate in decisions affecting the team but understand their leader must make a final ruling whenever the team cannot decide, or an emergency exists. Positive results, not conformity, are the goal. Team leaders exhibit different styles than those who are content managing a group. These styles are shaped by each person's life experience and the values they have adopted over the years. Give today's rapid rate of organisational change, and the changing needs of people, it is important for those "in charge" to re-evaluate and modify their styles on a regular basis. This is the only way they can make the adaptations necessary to continue to be effective. Self Assessment Fill in the blanks: 1. A _____ is a collection of people who regularly interact to pursue common goals. 2. _____

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is the process of people working together to accomplish common goals. 3.

A fundamental belief in organization development is that _____ are building blocks of the organizations 8.2 GROUP NORMS Group norms are the values which largely administrate behavior within a group. The norms may be obvious and carefully recorded for all future members to observe and learn, but just as often they might be implicit, in which case transmission to a new member will be relied upon the ability and motivation of senior group members to precisely deliver the norms. Norms have a strong impact on group-based behavior and are tough enough to change. More problematic for the group leader who desires to change a group norm, implicit norms can be difficult to even perceive. In managing the organization, you have to understand how groups can be made into effective work groups. The factors that influence the work groups

Leadership and Team Effectiveness Notes 230 effectiveness are norms, cohesion and leadership. Let us see how each one of them contributes to making the group effective to achieve the objectives of the organization. When the group functions for a period of time, to attain certain objectives it develops norms or standards of behaviour. A norm is a rule. This tells the individual of how to behave in a particular group. An individual may be a member of a welfare group, a chess club, his family and his work group. You will see the different kinds of the behaviour the same individual in the different groups. You may also notice that sometimes the norm is formal and is accepted by the group that way. Example: All workers of a particular group wear safety glasses while operating on a particular machine. On the other hand, a norm can be informal arising out of the interactions and feelings of the people. All the members of the task groups decide to keep their output high by regulating their pace of work. Example: A number of typists decide to attain a target of fifty pages of neat typing every day. So they do it. It is also possible that another group may like to keep its output low, again because of some emergent activities, interactions and feelings of the group. So it is important to know what behaviour is significant for the group, which helps to develop the norms. In other words, having high or low output is equally influenced by what the group prescribed for its members as well as what other activities, interactions and feelings develop among the members in case of doing work. We also find another characteristics of norms: some norms are applicable to some people, only and not to all. Example: A manager of a group behaves differently, from others members of the groups. His or her behaviour is what others expect of him or her in a given position. When a new member joins the group, he or she expected to follow the norms more closely than the senior members. Some norms have central importance and are accepted by every one of the group while others have less importance. A worker who remains absent and does not do any work will not last long in an organization. A relevant group norm is one, which is neither central nor absolutely essential to follow but is worthwhile and desirable. Some of us conform to all the norms of the groups, some of us select only pivotal norms for acceptance, still others reject all the values and norms of the

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 231 group. It is usually seen that complete conformity to norms as in first case and complete rejection of the norms, as in the last one, have undesirable consequences. A completely confirming individual loses his or her ability to influence the group. An individual who rejects the all group norms is likely to be expelled from the group. It is, therefore, advisable that the individual exercises his or her choice of acceptance of the norm quite discreetly. It is equally important to understand that with increase in size of the group, norms are less likely to be accepted. It is also true that more intelligent persons are less likely to conform to norms. You may notice that as the group increases in size, there are chances that subgroups may prove difficult to maintain with uniform conformity all the time. The last characteristics of the norm are those that allow possible deviations. An individual who deviates too far gets punished. When the union is on strike, its members attending to work are punished by being boycotted by the group. Ask yourself the following questions in the positions of a manager: z What have you understood about the norms when you are formal leader of a group and when you are the member of the other group? z Have you understood what the norms of the other groups are? z Do you know which are the central norms? z Do people conform to norms completely? z Do people wait for their leader to speak first in a meeting? z Do people come in time for meetings? z Is disagreement allowed? z Do people have a common style of clothing? As a manager, you must also try to understand why people opt to lower their output and if need be, you should try to develop trust among your members in order to be able to influence and change or modify the norms of your group. Your effectiveness as a manager will increase with a high level of trust between you and your group members. Self Assessment State whether the following statements are true or false: 4. The factors that influence the work groups effectiveness are norms, cohesion and leadership. 5. A norm is not a rule. This does not tell the individual of how to behave in a particular group.

Leadership and Team Effectiveness Notes 232 8.3 TEAM NORMS Establishing norms is an important part of the first stage of team development, letting people learn "the rules of the road." Many of the team norms that we use in OA are actually underlying goals for the experience (like Team cooperation, minimal impact, etc.). Team norms can be established in three ways: z Stating: Telling/explaining to people how to behave, e.g., this is how to wear a pack. z Modelling: Demonstrating behaviour for others to adopt, e.g., leaders picking up trash along the trail. z Importing: Bringing in behaviour customary in other social situations, e.g., people will going off into the woods for privacy to go to the bathroom. These methods often must be combined in order to work effectively. For example, if you want to reinforce minimal impact camping practices you will need to state it as a goal, explain how to accomplish it, and model the behaviour. If the leader simply tells people to pick up trash along the trail, but then walks right by trash without picking it up, the participants become confused as to the norm and may assume that the instruction was merely lip service. Remember, at the beginning of a trip, participants may not know what to expect and may not have previous experience in the outdoors. Direct demonstration is the best way to get things across in this early stage. Before the trip goes out, think about what sort of team norms you want to convey to the team before leaving campus as well as what things you will need to cover during the trip. Below are some examples of things to present to the team. z Norms to Present Pre-trip
 TM Team cooperation (everyone needs to do their share) TM Minimal impact camping (idea, not specific techniques) TM Safety TM Substance-free trip z Norms to Present During the Trip TM Challenge by choice TM Good communication and listening between team members TM Debriefing TM Respect for others

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 233 8.3.1 Top Seven Tips For Maintaining A Team Connection (Communication Within A Team) Thousands of love songs portray sad stories of the fire going out in a romantic relationship. Business teams face the same danger. Members of a team can become too familiar and stuck in patterns of doing the bare minimum when it comes to teamwork. Similar to the song "You Don't Bring Me Flowers Anymore," the feeling that occurs when the thrill is gone is usually felt by all involved. As a leader, you have the power to influence how connected your team remains over time. Follow these seven tips and you will lead your team around or even through the rough spots involved with staying connected.

1. Think Big: Help your team remember why they are together. As you face the day-to-day task of getting work done, the reason for all the effort often gets lost. In order to keep a team motivated, it is crucial that you have a higher purpose behind what you are doing. A leader must remind team members that together, they are moving toward this grand vision. If the captain of the ship does not seem concerned about where they are headed, why will the crew?
2. Think Small: Every interaction is either a deposit or a withdrawal. As important as the Big Picture is, it will mean little if the team shows little value to one another on a regular basis. As the leader, you must model the importance of valuing each other in daily interactions. Last-minute deadlines often interrupt common courtesies - however, those times provide even more reason to acknowledge each other when you have an opportunity. Bob will not be inspired by your vision if you don't even say hello when you see him in the halls.
3. Drive the Fun Bus: It is easy to stay connected when you are having fun! Not to say that you need to sharpen your stand-up comedy act, but be prepared to inject some fun into the team. High performing teams can burn out by focusing too much on producing. When you throw some fun into the mix, the team is able to recharge their batteries and keep going. A great way to add some fun is to do a relevant team building activity and discussion during your next meeting.
4. Be a Stage Mother: Educate the team on group stages. It is widely accepted that groups go through stages as they grow. There is the "forming" stage where everyone plays nice, not wanting to rock the boat. Next comes the "storming" stage when team members attempt to define what roles they will play in the group. Then, comes the "norming" stage which sees the group settle into a standard of working together. After norming, strong groups move into the "performing" stage. This is the stage we want from the beginning. Finally, the "adjourning" stage is when the group disbands, sometimes by choice, sometimes not by choice. Educating Leadership and Team Effectiveness Notes 234 your team about the natural growth stages for all teams will allow them to adjust to the growing pains.
5. Promote Fights: Fighting sure beats resentment. Setting up a culture where resolving conflict is strongly encouraged will save the team from building long-term resentments. It is not necessary to have a Don King haircut and announce, "The Beating in the Meeting" - but you will benefit from promoting an atmosphere that does not avoid conflict. Although "fighting" is not fun and can be painful, resentment can destroy a cohesive team without anyone realizing it. If you notice tensions building, step in and encourage a healthy resolution to the situation. Deal with it now, or it may spread like a cancer on your entire team.
6. Create Connections: It only feels like they happen naturally. If you wait for them to happen, they might not. Schedule opportunities for team members to connect. This can be done as part of a regular meeting. It can be done by switching pairings for different assignments. There is a reason the armed services put soldiers through basic training - they develop individual soldiers and build connections between soldiers. Have you ever witnessed two old army buddies reunite? It's enough to bring a tear to your eye! A strong connection is powerful.
7. Role Play: Make sure everyone knows the role each person plays. Role ambiguity has ruined more teams than you can imagine. Not knowing what you are supposed to be doing is frustrating. Not knowing what other members should or should not be doing can be down right annoying. As the leader, make sure people know the part they play as individuals and group members. Clear roles will help you avoid hearing "how come Bob doesn't have to do this...?"

Self Assessment Fill in the blanks: 6. Team norms can be established in three ways: Stating, Modeling and _____ 7. _____ is the best way to get things across in this early stage. 8.4 GROUP AND TEAM

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COHESION 8.4.1 Group Cohesiveness This means the degree to which group members are motivated to remain within the group

and consequently behave in a similar ways. A cohesive group also helps the members in their satisfaction of needs and attainment of goals. What are the factors that affect the group cohesiveness? z Size of the group: With very few people in a group, you may fall short of skilled hands to do a good job. With a large number of people you may find

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 235 it difficult to communicate and identify the best talent. At the same time, the individual member may not be happy with his or her interactions with the group. In the first case, there is a breakdown of the task and in the second case, reaching out to people is difficult.

- z Proximity or geography of the group: Nearness or working closely together helps in group cohesiveness. It helps face-to-face contact. A small isolated work group is cohesive and will work better to attain its goals.
- z Outside pressure: This binds together all the members against a common enemy and thus makes it members forget their differences. You might have been observed how groups become cohesive under outside pressures where there is (i) competition with other groups or (ii) reaction against the supervisor who closely supervises the work or (iii) union-management conflict or (iv) lack of trust between the manager and his group or (v) even mistrust between two groups.
- z Accomplishing group goals: As the group becomes more cohesive, the members become more motivated to accomplish its goal and behave in similar ways. Accomplishing group goals increase the cohesion of the group. Falling to accomplish the group goals reduces the group cohesiveness. It is necessary to remember that it is not always desirable to have group cohesiveness, which may result in going against the objectives of the work group. For example, workers being highly cohesive may decide to work against the management. So you must find out what the harmful effects are likely to be of a cohesive group. Examples of rejection of new ideas by cohesive group members are not uncommon. At times, these members feel that they know the best. The kind of feeling is known as 'group think' where members show tremendous desire for unanimity. A great deal of solidarity and loyalty to the group overrides the motivation of the members to consider different courses of action logically and in a realistic manner. In government administration, many significant decisions are made on the basis of group think principles, which have been quite unfortunate for a large number of people. As a manager you must make a cohesive group to accomplish organizational goals. You have to give information, get the resources of your members to accomplish the task and hold frequent open meetings.

Leadership and Team Effectiveness Notes 236

8.5 TEAM MANAGEMENT WHEEL

Increasing and sustaining high productivity and engagement is a constant challenge for organisations. This is mainly because, the bottom line is critically dependent on people working better together but as organisational structures flatten and employees move from project to project, team to team, this becomes increasingly difficult. So it is all about making the most of your people; harnessing their strengths so that the organisation is bigger than the sum of its parts. TMS helps you achieve this through the Team Management Wheel (TMW), which is grounded in the work that you do. Therefore, its focus is on outcomes and results.

Figure 8.1: Team Management Wheel

The Margerison-McCann Team Management Wheel describes the type of people in a team according to the strategic roles they prefer to play in a team. This team could be a whole organization, a department, unit, or just one level like the top executive team. Some people like to think up new ideas, others like to promote the work of the team and explore new opportunities. Other's roles are to inspect the procedures of a team, organize the work, or report, research and advise. Margerison and McCann's research with teams in organizations all over the world identified 8 distinct types of roles that people tend to specialize in as a result of their preferences, work experience and prescribed role in the team, and one role which must be played by everyone. That is the central role of Linking, which links together the distinct roles of others so the task of the team is achieved and that elusive synergy is achieved.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 237 At the organisational level, this gives you insight into what you are doing and what you should be doing, allowing a more efficient allocation of resources and time. At a team level, the TMW shows you the team map and the implication of this, in terms of the people interactions and the work you are doing. The result is improved; z role clarity z delegation z communication z efficiency and z morale Lastly at the individual level, the TMW tells you how you can play to your strengths, within the context of the team you are in and the job that you do. It does not view you in isolation, but takes into account the environment in which you have to work. This information gives you an understanding of how you can be most effective and productive, as you move from project to project, team to team. Management Team Roles from the Margerison-McCann Team Management Wheel

8.5.1 Reporter-Advisers Reporter-Advisers are good at generating information and gathering it together in such a way that it can be understood. Such people are usually patient, and are prepared to hold off making a decision until they know as much as they can about the work done. Others may feel that they procrastinate and put things off. However, to the Reporter-Adviser it is better to be accurate than put forward advice which later is seen later to be in error. Such people are invaluable as "support" members of the team, but they are not likely to be the people who will be sufficiently interested to want to push forward as an organizer. Indeed, their concern is to make sure that the job is done correctly. Usually they are knowledgeable, well-liked people who prefer an advisory role.

8.5.2 Creator-Innovators Creator-Innovators are people who have a number of ideas which may well contradict and upset the existing way of doing things. Such people can be very independent and wish to experiment and develop their ideas regardless of the present systems and methods. They therefore need to be given the freedom to work in this way until their new approaches have been proven. Many organizations therefore set up research and developments units (often separated from the production units) which allow people who have the ideas to bring these to fruition. However, every team must have people to develop their ideas

Leadership and Team Effectiveness Notes 238 and they should be given an opportunity to talk through their views, even though it may seem at the time to be disturbing the existing way of operating.

8.5.3 Explorer-Promoters Explorer-Promoters are usually excellent at taking up an idea and getting people enthusiastic about it. They enjoy finding out what people outside the organization are up to and they like to compare any new ideas with what others are doing. They are also good at bringing back contacts, information and resources which can help promote the team or project. They may not necessarily be good at controlling details, but they are excellent at seeing the broad picture and developing an enthusiasm amongst other people for an innovation. They are very capable of pushing an idea forward even if they are not always the best people to organize and control it. They can be influential, speak easily in public and frequently come up with a lot of options and ideas for tackling problems.

8.5.4 Assessor-Developers Assessor-Developers like to have new ideas with which to experiment. They have a strong analytical approach and will enjoy developing prototypes, looking for new markets and testing to see how, when and where the product or service will work. They often make excellent product development managers, or people concerned with assessing new ventures. In a team role they are at their best when given several different possibilities to analyze and develop before a decision is made. They like organizing new activities and respond well to such challenges. They are willing to push the idea forward and organize it into a workable scheme. However, once they have shown 'how to make it work' they will not usually be interested in the regular production and control of the output.

8.5.5 Thruster-Organizers Thruster-Organizers make things happen. Their concern is to produce action out of ideas, discussion and experiments. They enjoy organizing and will always 'thrust' forward to make sure results are achieved. They keep pressing for outputs and decisions. Others may have the ideas but it is the Thruster- Organizer who pushes for action to get ideas into practice. They are sometimes prone to impatience. On occasions they might rush into action without enough information. Nevertheless, if you want something to happen, give it to a Thruster-Organizer. For them action is the name of the game, even if it does mean that on the way certain 'feathers are ruffled'.

8.5.6 Concluder-Producers Concluder-Producers take great pride in producing a product or service to a standard. They will do this on a regular basis and feel that their work is fulfilled if their quotas and plans are met. Indeed, they like working to set procedures and doing things in a regular way. The fact that they produced

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 239 something yesterday does not mean that they will be bored with producing it tomorrow. This stands in contrast to the Creator-Innovators who dislike doing similar things day after day and want the variety and challenge of doing things differently. To the Concluder-Producer the important thing is to use one's existing skills rather than continually change and learn new ways of doing things. They therefore enjoy reproducing things and achieving the plans they set. 8.5.7 Controller-Inspectors Controller-Inspectors are people who enjoy doing detailed work and making sure that the facts and figures are correct. They will be careful and meticulous. Indeed, one of their great strengths is that they concentrate for long periods of time upon a particular task. This contrasts with Explorer-Promoters who continually need a wide variety of tasks. In contrast, the Controller-Producer wishes to pursue something in depth and makes sure that the work is done according to plan in an accurate way. They are extremely valuable, for example, in financial work and quality issues where the control and inspection or work is vital. 8.5.8 Upholder-Maintainers Upholder-Maintainers are very good at making sure the team has a sound basis for operations. They take pride in maintaining both the physical side of work and the social side. Such people can very well become the 'conscience' of the team and provide a lot of support and help to team members. They usually have strong views on the way the team should be run, based on their convictions and beliefs. If these are upset, such people can become rather obstinate. However, when they believe in what the team is doing, they can be tremendous source of strength and energy Thus the TMW helps you play to your strengths, by providing objective data for you to improve performance over time. It is this data which will help you optimize your return on investment over time. Self Assessment Fill in the blanks: 8. _____

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means the degree to which group members are motivated to remain within the group

and consequently behave in a similar ways. 9. A _____also helps the members in their satisfaction of needs and attainment of goals. 10. Workers being highly cohesive may decide to work _____the management.

Leadership and Team Effectiveness Notes 240 8.6 GROUP DECISION MAKING Decision-making can be regarded as an outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every Decision-making process produces a final choice. Group processes revolve around the core of decision making. How are decisions made? Or do they just happen? That is a central issue for groups. Take the case of a group of doctors working together in a primary healthcare team in Bristol. There are four doctors together with district nurses and health visitors making up this team. The senior partner is a woman aged 51, and the other doctors — all men — are aged 29, 32 and 35. At one meeting, the younger doctors proposed that if disagreements arose about matters concerning the group practice, decisions should be taken by vote. The senior partner put her foot down and insisted that decisions should be by consensus. Do you think she was right to do so? Decisions occur — or do not, as the case may be — by a variety of methods. Here you will see group processes at work in the following ways: Apathy: Nobody is sufficiently interested or concerned to get the group to operate, that is, deciding not to decide by tacit agreement. Plops: A decision suggested by an individual to which there is no response. Plopping often occurs in a new group confronted by many problems; in a group where a number of the members have fairly equal status; when a member is overly aggressive; when a member has difficulty in articulating. Self-authorized: A decision made by an individual who assumes authority to do decisions so. When such a decision is proposed, the group as a whole often finds it easier to accept than reject, even though some individuals may not be in agreement. The decision is thus by default. Pairing: A decision made by two members of the group joining forces. Such 'hand-clasping' sometimes emerges so suddenly that it catches the other members of the group off guard and at the same time presents them with another problem (how to deal with the two people at once). Topic-jumping: A decision to cut short by the inappropriate intrusion of another topic. Topic-jumping confuses the issue confronting the group and thus changes the nature of the decision. Minority group: A decision agreed upon in advance by several members of the group. Cliques are present in almost every group, and their prearranged decision may be very good. But the effect of collusion can be to destroy group cohesiveness and a sense of trust. Majority group: A decision made by some form of voting. The traditional procedure of taking a vote often seems to be the only way in which to reach a

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 241 decision under the given circumstances. Nonetheless the minority may remain against the decision despite the vote and therefore, not likely to act on it. Does anyone disagree: A decision made by pressure not to disagree. When confronted by such a question, several persons who really disagree strongly or who have not had opportunity to express their opinion on the issue, might show real reluctance to voice opposition with no apparent support. Note that Figure. 8.2 on decision making in groups includes true consensus and false consensus. In the latter, everyone appears to agree but when the decision is acted upon each member seems to have different ideas about the decision or to have reserved the right not to implement it. Some members may have only pretended to agree in the first place, hoping the matter would be forgotten or that the decision could subsequently be fudged. Commitment X X X X X Self- authorisation Pairing Minority group Majority views True consensus False consensus Figure 8.2: Ways of Reaching a Decision True consensus is not always possible even if it is normally desirable, because it can be very time consuming. It occurs when communication has been sufficiently open for all to feel they have had a fair chance to influence decision and the 'feeling of the meeting' emerges without voting. The following definition is worth bearing in mind: When alternatives have been debated thoroughly by the group and everyone is prepared to accept that in the circumstances one particular solution is the best way forward, even though it might not be every person's preferred solution. The most important test is that everyone is prepared to act as though it was their preferred solution.

Leadership and Team Effectiveness Notes 242 8.6.1 Team Decision-making Prerequisites of Team Decision-making When considering whether to involve your team in a decision, consider the following factors. a) Impact on Work: Will the decision impact their daily work? Will it require that they change processes or procedures? Will it mean a restructuring of their role? b) Expertise or Experience: Do one or more of the members of your team have specific expertise or experience that would be useful in the Decision- making process? This is an important factor if their experienced and expertise compensates for your areas of weakness. c) Buy-in: If you know that the changes you want to see happen will require big changes, you will need buy-in for the change to be implemented with ease. Allowing the team to participate in the Decision-making will engage them in the process and create buy-in if they have made the decisions collaboratively. d) Team Building: Do you have new members of the team? Does the team's ability to work collaboratively need work? If so, then allowing your team to be a part of the Decision-making process and coaching them through the process will be an opportunity to build team unity. e) Encouraging Innovation: One of the best ways to encourage innovation is to be open as a leader to unique perspectives. Need is to invite an open dialogue where all opinions and suggestions are respected and considered. f) Accountability: Will the team members be as accountable for the outcomes or products of the decisions? If so, then their contribution to determining the correct course of action will also be an opportunity for a discussion around responsibility and accountability for any change in process or procedure. 8.7

ADVANTAGES AND DISADVANTAGES OF GROUP DECISION-MAKING Like any other process, the process of taking team decisions has its own sets of advantages and disadvantages. Here are the advantages and disadvantages of group decisions making: 8.7.1 Advantages of Group Decisions z Team decisions help to combine individual strengths of the team members and hence has a set of varied skill sets applied in the Decision-making process.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 243 z Individual opinions can be biased or affected with pre-conceived notions are restricted perspectives, team decision help to get a broader perspective owing to differences of perception between individual in the group. z A team decision always means enhanced collective understanding of the course of action to be taken after the decision is taken. z A team decision gains greater team commitment since everyone has his/her share in the Decision-making. z Team decisions imbibe a strong sense of team spirit amongst the team members and help the team to think together in terms of success as well as failure. 8.7.1 Disadvantages of Group Decisions z One of the major disadvantages of team Decision-making is that it is more time consuming than the process of individual Decision-making. z Team decisions take longer to be finalized since there are many opinions to be considered and valued. z In case of authoritarian or minority team Decision-making, the people whose opinions are not considered tend to be left out from the Decision- making process and hence the team spirit ceases to grow. z The responsibility and accountability of the decisions are not equally shared in some cases which leads to a split in the group and hence hamper the overall efficiency of the team. While involved in a team Decision-making process it is always better to study the advantages and disadvantages of team decisions and hence formulate a team Decision-making process that suits your group and gives you the optimum results. 8.8

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TECHNIQUES OF GROUP DECISION-MAKING There are several techniques of group Decision-making

techniques, both quantitative and qualitative. The major techniques are briefly discussed below: (a) Pareto Analysis: Pareto analysis is a very simple technique that helps you to choose the most effective changes to make. It uses the Pareto principle - the idea that by doing 20% of work you can generate 80% of the advantage of doing the entire job. Pareto analysis is a formal technique for finding the changes that will give the biggest benefits. It is useful where many possible courses of action are competing for your attention. (b) Decision Tree Analysis: Decision Trees are useful tools for helping you to choose between several courses of action.

Leadership and Team Effectiveness Notes 244 They provide a highly effective structure within which helps to explore options, and investigate the possible outcomes of choosing those options. They also help to form a balanced picture of the risks and rewards associated with each possible course of action. This makes them particularly useful for choosing between different strategies, projects or investment opportunities, particularly when resources are limited. (c) Paired Comparison Analysis: Paired Comparison Analysis helps to work out the importance of a number of options relative to each other. It is particularly useful where there is unavailability of objective data to base this on. This makes it easy to choose the most important problem to solve, or select the solution that will give you the greatest advantage. Paired Comparison Analysis helps to set priorities where there are conflicting demands on resources. It is also an ideal tool for comparing "apples with oranges" - completely different options such as whether to invest in marketing, a new IT system or a new piece of machinery. These decisions are usually much harder than comparing three possible new IT systems. (d) Delphi Technique: It's a common observation to say that when you get three experts together, you'll often end up with four different opinions. This is particularly the case in areas (such as resource allocation and forecasting) where the conclusion reached depends on a number of subjective assessments. Arguments can quickly become passionate, and disagreement can often become intensely personal and bitter. More than this, in face-to-face discussion, situations of "groupthink" can occur. Here (for example) the eccentric views of early or charismatic speakers can achieve undue prominence as the group seeks to find consensus. This can lead to poor Decision-making. This is where a technique like the Delphi Method is needed to reach a properly thought-through consensus among experts. (e) Cost Benefit Analysis: Cost Benefit Analysis or cba is a relatively simple and widely used technique for deciding whether to make a change. As its name suggests, you simply add up the value of the benefits of a course of action, and subtract the costs associated with it. Costs are either one-off, or may be ongoing. Benefits are most often received over time. We build this effect of time into our analysis by calculating a payback period. This is the time it takes for the benefits of a change to repay its costs. Many companies look for payback on projects over a specified period of time e.g. three years.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 245 (f) Force Field Analysis: Understanding the Pressures For and against Change: Force Field Analysis is a useful technique for looking at all the forces for and against a decision. In effect, it is a specialized method of weighing pros and cons. By carrying out the analysis you can plan to strengthen the forces supporting a decision, and reduce the impact of opposition to it. How to Use the Tool: To carry out a force field analysis, first download our free worksheet and then use it to follow these steps: z Describe your plan or proposal for change in the middle. z List all forces for change in one column, and all forces against change in another column. z Assign a score to each force, from 1 (weak) to 5 (strong). For example, imagine that you are a manager deciding whether to install new manufacturing equipment in your factory. You might draw up a force field analysis like the one in Figure 8.3. Figure 8.3: Force Field Analysis Once you have carried out an analysis, you can decide whether your project is viable. In the example above, you might initially question whether it is worth going ahead with the plan.

Leadership and Team Effectiveness Notes 246 Where you have already decided to carry out a project, Force Field Analysis can help you to work out how to improve its probability of success. Here you have two choices: TM To reduce the strength of the forces opposing a project, or TM To increase the forces pushing a project. Often the most elegant solution is the first: just trying to force change through may cause its own problems. People can be uncooperative if change is forced on them. (g) Brainstorming: This group decision-making method is best when the decision-making has to be started from scratch, which means creating the various options and then weighing them. This is an excellent method for group decisions, which is very popular owing to the complete creative freedom it offers to all the participants. There can be a facilitator to facilitate the entire discussion just to ensure that the people don't digress. The facilitator can merely help to start off the conversation, provide subtle hints and nudges when the participants get stuck and thus help to make effective and creative group decisions. The positive aspect of this method is that it values the opinion of every individual member and the final decision is reached by consensus. (h) Nominal Group Technique: When a group meets, it's often the case that people who shout loudest, or those with higher status in the organization, get their ideas heard more than others. So when it comes to gaining consensus on important decisions or priorities, how do you make sure you get true consensus and a fair decision for the group? One technique to help with this is the Nominal Group Technique, a face-to-face group process technique for gaining consensus. A typical application is in organizational planning when a group needs to agree priorities in order to assign resources and funds. The benefit of the technique is that the group shares and discusses all issues before evaluation, with each group member participating equally in evaluation. The evaluation works with each participant "nominating" his or her priority issues, and then ranking them on a scale of, say, 1 to 10. Nominal Group Technique is just one group process for achieving consensus. Another group consensus technique is the Delphi technique, which is used among groups of experts to make complex decisions, usually without face-to-face meetings.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 247 Self Assessment State whether the following statements are true or false: 11. Decision-making can be regarded as an outcome of mental processes (_____process) leading to the selection of a course of action among several alternatives. 12.

_____revolve around the core of decision making 8.9 UNDERSTANDING CULTURE The anthropologist, Clifford Geertz, defines culture as a "historically transmitted pattern of meanings embodied in symbols... by means of which men can communicate, perpetuate and develop their own knowledge about and attitudes towards life." Figure 8.4: Culture All human beings are completely the same, completely different, and partly the same and partly different. This can be diagrammed as seen here on the left. We are all the same as regards our 'human nature' – we are all part of the same species, we all have the same 'hardware' (although men's and women's brains are wired somewhat differently!). 8.9.1 Determinants of Culture & Identity The three layers of culture are explained as: The outer layer, artifacts and products, is the most explicit of all layers: including language and food, architecture and style etc. The second inner layer is of norms and values. Norms are "the mutual sense what is right and wrong" while values represent the "definition of what is good Culture Nature Personality

Leadership and Team Effectiveness Notes 248 and bad" The innermost layer, basic assumptions, represents the core assumptions of what life is, assumptions about how to handle everyday problems that have become self-evident. The following are the determinants of culture: z National character / basic personality z Perception z Time concept z Space concept z thinking z Language - non verbal communication z Values z Behavior: norms, rules, manners - social groupings and relationships The National Character/Basic Personality Each nation has its own character, the French are not like the English, and the Dutch not like the Germans. However, the attempt to define what makes each of the characters distinct will provide massive difficulties. The idea of a 'national character' is based on the assumption that people from one nation share basic common behavioral patterns and personality traits, differentiable from other nations. Perception Perception is not a passive, objective and neutral process. Every perception is seen as an active process: "what is perceived is becoming part of the subjective experience, embedded into the whole of the personality structure of that person, including whatever the person's development process, his cultural and material environment has given him or her as ways of thinking and viewing things" (Maletzke, 1996: 48). The human being distinguishes actively between important and unimportant: perceives objects actively and clearly, while others are only partially perceived or ignored. Time Concepts The culture has a significant impact on the concepts of time. Time can either be perceived as linear (western perception) or circular (eastern perception). Equally the orientation, or outlook, of the culture can be focused on either the past, the present or the future. Space Concepts The question of how we perceive space is equally depending of the culture. The western cultures focus their attention on objects, and neglect the space in-between. The Japanese, on the other hand, honor the space in-between as ma.

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In a different system, the Hopi Indians have in their language no words for a fixed room: all objects are described in their relation to each other, but no concept of a three dimensional space exists. Thinking The way we think equally depends, and is influenced by the culture. Language A symbolical-abstract language is the dominant sign of any culture. The language of any group is directly connected to the world view of the group. The real world is to a large extent unconsciously build on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. Values Most of our actions and behavior is based on values, on what is perceived as evil, good or neutral. The categorization of behavior in those categories is of course different in various cultures. In the book 'Variations in value orientations' Kluckhohn and Strodtbeck explore these differences. Their basic theses are: z People of all times and in all societies have a limited amount of problems, for which they have to find solutions. z For each of the major problems, there are only a limited numbers of possible solutions. z For each problem, every society has the same amount of solutions available; however each society weighs the possible solutions differently. Doing this, a list of values is created. With social and structural change the weighting of those values is changed.

8.9.2 Why is Culture Important?

The behavioral norms of a group can strongly influence the behavior of the individual. Culture defines the behavioral norms (accepted behavior) in a group, team, division or organization. In turn, behavior underpins the performance (what gets done, when it gets done and how it gets done) of the organization and perceptions (reputation) of that organization.

8.9.3 The Culture Paradigm

Culture is 'the greatest of all moderators' (Triandis, 1993: 168). It moderates the behavior of leader and follower within organizations and the functioning of organizations as a whole (Hofstede, 1980). A management system needs to be suited to its cultural context (Morris and Pavett, 1992). Morris and Pavett's study of two American-owned plants producing the same items in both the United States and Mexico – each managed by its nationals – found productivity at the two facilities was equal, although there were significant differences in management style. Triandis (1993) posits that the most important dimensions of cultural variation are individualism (vs. collectivism) and uncertainty avoidance. According to Hofstede (1980), however, power distance and uncertainty avoidance are the two main dimensions of organization structure. Triandis (1993) argued that results of research involving collectivist samples found that a large power distance correlates with collectivism and that collectivism as a cultural pattern includes a large power distance. Consequently, to test whether culture training helps American expatriates adapt their leadership style to a different culture, countries ranked as low on individualism, with a large power distance and high uncertainty avoidance (opposite to the ranking of the United States in these dimensions) were selected for this study. Researchers (Hofstede, 1980; Bochner and Hesketh, 1994; Smith, 1992; Triandis, 1993; Newman and Nollen, 1996) identified the autocratic/paternalistic leader as the preferred leadership behavior in large power distance, collectivist countries as opposed to the consultative style in small power distance, individualistic countries like the United States. This suggests that American managers, raised in an individualistic culture, will have to alter their leadership style to be effective in a collectivist setting. The effective leader will have the skills needed to evaluate a situation (Hersey and Blanchard, 1993) and the ability to adapt his or her leadership behavior to the host country's culture. Cross cultural experience and training are factors that may help the expatriate leader evaluate the operational environment.

8.9.4 Building A Culture Of Accountability

The key to building a culture of accountability is to find a way to lead people without ruling them. Culture is embodied in the phrase "this is the way we do things around here". More precisely, "what people perceive they have to do to fit in, be accepted and rewarded around here". Culture is the sum of the behavioral norms of the workgroup, team, division or organization. It is relatively common to have different cultures between teams or divisions within the one organization. These are referred to as sub-cultures, and they can range from being marginally different from the culture of the overall organization, to being quite radically different. This has implications, for not only understanding an organization's culture, but also for managing it effectively. While managing culture requires a range of approaches and cannot simply be managed by dictating the culture you want, it is essentially about managing messages. The objective is to ensure messages are consistently conveyed through aligned behaviors (especially of key people), systems and symbols.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 251 What is accountability? The key concept is the notion of having a sense of 'responsibility' and a willingness to be 'answerable' to others and is the difference between a group and a team. The most important factor in developing accountability is the quality of leadership and management (and this is the only aspect leaders or managers are really in 'control' of). Good leaders and managers generate high levels of accountability in their people. Whilst organizations should plan to recruit the right people, in terms of their willingness to be team players and be accountable, recruitment is only the starting point. The real key is what leaders and organizations do from that point onwards. Good recruits can be 'lost' in poorly lead organizations with unsupportive cultures. Many managers see accountability as being attributed to an individual's values; therefore they blame the individual and underestimate their own role in creating an accountability culture. In doing this, a great opportunity to build a high performance organization is missed. Responsibility is not blame! It is important not to mistake responsibility for blame as they are diametrically opposed concepts. Where one exists the other will not remain. Responsibility is the ability to make a response - it is future and action focused. Blame is past focused and is more about the ego - isolating people, teaching them a lesson, point scoring or making them feel guilty/bad - than it is about accountability. Guilt and fear is not a good basis for developing accountability. A framework for building an accountability culture While the individual is an insoluble puzzle, in the aggregate he becomes a mathematical certainty. You can never foretell what any one man will do, but you can say with precision how an average number will behave. Individuals vary but the percentages remain constant. Figure 8.5: Steps in Building an Accountability Leadership and Team Effectiveness Notes 252 We see the steps in building an accountability culture as being: Building trust as the foundation: The four key elements of trust are: 1. Openness/transparency: Giving and accepting feedback, transparency in decision-making 2. Reliability: Doing what you say you are going to do 3. Congruence: Saying what you mean 4. Acceptance: Acceptance of others and acceptance of differences Engage your people: Meaningful involvement with alignment. Remember you can't truly and sustain ably motivate another person but you can engage them. It is through engagement that motivation will grow. Ownership: Once the first two elements are in place people start to 'take' ownership - they start to think and act like owners. As this happens, the future possibility for selling down equity, as part of the firm's succession plan, becomes a reality. The level of accountability is directly related to the level of trust, engagement and ownership that exists within an organization. Certainly work at improving all levels simultaneously; however remember higher levels in the pyramid cannot progress any faster than the base they are built on - there are no short-cuts. Without trust and engagement, no performance measures and rewards will be particularly effective over the medium to long-term - you cannot buy accountability. 8.10 ORGANIZATIONAL CULTURE There seems to be wide agreement that organizational

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culture refers to a system of shared meaning held by members that distinguishes

the organization from other organizations. A set of key characteristics that the organization values. The research suggests that there are seven primary characteristics that, in aggregate, capture the essence of an organization's culture. 1. Innovation and risk taking. The degree to which employees are encouraged to be innovative and take risks. 2. Attention to detail. The degree to which employees are expected to exhibit precision, analysis, and attention to detail. 3. Outcome orientation. The degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve these outcomes. 4. People orientation. The degree to which management decisions take into consideration the effect of outcomes on people within the organization. 5.

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Team orientation. The degree to which work activities are organized around teams rather than individuals.

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Aggressiveness. The degree to which people are aggressive and competitive rather than easygoing. 7. Stability. The degree to which organizational activities emphasize maintaining the status quo in contrast to growth. 8.10.1 Do Organizations Have Uniform Cultures? Organizational culture represents a common perception held by the organization's members. This was made explicit when culture results, as a system of shared meaning. We should expect, therefore, that individuals with different backgrounds or at different levels in the organization will tend to describe the organization's culture in similar terms. Saying that organizational culture has common properties does not mean, however, that there cannot be subcultures within any given culture. Most large organizations have a dominant culture and numerous sets of subcultures. A dominant culture expresses the core values that are shared by a majority of the organization's members. When organization's culture is talked about, its dominant culture is being referred. It is this macro view of culture that gives an organization its distinct personality. Subcultures tend to develop in large organizations to reflect common problems, situations, or experiences that members face. These subcultures are likely to be defined by department designations and geographical separation. The purchasing department, for example, can have a subculture that is uniquely shared by members of that department designations and geographical separation. The purchasing department, for example, can have a subculture that is uniquely shared by members of that department. It will include the core values of the dominant culture plus additional values unique to members of the purchasing department. Similarly, an office or unit of the organization that is physically separated from the organization's main operations may reflect the separated unit's distinct situation. If organizations had no dominant culture and were composed only of numerous subculture, the value of organizational culture as an independent variable would be significantly lessened because there would be no uniform interpretation of what represented appropriate and inappropriate behaviour. It is the "shared meaning" aspect of culture that makes it such a potent device for guiding and shaping behaviour. Organizational culture is quite complex. Although there are a number of problems and disagreements associated with the conceptualization of organizational culture, most definitions, including the above, recognize the importance of shared norms and values that guide organizational participation's' behavior. In fact, there is research evidence that not only are these cultural values taught to newcomers, but newcomers seek out and want to learn about their organization's culture.

Leadership and Team Effectiveness Notes 254 Organizational culture has a number of important characteristics. Some of the most readily agreed upon are the following: 1. Observed behavioral regularities. When organizational participants interact with one another, they use common language, terminology, and rituals related to deference and demeanor. 2. Norms. Standards of behaviour exist, including guidelines on how much work to do, which in many organizations come down to "Do not do too much; do not do too little". 3. Dominant Values. There are major values that the organization advocates and expects the participants to share. Typical examples are high product quality, low absenteeism, and high efficiency. 4. Philosophy. There are policies that set forth the organization's beliefs about how employees and/or customers are to be treated. 5. Rules. There are strict guidelines related to getting along in the organization. 6.

Organizational Climate. This is an overall "feeling" that is conveyed by the physical layout, the way participants interact, and the way members of the organization conduct themselves with customers or other outsiders. 8.10.2 Strong and Weak Cultures Some organizational culture could be labeled "strong," others "weak". Strong managers, strong cultures, strong organizational cultures are often shaped by strong values and strong leadership. In addition, other major factors that determine the strength of an organizational culture are sharedness and intensity. Sharedness refers to the degree to which the organizational members have the same core values. Intensity is the degree of commitment of the organizational members to the core values. The degree of sharedness is affected by two major factors; orientation and rewards. In order for people to share the same cultural values, they must know what these values are. Many organizations begin this process with an orientation programme. New employees are told about the organization's philosophy and method of operating. This orientation continues on the job, where their boss and coworkers share these values through both word of mouth and day-to-day work habits and example. Sharedness is also affected by rewards. When organizations give promotions, raises, recognition, and other forms of reward to those who adhere to its core values, these actions help others better understand these values. Some organization have been labeled "the best to work for" because the rewards that they give to their people are exemplary and help reinforce commitment to core values. The degree of intensity is a result of the reward structure. When employees realize that they will be rewarded for doing things "the organization's way," their desire to do so increases. Conversely, when they are not rewarded or they

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 255 feel there is more to be gained by not doing things the organization's way, commitment to core values diminishes. Although recognition and other non- financial rewards are important, money still plays an important role 8.10.3 Creating and Maintaining a Culture

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Some organizational cultures may be the direct, or at least indirect, result of actions taken by the founders. However, this is not always the case. Sometimes founders create weak cultures, and if the organization is to survive, a new top manager must be installed who will sow the seeds for the necessary strong culture. 8.10.4 Changing Organizational

Culture Sometimes an organization determines that its culture has to be changed. For example, the external environment has undergone drastic change and either the organization must adapt to these new conditions or it may not survive. Guidelines for Change.

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Despite the significant barriers and resistance to change, cultures can be managed and changed over time. This attempt to change culture can take many different forms.

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Simple guidelines such as the following can be helpful: 1. Assess the current culture. 2. Set realistic goals that impact

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the bottom line. 3. Recruit outside personnel with industry experience, so that they

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interact well with the organizational personnel. 4. Make changes from the top down, so that

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consistent message is delivered from all management team members. 5. Include employees in the culture change process, especially when making changes in rules and processes. 6. Take out all trappings that remind the personnel of the previous culture. 7. Expect to have some problems and find people who would rather move than change with the culture and, if possible, take these losses early. 8. Move quickly and decisively to build momentum and to defuse resistance to the new culture. 9. Stay the course by being persistent. 8.11

SIGNIFICANCE OF CROSS-CULTURAL RESEARCH Cross-cultural research is a scientific method of comparative research which focuses on systematic comparisons that compares culture to culture and explicitly aims to answer questions about the incidence, distributions, and causes of cultural variation and complex problems across a wide domain, usually worldwide. It include different questions like:

Leadership and Team Effectiveness Notes 256 z What are the patterns of coherence and sources of coherence in the practices, beliefs, social roles, norms, expressions, and forms of organization and conflict in a) human communities? b) Other forms of groups? c) Other extra-community trajectories? z How much of that coherence is due to a) Common history, language, identity? b) Common or recurrent modes of adaptation to recurrent human problems? c) recurrent consistencies in how language, discourse and expression, social and d) Roles, norms and organizations constructed into shared cultures? z What are the patterns of decoherence and disjuncture, misunderstanding and conflict that arise given the a) multiplicity and overlapping of cultures? and b) cleavages and disjuncture of cultures? 8.11.1 Significance z Cross-cultural research strives to arrive at reliably supported explanations of why things are the way they are. z To compare culture is not to deny their individual uniqueness. z Cross-culturalists do not deny the uniqueness of culture; uniqueness and similarity are always present, simultaneously. z Cross-cultural research deals with what is general, what is true for some or even all human cultures. z Results of Cross-cultural research are generalizable to all types of society from a small hamlet with population in the hundreds or a few thousands to urban societies with population in the hundreds of millions. z It helps researchers to make general (cross-cultural) statements about the similarities and differences of cultures and to identify what may be universal and variable about human cultures, as well as to discover reasons why the variation exists. z Cross-cultural psychologists generally collect primary data, they do not make use of secondary data derived from national surveys on issues such as crime rate, gross national product, etc. however, their comparison tend to be limited often only to two-cultures (the investigator's own and one other). 8.12 CULTURAL INFLUENCE ON LEADERSHIP BEHAVIOUR Culture operates at different levels. At one level, individuals are shaped by their ethnic, racial, religious and national backgrounds. At another, they are influenced by the standards, ideals values and experience of their teams. And at yet another level, they are shaped by the culture of their organization. Culture is complex and multi-faceted.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 257 8.12.1 Culture-Driven Leadership A critical component of team building is culture, because if teams are to work effectively all employees must understand and embrace the culture of the particular group and business. There's no doubt that today, a leader's success depends on how he or she molds and develops that culture. Shaping a culture is a formidable task, since many of the valuable qualities a leader might have are never taught in a classroom. They can be learned, but only from life experiences. Emotional maturity, authenticity, and a strong character are all essential if leadership in a culture-driven company is to be effective. So is an alignment among the leader's passion, the company's mission, and the corporate culture in which everything transpires. But these characteristics are developed through life experience. 8.12.2 Value/Belief Theory Hofstede (1980) and Triandis (1995) assert that the values and beliefs held by members of cultures influence the degree to which the behaviors of individuals, groups, and institutions within cultures are enacted, and the degree to which they are viewed as legitimate, acceptable, and effective. Hofstede's version of value/belief theory includes four dimensions of cultural values and beliefs: Individualism versus Collectivism, Masculinity versus Femininity, Tolerance versus Intolerance of Uncertainty, and Power Distance (Stratification) versus Power Equalization. We have substituted two cultural dimensions labeled Gender Egalitarianism and Assertiveness for Hofstede's Masculinity dimension. As explained below we also measured collectivism with two, rather than one, scale. Finally, we have added three additional dimensions: Humanistic, Performance, and Future Orientation. Collectively, the nine dimensions reflect not only the dimensions of Hofstede's theory but also David McClelland's theories of national economic development (McClelland, 1961) and human motivation (McClelland, 1985). The humanism, power distance, and performance orientation of cultures, when measured with operant (behavioral) indicators, are conceptually analogous to the affiliative, power, and achievement motives in McClelland's implicit motivation theory. 8.12.3 Implicit Motivation Theory Implicit motivation theory is the theory of non-conscious motives originally advanced by McClelland, Atkinson, Clark, and Lowell (1953). In its most general form the theory asserts that the essential nature of human motivation can be understood in terms of three implicit (non-conscious) motives: achievement, affiliation, and power (social influence). In contrast to behavioral intentions and conscious values, which are predictive of discrete task behaviors for short periods of time under constant situational forces (Ajzen & Fishbein, 1970), implicit motives are predictive of (a) motive arousal in the presence of selected stimuli, (b) spontaneous behavior in the absence of motive-arousal

Leadership and Team Effectiveness Notes 258 stimuli, and (c) long-term (as long as twenty years) individual global behavior patterns, such as social relationship patterns, citizenship behavior, child-rearing practices, and leadership styles. While McClelland's theory is an individual theory of non-conscious motivation. Hickson, Hinings, McMillan & Schwitter (1974) have asserted that the propositions of structural contingency theory are universal and culture-free. This assertion rests on the assumption that organizational contingencies impose demands on organizations that are so strong that it is imperative for all organizations to respond in essentially the same way to them in order to perform effectively and survive in competitive environments. Cultural change can be stimulated by external events and forces, the process of change is hypothesized to be governed by the set of relationships described in the above propositions. There will almost certainly be resistance to new leadership and organizational practices when such practices violate existing collectively shared norms and expectations for leaders.

8.13 MODELS OF CULTURE

There are many ideas about the nature of 'culture'. Cultural models, according to Roy D'Andrade, are used to represent something, or to reason with by mentally manipulating the parts of the model to solve some problem. They are learned, non-declarative knowledge, and their learning is social and individual. 'Culture' is thought to be composed of many cultural models, differentially internalized by culture members. To quote Holland and Quinn (1987), 'Cultural models are presupposed, taken-for-granted models of the world that are widely shared (although not necessarily to the exclusion of other alternative models) by the members of a society and that play an enormous role in their understanding of that world and their behavior in it.'

8.13.1 Geert Hofstede Model

Geert Hofstede (1991) sees culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another." He proposes four layers, each of which includes the lower level. 'culture' being like an onion can be peeled, layer-by-layer. The figure on the right shows how Hofstede illustrates the differences between personality, culture, and human nature.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 259 Source: Hofstede, G. 1991. *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.

Figure 8.6 : Hofstede's Model

8.13.2 Trompenaars and Hampden-Turner Model

Trompenaars and Hampden-Turner (1997) adopt a similar onion-like model of culture. However, their model expands the core level of the very basic two-layered model, rather than the outer level. In their view, culture is made up of basic assumptions at the core level. These 'basic assumptions' are somewhat similar to 'values' in the Hofstede model. One of the weaknesses of cross-cultural analysis has been the inability to transcend the tendency to equalize culture with the concept of the nation state. A nation state is a political unit consisting of an autonomous state inhabited predominantly by a people sharing a common culture, history, and language or languages. Cultures do not have strict borders like nation states. Its expression and even core beliefs can assume many permutations and combinations as we move across distances. The field of cross-cultural analysis has been severely criticised by people like Nigel Holden, for being too dialogue-oriented and excessively focused on cultural difference and foreign-language competence. They argue that intercultural communication is a determinant of atmosphere in interactions. In a major disagreement with Hofstede, organisational processes are thought to be more important than organisational cultures. Culture has an interpretative function for the members of a group, which share that particular culture. Although all members of a group or society share their culture, expressions of culture-resultant behaviour are modified by the individuals' personality to a considerable degree. Cross-cultural analysis aims to harness this utilitarian function of culture as a tool for increasing human adaptation and improving communication.

Leadership and Team Effectiveness Notes 260 General principles of hierarchy and self-organization used in ecosystems and other systems can be applied to models of cognition, including cultural models. During self-organization, systems are guided by the maximum power principle. Self-organization tends to develop network connections that use energies in feedback action to aid the process of getting more resources or using them more efficiently. Systems maximize power by:

- z Developing storages of high-quality energy
- z Feeding back work from storages to increase inflows
- z Recycling materials as needed
- z Organizing control mechanisms that keep the system adapted and stable
- z Setting up exchanges for needed materials
- z Contributing work to the next larger system

In accord with fundamental principles of hierarchy (Odum) entities to the right in a structure hierarchy are fewer in number, have longer turnover times, larger spatial scale, higher search/exploration ability, higher maintenance cost, can take more varied inputs and/or from varied sources, have larger feedback effects, and produce products of higher "quality" – a word redefined by Odum to reflect the great convergence or concentration that was necessary to produce the product or service. Cultural models are located within a hierarchy of cognitive objects, related to various theories or models of culture and cognition. Cultural models occupy a middle area in the hierarchy. Examples of important cultural models are models of 'inequality', 'competition', 'class', 'race', 'free markets', 'science', 'gender', 'warfare', 'plants', 'animals', 'health', and others. Cultural models at this middle scale benefit from the structural objects provided by language, and more basic units of conceptualization, such as 'semantic domains', 'folk genera', or 'linguistic postulates', which structure our understanding of the world, below our level of awareness. Cultural models may be said to be organized into larger 'cultural- configurations', 'worldviews', or 'habitus'. Cultural models can be recognized as being composed of increasingly specific schemas. As in other hierarchies, there exist many low-level schemas, which constitute many middle level schemas, which themselves constitute few top level, cultural models. Cultural models (as all objects of symbolic culture) are located within a larger conceptualization of humans within human-ecosystems that can be called a sociocultural system.. A sociocultural system (below) is composed of material assets, social structural diversity, cultural models, and language, and the

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 261 interactions between these components, the natural environment, and the people that continuously produce and re-negotiate their forms. A sociocultural system is conceived as a self-organizing system of amplification, constraint, and pulsing dynamics with many shifting limiting factors within ecosystems and within itself (population density being only one). Within these material constraints are situated the human symbolic systems of cultural models, possessing structure and dynamics of their own. Intentionality and agency can be understood to self-organize with a highly dynamic human and extra-human environment. The interactions between components of the sociocultural system and between ecosystem resources are aggregated into one interaction symbol. This indicates that the dynamics of each affects the other. The fact that the non-renewable storage is not reproduced (no inflow, only outflow) at this temporal scale indicates that there are limits to the growth of our contemporary sociocultural systems, systems that supplement renewable energies with fossil fuels.

8.14 THE GLOBE PROJECT In the area of culture and leadership GLOBE project have generated important research findings. The GLOBE project investigates how cultural values are related to organizational practices, conceptions of leadership, the economic competitiveness of societies, and the human condition of its members. One hundred and seventy co-country investigators and over 17,000 managers participated worldwide. Data were collected in each country from three indigenous companies representing the financial services, food processing, and telecommunications. They used qualitative methods to assist their development of quantitative instruments.

8.14.1 Leadership Dimensions: Culture and Leadership The following dimensions emerged from the GLOBE research:

1. Performance Orientation It reflects the extent to which a community encourages and rewards innovation, high standards, excellence, and performance improvement (Grove, 2005). High Performance Orientation societies have characteristics such as...
 - z Value training and development.
 - z Value competitiveness and materialism.
 - z View formal feedback as necessary for performance improvement.
 - z Value what one does more than who one is.
 - z Expect direct, explicit communication.

Leadership and Team Effectiveness Notes 262 Low Performance Orientation societies have characteristics such as... z Value societal and family relationships. z Value harmony with the environment. z View formal feedback as judgmental and discomfiting. z Value who one is more than what one does. z Expect indirect, subtle communication. 2. Uncertainty Avoidance The cultural dimension named "uncertainty avoidance" also emerged from the research as very important. It is "the extent to which a society, organization, or group relies on social norms, rules, and procedures to alleviate the unpredictability of future events" (House et al, 2004, p. 30). Some characteristics of societies that have high and low uncertainty avoidance orientation (based on House et al, 2004, p. 618). High Uncertainty Avoidance societies have characteristics such as... z Use formality in interactions with others. z Are orderly and keep meticulous records. z Rely on formalized policies and procedures. z Take moderate, carefully calculated risks. z Show strong resistance to change. Low Uncertainty Avoidance societies have characteristics such as... z Use informality in interactions with others. z Are less orderly and keep fewer records. z Rely on informal norms for most matters. z Are less calculating when taking risks. z Show only moderate resistance to change. 3. In-Group Collectivism The findings about "in-group collectivism" are important because this cultural dimension emerges as a strong predictor of the two most widely admired characteristics of successful leaders. In-group collectivism is "the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families" (House et al, 2004, p. 30). Some of the characteristics of societies that have high and low in-group collectivism (based on House et al, 2004, Table 16.1, p. 454). High In-Group Collectivism societies have characteristics such as... z Duties and obligations are important determinants of social behavior.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 263 z A strong distinction is made between in-groups and out-groups. z People emphasize relatedness with groups. z The pace of life is slower. z Love is assigned little weight in marriage. Low In-Group Collectivism societies have characteristics such as... z Personal needs and attitudes are important determinants of social behavior. z Little distinction is made between in-groups and out-groups. z People emphasize rationality in behavior. z The pace of life is faster. z Love is assigned great weight in marriage. 4. Power Distance Characteristics of societies that have high and low power distance (based on House et al, 2004, Table 17.2, p. 536). HIGH POWER DISTANCE societies have characteristics such as... z Society is differentiated into classes. z Power seen as providing social order. z Upward social mobility is limited. z Resources available to only a few. z Information is localized and hoarded. Low Power Distance societies have characteristics such as... z Society has a large middle class. z Power linked to corruption and coercion. z Upward social mobility is common. z Resources are available to almost all. z Information is widely shared 5. Gender Egalitarianism The findings for "gender egalitarianism" also are significant because it is one of the predictors of the most widely admired characteristic of successful leaders. Gender egalitarianism is "the degree to which a collective minimizes gender inequality" (House et al, 2004p. 30). The characteristics of societies that have high and low gender egalitarianism (based on House et al, 2004, Table 14.2, p. 359).

Leadership and Team Effectiveness Notes 264 High Gender Egalitarianism societies have characteristics such as... z More women in positions of authority. z Less occupational sex segregation. z Similar levels of educational attainment for males and females. z Afford women a greater decision-making role in community affairs. Low Gender Egalitarianism societies have characteristics such as... z Fewer women in positions of authority. z More occupational sex segregation. z A lower level of female educational attainment, compared to that of males. z Afford women little or no decision-making role in community affairs. 6. Humane Orientation "Humane orientation" is defined as "the degree to which an organization or society encourages and rewards individuals for being fair, altruistic, friendly, generous, caring, and kind to others" (House et al, 2004,p. 569). The characteristics of societies that have high and low humane orientation include the following (based on House et al, 2004,Table 18.1, p. 570): High Humane Orientation societies have characteristics such as... z The interests of others are important. z People are motivated primarily by a need for belonging and affiliation. z Members of society are responsible for promoting the well-being of others. z Child labor is limited by public sanctions. z People are urged to be sensitive to all forms of racial discrimination. Low Humane Orientation societies have characteristics such as... z One's own self-interest is important. z People are motivated primarily by a need for power and material possessions. z The state provides social and economic support for individuals' well-being. z Child labor is an issue of low importance. z People are not sensitive to all forms of racial discrimination. 7. Institutional Collectivism "Institutional collectivism" is defined as "the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action" (House et al, p. 30). Some of the

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 265 characteristics of societies that have high and low institutional collectivism (based on House et al, Table 16.2, p. 459): High Institutional Collectivism societies have these characteristics... z Members assume that they are highly interdependent with the organization. z Group loyalty is encouraged, even if this undermines the pursuit of individual goals. z The society's economic system tends to maximize the interests of collectives. z Rewards are driven by seniority, personal needs, and/or within-group equity. z Critical decisions are made by groups. Low Institutional Collectivism societies have these characteristics... z Members assume that they are largely independent of the organization. z Pursuit of individual goals is encouraged, even at the expense of group loyalty. z The society's economic system tends to maximize the interests of individuals. z Rewards are driven very largely by an individual's contribution to task success. z Critical decisions are made by individuals.

8. Future Orientation "Future orientation" is "the degree to which a collectivity encourages and rewards future-oriented behaviors such as planning and delaying gratification" (House et al, 2004, p. 282). Some of the characteristics of societies that have high and low future orientation (based on House et al, 2004, Table 13.1, p. 302): High Future Orientation societies have characteristics such as... z Propensity to save now for the future. z Emphasize working for long-term success. z Organizations tend to be flexible and adaptive. z View material success and spiritual fulfillment as an integrated whole. Low Future Orientation societies have characteristics such as... z Propensity to spend now, rather than save. z Prefer gratification as soon as possible. z Organizations tend to be inflexible and maladaptive.

Leadership and Team Effectiveness Notes 266 z View material success and spiritual fulfillment as separate, requiring trade-offs. 9. Assertiveness "Assertiveness" is "the degree to which individuals are assertive, confrontational, and aggressive in their relationships with others" (House et al, p. 30). Some of the characteristics of societies that have high and low assertiveness (based on House et al, 2004, Table 15.1, p. 405): High Assertiveness societies have characteristics such as... z Value competition, success, and progress. z Communicate directly and unambiguously. z Try to have control over the environment. z Expect subordinates to take initiative. z Build trust on basis of calculation. Low Assertiveness societies have characteristics such as... z Value cooperation and warm relationships. z Communicate indirectly; try to "save face." z Try to be in harmony with the environment. z Expect subordinates to be loyal. z Build trust on basis of predictability.

8.15 OBSTACLES TO EFFECTIVE LEADERSHIP Obstacles to great leadership can be set up by others or self-imposed. Either way these obstacles create a hurdle that has to be overcome in order to deliver good communication, knowledge and ideas. Many aspiring leaders stumble because they fail to recognise the obstacles they are creating through lack of attention to detail. However, with a little bit of self-awareness the blocks and obstacles can be easily removed and focus can once again be improved upon.

8.15.1 Arrogance Although confidence is an important leadership quality, having a little too much of this is considered as arrogance. If you are a leader you will be required to use your confidence to influence others and to communicate intention and ideas. This information should be delivered in an inspired manner that encourages and motivates others. Confidence however, has a tendency to grow if not managed properly, and when this happens arrogance takes over and begins to make demands. Arrogance shows a leader has no respect for his/her team and can impact on individuals in many negative ways. It is therefore important to understand and

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 267 learn how to balance confidence with other leadership skills if a leader wants to be the best they can be.

8.15.2 Untrustworthiness Without trust it is very difficult for a leader to get others to do as they ask. A leader needs to impart knowledge, information and ideas in a way that demonstrates honesty and integrity. If others do not trust a leader they will become resistant to whatever the leader suggests or requires. To motivate and inspire others a leader therefore has to inspire trust, as well as act accordingly in any situation. This is best achieved by being honest and trustworthy at all times.

8.15.3 Disorganisation A team will look to their leader as an example of how things should be done. If a leader constantly works at a frantic pace but gets little done, or asks for information many times but fails to move an intention into action, it creates a disorganised state that stops the flow of progress. This disorganised way of working also unleashes stress and frustration and impacts on all members of a team. A leader must therefore be able to organise their schedule so that it encourages others to follow the example. By being organised a leader also demonstrates a wider selection of skills and management capability.

8.15.3 Negativity A negative leader – with a glass half full mentality – does not inspire confidence in the people around him/her. Being positive about the work, information or ideas that a leader delivers is important because the general mood and feeling impacts on motivation and inspiration. A positive person can lead a team of people to do whatever has to be done in a confident manner and encourages communication and progress. A negative leader, on the other hand, struggles to influence a team to move forward.

8.15.4 Stubbornness Although a leader will generally have the final decision on most matters, being too stubborn about making decisions does not foster a good working relationship with others. A leader must be able to strike a balance between listening and delivering information, and must also be able to balance their own perspective with that of other people. A leader who believes that they know best and refuses to listen to other points of view and/or opinions will find that the support of others is soon lost.

Leadership and Team Effectiveness Notes 268 Task Take an organization you know and discuss its culture. Is the culture helping or hindering the organization in achieving its goals? Self Assessment Fill in the blanks: 13. _____ is the systems of knowledge shared by a relatively large group of people. 14. The second inner layer of culture is of _____ 15. The cultural diversity on the team needs to be _____. Strong Managers, Strong Cultures here are many examples of strong cultures that have helped create successful organizations, such as Motorola, Kodak and Microsoft. A more recent success story is Cambell's, which is now in the process of dramatic changes that are being introduced by CEO David W Johnson. In the late 1980s, before Johnson joined the company, the giant soup maker was beset by falling earnings and weak marketing. Since then, however, the firm's performance has improved sharply. Earnings have been increasing at an annual rate of almost 20 percent, and the company's stock has continued to rise. Much of this is a result of the culture that Johnson has helped create. One of the things he has done is eliminate much of the bureaucracy, which was stifling creativity and growth, and replace it with cultural values that encourage personnel to "think big." In a highly empowered culture, Johnson gives his people all the authority they need while holding them accountable for results. At the same time, to reduce their fear of making mistakes, he holds celebrations that are designed to build confidence among rank-and-file employees - and he listens to what the people have to say. For example, during one of the pep rallies he had in Britain to celebrate low-fat create soups, which had become a big hit, someone suggested that he transplant these soups to the US market, Johnson listened and did so, and the results have been very good. Not all of Johnson's attention is devoted to the rank-and-file. He works closely with senior-level managers and insists that they set ambitious goals and reach them. He also demands that board members be strongly committed to the company. As a result, everyone on the board is required to own 3000 shares of stock by the time they are in their third year on the T Contd....

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 269 board, and three-quarters of their pay comes in the forms of annual grants of shares and options. Johnson has also launched a reexamination of the firm's business portfolio and is winnowing out hundreds of lower-profit offerings, many in soup, and redirecting investment dollars to products with the highest returns. The latter include such well-known offerings as V8 Juice and chicken-noodle soup, which account for 80 percent of the company's profits. As a result of its efforts in the soup market, Campbell's now commands 80 percent of the US cannel-soup markets and is beginning a sales campaign to take it into the international arena, especially to markets it has, heretofore, ignored. At the same time, the firm is customizing its offerings to meet local tastes, and these changes are paying off. For example, in Australia the company's cream of pumpkin soup dominates the market, and in Hong Kong its watercress-and-duck-gizzard soup is a big winner. Question: Can Campbell's continue its successful trek? Johnson believes it can as long as the firm maintains a strong commitment to product quality, listens carefully to the customers, and sets difficult but attainable objectives that help the firm win market share and improve bottom-line performance. SUMMARY z Executives, managers and organization staff members universally explore ways to improve business results and profitability. z Many view team-based, horizontal, organization structures as the best design for involving all employees in creating business success. z Teams solve problems and improve processes. z There is a genuine concern for employees and the policies and work are employee and employee-family friendly. z Organizational culture refers to a system of values, norms and meaning shared by most of the members. z Dominant culture expresses core values shared by a majority of organization's members. z Behavioural regularities, norms, dominant values, philosophy, rules and organizational climate are some of the important characteristics of culture. z Proper selection, placement on job, job master, measuring and rewarding performance, adherence to important values, reinforcing stories and folklore are ways to maintain culture.

Leadership and Team Effectiveness Notes 270 KEYWORDS Culture: Culture is the systems of knowledge shared by a relatively large group of people. Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others. Extrinsic motivation : Extrinsic motivation comes from outside of the performer, e.g. the crowd cheer the performer on, this motivates them to do well, or to beat a PB (Personal Best). Intrinsic motivation : Intrinsic motivation is the motivation that comes from inside the performer, e.g. they compete for the love of the sport. Leader: A leader is a person who influences a group of people towards the achievement of a goal.

Leadership:

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Managing emotions: The ability to regulate emotions in both ourselves and in others. Modes of interacting: The way in which you communicate and share ideas, opinions, and feelings with others Perceiving emotions: The ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts- including the ability to identify one's own emotions. Self-awareness : Self-awareness is knowing your motivations, preferences, and personality and understanding how these factors influence your judgment, decisions, and interactions with other people. Self-control : The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Self-discipline : Self-discipline is the ability to make yourself do what you should do when you should do it, whether you feel like it or not." Single-loop learning : Single-loop learning occurs when learners seek minimum feedback that might substantially confront their basic ideas or actions. Double-loop learning: Double-loop learning is an in-depth type of learning that occurs when. People use feedback to confront the validity of the goal or the values implicit in the situation. Behaviour is the way in which we conduct ourselves-the way in which we act.

Lesson 8 - Leadership Effectiveness: Power Dynamics in Groups and Cross-cultural Influence Notes 271 Social skills are fundamental to emotional intelligence. They include the ability to induce desirable responses in others by using effective diplomacy to persuade (influence); listen openly and send convincing messages (communicate) Team: A "team" is defined as a group of people who collaborate or work together toward a common goal. A team implies synergy, meaning the whole is greater than the sum of their parts. The essence of a team is a common commitment, because without it, the members are simply a group of individuals. Understanding emotions: The ability to comprehend emotion language and to appreciate complicated relationships among emotions Using emotions: The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving REVIEW QUESTIONS 1. Discuss the concept of team and group stating their essentials. 2. How does an cohesive team may be built? 3. Differentiate between group norms and team norms. 4. Explain group and team cohesion. 5. Describe team management wheel. 6. What is

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group decision making/ 7. What are the advantages of group decision making? 8. Describe the various techniques of group decision making. 9.

Describe the significance of cross cultural research. 10. Explain the influence of culture on leadership behavior. 11. Describe various models of culture. 12. What is globe project? 13. What is culture? What are its determinants? 14. How can a culture of accountability can be build? 15. How can a leader thrive in a cross-cultural team? 16. Discuss a framework for managing culture for a leader. 17. Describe the various obstacles to an effective leadership. Also tell, how these obstacles can be avoided? 18. "The performance of a team depends not only on the motivation and skills of members, but also on how members are organized to use their skills". Discuss the statement.

Leadership and Team Effectiveness Notes 272 Answers to Self Assessments 1. Team 2. Teamwork 3. work teams 4. True 5. False 6. Importing 7. Direct demonstration 8. Group Cohesiveness 9. cohesive group 10. against 11. Cognitive 12. Group processes 13. Culture 14. Norms and values of what life is 15. Leveraged FURTHER READINGS Argyris, C., & Schön, D. Organizational learning. Reading, MA: Addison-Wesley Schein, E. H. Organizational culture and leadership. San Francisco: Jossey-Bass. Hochschild, A. R. .

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1/209	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
	leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education,		Leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education,	
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3/209	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	Leadership is the activity of influencing people to strive willingly for group			
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<p>a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
5/209	SUBMITTED TEXT	29 WORDS	80% MATCHING TEXT	29 WORDS
<p>Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization". (D. Katz & Kahn, 1978) "Leadership is the process of</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
6/209	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Good leaders develop through a never ending process of self-study, education,</p> <p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
7/209	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
8/209	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>A follower is a person who is being influenced by</p> <p>SA 6941828.pdf (D32984789)</p>				
9/209	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>Good followers are not 'yes people' who simply follow the leader without giving input that influences the leader.</p> <p>1.1.3</p> <p>SA 6941828.pdf (D32984789)</p>				

10/209	SUBMITTED TEXT	22 WORDS	95% MATCHING TEXT	22 WORDS
<p>A team comprises a group of people linked in a common purpose. Teams are especially appropriate for conducting tasks that are</p>				
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11/209	SUBMITTED TEXT	52 WORDS	100% MATCHING TEXT	52 WORDS
<p>and have many interdependent subtasks. A group in itself does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize his or her strengths and minimize his or her weaknesses. Unit 1 -</p>				
<p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				

12/209	SUBMITTED TEXT	73 WORDS	100% MATCHING TEXT	73 WORDS		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Team Leadership In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership. Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Team Leadership In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership. Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team</p> </td> </tr> </table>					<p>Team Leadership In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership. Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team</p>	<p>Team Leadership In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership. Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team</p>
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<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>						

strength. Balanced teams comprised of such individuals who engaged in complementary role behaviour performed better than unbalanced teams. Nine distinctive roles were identified in the study, with most people being found to embrace a mix of two or three roles whilst also avoiding others with which they were uncomfortable. Where there was an individual with clear, useful and appreciated attributes they would fit into a team on the basis of the strengths they brought. These people would also have weaknesses that belonged to the same cluster of characteristics as the strength itself. These potential deficiencies were considered the price that has to be paid for a particular strength, a price that is worth paying, and were referred to as 'allowable weaknesses. Belbin found no 'ideal' team member, individual who could perform all of the roles. From this work, Belbin drew the distinction between the "Solo" and the "Team" leader. He suggests that "leaders are not notable for admitting their weaknesses, whether allowable or not. To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs. Belbin classified such leaders as 'Solo leaders' and in the workplace this type of behaviour may have great advantages, for internal barriers can be overcome and decisions, especially those of an urgent nature, can be made and put into effect with little or no delay. The increasing complexity and the discontinuous nature of modern work however, poses greater problems where Solo leadership is less appropriate and 'Team leadership' more suited. The key difference between the 'Solo leader' and 'Team leadership' revolves around the behaviour and participation of the two as illustrated below:

strength. Balanced teams comprised of such individuals who engaged in complementary role behaviour performed better than unbalanced teams. Nine distinctive roles were identified in the study, with most people being found to embrace a mix of two or three roles whilst also avoiding others with which they were uncomfortable. Where there was an individual with clear, useful and appreciated attributes they would fit into a team on the basis of the strengths they brought. These people would also have weaknesses that belonged to the same cluster of characteristics as the strength itself. These potential deficiencies were considered the price that has to be paid for a particular strength, a price that is worth paying, and were referred to as 'allowable weaknesses. Belbin found no 'ideal' team member, individual who could perform all of the roles. From this work, Belbin drew the distinction between the "Solo" and the "Team" leader. He suggests that "leaders are not notable for admitting their weaknesses, whether allowable or not. They act as though they have no weaknesses". To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs. Belbin classified such leaders as 'Solo leaders' and in the workplace this type of behaviour may have great advantages, for internal barriers can be overcome and decisions, especially those of an urgent nature, can be made and put into effect with little or no delay. The increasing complexity and the discontinuous nature of modern work however, poses greater problems where Solo leadership is less appropriate and 'Team leadership' more suited. The key difference between the 'Solo leader' and 'Team leadership' revolves around the behaviour and participation of the two as illustrated below:

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14/209	SUBMITTED TEXT	107 WORDS	100% MATCHING TEXT	107 WORDS
<p>In today's organisation the alternative approach, the Team Leader, is more appropriate. Whilst Team leadership may not be as natural as Solo leadership, Belbin suggests it can be learned through understanding the nature of leadership and the qualities required. In the rapidly changing and uncertain work environment of today no one person has all the answers to leadership. A Team leadership style based upon the development of the strengths and the allowable weaknesses of all of the roles will permit a more holistic, or participative, style of leadership where teamwork, problem solving, decision making and innovation can flourish with heightened teamwork and work performance. 1.3.2</p>		<p>In today's organisation the alternative approach, the Team Leader, is more appropriate. Whilst Team leadership may not be as natural as Solo leadership, Belbin suggests it can be learned through understanding the nature of leadership and the qualities required. In the rapidly changing and uncertain work environment of today no one person has all the answers to leadership. A Team leadership style based upon the development of the strengths and the allowable weaknesses of all of the roles will permit a more holistic, or participative, style of leadership where teamwork, problem solving, decision making and innovation can flourish with heightened teamwork and work performance. 4.4.4</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				
15/209	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. 9.</p>		<p>Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
16/209	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>is the willingness and ability of a person to take responsibility for directing his or her own behaviour. 10.</p>		<p>is the willingness and ability of a person to take responsibility for directing his or her own behaviour.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
17/209	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Good leaders develop through a never ending process of self-study, education,</p>		<p>Good leaders develop through a never ending process of self-study, education,</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
18/209	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
<p>To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs.</p>		<p>To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

19/209	SUBMITTED TEXT	98 WORDS	73% MATCHING TEXT	98 WORDS
<p>Solo Leader Team Leader z Plays unlimited role – the Solo Leader interferes in everything z Choose to limit role to preferred team roles – delegates roles to others z Strives for conformity – the Solo Leader tries to mould people to particular standards z Builds on diversity – the Team Leader values differences between people z Collects acolytes – The Solo Leader collects admires and sycophants z Seeks talent – the Team Leader is not threatened by people with special abilities z Direct Subordinates – Subordinates take their leads and cues from the Solo Leader</p>		<p>SOLO LEADER TEAM LEADER Plays unlimited role – the Solo Leader interferes in everything to limit role to preferred team roles – delegates roles to others Strives for conformity – the Solo Leader tries to mould people to particular standards Builds on diversity – the Team Leader values differences between people Collects acolytes – The Solo Leader collects admirers and sycophants Seeks talent – The Team Leader is not threatened by people with special abilities Directs Subordinates – subordinates take their leads and cues from the Solo Leader</p>		
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

20/209	SUBMITTED TEXT	104 WORDS	93% MATCHING TEXT	104 WORDS
<p>Develops colleagues – the Team Leader encourages the growth of personal strengths z Projects objectives – the Solo Leader makes it plain what everyone is expected to do 1. Choose to limit role to preferred team roles – delegates roles to others z Creates mission – the Team Leader projects the vision which others can act on as they see fit Source: Solo and Team Leader (Belbin, 1993). Belbin uses a definition from Charles Handy to illustrate his hypothesis of Solo leadership: ‘A leader shapes and shares a vision which gives point to the work of others’ (Handy, 1992).</p>		<p>Develops colleagues – the Team Leader encourages the growth of personal strengths Projects objectives – the Solo Leader makes it plain what everyone is expected to do 1. to limit role to preferred team roles – delegates roles to others Creates mission – the Team Leader projects the vision which others can act on as they see fit Solo and Team Leader (Belbin, 1993) Belbin uses a definition from Charles Handy to illustrate his hypothesis of Solo leadership: ‘A leader shapes and shares a vision which gives point to the work of others’ (Handy, 1992).</p>		
<p>W https://fayllar.org/writing-and-defence-of-course-papers-methodological-guidelines.html?page=5</p>				

21/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.</p>		<p>Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p>		
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

22/209	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.</p>				
<p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				

23/209	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
24/209	SUBMITTED TEXT	31 WORDS	98% MATCHING TEXT	31 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p> <p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>				
25/209	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p> <p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p> <p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
26/209	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Questions about leadership have long been a subject of speculation</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
27/209	SUBMITTED TEXT	18 WORDS	80% MATCHING TEXT	18 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				

28/209

SUBMITTED TEXT

86 WORDS

95% MATCHING TEXT

86 WORDS

Traits Skills • Adaptable to situations • Alert to social environment • Ambitious and achievement-oriented • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility • Clever (Intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive • Socially skilled Source: Leadership Skills and Traits (Stogdill, 1974) The

Traits Skills - Adaptable to situations - Alert to social environment - Ambitious and achievement-orientated - Assertive - Cooperative - Decisive - Dependable - Dominant (desire to influence others) - Energetic (high activity level) - Persistent - Self-confident - Tolerant of stress - Willing to assume responsibility - Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled Table 2: Leadership Skills and Traits (Stogdill, 1974) The

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29/209

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172 WORDS

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The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence? Another approach in the study of leadership had to be found. After the publication of the late Douglas McGregor's classic book *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance. Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed in Douglas McGregor's book has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarised two contrasting sets of assumptions made by managers industry.

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W <https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html>

30/209	SUBMITTED TEXT	62 WORDS	88% MATCHING TEXT	62 WORDS
<p>Theory X managers believe that: Theory Y managers believe that: z The average human being has an inherent dislike of work and will avoid it if possible. z The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility.</p>		<p>Theory X managers believe that: Theory Y managers believe that: The average human being has an inherent dislike of work and will avoid it if possible. The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not Because of this human characteristic, only to accept but to seek responsibility.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

31/209	SUBMITTED TEXT	29 WORDS	89% MATCHING TEXT	29 WORDS
<p>Because of this human characteristics, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives.</p>		<p>Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve objectives.</p>		
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

32/209	SUBMITTED TEXT	15 WORDS	84% MATCHING TEXT	15 WORDS
<p>People will exercise self-direction and self-control to achieve objectives to which they are committed.</p>		<p>People will exercise self-direction and self-control controlled, directed, or threatened with to achieve objectives to which they are committed.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

33/209	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.</p>		<p>The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.</p>		
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

34/209	SUBMITTED TEXT	56 WORDS	91% MATCHING TEXT	56 WORDS
<p>The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life. Source: Theory X and Y Managers (McGregor, 1960).</p>		<p>The capacity to exercise a relatively high level of imagination, ingenuity and creativity in the solution of organisational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially under the conditions of modern industrial life. Table 3: Theory X and Y Managers (McGregor, 1960)</p>		
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

35/209**SUBMITTED TEXT**

110 WORDS

100% MATCHING TEXT

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It can therefore be seen that a leader holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style. 2.2.2 Blake and Mouton's Managerial Grid The Managerial Grid developed by Robert Blake and Jane Mouton focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes. A grid with concern for production on the horizontal axis and concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation. 1,1

It can therefore be seen that a leader holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style. 4.2.2 Blake and Mouton's Managerial Grid The Managerial Grid developed by Robert Blake and Jane Mouton focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes. A grid with concern for production on the horizontal axis and concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation.

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36/209**SUBMITTED TEXT**

25 WORDS

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Blake and Mouton propose that "Team Management" - a high concern for both employees and production - is the most effective type of leadership

Blake and Mouton propose that "Team Management" - a high concern for both employees and production - is the most effective type of leadership

W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf

37/209**SUBMITTED TEXT**

130 WORDS

96% MATCHING TEXT

130 WORDS

Schmidt's Leadership Continuum One criticism of early work on leadership styles is that they looked at styles too much in black and white terms. The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most, leaders in business will be somewhere between the two. Contingency theorists Tannenbaum and Schmidt suggested the idea that leadership behavior varies along a continuum and that as one moves away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. They also suggested that the kind of leadership represented by the democratic extreme of the continuum will be rarely encountered in formal organizations. Four main leadership styles can be located at points along such a continuum:

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21 WORDS

100% MATCHING TEXT

21 WORDS

Autocratic: The leader takes the decisions and announces them; expecting subordinates to carry them out without question (the Telling style).

Autocratic: The leader takes the decisions and announces them, expecting subordinates to carry them out without question (the Telling style). •

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39/209**SUBMITTED TEXT**

266 WORDS

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266 WORDS

Persuasive: At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the Selling style). z Consultative: In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the Consulting style). z Democratic: Using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the Joining style). There will be some situations in which each of the above styles is likely to be more appropriate than the others.

Persuasive: At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the Selling style). • Consultative: In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the Consulting style). • Democratic: Using style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the Joining What distinguishes this from previous of leadership style is that there will be some situations in which each of the above styles is likely to be more appropriate than the others. •

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40/209**SUBMITTED TEXT**

35 WORDS

100% MATCHING TEXT

35 WORDS

Telling: In an emergency, a telling style may be most appropriate and would normally be considered justified by the group (as long as the general climate of that group is supportive and mature).

Telling: In an emergency, a telling style may be most appropriate and would normally be considered justified by the group (as long as the general climate of that group is supportive and mature). •

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41/209	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
<p>Selling: The selling style would tend to fit situations in which the group leader, and he or she alone, possesses all the information on which the decision must be based and which at the same</p>		<p>Selling: The selling style would tend to fit situations in which the group leader, and he or she alone, possesses all the information on which the decision must be based and which at the same</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

42/209	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
<p>Consulting: The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.</p>		<p>Consulting: The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

43/209	SUBMITTED TEXT	86 WORDS	100% MATCHING TEXT	86 WORDS
<p>Joining: The joining style is appropriate under similar conditions, with the important exception that this is likely to be appropriate only in those instances where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally.</p>		<p>Joining: The joining style is appropriate under similar conditions, with the important exception that this is likely to be appropriate only in those instances where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally. 4.3.4</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

44/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>LEADERSHIP TRAITS One of the earliest approaches to studying leadership was the trait approach,</p>				
<p>SA OB_9_3_22.docx (D143608009)</p>				

45/209

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The Trait Approach arose from the "Great Man" theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions. The problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader. Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be "charisma".

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and integrates the findings regarding the most relevant aspects of personality for effective leadership

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to abide by the decisions made by managers and those with a higher status than them

SA PGBA (S1) 01-3.pdf (D160977281)

48/209

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34 WORDS

The subordinates do not participate in the decision making. The organisation is concerned simply about completing the work. The organization will use fear and threats to make sure employees complete the work set.

SA PGBA (S1) 01-3.pdf (D160977281)

49/209	SUBMITTED TEXT	27 WORDS	88% MATCHING TEXT	27 WORDS
<p>for their contribution) rather than fear and threats. Information may flow from subordinates to managers but it is restricted to "what management want to hear". 3.</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
50/209	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>style the leader would characteristically lay the problem before his or her subordinates and invite discussion 2.3</p> <p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				
51/209	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>dimensions of leadership behavior-initiating structure and consideration. Initiating structure is the extent to which a leader</p> <p>SA Leadership- CH 12 (1)_ CYP Added 25-8-22 (4) (1).docx (D145250126)</p>				
52/209	SUBMITTED TEXT	23 WORDS	95% MATCHING TEXT	23 WORDS
<p>Consideration is the extent to which a person is likely to have job relationships that are characterized by mutual trust, respect for</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
53/209	SUBMITTED TEXT	20 WORDS	68% MATCHING TEXT	20 WORDS
<p>LEADERSHIP SKILLS The process of successfully influencing the activities of a group towards the achievement of a common goal.</p> <p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				
54/209	SUBMITTED TEXT	27 WORDS	46% MATCHING TEXT	27 WORDS
<p>Management have complete confidence in their subordinates/employees. There is lots of communication and subordinates are fully involved in the decision making process. Subordinates comfortably express opinions</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				

55/209	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>are offered economic rewards for achieving organizational goals which they have</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
56/209	SUBMITTED TEXT	20 WORDS	64% MATCHING TEXT	20 WORDS
<p>The process of successfully influencing the activities of a group is always towards the achievement of a ----- 6.</p> <p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				
57/209	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>Creativity (or "creativeness") is a mental process involving the generation of new ideas or concepts, or new associations</p> <p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				
58/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.</p> <p>Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p> <p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				
59/209	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p> <p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p> <p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
60/209	SUBMITTED TEXT	31 WORDS	98% MATCHING TEXT	31 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p> <p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>				

61/209

SUBMITTED TEXT

89 WORDS

93% MATCHING TEXT

89 WORDS

Whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The major theories contributing towards this school of thought are described below: z Fiedler's Contingency Model.

Whilst behavioural theories may help managers develop particular leadership behaviours they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organisation, and other environmental variables. The major theories contributing towards this school of thought are described below. 4.3.1 Fiedler's Contingency Model

W <https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673>

62/209

SUBMITTED TEXT

137 WORDS

99% MATCHING TEXT

137 WORDS

Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. Example: In a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required. Fiedler looked at three situations that could define the condition of a managerial task: 1. Leader member relations: How well do the manager and the employees get along? 2. Task structure: Is the job highly structured, fairly unstructured, or somewhere in between? 3. Position power: How much authority does the manager possess?

Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required. Fiedler looked at three situations that could define the condition of a managerial task: 1. Leader member relations: How well do the manager and the employees get along? 2. Task structure: Is the job highly structured, fairly unstructured, or somewhere in between? 3. Position power: How much authority does the manager possess?

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63/209

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47 WORDS

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Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position

W <https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673>

64/209

SUBMITTED TEXT

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100% MATCHING TEXT

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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

SA GE_fundamentals of OB_5_9_22.docx (D143608010)

power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. These environmental variables are combined in a weighted sum that is termed "favourable" at one end and "unfavourable" at the other. Task oriented style is preferable at the clearly defined extremes of "favourable" and "unfavourable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives him or her and the group of employees is getting along together. In a favourable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favourable) of what is required of subordinates affects task structure. Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favourable) or increasing (unfavourable) the decision-making power of employees. The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. These environmental variables are combined in a weighted sum that is termed "favourable" at one end and "unfavourable" at the other. Task oriented style is preferable at the clearly defined extremes of "favourable" and "unfavourable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives he or she and the group of employees is getting along together. In a favourable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favourable) of what is required of subordinates affects task structure. Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favourable) or increasing (unfavourable) the decision-making power of employees. The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established

W <https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html>

66/209	SUBMITTED TEXT	28 WORDS	97% MATCHING TEXT	28 WORDS
<p>theory postulates that there is no single best way for managers to lead. 2. _____ will create different leadership style requirements for a manager. 3.</p>		<p>theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

67/209	SUBMITTED TEXT	37 WORDS	93% MATCHING TEXT	37 WORDS
<p>In a highly routine (_____) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance. 4. In a _____ a more flexible, participative style may be required. 3.2</p>		<p>in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

68/209	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p>				
<p>SA Bombined Buelens.pdf (D8136257)</p>				

69/209	SUBMITTED TEXT	123 WORDS	98% MATCHING TEXT	123 WORDS
<p>The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. Their theory is based on the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) a leader must provide given the situation and the "level of maturity" of the followers. z Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behaviour includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behaviour the leader engages in</p>		<p>The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. Their theory is based on the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) a leader must provide given the situation and the "level of maturity" of the followers. Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behaviour the leader engages in</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

70/209	SUBMITTED TEXT	91 WORDS	96% MATCHING TEXT	91 WORDS
	<p>Relationship behaviour is the extent to which the leader engages in two- way or multi-way communications. This includes listening, facilitating, and supportive behaviours. In relationship behaviour the leader engages in two- way communication by providing socio-emotional support. z Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts. In summary therefore leader behaviors fall along two continua:</p>		<p>Relationship behaviour is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviours. In relationship behaviour the leader engages in two-way communication by providing socio-emotional support. Maturity the willingness and ability of a person to take responsibility for directing his or her own behaviour. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts. In summary therefore leader behaviours fall along two continua:</p>	
	<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>			

71/209	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
	<p>Directive Behaviour Supportive Behaviour • One-way communication • Followers' roles clearly communicated • Close supervision of performance • Two-way communication • Listening, providing support and encouragement • Facilitate interaction involve follower in decision-making</p>		<p>Directive Behaviour Supportive Behaviour One-Way Communication Followers' Roles Clearly Communicated Close Supervision of Performance Two-Way Communication Listening, providing support and Encouragement Facilitate interaction Involve follower in decision-making</p>	
	<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>			

72/209	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
	<p>For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:</p>		<p>For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result: •</p>	
	<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>			

73/209	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	<p>Directing: The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.</p>		<p>Directing: The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.</p>	
	<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>			

74/209	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.</p>		<p>Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level. •</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

75/209	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.</p>		<p>Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level. •</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

76/209	SUBMITTED TEXT	150 WORDS	100% MATCHING TEXT	150 WORDS
<p>Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behaviour and increase relationship behaviour until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behaviour but also relationship behaviour. Once the maturity level is identified, the appropriate leadership style can be determined.</p>		<p>Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behaviour and increase relationship behaviour until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behaviour but also relationship behaviour. Once the maturity level is identified, the appropriate leadership style can be determined. 4.3.3</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

77/209	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour. 6.</p>		<p>Maturity the willingness and ability of a person to take responsibility for directing his or her own behaviour.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

78/209	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>The Hersey-Blanchard Leadership Model takes a situational perspective of leadership 3.3</p> <p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>		<p>The Hersey-Blanchard Leadership Model takes a situational perspective of leadership.</p>		
79/209	SUBMITTED TEXT	18 WORDS	80% MATCHING TEXT	18 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombed Buelens.pdf (D8136257)</p>				
80/209	SUBMITTED TEXT	19 WORDS	83% MATCHING TEXT	19 WORDS
<p>leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals. The</p> <p>SA Leadership styles and theories martin.pdf (D34002380)</p>				
81/209	SUBMITTED TEXT	13 WORDS	83% MATCHING TEXT	13 WORDS
<p>Supportive: Leader is friendly and approachable to the employees; shows concern for</p> <p>SA Organisational Behaviour.docx (D139765050)</p>				
82/209	SUBMITTED TEXT	43 WORDS	93% MATCHING TEXT	43 WORDS
<p>John Adair has a long pedigree in the world of leadership. The Adair model is that the action-centered leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's explanation an action-centered leader must:</p> <p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>		<p>John Adair has a long pedigree in the world of leadership. The Adair model is that the action-centred leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's explanation an action-centred leader must: •</p>		
83/209	SUBMITTED TEXT	35 WORDS	77% MATCHING TEXT	35 WORDS
<p>direct the job to be done (task structuring) z support and review the individual people doing it z co-ordinate and foster the work team as a whole Figure 3.3: Action-Centred Model (Adair, 1973)</p> <p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>		<p>direct the job to be done (task structuring) • support and review the individual people doing it • co-ordinate and foster the work team as a whole Action-Centred Leadership Model (Adair, 1973)</p>		

84/209	SUBMITTED TEXT	111 WORDS	100% MATCHING TEXT	111 WORDS
<p>famous three circle diagram is a simplification of the variability of human interaction, but is a useful tool for thinking about what constitutes an effective leader/manager in relation to the job he/she has to do. The effective leader/manager carries out the functions and exhibits the behaviours depicted by the three circles. Situational and contingent elements call for different responses by the leader. Hence imagine that the various circles may be bigger or smaller as the situation varies i.e. the leader will give more or less emphasis to the functionally-oriented behaviours according to what the actual situation involves. The challenge for the leader is to manage all sectors of the diagram:</p>		<p>famous three circle diagram is a simplification of the variability of human interaction, but is a useful tool for thinking about what constitutes an effective leader/manager in relation to the job he/she has to do. The effective leader/manager carries out the functions and exhibits the behaviours depicted by the three circles. Situational and contingent elements call for different responses by the leader. Hence imagine that the various circles may be bigger or smaller as the situation varies i.e. the leader will give more or less emphasis to the functionally-oriented behaviours according to what the actual situation involves. The challenge for the leader is to manage all sectors of the diagram:</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

85/209	SUBMITTED TEXT	36 WORDS	82% MATCHING TEXT	36 WORDS
<p>The challenge for the leader Task • Define the task • Make the plan • Allocate work and resources • Control quality and rate of work • Check performance against plan • Adjust the plan</p>		<p>The challenge for the leader is to manage all sectors of the diagram: Task Team Individual • define the task make the plan allocate work and resources control quality and rate of work check performance against plan adjust the plan</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

86/209	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>Maintain discipline • Build team spirit • Encourage, motivate, give a sense of purpose • Appoint sub-leaders • Ensure communication within group • Develop the group</p>		<p>maintain discipline build team spirit encourage, motivate, give a sense of purpose appoint sub-leaders ensure communication within group develop the group</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

87/209**SUBMITTED TEXT**

195 WORDS

97% MATCHING TEXT

195 WORDS

the individual 3.5.3 Leaders and Followers The models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and "leading" the rest of the people. The discussion now moves to recognition of the importance of the leaders' relationship with his/her followers and an inter-dependency of roles. No longer the hero or solo leader but the team leader. Not the leader always out in front but the leader who has the capacity to follow. Not the master, but the servant. 3.5.4 Servant Leadership The notion of "Servant Leadership" emphasises the leaders' duty to serve his/her followers - leadership thus arises out of a desire to serve rather than a desire to lead. Robert Greenleaf, founder of the Center for Servant Leadership describes it as follows: "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material

the Leaders and Followers The models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and leading the rest of the people. The discussion now moves to recognition of the importance of the leaders relationship with his/her followers and an interdependency of roles. No longer the hero or solo leader but the team leader. Not the leader always out in front but the leader who has the capacity to follow. Not the master, but the servant Servant Leadership The notion of Servant Leadership emphasises the leaders duty to serve his/her followers - leadership thus arises out of a desire to serve rather than a desire to lead Robert Greenleaf, founder of the Center for Servant Leadership describes it as follows: The servant-leader is servant first It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material

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88/209**SUBMITTED TEXT**

121 WORDS

100% MATCHING TEXT

121 WORDS

possessions. For such it will be a later choice to serve – after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifest itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?"

possessions. For such it will be a later choice to serve after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifest itself in the care taken by the servant-first to make sure that other people s highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?"

W <https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html>

89/209**SUBMITTED TEXT**

27 WORDS

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Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.

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W <https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673>

90/209	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power.</p>		<p>Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

91/209	SUBMITTED TEXT	48 WORDS	35% MATCHING TEXT	48 WORDS
<p>is seen in terms of the amount of guidance and direction a leader gives. z Relationship behaviour: It is determined by socio-emotional support provided by the leader. z Maturity of followers: It is reflected by the readiness level exhibited by subordinates in performing a given task. 3.5.2</p>				
<p>SA Leadership styles and theories martin.pdf (D34002380)</p>				

92/209	SUBMITTED TEXT	33 WORDS	72% MATCHING TEXT	33 WORDS
<p>two types of situational variables: z Characteristics of subordinates: The style selected by the leader should be compatible with the abilities, needs and personalities of the followers. If the followers are</p>				
<p>SA Leadership styles and theories martin.pdf (D34002380)</p>				

93/209	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control</p>		<p>Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

94/209	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Each person has his or her own preferences for leadership.</p>		<p>Each person has his or her own preferences for leadership.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

95/209	SUBMITTED TEXT	45 WORDS	96% MATCHING TEXT	45 WORDS
<p>Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. z Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.</p>		<p>Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
96/209	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.</p>		<p>Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager.</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				
97/209	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>Maturity is the willingness and ability of a person to take responsibility for directing his or her own behaviour.</p>		<p>Maturity the willingness and ability of a person to take responsibility for directing his or her own behaviour.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
98/209	SUBMITTED TEXT	21 WORDS	91% MATCHING TEXT	21 WORDS
<p>The style selected by the leader should be compatible with the abilities, needs and personalities of the _____ 14. Subordinates</p>				
<p>SA Leadership styles and theories martin.pdf (D34002380)</p>				
99/209	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Relationship behaviour is the extent to which the leader engages in two-way or multi-way communications</p>		<p>Relationship behaviour is the extent to which the leader engages in two-way or multi-way communications.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
100/209	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group.</p>		<p>Task behaviour is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

101/209	SUBMITTED TEXT	18 WORDS	82% MATCHING TEXT	18 WORDS
<p>leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals</p> <p>SA Leadership styles and theories martin.pdf (D34002380)</p>				

102/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.</p> <p>Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p> <p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

103/209	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p> <p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p> <p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				

104/209	SUBMITTED TEXT	31 WORDS	98% MATCHING TEXT	31 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p> <p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>				

105/209	SUBMITTED TEXT	19 WORDS	82% MATCHING TEXT	19 WORDS
<p>leaders should motivate subordinates by clarifying the path to personal rewards that result from attaining work goals.</p> <p>SA Leadership styles and theories martin.pdf (D34002380)</p>				

106/209	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				

107/209	SUBMITTED TEXT	18 WORDS	80% MATCHING TEXT	18 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombed Buelens.pdf (D8136257)</p>				

108/209	SUBMITTED TEXT	26 WORDS	57% MATCHING TEXT	26 WORDS
<p>Transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower's behavior or performance. Transactional leadership depends on</p> <p>Transactional leadership occurs when the leader rewards the team member, depending on the adequacy of the team member's performance. Transactional leadership depends on</p> <p>W https://leadershipchamps.wordpress.com/2008/08/04/transactional-leadership-vs-transformational-le ...</p>				

109/209	SUBMITTED TEXT	15 WORDS	88% MATCHING TEXT	15 WORDS
<p>positive contingent rewards or the more negative active or passive forms of management-by-exception (MBE-A</p> <p>positive contingent reward (CR) or the more negative active or passive forms of management-by-exception (MBE-A</p> <p>W https://leadershipchamps.wordpress.com/2008/08/04/transactional-leadership-vs-transformational-le ...</p>				

110/209	SUBMITTED TEXT	55 WORDS	77% MATCHING TEXT	55 WORDS
<p>concept of 'transforming leadership' he states "leadership is relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". "It occurs when one or more person' engage with others in such a way that leaders and followers raise one another to higher levels of motivation</p> <p>concept of "transforming leadership". To Burns transforming is relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents". Burns went on to also further define it by suggesting that: "[leadership] occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation</p> <p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

111/209	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.</p> <p>one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality..."</p> <p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

112/209	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>Transforming leadership... occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality,</p>		<p>Transforming leadership] occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality..."</p>		
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				
113/209	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>followers. 2. Inspirational motivation: The degree to which the leader articulates a vision that is</p>		<p>followers. (2) Inspirational motivation: the degree to which the leader articulates a vision that is</p>		
<p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
114/209	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Intellectual stimulation: The degree, to which the leader challenges assumptions,</p>		<p>Intellectual stimulation: the degree to which the leader challenges assumptions,</p>		
<p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
115/209	SUBMITTED TEXT	19 WORDS	94% MATCHING TEXT	19 WORDS
<p>attention: The degree to which the leader attends to each follower's needs, acts as a mentor or coach</p>		<p>attention: the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach</p>		
<p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
116/209	SUBMITTED TEXT	27 WORDS	97% MATCHING TEXT	27 WORDS
<p>Leadership' suggests that transformational leadership "... focuses on the 'top line'" and offers contrast between the two (a selection being): Leadership</p>		<p>Leadership suggests that transformational leadership focuses on the top line and offers contrast between the two (a selection being): Leadership</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				
117/209	SUBMITTED TEXT	45 WORDS	94% MATCHING TEXT	45 WORDS
<p>Leadership Both kinds of leadership are necessary. Transactional leadership has remained the organizational model for many people and organisations who have not moved into or encouraged the transformational role needed to meet the challenges of our changing times.</p>		<p>Leadership (Both kinds of leadership are necessary. Transactional leadership has remained the organisational model for many people and organisations who have not moved into or encouraged the transformational role needed to meet the challenges of our changing times.</p>		
<p>W https://docplayer.net/16170241-A-review-of-leadership-theory-and-competency-frameworks.html</p>				

118/209	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Leadership is the influencing process of leaders and followers to achieve organizational objectives through change.</p>				
<p>SA 6941828.pdf (D32984789)</p>				

119/209	SUBMITTED TEXT	171 WORDS	99% MATCHING TEXT	171 WORDS
<p>Transactional Leadership Transformational Leadership • Builds on man's need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfils role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximise efficiency, and guarantee short-term profits • Builds on a man's need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals Source: Comparison of Transactional and Transformational Leadership (</p>				
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

120/209	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. 4.5</p>				
<p>W https://www.studocu.com/in/document/university-of-delhi/human-resource-management/leadership/1718673</p>				

121/209	SUBMITTED TEXT	17 WORDS	89% MATCHING TEXT	17 WORDS
<p>Leadership is the influencing process of leaders and followers to achieve organisational objectives through_____. 4.</p>				
<p>SA 6941828.pdf (D32984789)</p>				

122/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.</p> <p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>		<p>Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p>		
123/209	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p> <p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>		<p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p>		
124/209	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
125/209	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>		<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p>		
126/209	SUBMITTED TEXT	14 WORDS	95% MATCHING TEXT	14 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
127/209	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				

128/209	SUBMITTED TEXT	25 WORDS	87% MATCHING TEXT	25 WORDS
<p>Team comprises a group of people or other animals linked in a common purpose. Human teams are especially appropriate for conducting tasks that are</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
129/209	SUBMITTED TEXT	38 WORDS	90% MATCHING TEXT	38 WORDS
<p>and have many interdependent subtasks. A group does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize their strengths and minimize</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
130/209	SUBMITTED TEXT	24 WORDS	88% MATCHING TEXT	24 WORDS
<p>A team comprises a group of people linked in a common purpose. z Teams are especially appropriate for conducting tasks that are</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
131/209	SUBMITTED TEXT	29 WORDS	77% MATCHING TEXT	29 WORDS
<p>teams of game players can form (and reform) to practise their craft/sport. Transport logistics executives can select teams of horses, dogs or oxen for the purpose of conveying</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
132/209	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p> <p>W https://www.irmbrjournal.com/papers/1371451049.pdf</p> <p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p>				
133/209	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p> <p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p>				

134/209	SUBMITTED TEXT	17 WORDS	83% MATCHING TEXT	17 WORDS
<p>team. 4. 'A team comprises a group of people linked in a common purpose'. What are</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
135/209	SUBMITTED TEXT	14 WORDS	95% MATCHING TEXT	14 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
136/209	SUBMITTED TEXT	15 WORDS	95% MATCHING TEXT	15 WORDS
<p>F. E. . A theory of leadership effectiveness. New York: McGraw-Hill.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
137/209	SUBMITTED TEXT	17 WORDS	62% MATCHING TEXT	17 WORDS
<p>Abraham Maslow's hierarchy of human needs theory is the most widely discussed theory of motivation.</p> <p>Abraham Maslow's hierarchy of needs is the most well-known theory of motivation.</p> <p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				
138/209	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
139/209	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Need for achievement, Need for power, and Need for affiliation.</p> <p>SA mangal 3.docx (D15922640)</p>				

140/209	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<p>process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of</p>				
<p>SA mangal 3.docx (D15922640)</p>				

141/209	SUBMITTED TEXT	56 WORDS	46% MATCHING TEXT	56 WORDS
<p>influence their behavior; only unsatisfied needs can influence behavior, satisfied needs cannot. TM Since needs are many, they are arranged in order of importance, from the basic to the complex. TM The person advances to the next level of needs only after the lower level need is at least minimally satisfied. TM</p>				
<p>SA mangal 3.docx (D15922640)</p>				

142/209	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
<p>guides for operating the unit and assessing the contribution of its members".</p>		<p>guides for operating the unit and assessing the contributions of its members.</p>		
<p>W https://www.sciencedirect.com/topics/economics-econometrics-and-finance/participative-leadership</p>				

143/209	SUBMITTED TEXT	50 WORDS	96% MATCHING TEXT	50 WORDS
<p>Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. z Leaders carry out this process by applying their leadership attributes such as beliefs, values, ethics, character, knowledge and skills.</p>				
<p>SA OB_9_3_22.docx (D143608009)</p>				

144/209	SUBMITTED TEXT	25 WORDS	92% MATCHING TEXT	25 WORDS
<p>the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking</p>				
<p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				

145/209	SUBMITTED TEXT	17 WORDS	95% MATCHING TEXT	17 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
146/209	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>that the "history of the world is but the biography of great that "The history of the world is but the biography of great</p> <p>W https://leadyne.com/pdf/rpapers/Servant_Leadership_Thesis_Madana_Kumar_2013.pdf</p>				
147/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D. Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p> <p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				
148/209	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p> <p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				
149/209	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group & Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p> <p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>				
150/209	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				

151/209	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>represents those opposing forces that arise from semantic difficulties, misunderstandings and noise in the communication channels.</p>		<p>represents those opposing forces that arise from semantic difficulties, misunderstandings, and "noise" in the communication channels.</p>		
<p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

152/209	SUBMITTED TEXT	19 WORDS	75% MATCHING TEXT	19 WORDS
<p>Stage I – Potential Opposition The first step in the conflict process is the absence of conditions that</p>				
<p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				

153/209	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>The potential for conflict increases, when either too little or too much communication takes place.</p>		<p>The potential for conflict increases when either too little or too much communication takes place.</p>		
<p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

154/209	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
<p>jurisdictional clarity, member goal compatibility, leadership styles, rewards systems and the degree of dependence</p>		<p>jurisdictional clarity, member-goal compatibility, leadership styles, reward systems, and the degree of dependence.</p>		
<p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

155/209	SUBMITTED TEXT	22 WORDS	86% MATCHING TEXT	22 WORDS
<p>systems too, are found to create conflict when members gain is at another's expense. Finally, if a group is dependent on</p>		<p>systems, too, are found to create conflict when one member's gain is at another's expense. o Finally, if a group is dependent on</p>		
<p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

156/209	SUBMITTED TEXT	21 WORDS	97% MATCHING TEXT	21 WORDS
<p>insufficient exchange of information and noise in the communication channel are barriers to communication and potential antecedent conditions to conflict.</p>				
<p>SA mangal 3.docx (D15922640)</p>				

157/209	SUBMITTED TEXT	26 WORDS	82% MATCHING TEXT	26 WORDS
<p>that size and specialization act as forces to stimulate conflict. The larger the group and more specialized the activities, the greater the likelihood of conflict.</p> <p>SA OB Book.docx (D34345383)</p>				
158/209	SUBMITTED TEXT	21 WORDS	80% MATCHING TEXT	21 WORDS
<p>highly authoritarian and dogmatic and who demonstrate low esteem, lead to potential conflict. Stage II – Cognition and Personalization</p> <p>SA mangal 3.docx (D15922640)</p>				
159/209	SUBMITTED TEXT	29 WORDS	64% MATCHING TEXT	29 WORDS
<p>OF CONFLICT IN ORGANIZATIONS In organisations, conflicts can be interpersonal, intragroup, intergroup or intra organisational in nature. Intra organisational conflict encompasses vertical, horizontal, line-staff, and role conflict.</p> <p>SA mangal 3.docx (D15922640)</p>				
160/209	SUBMITTED TEXT	34 WORDS	83% MATCHING TEXT	34 WORDS
<p>Vertical conflict refers to conflicts that occur between individuals at different levels. Example: Conflict between the superior and subordinate. Such conflicts could happen because of perceived transgression of psychological contract, inadequate</p> <p>SA mangal 3.docx (D15922640)</p>				
161/209	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>or ineffective communication, selective perceptions, misperceptions, incongruence in goals, values, cognition, affect, and</p> <p>SA mangal 3.docx (D15922640)</p>				
162/209	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>Incompatibility of goal and time orientations often results in horizontal conflicts.</p> <p>SA mangal 3.docx (D15922640)</p>				

163/209**SUBMITTED TEXT**

29 WORDS

98% MATCHING TEXT

29 WORDS

Horizontal conflict refers to tensions between employees or groups at the same hierarchical level. Horizontal conflict occurs because of interdependence among the parties concerned in the work situation

SA mangal 3.docx (D15922640)**164/209****SUBMITTED TEXT**

25 WORDS

93% MATCHING TEXT

25 WORDS

Conflicts will take place between the units due to the misunderstandings and frustrations experienced by both parties. Horizontal conflict increases as: 1. Functional interdependence

SA mangal 3.docx (D15922640)**165/209****SUBMITTED TEXT**

33 WORDS

67% MATCHING TEXT

33 WORDS

More units depend on common resources that have to be shared, for example, raw materials; and 3. The fewer the buffers or inventories for the resources shared. Leadership and

SA mangal 3.docx (D15922640)**166/209****SUBMITTED TEXT**

18 WORDS

91% MATCHING TEXT

18 WORDS

their performance by always telling them how to do their job and thrusting their ideas and methods.

SA mangal 3.docx (D15922640)

167/209**SUBMITTED TEXT**

115 WORDS

84% MATCHING TEXT

115 WORDS

Line-staff conflict refers to the conflicts that arise between those who assist or act in an advisory capacity (staff) and those who have direct authority to create the products, processes, and services of the organization (line). Staff managers and line managers usually have different personality predispositions, and goals, and come from different backgrounds. Staff managers have specialised skills and expertise acquired through training and education and have greater technical knowledge which is intended to help the line managers who are basically money makers for the organisation. Staff people serve as advisors for the line people in as much as they have the expertise to streamline methods and help in cost-cutting mechanisms. Line managers may

SA mangal 3.docx (D15922640)**168/209****SUBMITTED TEXT**

54 WORDS

93% MATCHING TEXT

54 WORDS

staff people often get frustrated that the line people do not consider all the ideas put forth by them and thereby fail to benefit. Role conflict arises because different people in the organisation are expected to perform different tasks, and pressures build up when the expectations of the members clash in several ways.

SA mangal 3.docx (D15922640)**169/209****SUBMITTED TEXT**

37 WORDS

69% MATCHING TEXT

37 WORDS

role conflict — different role senders (bosses) expect the individual to perform different things and these expectations and their messages conflict with each other:
2. Interrole conflict — role requirements associated with membership in one group

SA mangal 3.docx (D15922640)**170/209****SUBMITTED TEXT**

12 WORDS

100% MATCHING TEXT

12 WORDS

struggle between incompatible or opposing needs, wishes, ideas, interests, or people.

SA 04646-2-SS.doc (D28290207)

171/209**SUBMITTED TEXT**

28 WORDS

100% MATCHING TEXT

28 WORDS

Negotiation is a process in which two or more parties exchange goods or services and attempt to agree on the exchange rate for them.

SA 04646-2-SS.doc (D28290207)**172/209****SUBMITTED TEXT**

128 WORDS

94% MATCHING TEXT

128 WORDS

about 40, is the Chief Executive of a manufacturing company that belongs to a large group. He has firm ideas on how to manage people. In general terms, he believes that people respond best when the pressure is on them. Jacob has tremendous energy. He comes to work at 7:00 O'clock am and stays late each evening. He works very hard and expects others to do the same. He is a stickler for details and often sends his managers running back from meetings to collect more facts. Face-to-face meetings with him are something like inquisitions. He has an aggressive questioning style and feels irritated when he notices mistakes. He is proud that he can move heaven and earth to "fix" problems. Since he is good in

SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)**173/209****SUBMITTED TEXT**

41 WORDS

93% MATCHING TEXT

41 WORDS

both technical and financial matters, he tends to intervene as soon as he suspects a deficiency. He almost "pounces" to sort it out himself. Whenever there is a problem to be solved, Jacob likes to call all those involved in

SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)**174/209****SUBMITTED TEXT**

46 WORDS

94% MATCHING TEXT

46 WORDS

room, irrespective of rank or reporting relationships and forces the facts out on the table. In order to bring out the truth, he adopts a very challenging style (such as, "I don't believe in you..." or "You are lying..."). Such remarks are made in public,

SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)

175/209	SUBMITTED TEXT	60 WORDS	91% MATCHING TEXT	60 WORDS
<p>often to senior managers in the presence of their subordinates. What is more, Jacob will keep the group at it all night, if necessary, keeping aside other commitments. Eventually, he succeeds in solving the problems and also gets advance warning about other likely problems. Smith, the HR manager, is one who reports to Jacob and particularly resents his treatment.</p>				
<p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				

176/209	SUBMITTED TEXT	34 WORDS	86% MATCHING TEXT	34 WORDS
<p>finds it degrading for a man in his position and also feels that, as HR manager, he must do something to change Jacob's style. Smith is seriously concerned about the effects of Jacob's</p>				
<p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				

177/209	SUBMITTED TEXT	44 WORDS	93% MATCHING TEXT	44 WORDS
<p>notices that his colleagues are showing signs of stress; they are putting in enormously long hours. They have become more competitive towards each other and less co-operative. Their preoccupation with Jacob has reached absurd proportions. They spend lots of unproductive time talking about</p>				
<p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				

178/209	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
<p>jurisdictional clarity, member goal compatibility, leadership styles, rewards systems and the degree of dependence</p>				
<p>jurisdictional clarity, member-goal compatibility, leadership styles, reward systems, and the degree of dependence.</p>				
<p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

179/209	SUBMITTED TEXT	39 WORDS	87% MATCHING TEXT	39 WORDS
<p>Another alarming effect of Jacob's behaviour is that senior managers spend long hours, getting details right, so that Jacob's probing will not catch them out. Managers who were previously willing to delegate, are now less inclined to do</p>				
<p>SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)</p>				

180/209	SUBMITTED TEXT	145 WORDS	92% MATCHING TEXT	145 WORDS
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to do things themselves. The managers, thus, spend all their time on day-to-day issues and are not inclined to do any forward planning. Furthermore, Smith notices that the managers are less willing to accept mistakes than before. They try more to contain the problems, conceal them from Jacob to escape his wrath. Ironically, Jacob has complained to Smith that many managers are "fire fighting" instead of doing what they are paid to do, that is "think". He told Smith that he could not understand "why people don't realize that conflict management is nothing but stimulating alternative courses of action? What I really want is for them to go back, think again and tell me about it." Questions 1. What are the symptoms of conflict in the above case? 2. Assuming you are Smith, how would you analyze and explain Jacob's leadership style? 3.

SA ORGANISATIONAL BEHAVIOUR - consolidated.docx (D113801548)

181/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
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Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.

Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)

W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf

182/209	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
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Bass, B. M. Leadership and performance beyond expectations. New York: Free Press

Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.

W <https://www.irmbrjournal.com/papers/1371451049.pdf>

183/209	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
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Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &

Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group

W <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full>

184/209	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
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Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

SA GE_fundamentals of OB_5_9_22.docx (D143608010)

185/209	SUBMITTED TEXT	14 WORDS	95% MATCHING TEXT	14 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
186/209	SUBMITTED TEXT	16 WORDS	85% MATCHING TEXT	16 WORDS
<p>common goals. Teamwork is the process of people working together to accomplish common goals.</p> <p>common goal. Teamwork: is the process of people actively working together to accomplish common goals.</p> <p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				
187/209	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
188/209	SUBMITTED TEXT	18 WORDS	68% MATCHING TEXT	18 WORDS
<p>LEARNING OBJECTIVES After studying this lesson, you should be able to: 1. Understand Concept of Team and</p> <p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				
189/209	SUBMITTED TEXT	16 WORDS	90% MATCHING TEXT	16 WORDS
<p>who are committed to common goals and approach for which they hold themselves mutually accountable".</p> <p>SA Bombined Buelens.pdf (D8136257)</p>				
190/209	SUBMITTED TEXT	14 WORDS	95% MATCHING TEXT	14 WORDS
<p>is the process of people working together to accomplish common goals. 3.</p> <p>is the process of people actively working together to accomplish common goals.</p> <p>W https://genrica.com/vustuff/HRM623/HRM623_handouts_1_45.pdf</p>				

191/209	SUBMITTED TEXT	33 WORDS	70% MATCHING TEXT	33 WORDS
<p>of people who: z have a common purpose or objective z interact with each other to accomplish their objective z are aware of one another z perceive themselves to be part of</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
192/209	SUBMITTED TEXT	15 WORDS	75% MATCHING TEXT	15 WORDS
<p>means the degree to which group members are motivated to remain within the group</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
193/209	SUBMITTED TEXT	20 WORDS	63% MATCHING TEXT	20 WORDS
<p>COHESION 8.4.1 Group Cohesiveness This means the degree to which group members are motivated to remain within the group</p> <p>SA PGBA (S1) 01-3.pdf (D160977281)</p>				
194/209	SUBMITTED TEXT	12 WORDS	76% MATCHING TEXT	12 WORDS
<p>TECHNIQUES OF GROUP DECISION-MAKING There are several techniques of group Decision-making</p> <p>SA 04646-2-SS.doc (D28290207)</p>				
195/209	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>culture refers to a system of shared meaning held by members that distinguishes</p> <p>SA 04646-2-SS.doc (D28290207)</p>				
196/209	SUBMITTED TEXT	61 WORDS	94% MATCHING TEXT	61 WORDS
<p>Some organizational cultures may be the direct, or at least indirect, result of actions taken by the founders. However, this is not always the case. Sometimes founders create weak cultures, and if the organization is to survive, a new top manager must be installed who will sow the seeds for the necessary strong culture. 8.10.4 Changing Organizational</p> <p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				

197/209	SUBMITTED TEXT	19 WORDS	83% MATCHING TEXT	19 WORDS
<p>Team orientation. The degree to which work activities are organized around teams rather than individuals.</p> <p>SA 04646-2-SS.doc (D28290207)</p>				
198/209	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>Simple guidelines such as the following can be helpful: 1. Assess the current culture. 2. Set realistic goals that impact</p> <p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				
199/209	SUBMITTED TEXT	27 WORDS	96% MATCHING TEXT	27 WORDS
<p>Despite the significant barriers and resistance to change, cultures can be managed and changed over time. This attempt to change culture can take many different forms.</p> <p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				
200/209	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>the bottom line. 3. Recruit outside personnel with industry experience, so that they</p> <p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				
201/209	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>interact well with the organizational personnel. 4. Make changes from the top down, so that</p> <p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				

202/209	SUBMITTED TEXT	89 WORDS	98% MATCHING TEXT	89 WORDS
<p>consistent message is delivered from all management team members. 5. Include employees in the culture change process, especially when making changes in rules and processes. 6. Take out all trappings that remind the personnel of the previous culture. 7. Expect to have some problems and find people who would rather move than change with the culture and, if possible, take these losses early. 8. Move quickly and decisively to build momentum and to defuse resistance to the new culture. 9. Stay the course by being persistent. 8.11</p>				
<p>SA Sambalpur-MBA-SEM-II-Organisational Behaviour-Merged.pdf (D156214903)</p>				

203/209	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.</p>				
<p>SA GE_fundamentals of OB_5_9_22.docx (D143608010)</p>				

204/209	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>Fiedler, F. E. . A theory of leadership effectiveness. New York: McGraw-Hill. Hofmann, D.</p>				
<p>Fiedler, F.E. (1967) A Theory of Leadership Development. New York: McGraw-Hill. Gavin, D. (2000)</p>				
<p>W https://www.military.ie/en/public-information/publications/df_leadership_doctrine.pdf</p>				

205/209	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Bass, B. M. Leadership and performance beyond expectations. New York: Free Press</p>				
<p>Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.</p>				
<p>W https://www.irnbrjournal.com/papers/1371451049.pdf</p>				

206/209	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., & Jung, D. I. . A longitudinal model of the effects of team leadership and group potency on group performance. Group &</p>				
<p>Sivasubramaniam, N., Murry, W. D., Avolio, B. J., and Jung, D. I. (2002). A longitudinal model of the effects of team leadership and group potency on group performance. Group</p>				
<p>W https://www.frontiersin.org/articles/10.3389/fpsyg.2020.569198/full</p>				

207/209	SUBMITTED TEXT	23 WORDS	63%	MATCHING TEXT	23 WORDS
<p>group decision making/ 7. What are the advantages of group decision making? 8. Describe the various techniques of group decision making. 9.</p>					
<p>SA 04646-2-SS.doc (D28290207)</p>					

208/209	SUBMITTED TEXT	14 WORDS	95%	MATCHING TEXT	14 WORDS
<p>The managed heart: Commercialization of human feeling. Berkeley: University of California Press.</p>					
<p>SA Bombined Buelens.pdf (D8136257)</p>					

209/209	SUBMITTED TEXT	19 WORDS	80%	MATCHING TEXT	19 WORDS
<p>G. Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.</p>					
<p>SA Bombined Buelens.pdf (D8136257)</p>					