# Leadership, Group Dynamics & Personality

Exploring the concept of team leadership with PCM.

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Abstract:
This article explores the concept of team leadership. Its purpose is to study how a leader can use his internal resources or "talents" to deal with group dynamics for which I will use the perspective of the Process Communication Model (Kahler, 1979), a registered trademark of Kahler Communications Inc. Similarities and coherence between Berne's Group Imago and Tuckman's stages of group development will be used to determine the link between group development and the appropriate leadership tasks and role evolution (Clarkson, 1991). Sari van Poelje's article "Learning for leadership" (2004), inspired the link between leadership development, leadership behavior and group dynamics, which is a critical factor of group performance.

## Introduction

The topic of leadership spans a wealth of knowledge that has grown exponentially in the past decades. Early approaches to leadership focused on the personality traits and, later on the activities of the leader. More recent research has dealt with the roles of leaders according to the situation (situational leadership). The ability of the leader to handle group processes belongs to those three study areas. In Organizations, this competency may seem insignificant at first compared with traditional competencies like strategy analysis and communication. However I consider that leaders do not just lead individual people but they lead teams. Thus the importance of this ability becomes clear. In this article I present a framework based on Dr. Kahler's Process Communication Model[1] and its application to group leadership, as well as Transactional Analysis and other theories that outline a critical aspect of this competency: how and "where" internally to find the energy to perform the tasks of a leader during the different stages of group formation.

> *"The leader is of central importance to the morale of the group. By virtue of his special position within the group structure he serves as the primary agent for the determination of group's structures, atmosphere, goals, ideology, and activities"*
> (Krech and Crutchfield 1948, p.417).

## Group Dynamics

There are many leadership theories that present the need for a leader to adapt their actions and style to the situation encountered. Their authors state that the group's performance is contingent upon the appropriate matching of leadership style and the degree of favorableness of the group situation for the leader (Fiedler, 1967), or that effectiveness is based on the 'readiness' level of the people the leader is attempting to influence (Hersey & Blanchard 1969). While these theories give insightful advice to leaders, they fail to address the effect of the tension created by the conflict between what is occurring at the invisible level (intrapersonal) or "in the brain of the people" and what is visible through the interactions between the group members (interpersonal). Group leaders such as managers or trainers, tend to focus on task related activities of the group but, according to Bion (1952), two groups are present in every group: the work group, which has to do with what the group is intended to do (the task), and the basic assumption group, which describes the tacit underlying assumptions on which the behavior of the group is based. Bion identified three version of this process that interferes with the group's task: Dependency, Fight-Flight and Pairing. This is supported by Berne's "[…] the group process always interferes to some extent with the ordinary activities of the members" (1963, 128), who created the concept of Group Imago (1963, p. 223-227), to explain what is occurring at the

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intrapersonal level and the evolution – or adjustment, of the mental image of the group, each member holds and which has an impact on group process. Petruska Clarkson (1991) outlines the similarities between Berne's group imago and Tuckman's Stages of Group Development, which describes the way group members act and relate to one another and the content of interaction as related to the task in hand (Tuckman 1965a). The advantage of using Tuckman's theory is that it describes the behaviors of group members so that observers can "easily" analyze what is going on in a group. With both visions on group's functioning, an individual with expertise in group process can assist a group in accomplishing its objective by diagnosing how well the group is functioning and intervening to alter the group's operating behavior by acting appropriately according to the stage of group development.

## Leadership Competencies

> *"The manner in which leaders act – not just what they do, but how they do it – is a fundamental key to effective leadership"*
> (Goleman, Byozatzis, McKee, 2001, p. 45).

Although Berne did not emphasize the leader's actions, competencies and personality traits that are required to deal with group dynamics, he stated that, at the intrapersonal level, the leader's personality structure is characterized by the ability to "shift energy" from different internal resources (ego states) to adapt to the situation. Berne also describes three types of leadership – responsible, effective and psychological, that are linked to the efficiency of dealing with group dynamics. Responsible leadership: formal authority on the group. Effective leadership: power to help members to solve activity related, and/or process issues. Psychological leadership, which only exists in the brain of the members, is the one who is seen as the leader by the group members and appears during periods of tension, i.e. when the survival of the group is threatened. As stated by Berne (1963, p. 101), the concern of every healthy group is to survive as long as possible or until its task is done. Survival is determined by the cohesiveness in the group, which in turn, is strengthened or weakened by group processes (Fox 1975). Consequently, the ability of leaders to hold both the formal, effective and psychological authority is of importance to ensure the group's survival. To hold the three leadership characteristics, leaders have to adapt their style and actions according to the situation. Differently said, to shift energy and handle group processes.

**Table 1: Leadership competencies to deal with Group Dynamics**

| Level | Intrapersonal | Interpersonal | Organizational |
|---|---|---|---|
| Leadership effectiveness relies on: | "Shifting energy" from one ego state to another according to the situation, to find the right energy to deal with group dynamics | Adapting style to the "readiness" of each group members | Capacity of the leader to give the group, the structure, actions and behaviors that will facilitate the process of completing healthily the different stages of development and performing its tasks |

To meet the three areas of group activity: achieving the task, managing the group and individuals, two leadership function are necessary: 1) Awareness of what is going on, that is, Group processes. 2) Understanding, that is, knowing what particular function is required, and the skill to perform it effectively (Adair, 2004, p.124). Likewise, Hersey and Blanchard (1969) suggest that leaders need to perform four different styles: Directing, Coaching, Supporting and Delegating, to correspond to the development level of their followers.

> *"The leader's mood and behaviors drive the moods and behaviors of everyone else"*
> (Goleman, Byozatzis, McKee, 2001, p. 44)

Who has been leading a group of people at least once, can testify that it's a stressful situation. The Affective Event Theory (Weiss, Cropanzano, 1996) demonstrates that stress has a direct effect on mood and leaders need to be in an optimistic, high-energy mood reflected trough their actions. It is then of importance to for them to manage their inner life so that the right emotional and behavioral chain reaction occurs (Goleman, 2001). Since managing one's inner life is not easy, I found Taibi Kahler's Process Communication Model (PCM), a useful tool to help finding the inner resources on which leaders can rely in order to deal with the stress caused by shifting energy and handling group process.

# The Process Communication Model

Although PCM is a complete model of personality, communication and management, this article focuses on one of the components of the model: the personality Character Strengths. The personality traits and their related characteristics are the internal energy the leader needs to perform the specific tasks outlined by Clarkson at each stage of group development. PCM is based on a personality inventory that shows a person's personality structure. The model relies on TA theories such as scripts and ego states, with significant enhancements and modifications, Kahler's Drivers and Miniscript and, on consistent researches that enabled a validation of the Personality Patterns Inventory (PPI) (Kahler, 1982).

Two important statements clearly define the model:

- For communication, the way of saying something is of as much or sometimes of more importance than what is said. The process is at least as important as the content

- Each one of us develops, during our history, more or less the characteristics of each of the 6 types of personality, in an order and measure that is unique to us.

The six PCM personality types are (in a random order) Rebel, Thinker, Promoter, Harmonizer, Imaginer and Persister. The following descriptions of the six personality types are those of "pure" types, thus, they may be seen as caricatures but remember that 1) we all have the characteristics of the 6 personality types, 2) one's personality structure is likened to a six-floor condominium, with a base first floor personality type as the strongest, followed by an individualized order of the other five types. (720 combinations)

- Thinker floor is characterized by logic, responsibility and organization. Ability to reason clearly, to absorb ideas and synthesize them, as well as being precise, are among our main strengths here. .

- Persister floor is where we are more strongly focused on the values, beliefs, and commitments of people. Our Persister part is   observant of detail, dedicated, conscientious, and persistent in pursuit of goals. . When in our Persister, we may be resistant to change unless presented information that is very compelling.

- On our Harmonizer floor we have the capacity to be warm, compassionate and sensitive. There we have the ability to nurture, give of themselves for others, be cooperative, and promote harmony.

- Imaginer floor strengths include being reflective, imaginative and calm. There we can do repetitive jobs, and use our imagination to "see the bigger picture". As we are more calm on that floor, we may not panic even when involved in situations where others might.

- On our Promoter floor we can energize our persuasive abilities, often being able to figure out how to get people to do what we want, There we are more adaptable to our environment, and can be very charming.  On our Promoter floor we use imperatives, and have the ability to be firm and direct.   We can promote big things from our own Promoter, but need our Thinker and Persister floor input in order to follow the rules, and adhere to    moral and ethical standards.

- On our Rebel floor, we can access our creativity, including coming up with many possibilities without being too restricted by convention. There we are spontaneous, have lots of energy and enthusiasm, and with our playfulness can often add to the general moral of a working unit.
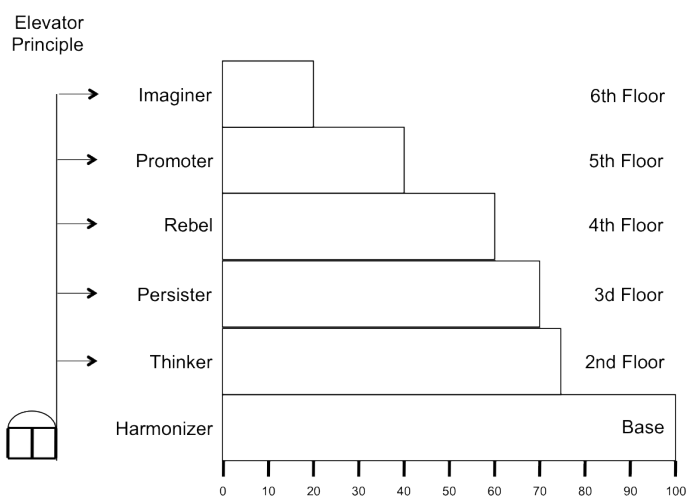


Figure 1 sample PCM personality structure adapted from the Personality Pattern Inventory (PPI) report

In Kahler's six-floor condominium model, a person's base personality (their 'natural' or 'original' personality type) is on the ground floor (the easiest and most accessible). Their weakest and least accessible personality type would therefore be on the sixth floor, that is, furthest away. The first floor of this structure (Harmonizer in fig 1) represents the main characteristics that are most visible in a person. The Base is established at the beginning of the life, the other floors are developed during childhood and in an order that not likely to change later in life (Stansbury, 1990). When the person shows behaviors resulting from characteristics from all the six floors, it is said that s/he is "in her condominium". In the condominium only the positive behaviors are experienced. Actually, we use the particular behaviors and abilities of all the personality types in us on a daily basis in order to adapt to the various situations met, by shifting energies to those personality floors. We energize these different personality behaviors often in an unconscious way. We say in PCM that we take our elevator (Fig 1). For example, when alone for a long period of time, I tend "to be in my head", reflecting on things, projecting my next actions, etc. (characteristics of the Imaginer type, 6th floor in Fig1). When working on a complex project, I set up a clear organization of the project; design the breakdown structure and then the planning. In doing so I'm using the competence of being organized that is a Thinker capacity (2d floor). When involved in a cause that it is of great importance to me personally, I tend to present my convictions and passionately stand for them, which is typical of Persister Type abilities, 3d floor of the profile. Very often, I'm seen as caring and truly interested by others, which are the characteristics of my Harmonizer base.

There are many PCM concepts that I will develop only briefly or not at all in this paper as their importance and relevance in human behavior understanding would require many pages for an enough consistent presentation. One of these is the concept of Phase. Nonetheless this concept makes the difference between PCM and many other personality models, it is actually the concept that often explains the major personality changes we sometimes notice in others or ourselves. Phase refers to the floor personality type that determines which of Kahler's research identified Psychological Needs is most important to the individual. Thus, what motivates us. Of particular value is the discovery that when these phase Psychological Needs are not met positively, a person will attempt to get the very same needs met negatively, with predictable, observable, sequential distress behaviors (Kahler, 1974) As it is said in PCM, we connect with our Base and we are motivated (and motivate) at Phase. When observing a person, we often see the behaviors linked with their Phase and Base personality type. The possibility that one can fail to get one's needs met positively (by adopting the effective behavior), leads to ineffective behaviors (Kahler's Miscommunication or Distress sequences). Miscommunication occurs when a person is getting out of their condominium and adopts the behaviors related to their own, 1) first degree distress of Base or Phase drivers, potentially followed by 2) second degree distress Failure Mechanisms (blaming, attacking, or being a victim), 3) potentially followed by a third degree of distress.

The very important PCM concept is communication. When observing the six sets of positive behaviors, Kahler found that there is a specific way to connect and keep the relation with each of the six personality types. "Managing with the Process Communication Model" (Kahler, 1979) presented the key success factors of communicating effectively using the concepts of Personality Parts, Perceptions and Channels of Communication. Also an important concept of PCM that has to appear in a paper about leadership is related to the "preferred" management style (Kahler, 1988, pp. 54-62) of each of the personality types. "*Management styles are "incorporated", "appreciated", "utilized" most at base, then on floors that have strong bandwidth. The four different styles can be used, given bandwidth and knowledge of decision* […]" (T. Kahler, personal communication, March 14, 2011). Depending on the bandwidth (energy available) on each floor, the following Management Style is to be used with that floor personality type: When addressing Thinker and Persister floors, use the Democratic style. Likewise, when leaders are on their Thinker or Persister floor, they will use the Democratic management style; when addressing Harmonizer floor, use the Benevolent style. When on Harmonizer floor, leaders will use the Benevolent style; When addressing Rebel floor, use a Laissez-faire style; When a leaders are on their Rebel floor, they will use a Laissez-faire style; When addressing Promoter and Imaginer floors, use the Autocratic style; When a leaders are on a Promoter floor, they will use an Autocratic style. Note: since we are referring to the use of Autocratic on a floor in the condominium, it will only be in a positive way. Both Thinkers and Persisters can be considered to use an "Autocratic" style when in distress, but this is through attack. Interestingly, since Imaginers do not initiate management styles from their floor, it is usually the next floor that determines what management style is used with others. The person represented in Fig 1, for example, will have Benevolent as preferred management style, and easily use the Democratic style.

The order of one's condominium determines the order of what management styles they will use, as well as give us information as to what styles to use with them. This is independent of what phase they

are in. Base is therefore strongest, and the last floor the least strong. Wisest is to address the management style of a person's base, and to avoid that of the sixth floor. Avoid using a management style when that corresponding floor personality type has a bandwidth score of 20.

## Leadership and PCM personality types

Rather than studying the personality types of the leaders, this article focuses on which personality type leaders can invoke to find the resources they need to deal with processes at various stages of group development. However, before doing so, it seems relevant to present some studies and experiences that show that leadership in organizations is often entrusted to people with a specific personality profile.

PCM experts have found some recurrences between social position or job selection and personality structure. Brad Spencer (Spencer & Demaci, n.d.) found that amongst the CEO's who followed a PCM program, 75% were base Persister. As Terrence McGuire, Lead Psychiatrist, Manned Space Program at NASA (1959-1996) noticed: Kahler's data suggests that 10% of the general population has a Persister base, but 71% of the applicants who earned their way to NASA/Houston presented with that base (McGuire, 1996). There are also significant studies that demonstrate correlations between leadership role and personality traits; Using MBTI, Osborn observed that among 875 managers, 82% were "Thinking" and 70% "Judging" oriented (Osborn & Osborn, 1986). McGuire, Kahler and Stansbury, (1990) demonstrated a strong correlation between the MBTI "Judging" and "Thinking" orientations and the Persister and Thinker PCM base types. David McClelland (1975) using his LMP model that states that we are motivated by 3 major Needs: the Need for Achievement, Need for Power and Need for Affiliation, ran a research project aimed at finding the main motivation source of leaders. He found that they are primary motivated by the Needs for Power and Achievement (McClelland and Biozatzis, 1982). Another study shows that executives are choosing jobs that fulfill their Need for Power (Harrell and Stahl, 1983). Spencer and Fisler (n.d) found that those needs (Power and Achievement) are linked with the Persister and Thinker types. I myself found recurrences in the base personality types of managers. In 2009, among 12 managers in executive positions I coached, 6 were of Thinker type base and 3 Persister base. I also used PCM with teams for coaching or team building. This same year, among 8 management committees I coached in 4 different countries and 4 different sectors, the composition of the teams were of an average of 2/3 Thinker or Persister base. A PCM colleague gave me the information that in a large industrial company where he trained 78 managers, there were 56 with a Persister or Thinker base personality type. Though those figures are significant, leaders are not systematically of a Persister or Thinker base type. Yet according to the natural competencies (talents) of those two personality types and the culture in which they work, it is not surprising to find people hired to lead having as main characteristics those of the Thinker and the Persister types. This is not to say that they are better, smarter or stronger personality types. There are successful leaders of every personality types all over the world. However, if the personality of leaders influence their leadership style, it could be of interest to use the PPI with them, to raise awareness of which management style they will "naturally" use and where, in their structure, to find the resources needed to adopt a different style, for example to be able to switch from one to another of the four Hersey and Blanchard styles, but moreover, to deal with the different tasks and behaviors required to deal effectively with the progress of the group through the stages of group development.

# Stages of Group Development and Leadership

In the following paragraphs I will briefly describe the stages of group development and the leadership tasks as established by Petruska Clarkson (1991). For each task I will draw a link with the internal resources the leader must energize to healthily perform them from a PCM personality types perspective. Some illustrations and case material will be given to highlight the interest of this approach.

## 1. A collection of individuals

Various factors determine the participation of individuals in a group and they are not inevitably attracted by the activities of a certain group. However, they all join the group with six basic needs – or Hungers (Berne, 1963): Stimulus, Structure, Leadership, Recognition, Relationship and Position. At the intrapersonal level, the group member's task is to adjust these needs and expectations to the reality of the group (Berne, 1963, p. 221). Even before joining the group, each member has a mental image – that Berne calls Private Structure - of what the group is or should be like. This stage is called the Provisional Group Imago, where each of the group members has is own view of the reality of the group. This occurs in every group formation or when there is a new member. According to Fox (1975), the imago that has the greatest effect on the private structure is that of the leader. So, s/he must have a place in the imago of each of the members. At this stage, the group focuses on the dependence on the leader. The preceding occurs in the private structure, at the intrapersonal level, so, according to Berne this is not observable.

Tuckman calls this stage Forming. In a large study of 50 researches on group development Tuckman found that, in nine of the eleven training-group studies reviewed, authors offered an initial stage characterized by testing and dependence. Some of those studies describe the first stage as "characterized by the strong expression of dependency needs by the members toward the trainer […]" (Tuckman, 1965b).

### Expectations of the members

Members are particularly anxious at the beginning of the group. "Normal" anxiety as defined by the New Oxford American Dictionary, is a feeling of worry, nervousness or unease, typically about an imminent event or something with an uncertain outcome. I would add that anxiety is a common state when meeting with unknown persons, so that joining a new group or welcoming a new member, a new boss, etc. creates anxiety. Thus, expectations concentrate on satisfaction of the need for structuring and of proximity to the leader, who handles members' anxiety by establishing the rules, creating safety in the group and installing clear boundaries. According to Berne (1963), a group is characterized by the fact of, having at least an external boundary distinguishing it from what is not part of it and an internal boundary differentiating the leader from the other members. Minor internal boundaries distinguish the different classes of members (fig 3).
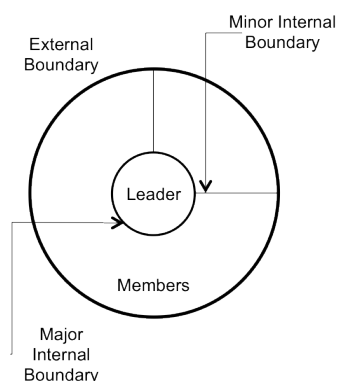


**Figure 2: Group diagram. The three boundaries**

### Actions of the Leadership

"*The process by which the provisional Imago of group is modified is influenced by the characteristics of each member, but also by the actions and behaviors of the leader.*" (Clarkson, 1991, p. 210) Thus, the leader must be conscious that the first stage of leading the team consists in giving clear oral and

written information on the organization of the group before being able to have the team carry out tasks. It will be a question of initially informing the participants not only on the purpose, the objectives, the significance of the creation of the team, but also to review the whole of the technical information such as, dates and duration of the meetings, planning of work, roles, functions and responsibilities for each member, etc. Very detailed attention needs to be given to the development of a collective awareness of the other. The more the members know each other, the faster the Imago of each one will adjust with the reality of the group. To encourage participation, permission to ask questions is necessary, even if they stop the leader performing other tasks, as well as supporting and accepting the expression of withdrawal in particular, for example by proposing breaks during the meetings.

## Characteristics of the Leadership

What are the internal resources (PCM personality types characteristics) to energize to help the leader dealing with the requirements of the first stage?
- Responsible and organized. The resources of the Thinker floor help us to deal with complex information by classifying data and information and translate them into comprehensive communication. Those characteristics help the leader setting up the structure that answers the members' homonymic need.
- Dedicated and conscientious. Energizing the resources of the Persister floor is helpful at this stage to keep the focus on establishing the rules. On our Persister floor we can access dedication, so we all have this energy in us to stand for one goal until it is reached. The establishing of rules, boundaries and safety requires professional conscientiousness and dedication.
- Warm and compassionate. Harmonizer floor resources are those we energize to genuinely connect with others. Caring is an action that finds its roots in empathy that is the natural talent of our Harmonizer floor. By energizing the resources of the Harmonizer floor, the leader finds the resource to answer the members need for Recognition and Relationship.

**Why use characteristics other than those of the personality type of the leader in this stage?**

In a 150 employees company, the board of directors consisted of 9 managers among them 5 had just been promoted. After one year, the general manager found this board ineffective in dealing with strategic issues and wanted to get back to a more experienced and smaller team. He launched a project group composed of the 9 board members to design a new organization where each of the managers would have a role but also to decrease the board up to 5 members. One of the directors took the project leadership and I was asked to help him dealing with the complexity of this particular project. Using the PPI, we began exploring how he will manage the project. He was a 42 years old experienced manager with a Thinker base (logical, responsible and organized characteristics) in a Promoter phase (action/incidence orientation – Fig3).
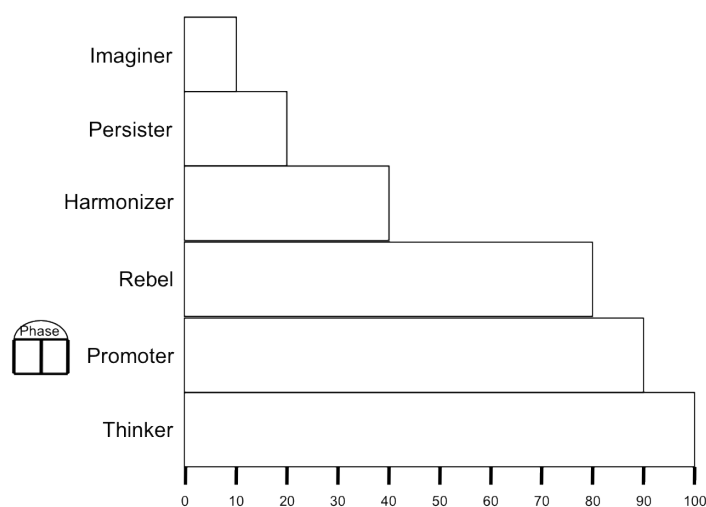
**Figure 3: Personality Structure of the director**

We agreed that establishing the rules, installing the boundaries and creating enough sense of safety to enable active participation, would be the first tasks of the project team. His natural orientation

towards structure and action (typical of a Workaholic / Promoter type) would be an asset in this stage but he will also need to energize other resources. Persister floor resources would help him keep the focus on establishing the rules structure before going forward in performing the task. The resources of his Harmonizer floor were needed to create the sense of safety by giving the opportunity to the leader to adjust his group imago and to find his place in each of the members' group imago.

## 2. From a collection of individuals to formation of the work group

Confronting individuals with the reality of the group modifies the Imago of the group. From being provisional, the Imago becomes adapted through the completion of the first stage's actions. The more leaders are effective in establishing the boundaries and rules, the more they represent the group's cohesion, which in turn, conflict with individual proclivities. Then, this stage of imago adjustment is characterized by agitation across the major internal boundary (major internal group process as shown in Fig4). This stage is particularly evidenced by the mode of time structuring called Pastiming. In Bion's (1952, p 63) basic assumption of fight-flight, the group behaves as though it has met to preserve itself at all costs, and that running away from someone or fighting someone or something can only do this. In fight, the group may be characterized by aggressiveness and hostility; in flight, the group may chitchat, tell stories, and arrive late or any other activities that serve to avoid addressing the task at hand. Fight-flight groups provide the leader with "here and now" material that enable the identification of this stage through the styles of interactions and attitudes. Tuckman calls this second phase Storming as the individuals start to question the authority of the leader. Characteristics: Criticism of the ideas, poor attendance, polarization on subjects and formation of coalitions. Examples of sentences: "I am always here on time! Why isn't Jack yet there? ". Or "Do you really need to explain again what we are going to do?" while taking the others as witnesses of the incapacity of the leader to face the process of the group.

### Expectations of the members

The major internal process involves exploring the team's as well as one's own territory. Members are testing the ability of the leader to be effective. They will therefore expect him to remain present and accepting while being able to deal with agitation without becoming punitive or lax. I believe that one of the expectations is also that the leader can make the storming happen by provoking – appropriately – the members using the "here and now" material offered by the type of transactions and attitudes that are typical to Bion's "fight or flight group".
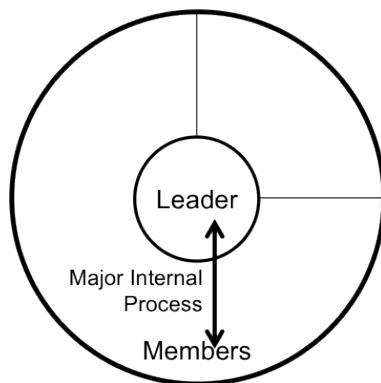
**Figure 4: Major Internal Process: Agitation across the Major Internal Boundary**

### Actions of the Leadership

According to the culture of the group and individuals, the tensions will be more or less apparent. Storming may appear about the nature of the task, but it's all about the ability of the leader to be effective; Are they strong and secure enough to survive the up rising of members? (Clarkson, 1991, p 214). Although the objective of the group does not relate to the expression of the tensions and fights, the process of the group will always include a period during which the members will explore the limits of their own leadership by testing the resistance of the major internal boundary. The tensions and conflicts around the leadership constitute the observable elements of the process of Imago adjustment (Fig 5). The priority of the leader at this stage is to allow individual initiatives as well as the expression

of aggression. The stage of Storming cannot be resolved by keeping the attention of the group on the task or by being unaware of the tensions. Listening would not be sufficient to allow the expression of agitation. When occurring at the psychological level, that is, when members are using ulterior transactions instead of openly attacking, the leader must address the underlying message as it happened in an "IT systems and support" team I coached. One of the team members used to complain about "time pressure". During the coaching session, I asked her to suggest solutions to decrease this pressure. Her answer: "I am not skilled enough to fix telecommunication issues" surprised everybody, the leader included. Although her role was to assist the team in organizing the help desk, she had been given a support role because the technicians were overloaded with IT tasks, but her supervisor and the team leader forgot to ensure she had the relevant skills to do the job. Consequently, she wasn't effective in both roles and the department was poorly noted for its effectiveness in supporting users. Addressing the underlying message hidden behind "time pressure", enabled her to express her feelings and to invite a new discussion about task repartition and even the interest of hiring someone to take care of telecommunication support.
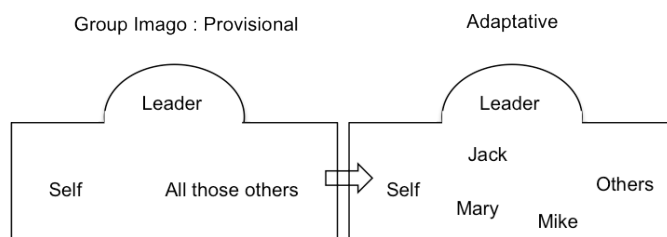


**Figure 5: Private structure, adjustment of the imago, provisional to adapted**

## Characteristics of the Leadership

Two out of six Clarkson's constructive behaviors at this stage are: "taking people's feedback seriously without collapsing under criticism". Validating people's right to their feelings, thoughts… without giving up rights". According to Jongeward and Blackeney (1979), leadership is based on potency, which in turn, is based on contracting. While contracting is among the actions of the first stage, the leader must keep them clear during the stage of storming. The useful characteristics in this stage are those of:
- The Persister floor for his ability to stay firm and lead the team according to his own values and to keep the group focusing on its purpose. The characteristics of this floor type will be helpful for standing firm and not giving up rights as well as keeping the contract (role, time, responsibilities, boundaries) clear.
- The Harmonizer floor characteristic of compassion and sensitivity enable the leader to listen genuinely to members' opinions, feelings and thoughts. These characteristics will help the leader to negotiate issues and to be flexible about negotiation for the group to form its own particular culture.
- In the Rebel floor the leader will find the resources of spontaneity and creativity useful to make the storming happen by, for example, crossing transactions playfully. According to Moreno (1987), spontaneity and creativity are the propelling forces in human progress. Exploring the ideas of Freud about energy drives, Fanita English (1987) states that the Creative Drive, including curiosity, playfulness, risk taking and creativity, contributes to our progress as species. To me, the characteristics of the Rebel are useful to find the energy to use the "here and now" material offered by the attitudes and types of transactions of the fight-flight groups.

**Case example**: in a training group I lead, the ambiance was warm but the group had difficulties in performing the exercises of application. When asked to give feedback after an exercise, participants answered with "It was good" and nothing else, while the observers identified a lot of interesting material. As observable clues of the storming stage, my supervisor noticed that participants did not come back on time after the breaks and arrived late in the morning. This fluidity in time, task and role boundaries was one of the clues used to identify that, according to my personality type (base Harmonizer and 2nd floor Promoter), I tend to use mainly the characteristics of compassion, sensitivity and warmth, as well as the action orientation of my 2nd floor type. As a result, the group was a warm and active place were the expression of the major internal process appeared through "flight" attitudes. This allowed me to avoid the confrontation between individual proclivities and group cohesion. In this context, one of the most thought-provoking feedback messages I got was "*you need to kick ass more to get the group storming*". Remembering her dealing with these kinds of behaviors in her own groups, led me to find that the Rebel resources (Creativity and Spontaneity) yet uneasy to energize, were the

key to address the flight attitudes. My natural ability to set up a warm atmosphere was a kind of prevention to storming that I can easily replace with the listening ability of the Harmonizer to allow the expression of members' thoughts, opinions, etc. The Persister resources (6th floor) helped me to contract more precisely before the exercises, especially about the form and content of feedback.

## 3. Formalization of the standards and values

> *"A team can't make effective decisions if its members don't trust one another or if they fail to listen to one another"*
>
> (Frish, 2008, p 7).

Third stage requires the members to set up their own level of acceptance of each other's proclivities. Establishing the norms that are common to the group helps this. "*The Imago of the member of the group can only become operative if he knows his place in the Imago of the leader*" (Berne, 1963, p 223). For Tuckman, the objective of the third stage of development of the group is overcoming resistances. While performing tasks, the individuals express their personal opinions more freely. Thus, the group reaches the stage of cohesion or Standardization (Norming). A group at this stage has developed an increased direction of "*This is how one manages projects here*". Members can, for instance, decide to allow criticism only if accompanied by a suggestion of solution.

### *Expectations of the members*

The social function of the third stage is to cause a unique and cohesive group structure to emerge. This is made possible by using this new structure as a vehicle for discovering personal relations and emotions (Tuckman, 1965b). Therefore, the main expectation of members is to know who is who in the team how they fit into the leader's imago and use the group to share feeling. Schutz (as cited by Tuckman, 1965b) postulated a third stage wherein problems of affectation are dealt with. Characteristic of this stage are emotional integration, pairing, and the resolution of intimacy problems. In other words, getting used to each other and developing trust and productivity.

**Case example:**
In a 'project management' training I co-facilitated with a German-speaking colleague, this stage was characterized by the decision of one of the subgroup to stop working on their project, to take the time to negotiate between them, how they will work. This decision was quite risky in the context of the training, as the company wanted to use it as an incentive by instilling a sense of competition between the two subgroups.
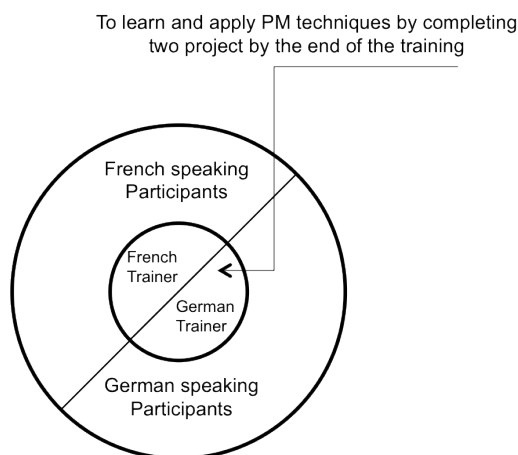


**Figure 6: Diagram of the whole training group**

The organization of the training added some complexity due to the need to split the training group into language subgroups (Fig 7) for the didactical sessions, and then to split again those two subgroups into 2 project team, where half the French-speaking subgroup joined a half of the German-speaking subgroup and vice versa (Fig 8).
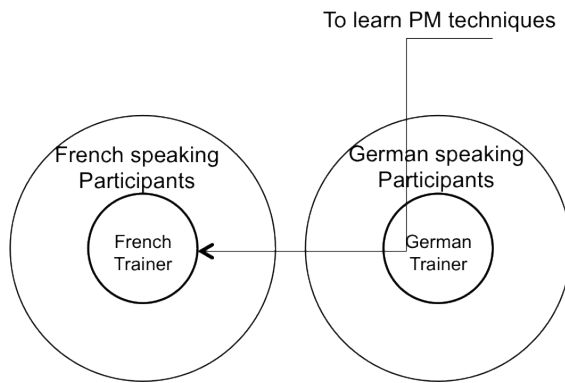
To learn PM techniques

French speaking Participants — French Trainer

German speaking Participants — German Trainer

**Figure 7: the training group split into two language subgroups**

Members' expectations appeared quickly within both project team and training subgroups as adjusting members' (and trainers') imago after each change (Fig 9). Although participants already knew each other superficially, they needed to adjust their imago to the particular organization of the project team. Moreover, my training method being very different from my co-trainer, each time the half of the French subgroup was again joined by half of the German-speaking participants, they had to adjust both their perception to who is who, who knows and wants what.
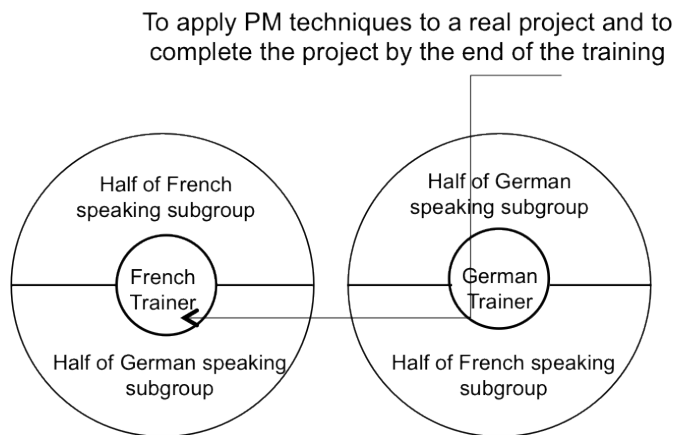
To apply PM techniques to a real project and to complete the project by the end of the training

Half of French speaking subgroup — French Trainer — Half of German speaking subgroup

Half of German speaking subgroup — German Trainer — Half of French speaking subgroup

**Figure 8: the two project teams formed from the split of each of the language subgroups**

After experiencing the storming stage, the project management team came to the Norming stage by expressing tensions between members. In particular, they needed to find the most effective way – for the French, to accept the Germans' willingness to apply the techniques they learned in their training group – and for the Germans, to have the time to discover the 'group dynamics' approach that the French found most interesting.
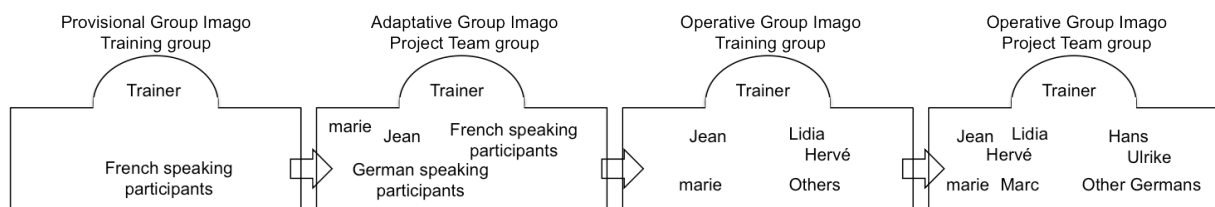
Provisional Group Imago
Training group
Trainer
French speaking participants

Adaptative Group Imago
Project Team group
Trainer
marie  Jean  French speaking participants
German speaking participants

Operative Group Imago
Training group
Trainer
Jean  Lidia  Hervé
marie  Others

Operative Group Imago
Project Team group
Trainer
Jean  Lidia  Hans
Hervé  Ulrike
marie  Marc  Other Germans

**Figure 9: Diagram of the private structure during the first sessions**

## Actions of the Leadership

According to Clarkson (1991), the essential task of the leader in this stage is to model the positive behaviors associated with the creation of standards. The standards are influenced more by the leader's actions than by what he says. Consequently, if the leader takes care to formalize rules,

contracts and sanctions when rules or contracts are not respected, his behaviors will be without ambiguity and will influence the group in a positive way. However, whereas the behaviors of the leader influence the members, the standards that are binding to the team emanate mainly from the members. Consequently, leader's actions have to target both modeling behaviors and offering enough space and time to the members to test the minor internal boundaries. It is the level of tolerance of the expression of the individual psychological games that determines the standard. While the establishment of group norms is the main development task of this stage, task performance is still important in a training or organizational context. Therefore, the leader should have enough resources to keep on organizing the group activity.

## Characteristics of the Leadership

Coming back to the case example, in order to help overcoming the minor internal process, I used:
- The Thinker floor capacity to organize work, keep the schedule to complete each application session and to note and synthesize members' exchanges that contribute to the creation of the group norms. According to Katzenbach and Smith (2005, p 1), teams must agree on task repartition, schedule and decision-making. "*On a genuine team, each member does equivalent amounts of real work; all members, the leader included, contribute in concrete ways to the team's collective work-products*".
- The Persister floor resources to take into account questioning related to the standards and to answer these requests according to my standards and values. As stated before, Persister resources are useful for remaining focused on the direction. "Leaders who are emotionally mature are willing and able to move toward anxiety-inspiring situations as they establish a clear, challenging team direction" (Hackman, 2009, p 3). I usually find the Persister resources effective in every contract-based relationship.
- The Imaginer floor capacity to keep a sufficient distance to grant the members of the group enough time and space to establish the standards of relationship in the group. This ability is strengthened by listening to own reflections and thoughts while being connected to what is happening between the participants. Another Imaginer floor's ability is to be able to forecast the outcomes of a current action, by contemplating the big picture ramifications. During the Norming stage, I believe that this habit is the condition to stepping back from the tensions between members.

Outcomes: My training and project groups focused on group process while my co-trainer's groups focused on content and task completion. At the end of the first day, his group had completed the whole 1st day program and their project was far advanced. My group did not finish half of the program. At the end of the training, my group presented their project, fully completed with all the information regarding feasibility, finance, impact, risks and so on. The other group presented a very detailed project work structure and planning but they lacked time to work on the financial aspect, impact and risk of the project. In fact, they spent almost the full second day in processes they were not able to manage. My group spent the second day on performing tasks.

## 4. From work group to the formation of an effective and efficient team

Tuckman calls this stage Performing in which the interpersonal structure becomes the tool for the task performance. For Berne, the impact of the development in the private structure signifies the last stage of development. Other group dynamics theories deal with sequential group development while leadership models look at adaptation of leader's behaviors and style to the situation. For example, Kurt Lewin (Lewin, Lippit and White, 1939) first postulated that Leadership could be arranged on a continuum from the Autocratic style, through the Democratic to the Laissez-faire end. Likewise, the Hersey and Blanchard model states that Leadership style evolves according to the level of development of followers, from Directivity, through Coaching and Supporting to the Delegation end. Whether in three or in four steps, it seems that theorists agreed that a group begins with a phase of discovery during which the leader is very present and active. The final stage where the group reaches its optimal performance is characterized by the delegation of the leadership role to the members.

## Expectations of the members

The main expectation consists of being able "to act according to one's own insight" independently of the leader. Examples of behaviors: The members tend to give up their individual proclivities in favor of the cohesion of the group.

## *Actions and Characteristics of the Leadership*

Consequently, the leader should provide the conditions so that each member takes responsibility for his acts independently of the leader who keeps the ultimate responsibility for the good accomplishment of the activity. For this set of behavior and style, I use the resources of the Persister floor (still focusing on the team's core direction).

The role of the leader can be left aside without damage. To me, the resources of the Promoter floor are essential to find the internal energy that enables the leader to allow independent decisions with appropriate boundaries. . The action/result orientation of this personality type makes it possible to remain focused on the need for independence of the members.

The tasks of leadership are centered on giving positive recognition, coaching and on minimizing control while maintaining a comfortable level of security. As the team is concentrating on performing the task from now on, there is no need for a coercive attitude or for authority on the part of the leader. He should facilitate more than give structure and rules. Here, the resources of the Rebel floor are useful. Especially the Laissez-faire natural management style of the Rebel is an asset in this stage. The Rebel type characteristics of Creativity and Spontaneity are also useful to foster exciting aspects of work that provide the team with a relaxed and active working atmosphere.

**Case example**: John, director of the legal department in a financial firm, was regularly overloaded when his team had to release the products' brochures of the firm to the domestic market. During coaching he realized that taking over the control of the team's work before release could be delegated to at least two senior team members. John's personality structure (Fig 10), base Thinker, Imaginer phase, was characterized by a strong sense of responsibility, logic and ability to organize, as well as a need for own time and space.
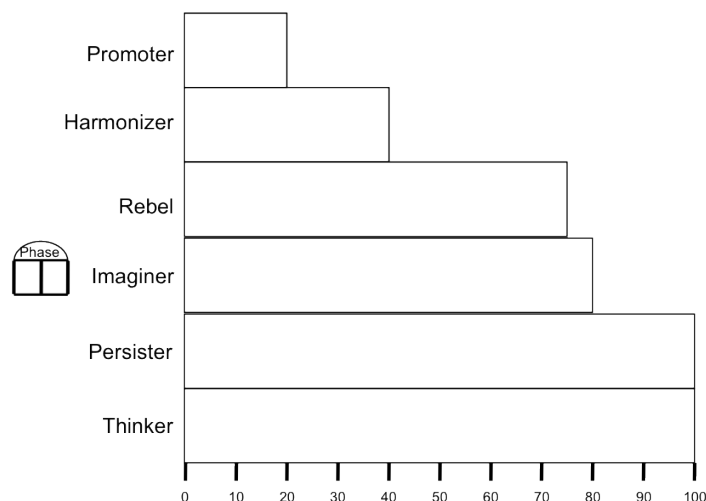


**Figure 10: John's Personality Structure**

With his PCM report in hands, he realized that being overloaded, was a result of his difficulty to find an effective way to feed his need for time and space at work, especially during time of brochure release. Moreover, his sense of responsibility and having experienced a Persister phase before, the professional consciousness implied the belief that, as director, he had to review the entire brochure before release. Eventually, reviewing the brochure enabled him to work alone for extended hours. Although this was a way to feed the need for solitude, he realized that, due to the implication in terms of workload, this way or feeding his need was ineffective and led to distress.

The coaching enabled him to reframe his beliefs. He decided that he could make more use of the Laissez-faire management style of his Rebel floor, by empowering the two senior members to ensure the final review, so to take responsibility for the good release. He remained accountable for installing the right working atmosphere during this time of high pressure, by, for example, organizing a daily formal meeting with them for breakfast, where they updated him with the status of review. This new organization enabled him also to focus on organizing work for the next projects, to have more time to read company's reports and professional papers, as well as to meet other people in the organization,

so to prepare him and the team about their next challenges, but moreover, he decided to spend lunchtime outside, so he could feed his need for solitude more frequently and healthily.

## Conclusion

My experience shows that using different energy resources affects leadership style and behaviors in an efficient way. On the intrapersonal level, a leader shifting energy by adopting the behaviors that Petruska Clarkson suggested as constructive helps the leader to be seen as effective. A cybernetic point of view is that: "*For effective (regulatory) control, a control system needs to have at least as many states as the controlled system has. Otherwise, any control will be restrictive*" (Glanville, 2004). Our own personality structure is not the only determining factor. If we accept that it is possible to use the characteristics of all the personality types floors, anyone in a leadership role can develop the know-how to be an efficient leader. This would require having enough bandwidth energy on each floor, make a conscious process decision to activate it, and know what our own phase Psychological Needs are and get them met positively in order to have the energy to move our elevators. A good leader knows what to do. A wise leader knows how to do it.

The importance of leaders adapting their communication and actions to the largest possible number of perceptual frames of reference cannot be denied. Leadership is mostly behavioral and behaviors are the key to influence. Establishing trust and getting people to cooperate requires the leader to behave in different ways that fit with changing circumstances according to the stages of group development and the variety of personalities in their team, as well as the changing nature of the environment. PCM offers both a description of the behaviors and measurement of each of the personality type floors, so that leaders can gain insights and have a psychometric inventory to assess the amount of energy available to us for each of them.

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