

4. Leading and Motivation

4.1. Leading

4.1.1. Leadership

CONCEPT: Leadership is the process of influencing the behavior of other to work willingly and enthusiastically for achieving predetermined goals.

DEFINITION:

"Leadership is interpersonal influence exercised in a situation and directed through communication process, towards the attainment of a specified goal or goals." – Tennenbaum

"Leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives".

– Barnard Key.

What is Leadership? 10 Ways to Define it

1. **Vision** - Leading means having a vision and sharing it with others. Only when you get to inspire others, it is possible to share a common goal towards which to direct the efforts and dedication of the entire team. What is your vision?
2. **Motivation** - The leader knows how to motivate better than anyone else; it is one of their main functions as people managers. Through motivation, the leader channels the energy and professional potential of their coworkers, in order to achieve the objectives.
3. **Serving** - The leader is at the service of the team, and not the other way around. Group members must have and feel the support of their leader, the tools needed to do their jobs properly must be available to them, they must have recognition for their efforts and know that there is a person paying attention in order to correct bad habits. That is all part of a leadership which serves the team, and not the opposite.
4. **Empathy** - One of the basic qualities of any leader seeking success is precisely emotional intelligence, that ability – often innate – that makes leaders put themselves in the place of others, understand their concerns and solve problems. Leaders know the secrets of their businesses and therefore can empathize with customers and members of their teams: that empathy gets to inspire and establish links that will ultimately lead to success.
5. **Creativity** - The definition of leadership also has to do with creativity. Good leaders are able to create an environment that will encourage all the members of their team to develop their skills and imagination, so that they can contribute to the common project and vision of the company. If you want to lead successfully, respect the creativity of others and learn from the people around you; their ideas will surely prove to be positive for you.

POWER AND AUTHORITY

What drives organisations, irrespective of its nature (whether it is political, cultural or corporate etc.) today are power and authority. With only power and authority, members of the organisations discharge their duties and achieve their objectives. Power is a personal trait that impacts everyone in organisations or society. Those who have extensive experience tend to be more powerful and influential. Good behavior begets power and with bad behavior, one tends to lose power. Since power is not hierarchical, it can flow from any level to any level in any direction of relationship.

Power is viewed as type of relationship in respect of capability and control. If there are two employees, X and Y, X reports to Y, Y is said to have the power to control X. Power enables one to do something which one cannot do otherwise.

Particularly when there are conflicts, power means the ability to be involved in conflict, to resolve it and to remove the obstacles. Many competing groups keep fighting with each other and all struggle to capture power or to influence. The group which succeeds finally will be called powerful. Elections in India is one glaring example for political power where multiple political parties contest and finally citizens elect one, and it remains in to power (as long as it enjoys majority) for five years. Similarly, in the corporates, the founders enjoy power and they decide on the cadres who has to do what.

Power

Power is ability, a specific kind of ability to make others do what one wants them to do. It is the ability to achieve results through concerted action. It is the capacity to make decisions binding and ability to delegate responsibilities and perform the given functions. If viewed in right perspective, it promotes organisational harmony and class harmony among the multiple sections of the company or society. It is essential for proper functioning and betterment of a given entity. It is the relationship or interaction between two or more than two elements or actors. Unless power is exercised, it is not possible to bring diverse elements of the society into a single body to deliver targeted results and produce a powerful organisation.

Sources (Types) of Power

Individuals or organisations tend to influence others through formal authority, motivating people effectively as transformational leaders, control of scarce resources, using organisational structure, rules and regulations, controlling decision processes, control of knowledge and information, control of boundaries, ability to cope up with uncertainty, control of technology, interpersonal alliances, networks and control of 'internal organisation', control of competitors, changing the context and organisational culture, gender and management of gender relations, control of structural factors that define the stage of action and the power one already has.

Informal sources of power Power need not come through positions. Power that comes through education, expertise, drive and decisiveness becomes an effective source of personal power. This helps to establish credibility. Also, those who can communicate with people around them stand more opportunities to influence. People who share similar values, beliefs and customs are more comfortable with others. In other words, the powers can broadly be categorised into five types:

1. *Legitimate power*: Legitimate power comes from position in an organisational hierarchy. Legitimate power empowers the managers to reward or punish. The managers direct employees as to what tasks they should perform, whom to work with, what resources can be made use of, etc. Like managers, the employees also have a legitimate power over their boss and co-workers through legal and administrative rights. The employee may say *no* to his boss if he perceives that the work given is outside the official responsibilities.
2. *Expert power*: Because of the expertise one possesses, one can exercise expert power. One can suggest solutions to the given problems. This type of power comes from knowledge, skills, experience and information one possesses and accumulates over a long period of time.
3. *Referent power*: Role models possess this type of power. By virtue of their power to influence through their charisma, virtues, values and ethics, they refer to others how they can also turn to be equally influential. Because of the expertise and experience one possesses, one can refer the issue to some other expert who can address the problem. Followers who desire to get transformed are always in search of leaders who possess referent power. Technical expertise and personal leadership qualities including their ability to serve as role model become the essential source of referent power.
4. *Reward power*: Senior managers have power to dispense organisational rewards such as pay, promotion, time off, vacation, schedules, work assignments or benefits to those who achieve targets and comply with organisational rules and regulations.
5. *Coercive power*: This comes from ability to punish others who fail to reach targets, who fail to comply with organisational rules and regulations. The managers at higher levels have power to punish those who violate organisational norms. At times, this punishment may even extend to dismissal. The poor performers will be weeded out.

Authority

Authority is the right to influence others who are working under one's jurisdiction. It is delegated to a person or a group to direct others. Authority comes by virtue of a formal position in the organisation and is lost once this position is vacated. Organisational structure presents the superior-subordinate relationships and this is the only way to know what is the authority of a given position in the organisation. To ensure that organisations operate smoothly and swiftly, authority is essential for every hierarchical.

Authority is the right to give orders and the power to make everyone in the organisation obedient. It is the right or power assigned to a manager or employee so that he/she can achieve the given organisational objectives. Without authority, the managers or employees will not be able to function or cannot extract work from the subordinates. Authority is the oxygen for the managers and organisations and without this, these will not survive. Down the cadres, the authority is delegated so that every employee is given necessary authority to get his work done. In other words, the authority flows downwards.

Responsibility

Responsibility is an obligation of an individual to perform assigned duties to the best of his/her ability as required by his superior. While authority flows downwards, responsibility moves upwards. Authority and responsibility are coextensive. Without authority, there is no responsibility. When authority is given to a junior manager, the junior manager is held responsible for the results.

Accountability

The obligation to report on completion or non-completion of the task is called accountability. In other words, when authority is delegated, accountability is also created simultaneously. Every employee, when given authority to perform, has to report formally to the manager about the work completed. Otherwise, he/she is not discharged from his/her responsibility. Every employee is accountable for the results. If results are not satisfactory, he/she offers himself to be answerable.

For instance, a marketing manager is held accountable in case of sales drop in a given region. The marketing manager is responsible for all actions of team of marketing personnel under his supervision despite the fact that there are several layers down the hierarchy. The subordinate has to submit a report why performance is poor or what led to unsatisfactory performance.

Authority, Responsibility and Accountability are Inter-related

Authority may be delegated but not responsibility. In other words, even if authority is delegated, the senior manager continues to be responsible for the results. In other words, superior may transfer his duties/responsibilities to his subordinate and also give necessary authority for performing the responsibilities assigned. This does not mean that the superior is absolved from the responsibility for the results. He continues to be responsible and accountable for the results of the subordinate. Hence, it is said that authority, responsibility and accountability are inter-related.

LEADERSHIP SKILLS

Leaders are born and are made. It is not really easy to make an exhaustive list of leadership skills. However, here is an inclusive list of skills the leaders are known for:

1. Inspiring vision

2. Managing time and stress
3. High degree of punctuality and multi-tasking
4. Stress management
5. Cultural adjustments
6. Management skills
7. Creativity and innovation
8. Communication skills
9. Motivating and influencing
10. Team building
11. Managing change
12. Conflict management
13. Problem solving
14. Delegation of authority
15. Decision making
16. Self-awareness
17. Discipline
18. Self-management

LEADERSHIP AND LEADERSHIP STYLES

Leading and Leadership

Leading, in the words of Koontz and O'Donnell, is one of the prominent functions of management. One who leads a given group or team of people is called leader. Leadership is one of the variables that influence interpersonal behaviour in organisations. If you can influence people to perform better in a given organisational setting, that means you are a leader. In other words, leadership is ability to influence people to achieve the given goals in an organisation. A leader is identified with the traits he possesses. The leader is characterised by his vision, ability to inspire followers, communication skills, personality characteristics such as charisma, appearance maneuvering skills, high energy levels, adaptability, aggressiveness, enthusiasm, self-confidence, initiative and a strong capacity to convert the unfavourable situation to a favourable one for the benefit of the organisation.

A true leader is one who shares success with followers and absorbs all failures. He knows that this is the only way of maintaining a high-morale among his followers. There are different theories on leadership. While leadership is viewed as a bundle of traits, it is also considered as the ability to handle a given complex situation.

A manager has to be a mini-leader (he has to inspire his subordinates and get work done) and leader has to be a mega-manager (otherwise he does not understand the ground realities of functioning).

Today, in view of the volatility of business dynamics, every organisation looks for capable leaders in every functional area of management. For instance, a marketing manager is expected to explain the marketing strategies to all the sales people in the lower hierarchy. He has to lead all the sales team to get things done

Key Differences between Power & Authority

Nature	Power	Authority
Meaning	Power means the ability or potential of an individual to influence others and control their actions.	The legal and formal right to give orders and commands, and take decisions is known as an Authority.
Definitions	"Ability to cause or prevent an action, make things happen; the discretion to act or not act. Opposite of disability, it differs from a right in that it has no accompanying duties".	"Institutionalized and legal power inherent in a particular job, function, or position that is meant to enable its holder to successfully carry out his or her responsibilities".
What is it?	It is a personal trait.	It is a formal right, given to the higher officials.
Source	Knowledge & Expertise	Position & Office
Way of rights	It is the personal ability to influence others or events.	It is the formal right given to a manager to make decisions or to command.
Hierarchy	Power does not follow any Hierarchy.	Authority follows the Hierarchy.
Resides with	Person	Designation
Roles	Power is the ability of a person or a group to influence the beliefs and actions of other people.	Authority is the right given to a manager to achieve the objectives of the organization.
Direction	It can flow in any direction.	It flows in the downward direction of an organization.
Legitimate	Power need not be official in nature; therefore it need not be legitimate.	Authority is always official in nature; hence, it is legitimate.

4.1.3. Leadership Styles

Leadership styles refer to a leader's behaviour. Behavioral pattern which the leader reflects in his role as a leader is often described as the style of leadership. It is the result of the philosophy, personality and experience of the leader. The important leadership styles are as follows:-

1. Autocratic (or) Authoritarian leaders
2. Participative (or) Democratic leaders
3. Free rein (or) Laissez Faire leaders

1. **Autocratic Leadership Style:** - This is also known as authoritarian, directive style. In this style manager centralizes decision-making power in him. He structures the complete work situation for his employees. He does not entertain any suggestions or initiative from subordinates. He gives orders and assigns tasks without taking subordinates' opinion. There are three categories of autocratic leaders.

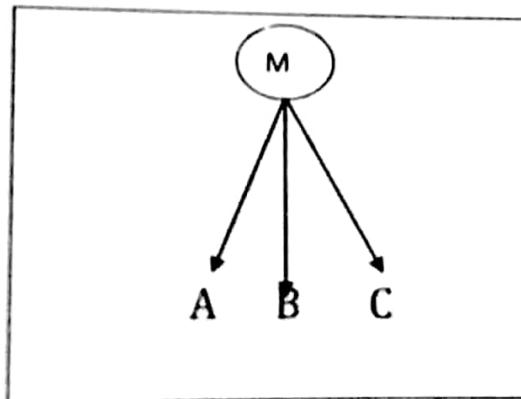
- a) **Strict Autocrat:** - He follows autocratic styles in a very strict sense. His method of influencing subordinates behaviour is through negative motivation that is by criticizing subordinates, imposing penalty etc...
- b) **Benevolent Autocrat:** - He also centralizes decision making power in him, but his motivation style is positive. He can be effective in getting efficiency in many situations. Some like to work under strong authority structure and they drive satisfaction by this leadership.
- c) **Incompetent autocrat:** - Sometimes, superiors adopt autocratic leadership style just to hide their in competency, because in other styles they may exposed before their subordinates. However, this cannot be used for a long time.

Advantages:-

- a) It provides strong motivation and reward to manager.
- b) It permits very quick decisions.
- c) Less competent subordinates also have scope to work in the organization.

Disadvantages:-

- a) People in the organization dislike it especially when it is strict and the motivational style is negative.
- b) Employees lack motivation frustration, low morale and conflict develops in the organization.
- c) There is more dependence and less individuality in the organization.



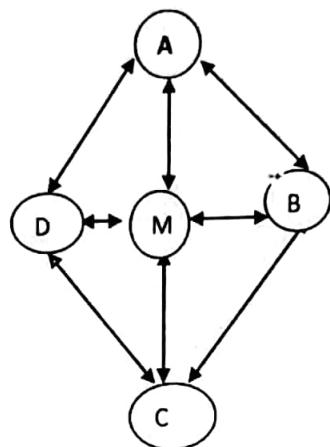
2. **Participative Leadership Style:** - It is also called as democratic, consultative or idiographic leadership style. In this style the manager decentralizes his decision-making process. Instead of taking unilateral decision he emphasizes consultation and participation of his subordinates. He can win the cooperation of his group and can motivate them effectively and positively.

Advantages:-

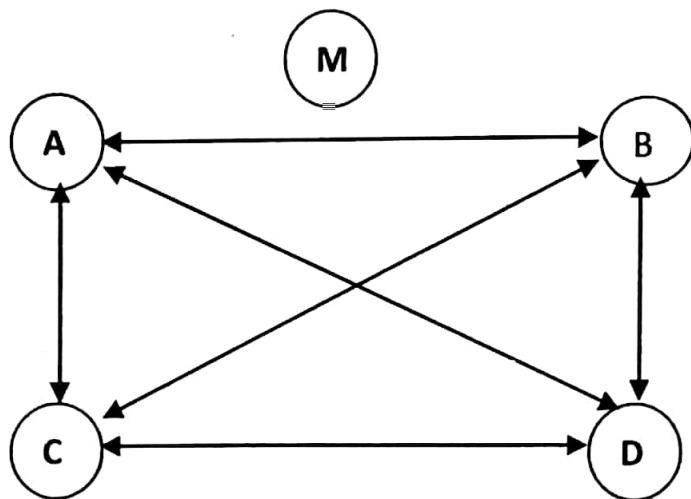
- a) Employees are highly motivated.
- b) The productivity of employees is very high.
- c) Subordinates share the responsibility with the superior and try to safeguard them also.

Disadvantages:-

- a) Complex nature of organization requires as thorough understanding of its Problems which lower-level employees may not be able to do.
- b) Some people in the organization want minimum interaction with their superior.
- c) Some leaders may use this style as a way of avoiding responsibility.



3. **Free-rein Leadership:-** A free-rein leader does not lead, but leaves the group entirely to itself as shown in the following figure.



In this style, manager once determines policy, programmes, and limitations for action and the entire process is left to subordinates group members perform everything and the manager usually maintains contacts with outside persons to bring the information and materials which the group needs.

The following figure shows the spectrum of a wide variety of leadership styles moving from a very authoritarian style at one end to a very democratic style at the other end, as suggested by Tannenbaum and Warren H. Schmidt.

Use of Authority

4.1.4. Theories of Leadership

The researches carried out by many behavioural scientists to find out what makes a leader effective have resulted in various theories of leadership. In this section, however, we shall discuss only three categories of theories of leadership:

- Trait theory
- Behavioural theory
- Situational theory

4.1.4.1. Trait Theory of Leadership

“People are born with inherited traits. Some traits are particularly suited to leadership. People who may good leaders have the right combination of traits.”

The trait theory seeks to determine the personal characteristics or traits of a successful leader. A successful leader is supposed to have the following traits: good personality, intellectual ability, initiative, imagination, emotional stability, desire to accept responsibility, flexibility, honesty, sincerity, integrity, ability to make quick decisions, courage, reliability, persuasive power, etc. To determine the personality traits of a successful leader, studies were conducted by selecting successful leaders and find out their traits. It was presumed that persons possessing these traits could become successful leaders.

But this theory suffers from many limitations. They are:

- a) It emphasizes mainly personal traits and does not consider the environment or situation in which they have to be applied.
 - b) It assumes that leadership is an in-born quality and cannot be acquired.
 - c) There is no common list of traits found in all successful leaders.
 - d) There is no objective criterion to measure individual traits of leaders.
- In spite of the limitations, the trait theory of leadership is not

completely invalid. Their theory indicates that a leader should have certain personal traits. This helps the management to develop such qualities in a leader through its various programmes of training and development.

The trait theorists have identified a list of qualities that are as follows:

- a) **Intelligence:** A leader should be intelligent enough of understanding the context and contents of his position and function. He should be able to grasp the dynamics of environmental variables, both internal as well as external, which affect the activities of the enterprise. He should also have technical competence and sound general knowledge.
- b) **Personality:** The term personality here means not only physical appearance but also inner-personality qualities. Such qualities include emotional stability and maturity, self-confidence, decisiveness, strong drive, extrovertness, achievement orientation, purposefulness, discipline, skill in getting along with others, integrity in character and a tendency to be co-operative.
- c) **Other qualities:** In addition to the above said qualities, a good business leader should possess qualities such as open mindedness, scientific spirit, social sensitivity, ability to communicate, objectivity and a sense of realism.

4.1.4.2. Behavioral Theory of Leadership

This is based on the assumptions that leaders are not born but developed in facts and certain traits. Mentioned in trait theory like technical skills, friendliness, culture...etc. are not born but learned. In this approach, the emphasis is on the actual behaviour and action of the leaders and not on their traits or characteristics. In other words, this approach emphasizes that strong leadership is the result of effective role behaviour.

This approach states that the leader uses three skills to lead his followers. These skills are: technical (refers to a person's knowledge of the process of technique), human (refers to ability to interact with people and conceptual (refers to manager's ideas which enable a manager to set up models and design plans).

This approach assumes that a particular behaviour of a manager will make him a good leader while its opposite would discard him as a leader. Determining goals, motivating employees for achieving the goals, effective communication ability to interact effectively, building team spirit, etc. are the functional behaviour of a successful leader.

This theory emphasizes the point that the favorable behaviour of a leader provides greater satisfaction to the followers and they recognize him as their leader. However, one limitation of this approach is that a particular behaviour and action of a leader may be relevant and effective at a particular point of time while at another; it may be irrelevant and ineffective. Thus, in this approach, the 'time' factor which is a vital element has not been considered.

4.1.4.3. Situational Theory of Leadership

According to this theory, leadership is affected by a situation from which a leader emerges and in which he works. In other words, the situation - the group, the problem and its environment - will affect the type of leadership. An important aspect of this theory is the interaction between the group and its leader and the people tend to follow the person who is capable of fulfilling their desires.

The leader recognizes his follower's desires and follows such methods (depending on the situation) which satisfy them. The main trust of the situational theory is that the leadership style may be effective under one situation and ineffective under the other. In other words, situational theory emphasizes that there is no one best style of leadership universally applicable to all situations and that the leader has to change his style of leadership from situation to situation. If the leader adopts the same style under all situations, he may not be successful. For example, Winston Churchill was the most effective and successful Prime Minister of Britain during the period of the Second World War, but he was a flop afterwards when the situation changed.

Though this theory states leadership ability of an individual in a given situation and measures his leadership potentialities, it is silent on the point whether this individual will fit in another situation.

The situational variables considered by this research are:

- a) **Leader-member relations:** Leader – member relations are good or bad depending upon leader being liked or not liked by the group being supervised.
- b) **Task structure:** Task structure is said to be high or low depending upon the extent to which work to be done and goals to be achieved, are defined clearly and unambiguously.
- c) **Power position:** Power position is strong or weak depends upon the amount of reward and coercive and legitimate power possessed. Only the above three factors are considered by this theory. However, there are other situational factors (such as group performance) that also have a bearing upon the pattern of leadership style. Finally, he concluded that production oriented

9. Commitment

It is important for leaders to follow through with what they agree to do. You should be willing to put in the extra hours to complete an assignment; employees will see this commitment and follow your example. Similarly, when you promise your staff a reward, such as an office party, you should always follow through. A leader cannot expect employees to commit to their job and their tasks if he or she cannot do the same.

10. Flexibility

Mishaps and last-minute changes always occur at work. Leaders need to be flexible, accepting whatever changes come their way. Employees will appreciate your ability to accept changes in stride and creatively problem-solve.

4.1.6. Leader as Mentor and Coach

The following concepts are related to mentoring and coaching:

- i. **Training** - Training is a structured "lesson" designed to provide an employee with the knowledge and skills to perform a task. Training and coaching go hand-in-hand. During a child's school years, the teacher (trainer) taught the child how to play KhoKho or Kabbadi, and the child played for the school team. The child had a basic understanding of the game and its rules. Later on in life, a coach personally teaches the person (coaching) the finer points of the game. It is sometimes said that you train a person with lots of technical support, and thereafter you coach them with motivational pointers. Both training and coaching help to create conditions that benefit the person to learn and develop.
- ii. **Supervision** - Supervision is keeping a grasp on a situation and ensuring that plans and policies are implemented properly. It includes giving instructions and inspecting the accomplishment of a task. There is a narrow spectrum of adequate supervision. On the one side of the spectrum is over-supervision (micro-management), and on the other side is under-supervision. Over-supervision stifles initiative, breeds resentment, and lowers morale and motivation. Under-supervision leads to miscommunication, a lack of coordination and the perception by subordinates that the leader does not care. All employees benefit from appropriate supervision by seniors with more knowledge and experience who tend to see a situation more objectively.
 - Evaluation is part of supervising. It is defined as reviewing the worth, quality or significance of people, ideas or things. It includes looking at the ways people are accomplishing a task. It means getting feedback on how well something is being done and interpreting that feedback. People need feedback so that they can judge their performance. Without it, they will keep performing tasks incorrectly, or stop performing the steps that makes their work excellent.
- iii. **Learning from tasks or approaches** - Apart from learning from someone else, one can also learn from tasks through, for example, job assignment, special projects, job rotation, task forces/working parties, action learning and networking.

MENTORING

"Mentor: Someone whose hindsight can become your foresight."

- **Anonymous**

Although there are some key differences between mentoring and coaching, the edges are blurred. Mentoring is sometimes referred to as the "transfer of wisdom". Mentoring can be defined as a process where the leader offers help, guidance and support to facilitate the learning or understanding of another.

A mentor is therefore a wiser and more experienced person who guides, supports and nurtures a less experienced person. Mentoring is an effective strategy when senior leaders have the time, experience and expertise to share with junior staff members. Also, junior staff members may need the exposure to certain perspectives whilst the job still demands a senior's experience.

Four key qualities of mentors

Four key qualities are widely recognized as being of special importance for mentors:

- **Relevant work experience:** This includes passing on experience and knowledge, how to best approach a task and where potential pitfalls lie.
- **Experience and knowledge of the organization:** Knowing how to get things done and acting as a gateway to sources of information and support.
- **Interpersonal skills:** Knowing how to listen, asking questions that are both challenging and reflective. It is this "sounding board" approach that is one of the most valuable aspects of mentoring and it is essential when getting a mentee to focus on their task.
- **Role model:** Providing an example that encourages, motivates and reassures the mentee, making it clear that the task they are trying to achieve is attainable.

Approaches to mentoring

Generally, five approaches to mentoring can be distinguished:

- **Formal Mentoring:** A mentee distinguish is assessed and judged based on the requirements of the problem identified by a mentor is universally known as formal metering. A B.Tech Student under any university or a management candidate for any other inter-personal assessment is systematically mentored.
- **Informal mentoring:** This occurs all the time and is an integral part of managing and leading people, whether planned or not. It occurs when trust is built up and a learner finds a more experienced colleague that they respect, trust and feels they can learn from.
- **Role model:** As a consequence of the mentoring process the mentee will inevitably be influenced by the mentor's attitudes, values, problem-solving techniques and people management skills.
- **Sponsorship mentoring:** Under this system the mentor provides a wide variety of experiences and opportunities for the mentee, usually through special projects and assignments. This system is particularly useful in large organizations that may want to "fast track" the development of key staff or groups.

- **Peer group mentoring:** This system is most commonly used for new recruits joining an organization. It involves a responsible colleague at a similar level passing on their advice and help. It is an approach that works well as part of an induction process, and it is particularly useful for smaller organizations where training and development is achieved by using existing staff resources.

COACHING

"Coaching is not about teaching the caterpillar how to fly; it's about creating an opening for it to see the possibility."

- Paul Lefebvre

Coaching concerns itself with amplifying an individual's own knowledge and thought processes. It involves creating a supportive environment in which to challenge and develop critical thinking skills, ideas and behaviour. Coaching is focused and intensive development in a way that even an in-house, tailored training programme cannot offer. It focuses on intra-personal issues on a far deeper level than in group environments which can only look at the superficial. It is designed to empower the individual to understand their potential and to identify how they can achieve it. Through developing a sound understanding of the protégé (or coachee), the coach knows when to support and stretch, when to challenge and guide. The coach and coachee collaborate to set and achieve key development objectives, taking into account the needs of the organization as well as the experience, maturity, knowledge and career path of the individual.

The strength of mentoring lies in the mentor's specific knowledge and wisdom; in coaching it lies in the facilitation and development of personal qualities. The coach, in other words, brings different skills and experience and offers a fresh perspective – a different viewpoint and objectivity. In a mentoring relationship, both the mentor and the mentee may have a political stake in the relationship. In a coaching relationship, neither the coach nor the coachee needs the other. Their relationship is mutually enjoyable and results in the development and growth of both parties.

Coaching is an effective leadership development technique involving, for example, giving advice, skill-building, creating challenges, removing performance barriers, building better processes, and learning through discovery. The coach is also an ideal sounding board and a powerful facilitator for personal growth along with behavioural and attitudinal change. The coach is an objective partner who will support and yet challenge views, behaviour and attitudes in a cognitive and constructive manner.

Coaching correctly applied, produces the following outcomes:

Long term excellent performance: This means that the coachee meets the high objective standards of the discipline or competence in which coaching is occurring.

Self-correcting: Well-coached persons can observe when they are performing well or not, and will make the necessary adjustments independently of the coach. The paradigm shift leaves the coachee independent to affect the changes necessary to achieve superior performance.

Self-generating: Well coached people will practice more, or they will watch others perform, or they will learn an activity that will strengthen them in a way that improves their competence, often in new and unrelated areas especially in managing life skills where a Coachee is needed proper guidance.

Personal coaching provides several means of assistance when individuals wish to talk through their individual experiences. Personal coaching is provided on a one-to-one basis. It provides feedback, support, challenges and helps in restructuring an individual's roles and approaches to his or her work and the future. The person is not exposed to the reactions of others, but is in an open dialogue with someone more senior. The junior person is assured of a relationship in which free and open discussions about personal ambitions are allowed. Reviewing the follower's job and its possibilities for the future builds the follower's confidence and capabilities.

Coaching in groups takes place when potential coaches are in short supply. In this type of coaching, it is anticipated that peers can learn and benefit from each other, and that group cohesion among group members will increase.

Managing, Leading, Mentoring and Coaching

Nature	Nature of relationship (power)	Quality of relationship	Focus
Managing	Power difference between manager and subordinate	Accountability Clarity of requirements Focus on deliverables/ tasks	Performance measures Reliability and stability
Leading	Power difference – leader/visionary to follower/implementer	Inspirational Creating of “new” ideas	Possibilities, visions Future opportunities
Mentoring	Mentor/expert/senior versus mentee/learner/junior	Development through expert guidance What to do, where to go	Knowledge transfer Organizational history
Coaching	No real power difference (unless combined with a formal role as above)	Development through new insights, practices and self-awareness	Competence building Enabling new distinctions and interpretations Self-correcting ability

4.1.7. Leadership during adversity and Crisis

Leadership in the Face of Adversity

The best leaders are those who can face adversity and turnaround their companies from times of trouble to positions of strength. Throughout history, the leaders who were feted and achieved fame are those who took charge during times of crisis and managed to actualize victory. Similarly, in recent decades, the business world has seen a surfeit of leaders who stepped in when their companies were going through a rough patch and with their leadership ensured that they could revive and rejuvenate their companies. For instance, the legendary Lee Iacocca who was at the helm in Ford Motors took over the leadership of another auto

situation where they were close to being...
in the face of adversity is as important as charismatic and visionary leadership.

The Characteristics of Leadership in Adversity

The key point to be noted here is that anyone can ride the success of companies but it takes a real leader with vision, mission, and hard work to turn around companies that are struggling. One of the important aspects of such leadership is that they must have a team of peers and managers who are as committed to the revival of the company as the leader. This is critical and necessary for leaders to turnaround the companies. Another aspect about such leadership is that they must be given time to succeed as transformations do not happen overnight unless one expects miracles, which is something most business leaders discount. Therefore, time, patience, effort, and cooperation are all factors that play a crucial role in determining whether the leader succeeds in his or her mission. The case of the former Defense Secretaries, Robert McNamara in the 1960s, and Robert Gates in recent years illustrates that for deep changes to actualize; the leaders need time, patience, and energy as well as a single-minded devotion to their tasks.

Leadership during Crisis

"There was an unmistakable crack of a firearm...then another and another. Screams echoed throughout the store. Customers and employees seeking cover and darting for the exits. He's got a gun!!! one hollers, followed by more screams and shots..." Unfortunately, this scene is playing out in more and more businesses, government agencies, and in public spaces around the country. With economic turmoil shattering lives, we can only expect these crises to grow and pose an ever-increasing challenge for leaders.

The chaos of the times seems to present a new disaster every week, plunging leaders who may be top-notch performers under normal operations into a world of chaos and expectations — situations they are both unequipped to handle and also prone to make well-meaning yet disastrous decisions in the heat of the moment.

Leadership in a crisis situation is very different from leadership in a time of normal conditions. On the surface, the Five Practices may not seem to apply to a world turned upside down. But based on my teaching experience, all leaders in government and industry would find the tools useful and provide the foundation for responding to and recovering from any crisis.

The organizational operating models that provide the baseline for a smooth-running enterprise during normal times evaporate during a crisis, throwing the leadership into a morass of uncertainty and chaos. But the chaos can be managed successfully if its impacts are understood.

- a) **Tension and stress:** In any crisis, leaders are thrust into a stressful and tense environment that puts them under enormous psychological, mental, and physical strain. Even the most minor decision made under these circumstances can result in catastrophic impacts.
- b) **Speed:** Everything may initially happen at warp speed, giving little time for thoughtful consideration or consultation. In a crisis, worlds collide and time is the first victim.
- c) **Personnel:** The right people may not be available to respond to the crisis, resulting in untrained and inexperienced leaders being called upon to step into the chaos. Without the right people the organization will stumble in normal times, but during a crisis the problems are accentuated exponentially.
- d) **Organization:** Businesses and governments are not necessarily organized to handle crisis. In fact, the organizational hierarchy may be a hindrance to response and recovery. The flexibility to adapt the organization to the situation is critical to success.
- e) **Stakeholders:** The list of stakeholders will rapidly expand, bringing in to play new channels of communication, new expectations, and new players--all simultaneously. Suppliers, regulators, families, customers, hospitals, law enforcement will all require a leaders time and interaction.
- f) **Communication:** The normal channels of communication may not be operative or may be overloaded, requiring new channels and protocols that must be quickly mastered.

support in perfecting any of these leadership qualities Pareto's Sales Management course is tailored to do exactly that.

7. **Be fair in your dealings** - Sometimes training simply isn't enough; if you need to find a strong team leader for your business, Pareto Law have been recruiting sales personnel for over 20 years - for a free consultation contact us today.

4.2. Motivation

Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals. A strong positive motivation will enable the increased output of employees but a negative motivation will reduce their performance. A key element in personnel management is motivation.

According to Likert, "It is the core of management which shows that every human being gives him a sense of worth in face-to face groups which are most important to him....A supervisor should strive to treat individuals with dignity and a recognition of their personal worth."

Definition of Motivation

"It is the stimulation of any emotion or desire operating upon one's will and promoting or driving it to action."

- Lillis

"Motivation is the complex of forces starting and keeping a person at work in an organization."

- Dubin

"Motivation implies any emotion or desire which so conditions one's will that the individual is properly led into action."

- Vance

Nature of Motivation:

Motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy which he feels working more. The need satisfying ego motivates a person to do better than he normally does.

From definitions given earlier the following inferences can be derived:

- Motivation is an inner feeling which energizes a person to work more.
- The emotions or desires of a person prompt him for doing a particular work.
- There are unsatisfied needs of a person which disturb his equilibrium.
- A person moves to fulfill his unsatisfied needs by conditioning his energies.
- There are dormant energies in a person which are activated by channelizing them into actions.

There are two types of motivation, Intrinsic and Extrinsic motivation. It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation. Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation. You will find each member different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means "from within" and will meet any obligation of an area of their passion. Quite the reverse, others will respond better to extrinsic motivation which, in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task. Become an expert in determining which type will work best with which team members.

1. Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it.

Our deep-rooted desires have the highest motivational power. Below are some examples:

- Acceptance: We all need to feel that we, as well as our decisions, are accepted by our co-workers.
- Curiosity: We all have the desire to be in the know.
- Honor: We all need to respect the rules and to be ethical.
- Independence: We all need to feel we are unique.
- Order: We all need to be organized.
- Power: We all have the desire to be able to have influence.
- Social contact: We all need to have some social interactions.
- Social Status: We all have the desire to feel important.

2. Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task.

Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples:

- Employee of the month award
- Benefit package
- Bonuses
- Organized activities

Share your thoughts

Sharing your motivating thoughts or your motivational tips will benefit every leader. Motivation is what gives them the energy to constantly seek to improve

their self-motivation as well as motivating other. Consequently increase our leadership influence.

Extrinsic Motivations are classified in to 2 types. They are

- a) **Positive Motivation** - Positive motivation or incentive motivation is based on reward. The workers are offered incentives for achieving the desired goals. The incentives may be in the shape of more pay, promotion, recognition of work, etc. The employees are offered the incentives and try to improve their performance willingly.

According to Peter Drucker, the real and positive motivators are responsible for placement, high standard of performance, information adequate for self-control and the participation of the worker as a responsible citizen in the plant community. Positive motivation is achieved by the co-operation of employees and they have a feeling of happiness.

- b) **Negative Motivation** - Negative or fear motivation is based on force or fear. Fear causes employees to act in a certain way. In case, they do not act accordingly then they may be punished with demotions or lay-offs. The fear acts as a push mechanism. The employees do not willingly co-operate, rather they want to avoid the punishment.

Though employees work up-to a level where punishment is avoided but this type of motivation causes anger and frustration. This type of motivation generally becomes a cause of industrial unrest. In spite of the drawbacks of negative motivation, this method is commonly used to achieve desired results. There may be hardly any management which has not used negative motivation at one or the other time.

4.2.2. Relationship between Motivation, Performance and Engagement

Motivation and Performance

Motivation

The term ‘motivation’ has been derived from the word ‘motive’. Motive may be defined as an inner state of our mind that activates and directs our behaviour. It makes us move to act. It is always internal to us and is externalized via our behaviour. Motivation is one’s willingness to exert efforts towards the accomplishment of his/her goal.

Performance

Performance is directly proportionate to results oriented motivation. Performance is the next step of positive motivation.

$$\text{Motivation} \times \text{Ability} \times \text{Environment} = \text{Performance}$$

First of all, let's distinguish between competencies and motivation.

..... even more creative expression

of techniques for motivating.

4.2.4. Needs Hierarchy Theory (OR) Maslow's Hierarchy of Needs Theory

Abraham Maslow is well renowned for proposing the Hierarchy of Needs Theory in 1943. This theory is a classical depiction of human motivation. This theory is based on the assumption that there is a hierarchy of five needs within each individual. The urgency of these needs varies. These five needs are as follows-

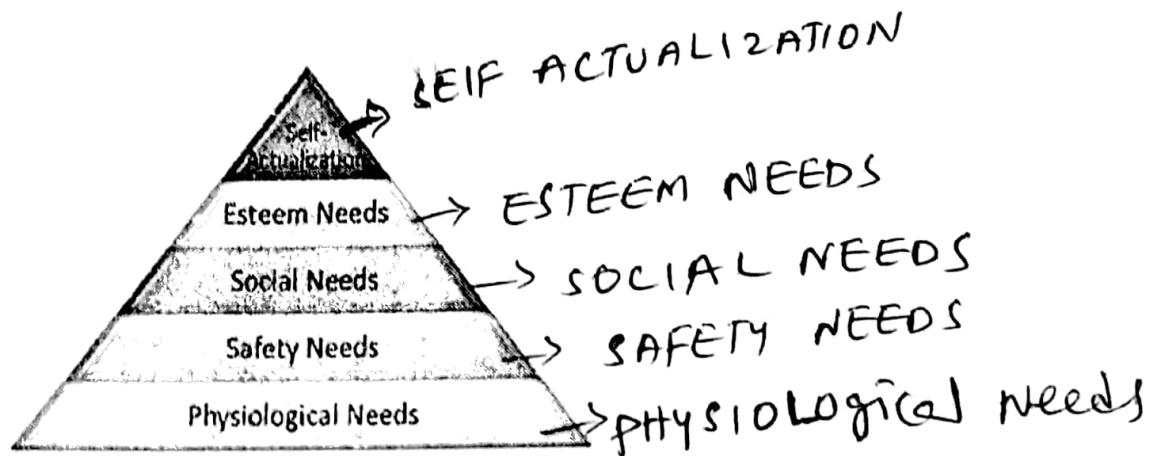


Figure: Maslow's Need Hierarchy Model

- ⇒ **Physiological needs-** These are the basic needs of air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life.
- ⇒ **Safety needs-** Safety needs include physical, environmental and emotional safety and protection. For instance- Job security, financial security, protection from animals, family security, health security, etc.
- ⇒ **Social needs-** Social needs include the need for love, affection, care, belongingness, and friendship.
- ⇒ **Esteem needs-** Esteem needs are of two types: internal esteem needs (self-respect, confidence, competence, achievement and freedom) and external esteem needs (recognition, power, status, attention and admiration).
- ⇒ **Self-actualization need-** This include the urge to become what you are capable of becoming / what you have the potential to become. It includes the need for growth and self-contentment. It also includes desire for gaining more knowledge, social-service, creativity and being aesthetic. The self-actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep cropping up to continue growing.

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. Maslow grouped the five needs into two categories - Higher-order needs and Lower-order needs. The physiological and the safety needs constituted the lower-order needs. These lower-order needs are mainly satisfied externally. The social, esteem, and self-actualization needs constituted the higher-order needs. These higher-order needs are generally satisfied internally, i.e., within an individual. Thus, we can conclude that during boom period, the employees lower-order needs are significantly met.

Implications of Maslow's Hierarchy of Needs Theory for Managers

As far as the physiological needs are concerned, the managers should give employees appropriate salaries to purchase the basic necessities of life. Breaks and eating opportunities should be given to employees.

As far as the safety needs are concerned, the managers should provide the employees job security, safe and hygienic work environment, and retirement benefits so as to retain them.

As far as social needs are concerned, the management should encourage teamwork and organize social events.

As far as esteem needs are concerned, the managers can appreciate and reward employees on accomplishing and exceeding their targets. The management can give the deserved employee higher job rank / position in the organization.

As far as self-actualization needs are concerned, the managers can give the employees challenging jobs in which the employees' skills and competencies are fully utilized. Moreover, growth opportunities can be given to them so that they can reach the peak.

The managers must identify the need level at which the employee is existing and then those needs can be utilized as push for motivation.

Limitations of Maslow's Theory

- It is essential to note that not all employees are governed by same set of needs. Different individuals may be driven by different needs at same point of time. It is always the most powerful unsatisfied need that motivates an individual.
- The theory is not empirically supported.
- The theory is not applicable in case of starving artist as even if the artist's basic needs are not satisfied, he will still strive for recognition and achievement.

4.2.5. Two Factor Theory (OR) Herzberg's Two-Factor Theory of Motivation

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

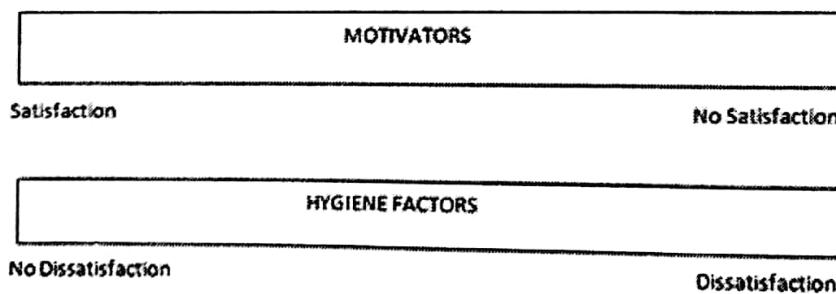


Figure: Herzberg's view of satisfaction and dissatisfaction

Herzberg classified these job factors into two categories-

- a) **Hygiene factors**- Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

- **Pay** - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
- **Company Policies and administrative policies** - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
- **Fringe benefits** - The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programmes, etc.
- **Physical Working conditions** - The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
- **Status** - The employees' status within the organization should be familiar and retained.
- **Interpersonal relations** - The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
- **Job Security** - The organization must provide job security to the employees.

b) Motivational factors- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

- **Recognition** - The employees should be praised and recognized for their accomplishments by the managers.
- **Sense of achievement** - The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- **Growth and promotional opportunities** - There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- **Responsibility** - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- **Meaningfulness of the work** - The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

Limitations of Two-Factor Theory

The two factor theory is not free from limitations:

- The two-factor theory overlooks situational variables.
- Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity.

- The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.
- No comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job.
- The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work.
- The theory ignores blue-collar workers. Despite these limitations, Herzberg's Two-Factor theory is acceptable broadly.

Implications of Two-Factor Theory

The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

4.2.6. Theory X and Theory Y

Douglas McGregor presented two sets of assumptions managers make about the nature of their employees, these sets are named as theory X and theory Y.

Theory X, it is assumed that

- Employees are inherently lazy
- If they require constant guidance and support
- Sometimes they require even coercion and control
- Given an opportunity, they would like to avoid 'responsibility'
- They do not show up any ambition but always seek security

To explain theory X, McGregor elaborated Taylor's observations about workers using the rule of thumb approach.

Theory Y focuses a totally different set of assumptions about the employees.

Theory Y states that

- Some employees consider work as natural as play or rest
- These employees are capable of directing and controlling performance on their own. They are much committed to the objectives of the organisation
- Higher rewards make these employees more committed to organisation
- Given an opportunity, they not only accept responsibility but also look for opportunities to outperform others.

Most of them are highly imaginative, creative, and display ingenuity in handling organisational issues

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