

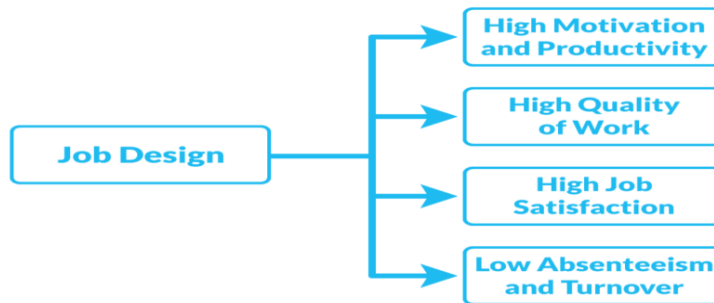
UNIT- V
LEADING HIGH PERFORMANCE
Job design and goal setting for high performance

What is job design?

Job Design, which can also be called Work Design or Task Design,

"Job design" refers to the way that a set of tasks, or an entire job, is organized. Job design helps to determine:

- What tasks are done?
- How the tasks are done.
- How many tasks are done?
- In what order the tasks are done.
- Job design is the process of creating a job that enables the organization to achieve its goals while motivating and rewarding the employee. This means that a well-designed job leads to higher productivity and quality of work, while also leading to higher job satisfaction, lower absence, and lower employee turnover intentions.



Definition:

"A job design model that relates the motivational properties of jobs to specific personal and organizational consequences of those properties" - Arnold

How can job design help with the organization of work?

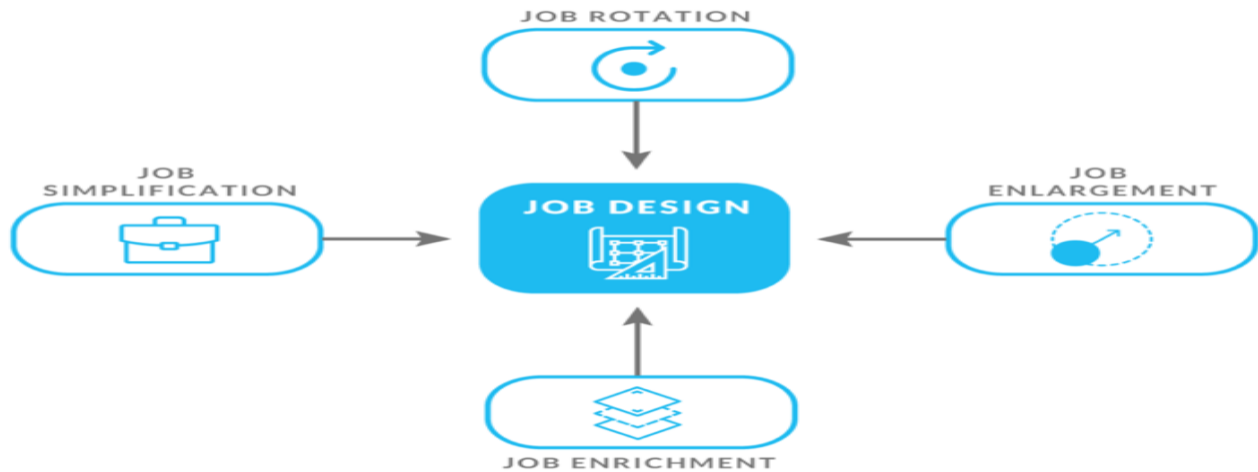
Job design principles can address problems such as:

- Work overload
- Work underload
- Repetitiveness
- Limited control over work
- Isolation
- Shiftwork
- Delays in filling vacant positions
- Excessive working hours
- Limited understanding of the whole job process

Job design can be used to accommodate the abilities and diversity of individuals, including those returning to work following injury or illness. For example, job design is sometimes considered as a way to help deal with stress in the workplace.

Four job design strategies

In order to increase the motivational potential of a job, four common job design strategies are used. Each of these strategies will make an impact on one or more of the elements in the MPS formula. The strategies are job rotation, job enlargement, job enrichment, and job simplification.



1. Job rotation

Job rotation is a practice of moving employees between jobs in an organization. This increases the skill variety, helps employees orientate in potential new roles, and learn through different experiences.

Job rotation programs can lead to increased motivation and create flexibility in deployment resulting in easy replacement in case of absence.

2. Job enlargement

Job enlargement involves adding additional activities within the same hierarchical level to an existing role. An example is a designer specialized in hotel room design, now also getting involved in restaurant design. The work requires similar skills but the work's content differs.

Job enlargement increases the skill variety and task identity, enabling a worker to do more of similar activities, which reduces monotony, teaches a variety of skills, and gives a broader range of responsibilities, accountability, and autonomy.

3. Job enrichment

Where job enlargement is aimed at adding tasks, job enrichment is characterized by adding motivational dimensions. This means that job enlargement could be a form of job enrichment.

Job enrichment focuses on adding motivators to existing roles, increasing the MPS. Examples include adding opportunities to receive feedback, establishing client relationships to increase task significance, and creating natural work units, which is aimed at grouping interrelated tasks together to increase task identity.

4. Job simplification

Job simplification is the opposite of job enlargement and a bit of the odd one out. Job simplification is the process of removing tasks from existing roles to make them more focused. Job simplification is about stripping skill variety to create a more focused task.

This can be used in case of job creep when a job has been enlarged over time and has become unmanageable.

Importance and Benefits of Job Design

Job design is important for an organization to perform the organizational activities in the most efficient and effective manner. It provides the required information about the incumbent and also specifies the way of performing the tasks. Therefore, job design is very important for the organization due to its benefits as follows:

1. Organizational Design – The job design specifies the contents and procedures of performing the task in the organization. Hence, it helps in designing organizational structure. The organizational structure is determined by the job

design process. It plays a key role in assessing the need and requirement of organizational structure. Job design also specifies organizational culture, norms and values that its members need to follow to achieve organizational goals.

2. Structure of Competent Employee – Job design is a systematic approach of providing job-related data and information on skills, knowledge and ability of the incumbent to perform the task. On the basis of the information provided by it, the job description and job specification schedule are prepared, which helps to the best suited candidate for the job. It provides a milestone to select the competent employee who is capable of performing the task well in the organization.

3. Motivation and Commitment of Employees – Job design makes the work more interesting and challenging, which motivates the employees for higher level of performance. The challenging and interesting job provides better pay for the employees which inspires them for better job performance. Along with motivation job design also brings high degree of commitment in them towards organizational objectives. This helps to increase organizational productivity and employee satisfaction at work.

4. Environmental Adaptation – An organization is operated in a dynamic environment. Hence, any change in the environmental forces can have direct impact upon organizational performance. Therefore, a systematic job design process tries to address the change that has occurred in the organizational environment. The process of job design and job redesign is prepared in such a way that it adapts the change in the environmental forces.

5. Labor Relations – A well prepared job design brings a harmonious relation between employees and management. On the other hand, poorly prepared job design creates employee-grievances, in disciplinary actions, greater employee turnover, greater absenteeism and conflict.

6. Quality of Work Life – A quality of work life is understood as an efficient relationship between employees and organizational working environment. A properly prepared job design leads to improvements in quality of work life. With a good design of work schedules, people see a growing future in organization which ultimately leads to high motivation at work and a positive change in their thoughts and beliefs. Finally, these changes will have a direct impact upon the quality of work life.

7. Organizational Productivity – The job design specifies the contents and working procedures of how the task is performed. This leads to a positive change in job performance and job analysis. As a result of which, the organizational productivity will be enhanced through efficient work performance.

GOAL SETTING FOR HIGH PERFORMANCE

Goal-setting theory refers to the effects of setting goals on subsequent performance. Researcher Edwin Locke found that individuals who set specific, difficult goals performed better than those who set general, easy goals (Yearta, Maitlis, & Briner, 1995). The goal-setting theory states that specific and challenging goals with appropriate feedback contribute to improved performance. Goals direct the employee to perform their jobs. It further facilitates the employees in understanding the number of efforts required to put in.

Definition:

Edwin Locke presented the Goal-setting theory of motivation in the 1960s (Locke & Latham, 2006). According to the theory, goal setting and task performance share a direct relation. The specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The willingness to work towards the attainment of the goal is the main source of job motivation.

Principles of goal setting

Goal setting criteria

Goal setting involves the development of an action plan. Such action plans motivate and guide employee or team towards the goal. One such goal setting criteria are the 'SMART' criteria. You've likely heard of the acronym

S.M.A.R.T. before. Abraham further breaks down the meaning in UMass Globe's webinar, but here are the basics of what all goals should be using this framework:

- **Specific** — simply wanting to improve your organization is too general. Do you want to bring on more clients? Are you looking to expand locations? Whatever the case may be, making your goal as specific as possible can ensure better execution planning.
- **Measurable** — if you can't measure your progress, you'll have no idea where you are in relation to your goal. Wanting to attract new clients is specific, but it's not yet measurable. The difference between landing three and 300 clients can drastically affect your approach.
- **Achievable** — it's essential to stay grounded in reality. Setting a goal that's too lofty will only result in getting discouraged and potentially wasting time. In other words, if you only have the resources to serve 20 clients, don't aim for 30.
- **Relevant** — your goals should align with your organization's mission and benefit your team. Don't bring on new employees when you need to focus on client acquisition first.
- **Time-bound** — without a timeline, you and your team will likely push off achieving your goal. But if you decide to attract 2 clients per week for 10 weeks, you are much more likely to achieve it.
- In short, effective goals are intentional. They aim to do more than just hope and dream. They should help you think ahead, anticipate roadblocks, capitalize on momentum and achieve your intended outcome.

Five basic principles of goal setting

Locke (1968) proposed five basic principles of goal setting as discussed below. These principles when applied at the organizational level improve the results.

1. **Clarity:** A clear, measurable goal is more achievable than one that is poorly defined. In other words, one should be specific about the goals. The most effective goals have a specific timeline for completion of the task. The employee should be well aware of the time for completion of his job. This helps an organization to achieve its goal effectively.
2. **Challenge:** The goal must have a decent level of difficulty. This will motivate the employees to strive toward the goal to achieve it. Since the goal is challenging, it leads to brainstorming in employee and discover strategies to meet targets. Such challenge inspires the employee to excel in their performance.
3. **Commitment:** One should put deliberate effort into meeting the set goal. A goal when shared with employees increases their accountability to meet that goal. With commitment, employees are accountable for their work. This makes them more responsible and aware of their actions and performance.
4. **Feedback.** A method should be set up to receive information on progress towards a goal. From time to time meetings can be organized to discuss the progress and impediments in achieving the goal. If the goal turns out to be too hard, it is better to adjust the difficulty of the goal. This realization can be made through feedbacks. Feedback helps the organization to better evaluate an employee and his performance.
5. **Task complexity:** If a goal is complex, sufficient time should be given for its completion. In other words, if a goal is really tough, training programmes can be organized to give the best results.

Quality of Work Life

The term Quality of Work Life (QWL) aims at changing the entire organizational climate by humanizing work, individualizing organizations and changing the structural and managerial systems. It takes into consideration the socio-psychological needs of the employees. It seeks to create such a culture of work commitment in the organizations which will ensure higher productivity and greater job satisfaction for the employees.

Quality of work life refers to the favorableness or UN favorableness of the job environment of an organization for its employees. It is generic term which covers a person's feelings about every dimension of his work e.g. economic incentives and rewards, job security, working conditions, organizational and interpersonal relationships etc.

Definitions:

- According to **Harrison**: "Quality of Work Life is the degree to which work in an organization contributes to material and psychological wellbeing of its members."
- "The overriding purpose of QWL is to change the climate at work so that the human-technological-organisational interface leads to a better quality of work life." -Luthans

Scope of Quality of Work Life

Quality of work life is a multi-dimensional aspect. The workers expect the following needs to be fulfilled by the organizations:

1. **Compensation**: The reward for work should be above a minimum standard for life and should also be equitable. There should be a just an equitable balance between the effort and the reward.
2. **Health and Safety**: The working environment should be free from all hazards detrimental to the health and safety of the employees. The main elements of a good Physical environment for work should be reasonable hours of work, cleanliness, pollution free atmosphere, risk free work etc.
3. **Job Security**: The organization should offer security of employment. Employees should not have to work under a constant concern for their future stability of work and income.
4. **Job Design**: The design of jobs should be such which is capable of meeting the needs of the organization for production and the individual for satisfying and interesting work. Quality of work life can be improved if the job allows sufficient autonomy and control, provides timely feedback on performance and uses a wide range of skills.
5. **Social Integration**: The workers should be able to feel a sense of identity with the organization and develop a feeling of self-esteem. This includes the elimination of discrimination and individualism, whilst encouraging teams and social groups to form.
6. **Social Relevance of Work**: Work should not only be a source of material and psychological satisfaction, but also a means of social welfare. An organization that has greater concern for social causes can improve the quality of work life.
7. **Scope for Better Career Opportunities**: The management should provide facilities to the employees for improving their skills both academic and otherwise. The management should always think of utilizing human resources for expansion and development of the organizations.

Principles of Quality of Work Life

According to N.Q .Herrick and M. Maccoby there are four basic principles, which will humanize work and improve the Quality of Work Life:

1. **The Principle of Security**: Quality of work cannot be improved until employees are relieved of the anxiety, fear and loss of future employment. The working conditions must be safe and fear of economic want should be eliminated. Job security and safety against occupational hazards is an essential precondition of humanization of work.
2. **The Principle of Equity**: There should be a direct and positive relation between effort and reward. All types of discrimination between people doing similar work and with same level of performance must be eliminated. Equity also requires sharing the profits of the organization.

3. **The Principle of individualism:** Employees differ in terms of their attitudes, skills, potentials etc. Therefore, every individual should be provided the opportunities for development of his personality and potential. Humanization of work requires that employees are able to decide their own pace of activities and design of work operations.
4. **The Principle of Democracy:** This means greater authority and responsibility to employees. Meaningful participation in decision making process improves the quality of work life.

Techniques for Improving Quality of Work Life

The quality of work life movement is of recent origin and has a long way to go. Individual as well as organized efforts are required to improve the quality of work life for millions of workers in the country. Some of the techniques used to improve the QWL are as given below:

1. **Flexible Work Schedules:** There should be flexibility in the work schedules of the employees. Alternative work schedules for the employees can be flexi time, staggered hours, compressed work week etc. Flexi time is a system of flexible working hours, staggered hours schedule means that different groups of employees begin and end work at different intervals. Compressed work week involves longer hours of work per day for fewer days per week.
2. **Job Redesign:** Job redesigning or job enrichment improves the quality of the jobs. It attempts to provide a person with exciting, interesting, stimulating and challenging work. It helps to satisfy the higher level needs of the employees.
3. **Opportunity for Development:** Career development is very important for ambitious and achievement oriented employees. If the employees are provided with opportunities for their advancement and growth, they will be highly motivated and their commitment to the organization will increase.
4. **Autonomous Work Groups:** Autonomous work groups are also called self-managed work teams. In such groups the employees are given freedom of decision making. They are themselves responsible for planning, organizing and controlling the activities of their groups. The groups are also responsible for their success or failures.
5. **Employee's Participation in Management:** People in the organization should be allowed to participate in the management decisions affecting their lives. Quality circles, Management by objectives, suggestion system and other forms of employee's participation in management help to improve the Quality of Work Life.
6. **Job Security:** Employees want stability of employment. Adequate job security provided to the employees will improve the Quality of Work Life to a large extent.
7. **Equitable Justice:** The principle of equitable administrative justice should be applied in disciplinary actions, grievance procedures, promotions, transfers, work assignments etc. Partiality and biasness at any stage can discourage the workers and affect the Quality of Work Life.

SOCIO TECHNICAL DESIGN AND HIGH-PERFORMANCE WORK PRACTICES

What is socio-technical design?

Socio-technical design is concerned with advocacy of the direct participation of end-users in the information system design process. The system includes the network of users, developers, information technology at hand, and the environments in which the system will be used and supported.

- A sociotechnical system is the term usually given to any instantiation of socio and technical elements engaged in goal directed behaviour. Sociotechnical systems are a particular expression of sociotechnical theory, although they are not necessarily one and the same thing. Sociotechnical systems theory is a mixture of sociotechnical theory, joint optimization and so forth and general systems theory.
- The term sociotechnical system recognizes that organizations have boundaries and that transactions occur within the system (and its sub-systems) and between the wider context and dynamics of the environment. It is an extension

of Sociotechnical Theory which provides a richer descriptive and conceptual language for describing, analyzing and designing organizations.

- A Sociotechnical System, therefore, often describes a 'thing' (an interlinked, systems based mixture of people, technology and their environment).
- The Tavistock researchers, presented that employees who will be using the new and improved system, should be participating in determining the required quality of working life improvements. Participative socio-technical design can be achieved by in-depth interviews, questionnaires and collection of data.
- To approach system implementation with a sociotechnical systems perspective will, therefore, ensure that created systems are meaningful to all engaged actors. To achieve this, a human-centered stance is required, recognizing that organizations are dynamic and subsist from moment-to-moment.
- It is possible to observe the practice of others and consider it in relation to our own contextual experiences and desires, however, attempts to copy practice from one unique context to another are unlikely to yield satisfactory results.
- Using relevant data collection methods prior to the design of the system and creating a group of internal stakeholders to assist in interpretation of results, can ensure that these systems are successful in practice.
- Participative socio-technical design can be conducted through in-depth interviews, the collection of statistics and the analysis of relevant documents. These will provide important comparative data that can help approve or disprove the chosen hypotheses.
- A common approach to participative design is, whenever possible, to use a democratically selected user design group as the key information collectors and decision makers. The design group is backed by a committee of senior staff who can lay the foundations and subsequently oversee the project.
- Alter describes sociotechnical analysis and design methods to not be a strong point in the information systems practice. The aim of socio-technical designs is to optimize and join both social and technical systems. However, the problem is that of the technical and social system along with the work system and joint optimization are not defined as they should be.

Evolution of socio-technical systems

The evolution of socio-technical design has seen its development from being approached as a social system exclusively. The realization of the joint optimization of social and technical systems was later realized. It was divided into sections where primary work which looks into principles and description, and how to incorporate technical designs on a macrosocial level.

Benefits of seeing sociotechnical systems through a work system lens.

Analyzing and designing sociotechnical systems from a work system perspective and eliminates the artificial distinction of the social system from the technical system. This also eliminates the idea of joint optimization. By using a work system lens in can bring many benefits, such as:

- Viewing the work system as a whole, making it easier to discuss and analyses
- More organized approach by even outlining basic understanding of a work system
- A readily usable analysis method making it more adaptable for performing analysis of a work system
- Does not require guidance by experts and researchers
- Reinforces the idea that a work system exists to produce a product(s)/service(s)

- Easier to theorize potential staff reductions, job roles changing and reorganizations
- Encourages motivation and good will while reducing the stress from monitoring
- Conscientious that documentation and practice may differ

Problems to overcome

- Difference in cultures across the world
- Data theft of company information and networked systems
- "Big Brother" effect on employees
- Hierarchical imbalance between managers and lower staff
- Persuading people's old attitude of 'instant fixes' without any real thought of structure

Social network / structure

The social network perspective first started in 1920 at Harvard University within the Sociology Department. Within information systems social networks have been used to study behaviour of teams, organizations and Industries. Social network perspective is useful for studying some of the emerging forms of social or organisational arrangements and the roles of ICT.

High-performance work practices

High-performance work practices (HPWPs) can be defined as practices that have been shown to improve an organization's capacity to effectively attract, select, hire, develop, and retain high-performing personnel. We refer to a set of specific HPWPs within an organization as a high-performance work system. Garman and colleagues (2011) identified the following HPWPs, organized into subsystems, as particularly relevant to health care providers.

Subsystem #1: Engaging Staff. The four practices in this organizational engagement subsystem share a common theme of ensuring employees' awareness of and personal stake in the organization's vision and its current level of success in pursuing that vision

- **Conveying mission and vision**—Activities associated with communicating the organization's scope and purpose to employees, and clarifying their role in supporting that purpose.
- **Information sharing**—Practices through which current information on organizational performance and other information that could affect jobs is communicated to employees.
- **Employee involvement in decision-making**— Practices supporting employees' ability to influence the “decisions that matter” through mechanisms such as quality circles, process project teams, management/town hall meetings, and/or suggestion systems.
- **Performance-contingent compensation**— Policies and practices that link salary and/or bonuses to the employee's success in achieving organization-supportive goals. Examples include profit-related pay, gain-sharing, and goal-anchored bonuses.

Subsystem #2: Acquiring and Developing Talent. The four practices in this subsystem focus on building the quality of the organization's workforce through attention to attracting, selecting, and developing staff.

- **Rigorous recruiting**— Activities and outcomes associated with outreach to attract new employees. Examples include referral incentives to current employees, employee branding, and alumni programs. This category also includes strategic practices such as workforce planning and evaluation of recruiting systems.
- **Selective hiring**—Practices associated with ensuring that open positions are filled with the highest quality candidates available from the applicant pool. Examples include validated selection tools such as personality assessments, work samples, biodata, and/or assessment centers.

- **Extensive training**—Activities involving investment in staff development that is more than mandated/more than typical as another strategy to achieve greater relative organizational effectiveness.
- **Career development**—Practices that focus on identifying career opportunities/pathways for current employees, as well as providing training to support those opportunities. Practices related to career development also include an emphasis on internal labor pools for filling open positions.

Subsystem #3: Empowering the Frontline. These practices most directly affect the ability and motivation of frontline staff, clinicians in particular, to influence the quality and safety their care team provides.

- **Employment security**—Policies and practices that ensure employees greater than mandated security in their positions. They include policies supporting freedom from repercussion for speaking up about systems issues/concerns and practices that generally support stable employment (e.g., avoiding layoffs).
- **Reduced status distinctions**—Practices that emphasize egalitarianism across employee roles. Examples include policies and practices supporting open communication across disciplines.
- **Teams/decentralized decision making**—Practices of formalizing/defining employees according to teams and providing those teams (and the individuals on them) greater latitude in decision making related to how their work is organized and completed.

Subsystem #4: Aligning Leaders. These practices influence the capabilities of the organization's leadership in running and evolving the organization as a whole.

- **Management training linked to organizational needs**—Practices involving the alignment of leadership development resources with the strategic direction of the organization. Examples include use of core competency models and/or incorporation of goals to guide training, assessment, and feedback programs.
- **Succession planning**—Practices designed to proactively identify and address future leadership needs through leadership workforce analysis, leadership career planning, and development targeted toward preparing future leaders for promotion.
- **Performance-contingent compensation**—Practices that link a portion of leadership compensation to successful achievement of corporate, division, and/or departmental goals.

2. PROCESS OF ORGANIZATIONAL BEHAVIOUR MODIFICATION

Behaviour modification is the process which involves making specific behaviour occur often by systematically managing its cues and consequences. It is simply we can say application of reinforcement concepts to individuals in the work settings for the proper functioning of the organizational goals by decreasing unwanted behaviour and help employees to show suitable workplace behaviour.

1. Identification of Critical Behaviour
2. Measurement of Behaviour
3. Identifying Behavioural consequences
4. Develop and apply intervention strategy
5. Evaluate performance

1. Identification of Critical Behavior

This is the first step involved in Organizational Behaviour Modification process. In this step managers need to identify which behaviors are highly desirable in organization and which are undesirable in organization. The managers need to specify which behaviour is wanted or need to be changed for the sake of the organization. If the behaviors can be seen and measured, then only second step is applied otherwise it cannot be applied.

for e.g., Absenteeism, tardiness or promptness, complaints, or constructive criticism, etc are the behavior's that should be modified and if such behaviors are modified then good results can be obtained.

2. Measurement Of Behavior

This is the second step involved in Organizational Behaviour Modification process. In this step managers need to collect and analyze the performance data before, during and after the Organizational Behaviour Modification program from records. The baseline data is collected (i.e.: the data collected before the beginning of change process) and based on this the success and failure of the Organizational Behaviour Modification program is evaluated. The measurement of behaviour will also help the managers in determining the success in changing the employees' behavior.

3. Identifying Behavioral consequences

This is the third step involved in Organizational Behaviour Modification process. This step consists of a detail examination of present behaviors being shown by employees to determine what consequences each produce and what conditions lead to their occurrence, etc. This analysis will determine what Circumstances lead to a particular type of behaviour, what are the Consequences of such behavior etc. Contingent consequences of behaviour should be identified because these consequences have impact on subsequent behaviour.

Behaviour Modification recognizes that behaviour is influenced by two environmental contingencies i.e., Antecedent (input factors or events that proceed or cause the behaviour to occur so it should be well communicated to employees) Behaviour. Consequences (events following a particular behavior that 2 influences its future occurrence). The main objective of this step identifying the consequences of the behaviour. For. eg. If any employee in an organization works hard then does, he/she get reward or not, or just gets tired.

4. Develop and apply intervention strategy

This is the fourth step involved in Organizational Behaviour Modification process. Once the critical behaviors have been identified and the circumstances which cause such behaviors to have been determined, the next step will be to develop an effective intervention strategy. In this step managers need to design intervention strategies to strengthen desirable critical behaviors and weaken undesirable critical behaviors' through positive or negative reinforcement, extinction, or punishment. Using a particular strategy depends upon the type of situation faced.

After developing and implementing a particular strategy, the frequency of resulting behaviour is measured. If a behaviour change has occurred in the right direction, the manager will select a reinforcement schedule that will maintain the desired behaviour

5. Evaluate performance

This is the Last step or final step involved in Organizational Behaviour Modification process. The focus of this step is identifying the success or failure of Organizational Behaviour Modification program. In this step manager evaluate whether the intervention strategies are working properly or not which will show whether the undesirable behaviors have been substituted by desirable behaviour or not. If there has been a change in behaviour, whether it is permanent or just temporary. Further, the evaluation will also show whether there is improvement in the performance or not. If there is a positive change, it suggests that the interventions are successful.

LEADERSHIP THEORIES:

Meaning of Leadership:

Leadership is the factor that helps individuals and groups to achieve the goal. It is the process of influencing and supporting employees or others to work enthusiastically toward achieving the objectives. Leadership is a process of influencing people to direct their efforts towards the attainment of some goal or goals.

Definition of Leadership

- "Leadership is the ability to get other people to do what they don't want to do and like it “.
- Harry Truman
- "Leadership is the ability of a manager to induce subordinates to work with confidence and zeal."

Leadership Theories:

In this process, many philosophers, researchers, and professors presented their own perspective of leadership in terms of theories. Some of the prominent theories are listed:

TRAIT LEADERSHIP THEORY

According to this theory, people are either born or are made with certain qualities that make them excel in leadership roles. Traits such as vision, confidence, resilience, agility, hard work, physical and mental endurance, empathy, creativity, intelligence, accountability, sense of responsibility, values, flexibility and adjustment, extraversion, conscientiousness, openness to experience, self-efficacy (confidence to excel) etc. determine who is a leader. Since personality trait measurement was not reliable across studies, there was always search for better and measurable approach to leadership. This gave rise to behavioural theory of leadership.

BEHAVIOURAL THEORIES OF LEADERSHIP

The behavioral theories of leadership refer to different sets of leadership styles or behaviours that leaders adopt. This focuses on what leaders do, or how they behave rather than their traits. This theory focuses on the behaviour of leaders. With psychometrics, the cause-and-effect relationship of specific human behaviour from leaders was analyzed. The erstwhile thinking that leaders are born slowly got replaced by a different perspective that leaders are made, not born. How leaders show concern for production and/or people was the major focus.

i. Autocratic leadership:

In this style, the leaders show high concern for task. They emphasize on high levels of productivity, organize, and define group activities in relation to the group's objectives. Leaders make all the decisions and the subordinates must implement these decisions. There is no freedom for subordinates to express their views or criticize the decisions of such leaders.

This style of leadership is very much suitable if the employees are not matured, cannot handle themselves at work and always look for directions. Autocratic leaders rarely trust their followers and hence they do not assign or delegate effectively the tasks. Even in cases where they are delegated, they are closely monitored from time-to-time. They make the work highly structured and very rigid so that work can be completed relatively with not much outside intervention. There is no scope for creativity and hence the followers must follow the step-by-step process as per the directions from the leader. Rules are to be adhered in a regimental way and any violation of rules is seen very seriously and may be penalized or even punished.

ii. Participative leadership:

Here the concern is more on people and participative leaders decide on group's activities in consultation with the subordinates. He shares all the information and invites suggestions. The subordinates are free to discuss with the leaders about their needs, interests, problems, and development and even critically evaluate the actions of the leader. The leader considers the subordinates as valuable resource and input for decision making. Leaders make all the decisions, and the subordinates must implement these decisions. Subordinates are encouraged to express their views or even criticize the decisions of the leaders.

This style of leadership is very much suitable if the employees are not matured and can handle themselves at work independently. There is high degree of trust in the followers and hence the leaders assign or delegate the tasks effectively. They make the work highly open ended so that the work can be completed with high degree of

creativity and out of box thinking. There is encouragement for the followers to put up excellent performance and they are rewarded for their meritorious participation.

iii. **Faire leadership:**

Here, the leaders delegate the power of decision making to the subordinates. Leaders do not interfere while subordinates are engrossed in discussions leading to decisions. There is complete freedom for the subordinates to make decisions. The responsibility of the leaders ends up with providing necessary tools and resources. The group members are expected to solve their problems on their own using their collective wisdom. Particularly where the group members have the skills to succeed, this style of leadership is most preferred.

In other words, where the group members are not knowledgeable, skillful and matured, it is likely that this leadership style may not end up in high productivity. Steve Jobs, the former CEO of Apple, was known for adopting this style. He used to give instructions about what he would like to see to his team. His team members were totally free to come out with action plan to figure out how to fulfil their leader's wishes.

SITUATIONAL LEADERSHIP STYLE

The behavioral theories do not consider the setting of environment which plays decisive role in the effectiveness of the style used. Hence, situational theory of leadership is relevant. According to situational theory of leadership, the leader will be successful if he/she performs his/her best in adopting to the given situation. If he/she fails to adopt to the given situation, he/she fails as a leader. Here situation means the type of task given, the nature of the members of group available, and other factors that might contribute to the successful completion of the given task.

Dr. Paul Hersey and Kenneth Blanchard together formulated the situational theory of leadership popularly called Hersey-Blanchard situational leadership theory. According to this theory, there are four leadership styles which are to be decided based on the level of maturity of the subordinates:

- a. **Low maturity-telling style:** In this style, the group members are of low maturity, i.e., they are not knowledgeable, skillful, and not willing to complete the task, the leader must tell people what to do and how to do it. It is more directive style.
- b. **Medium maturity-selling style:** In this style, the group members are willing and enthusiastic but lack the ability, the leader must sell their ideas, impress on them, answer their doubts, and ensure that they take the ownership of the execution of these ideas (i.e.) buy these ideas.
- c. **Medium maturity-participating style:** In this style, the members of the group have the skills and capability to complete the task, but are unwilling to take responsibility: thus, the leaders allow members of the group to take a more active role in coming up with ideas and action plan for execution. He need not spend more time in giving direction to the group members.
- d. **High maturity-delegating Style:** In this style, the group members are highly skilled and willing to complete the task on their own. Leaders in such a situation adopt hands-off approach to leadership, they become less involved. Group members make all the decisions and take the responsibility for the results.

LEADERSHIP SKILLS

The continuous advancement in technology in the present business environment has implied that the leaders require more than just personality traits or behaviour to accomplish their tasks. In other words, it has now become necessary for leaders to possess the relevant knowledge and skills to survive in the highly competitive and complex business world.

Definition:

According to **Robert Katz**, the following skills would help leaders in achieving their goals. These skills also have a great degree of interrelationship between them.

1. Technical Skills

Employees at operational and professional levels should have certain technical skills, which will help them perform their jobs well. However, as employees are promoted to higher managerial positions in the hierarchy, the relevance of these skills decreases

2. Human Skills

Human skills such as co-operating with members of the organization, developing positive interpersonal relationships, and working effectively in teams are essential for employees at all levels in the hierarchy. However, human skills are more important to people in leadership positions.

3. Conceptual Skills

With the help of conceptual skills, an individual can analyse complex situations, rationally process and interpret available information, and accordingly design a suitable solution to a problem. Also, conceptual skills help the individual to foresee what the consequences of his actions will be. Therefore, conceptual skills are very important for managers who are constantly exposed to complex and difficult business situations and are also involved in the construction of long-term plans and goals of organization.

LEADERSHIP STYLES:

1. Based on Authority:

i. Autocratic styles

In autocratic leadership style employees are forced to work as per the employers' instructions. He takes the full authority and assumes full responsibility. It is also called as directive / authoritarian leadership style.

ii. Democratic leadership style

In democratic leadership style before taking any decisions the leader preferred to consult with subordinates and then decide upon. Hence it is also called as consultative leadership style.

iii. Free form or free rein style

This leadership style is concerned with offering autonomy to employees and empowering them to do work in their own way.

2. Based on Employee consideration styles:

i. Employee oriented:

The employee-oriented style emphasizes on employee consideration. Interest and welfare of the employees are given top priority in this type of style of leadership.

ii. Task oriented:

Task oriented style prioritizes the task over the employees. It is also known as hardnosed style.

3. Based on Motivation styles:

i. Positive leadership style:

A positive leadership style is one in which a leader follows all positive means such as appreciation, reward, incentive to motivate employees.

ii. Negative leadership style:

In this type of leadership style, the leader uses all negative means such as criticism, punishment, insult, penalty and demotion or transfer.

4. Based on Modern leadership styles:

- i. **Envisioning style:**
An envisioning style is concerned with a leader role to help the subordinates clarify the vision
- ii. **Energizing style:**
An energizing style is a leadership style in which it is concerned with making people generate energy.
- iii. **Enabling style:**
An enabling style of leadership is concerned with enabling the people to perform challenging tasks.

LEADERSHIP-BUILDING ACTIVITIES

- Leadership-building activities are opportunities that require active participation and often, role-playing and/or problem-solving. Their goal is to help leaders find more effective ways to lead and encourage job satisfaction and productivity from employees.
- Leadership activities are valuable on the journey to becoming an effective leader and develop confidence in leadership teams.
- Leadership activities may be conducted on or off site and be physical or sedentary.
- Leadership activities can either be performed by a leader in their own team, or with an external facilitator.
- Leadership activities can be an effective way for individuals to practice and strengthen their leadership and team-building skills.

Leadership Activities:

Here are eight such activities:

1. Sports

Sports provide the experience of being a team member and developing leadership skills.

2. Cross Culture groups

Experiences with a different culture provide new, potentially uncomfortable situations and help develop communication skills that may not be learned elsewhere (Flavin, 2018). Overseas travel or working with a different cultural group within your community can provide an opportunity to learn new skills or may involve barriers that must be overcome- all teaching leaders

3. Social groups

Involvement in social activities helps potential leaders develop a well-rounded, confident personality which enhances their capacity to lead a team.

4. Internships

Taking an internship position demonstrates initiative in finding opportunities to learn and seeking practical work – Valuable skills in leadership.

5. Volunteering

As well as showing ambition, volunteering shows that you are willing to commit yourself to something that you are passionate about student government and organisation.

Specifically considering students, being involved in co-curricular organizations help individuals develop leadership (Flavin, 2018). Being involved in student government or organizations can provide opportunities to demonstrate leadership and have an impact on those around you.

6. 'Passion projects'

Showing commitment to a passion for better communities; for example, mentoring shows that you are likely to focus on the greater good for a team.

7. 'Teamwork'

This can be anything at all, from helping with planning a family event or participating in a volunteer day, will demonstrate and develop leadership skills.

