**Study material for Semester- 5CSE**

**Module I: Group Dynamics & Team Building**

Definition: A collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals.

### A group is characterized by collection of two or more people connected with common interest and shared values and behavior expecting to fulfill them with interaction and interdependence. Group activities influence the group members and organizational activities at large extent. Organizational policies and programs are largely affecting with group influence in today's organizations. Groups can be formal and informal.  Characteristics of Group:

(1) A group consists of more than one person.

(2) They meet together to satisfy some common motive or common purpose say to collect money for flood affected persons, or national defence fund. The common motive may be biogenic or sociogenic.

(3) The group may disintegrate when the common motive is satisfied. This refers to a temporary group like a party or groups formed to collect money for relief fund or to celebrate Ganesh Puja.

But a group can also have permanent motive or purpose like family, religious groups and clubs which are formed to fulfil some permanent purposes. These are stable groups and continue for a long period. Usually sociogenic needs have got an upper hand in group situation.

## Characteristics of Group in Organizational Behavior (OB)

### 1. Collection of two or more people

A group is formed with collection of two or more individual having common objectives or goals. Groups come in existence with interaction and interdependence. Groups exist till the motivation of group members being member or till the fulfillment of group goals.

### 2. Shared interest

Individual having common interests and objectives join group. Shared interest help to accept the group norms and values. For instance, employees join union with common interest of security and prosperity.

### 3. Interaction and interdependence

To satisfy the shared objectives, group members interact to each other with formal network of communication. They share ideas and experience for better output. Each member becomes dependent to other members for activities and quality of result. In general, groups are formed with complementary skills i.e. interdependent in skills.

### 4. Group identity

Each member in the group gets collective i.e. group identity. Members get distinct identity as being member of group. Values and importance of members of group and non-members are different. Society or management gives different recognition to the group members.

### 5. Defined structure

In general, group has defined structure. Roles, responsibility and authority are clearly defined. Groups set the clearly defined channel of communication.

### 6. Group values and norms

For effective functioning of group, each group establishes common values and norms. Such values and norms are accepted by each member for fulfillment of group objectives.

## Reasons for Joining Groups in Organizational Behavior (OB)

Groups are formed by organization at different levels and from individual employees at their will. In this way, groups can be formal and informal. Almost all employees joining organization wish to join group whether it can be formal or informal. An employee may be member of many groups within and outside the organization.

### A. Employee's view point

Employees join group to satisfy of individual needs. They wish their job security, identify, power and goal achievement. Following reasons are common to join group by employees:

#### 1. Security

Individual wish to join employees union or other groups in order to insure their job security. They think the collective voice gets strong bargaining capacity on their interest. To pressurize the management for job security, financial security and physical security, employee wish to join group.

#### 2. Identification

Group provides collective identity. Collective identity and status increases the level of satisfaction. To get benefits of status and identity, individual wish to join group.

#### 3. Power

By joining group, employee may get authority. Organization fixes responsibility-authority relationship in formal groups. Authority is assigned to the member of groups.

#### 4. Goal achievement

Individual believe that their goals can be achieved being member of group. Normally, goal accomplishment becomes possible only with the joint effort. To get joint effort i.e. synergy effect of effort, employees want to join group.

### B. Organization's point of view

Organization for various purposes, form formal groups. Decision making, planning, execution of plans, etc. become more effective with joint effort.

#### 1. Communication

As formal groups have formal structure, flow of formal communication becomes easier with formal chain of command which becomes impossible by individual communication.

#### 2. Plan execution

It becomes easier to execute the plans made by management to accomplish the organizational goals. If formal and informal groups are convinced to the organizational plans, they convince the members and even non-members of the organization. It will be easier to execute plans with motivated employees.

#### 3. Decision making

Effective decisions can be made with group of people. Identification of alternatives, determination and analysis of premises, future estimation, etc. are required for effective decisions become effective with many heads. So, effective decisions can be made with joint effort of group.

#### 4. Socialization

Groups help to socialize new employees regarding organizational culture, working procedures, rules and regulations. This helps to reduce the burden of managers.

## Stages of Group Formulation in Organizational Behavior (OB)

Group formulation takes a series of stages. Social scientists have concluded that there is no fixed rule for group formulation. Basically, following five stages should occur for effective group formation by Tuckman (1965)

### 1. Forming Stage

People willing to join group contain number of queries, confusion and uncertainties regarding group goals, leadership, norms and values. In this stage, these people introduce each other and get the description regarding group and its norms. People may not understand the group norms, purpose, structure, leadership, and acceptable behaviors clearly. This means people show their willingness to join the group but there is no certainty of joining the group.

### 2. Storming Stage

In this stage, high degree of conflict and confrontation takes place. It is characterized by many changes in membership expectations, interpersonal styles, problems of groups goal and individual goals. Conflicts may arise in leadership, authority and control. These things can be settled with negotiation. This means, leadership, groups goals, group norms and values are fixed in this stage. Members accept these things with the end of this stage.

### 3. Norming Stage

In this stage, members start cooperation in group efforts. They develop harmonious relationship among group members. Feeling of we instead of I is developed. They show group cohesiveness and group identity. This stage will be completed after accepting a common set of expectation and way of doing things.

### 4. Performing Stage

In this stage, each member of the group show matured behavior. Group is thus, characterized as matured, organized and well functioning unit. Synergy effect is created with combined effort of members. Group members will be satisfied with the result. For the permanent and formal work group, it is the last stage of the group formulation.

### 5. Adjourning Stage

In this stage, group members analyze the achievements of group. Some of them may be satisfied by group achievement where as some of others may not. On the basis of satisfaction or frustration, members decide whether or not new group can be formulated. Groups are formally dissolved at this stage.

**Following are different kinds of groups:**

(i) Primary and Secondary Groups.

(ii) Formal and Informal Groups.

(iii) In-groups and Out groups.

(iv) Autocratic and Democratic Groups.

(v) Face to face and Co-acting Groups.

(vi) Membership and Reference Groups.

**The type or kind a group is determined by its structure:**

#### (i) Primary and Secondary Groups:

Family is a primary group: The baby’s first social life starts in the family itself and because of mutual interaction and direct contact with family members he is socialized by them and made typical member of a group. Upto the age of 5 by and large, the child grows in this primary group.

His home can be called his internal environment and also a face to face group besides being a primary group. When the child enters the school, he comes in contact with the teachers, class mates, playmates and neighbours of the external environment and interacts with them. In the process of interaction the various psychological processes of his personality grow and transform.

Family as a primary group fulfils the primary needs of a child like food, sleep, personal care and love. During the school hours and during play hours these secondary groups influence and shape the characteristics of his personality and socialization. The remaining period of the day is spent in the family.

Unless there is balance in the attitudes, values, aims and motives of the primary and the secondary groups conflict affects the child’s mind and personality. The process of socialization also suffers. The primary and secondary groups have no doubt their own norms, but these norms should not contradict each other at any cost and at any stage.

#### (ii) Formal and Informal Groups:

The citizens of a country are deemed to be the members of a formal group as we have our own constitution, rules and regulations, laws and guidelines which direct and regulate the behaviour of individual members in a particular direction. A State, college organisations, social service organisation, cultural organisations, athletic associations, music associations etc. are called formal organisations.

A group having its own rules, regulations, preordained norms and guidelines is called a formal group. These guidelines and norms determine and control the functions and activities of its group members in a rather rigid and scrupulous manner. In a formal group one has to accept the beliefs, attitudes and values of the group and grow attitudes and values in consonance with the other members of the group.

Each and every person in the formal group has to function as per his position and norm and as per the guideline determined for him. Each individual member has a particular status and role relationship with which he interacts with others.

**Informal Groups:**

A person who is a member of a formal group can also be member of one or more informal groups. An informal group does not have a definite norm, rules and regulations, there is more freedom in the informal group than its counterpart and one can develop his own role congenial to himself.

Small friendship groups, play groups, gangs and cliques are informal groups. When some people develop friendship and the friends as a group meet in a club or village panchayat room or in a members’ house and chat, gossip, and play for some time, it is called an informal groups. It is relatively transitory.A formal group has a number of informal groups within it. Every informal group is linked with some formal groups.

#### (iii) Ingroups and Outgroups:

Once a group has been structured and formed with definite norms and goals a sense of belongingness and we feelings, the formation of in-group and out-group is visualized.

Anybody who goes against the group norms, values and standards of the group, group’s goals and stands against fulfillment of common motivation is seen as an “out-group”. On the other hand members of the group who voluntarily go by the group norm and function for the cohesiveness and unity of the group, who like their group and have love, respect for it are said to be the members of the “in-group”.

Further when two different groups are competing with each other for the solution of some common problems and fulfilment of some common goal, one becomes the outgroup to the other. The example: competing cricket teams, football teams.

Though the ingroup and outgroup feeling between two separate but rival groups is desirable to a certain extent, only for the purpose of competition (as competition raises performance), unhealthy rivalry and jealousy is not desirable and conducive. By avoiding unhealthy competition, jealousy and tension between two different groups, the ingroup and outgroup feelings can be avoided to a great extent.

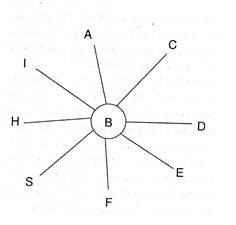
#### (iv) Autocratic and Democratic Group:

A group coming under the star pattern is said to be a dictator or authoritarian group. The existence of the group depends upon ‘B’ who is the leader of the group. If ‘B’ disappears the whole group would disappear or disintegrate.

A dictatorial group is characterized by the autocratic style of functioning of the leader. Thus in dictatorial group each member knows the other indirectly only through the leader. Members have no direct connection with each other but only through the leader.

The role of the individual is minimum as the leader is the fountain head of all responsibilities.

**An autocratic leader can be of two types:**

**[](http://www.psychologydiscussion.net/wp-content/uploads/2016/02/clip_image002_thumb2-2.jpg)**

**1. Hard boiled autocrat:**

The hard boiled autocrat is very rigid and believes that praise will improve the members efficiency and loyalty in group. He is very much status conscious and does not usually trust the initiative of employees. Because of such behaviour the group members feel tensed, insecured, aggressive and egocentric.

**2. Benevolent autocrat:**

He dominates all members of the group. Here the members depend upon the leader for all decisions and demonstrate a slow regression to more submission, dependency and inability to take responsibility.

**Democratic Group:**

In democratic group the individual member has more responsibility and more scope for active participation in the functions of the group. In such a group every member is allotted some responsibility, some power, for which he feels great and involved. Different members know each other directly as the group members have link with each other.

Morale is high in democratic group as there is internal cohesion between the different members. Net pattern is said to be the most complex structure of a group.

## Types of Groups in Organizational Behavior (OB)

There can be many types of groups in organizations as they can be formulated by organization or employees. All such groups in organization can be classified into two broad categories as formal work groups and informal work group as below:

### A. Formal Work Group

Formal organization structure or managers formulate formal work groups to conduct different planned activities. The goals, leadership pattern, norms and values of such formal work groups are set on the basis of needs or organization. Formal group are again classified into command groups and task groups.

#### 1. Command Groups

Command groups are formed with employees reporting to the same supervisor. Such groups are represented on organizational charts frequently. Such groups are normally permanent in nature and play important role on the extent of organizational success.

#### 2. Task Force/Groups

Task forces are formed with the people with supplementary skills and experience to accomplish a specific task. Such groups are dissolved after accomplishment of specified goals. A standing committee or task groups are example of task forces which are permanent in nature though members may be changed.

### B. Informal Work Groups

Informal work groups are formed with the intention or effort of employees. Such groups are the results of perception of employees that 'membership in a group will help them achieve their goals or meet their needs.' Such informal groups are formed to fulfill their personal goals like to bargain for salary and benefits, to pass leisure time and to get refreshment. Informal groups can be further classified into two categories.

#### 1. Friendship Groups

Friendship groups are formed with the collection of employees who enjoy to each other. Such groups are formed on the basis of age, gender, geographic, area, ethnicity, etc. of employees involved in organization. Friendship groups can be extended beyond the organization.

#### 2. Interest groups

Interest groups are formed with employees having common goal or objective related to their organizational membership. Such groups are formed for the joint effort to achieve their common objectives.

## Work Group Behavior

Work groups in the organization are most important aspect of organizational success as their behavior affects on organizational performance. Various factors including external and internal affect on group behavior and performance.

### 1. External Conditions imposed on the group

Group behavior can be considered as input-output system, sub-system of organizational behavior system. This system interacts with external environment. Factors like organizational strategy, authority structure, formal regulations, organization resources, human resource selection process, performance evaluation and reward system, organizational culture, physical work settings, etc. from external environment affect the group behavior.

### 2. Group member resources

Abilities and personality characteristics of members of the group largely affect to the behavior and performance of group. Abilities are talents of group member to solve problems regarding job responsibilities. Personality characteristics affect the group interaction pattern, performance and job satisfaction level. Personality characteristics relate to trait, attitude and behavior.

### 3. Group structure

Group structure is characterized with various elements like formal leadership, roles, norms, group size, group status, degree of group cohesiveness. Group structure operates in physical and social setting. Success of the group largely depends upon the vision and leadership style.

*Role* of group member is a set of activities expected to perform in groups in order to attain group goals. In another words, roles are the expected behavior of group members for a position and job. Roles of individuals may be different and there can be role conflicts. Conflicts in roles are the result differences in role identity, role perception and role expectations.

*Norms* are standard rules shared by individual to observe or understand the reality. These are common understandings and rules to which each member is attached in group. Norms are dynamic in nature and hence norms are four classes as performance norms, appearance norms, social arrangement norms and allocation of resource norms.

*Status* is the importance given by hierarchical structure or position in group. Formally governed status remains more permanent in comparison to informal organization. Formal status is closely related to the chain of command whereas informal status can be acquired by such characteristics as education, age, gender, skills, experience, social membership; etc. Equitable distribution of status in the group motivates group members.

Next important element affecting group structure is *group size* and hence it will have greater impact on group behavior. It is responsible to determine individual interactions in group interaction. Researchers have identified 7 members groups is the ideal maximum size for decision making and 14 is the maximum for a fact finding group. Normally, small groups are more effective in comparison to large organization to complete group task. But, larger groups make more effective decisions while solving problems.

*Group cohesiveness* is another important factor affecting group structure and behavior. It is the degree of attachment so that each member confirms strictly to follow the group standard. It is the degree of feeling of unity within groups.

Cohesive groups contain the following characteristics:

* Such groups contain relatively few members.
* Members of cohesive groups have similar interest and background.
* Members have high degree of status within the organization.
* There is strong interpersonal communication and interdependency.
* Cohesive groups are physically remote or isolated from the other groups in the organization.
* Leaders reward for cooperative behavior.
* Groups are pressured or threatened by some common outside force, and
* They have history of past success.

### 4. Group processes

Each group contains input-processing-output-feedback mechanism within the organization. This means group contains group processes. Leadership, communication, power, conflicts, group’s decision making, authority, etc. are important variables of group processes. Process gain increases the effectiveness but processes loss decrease the effectiveness. In group, it is important to understand the group processes for the following reasons:  
  
i. Social loafing

Social loafing is the tendency of decreasing effort because of the group influence. Members think that other members contribute to the group effort so that there will be negligible effect of their performance. This explains a process loss as a result of group.

#### ii. Synergy

Synergy is the positive effect of group performance producing additional performance greater than just a arithmetic sum of individual effort. This means by working in a group, it results whole which is greater than sum of parts. This explains process gain.

#### iii. Social facilitation effect

It is the tendency of improving or declining the performance in presence of other. Some people speed up their task while working with or in front of other while some other decrease the speed up to show the complexity.

### 5. Group task

Task is defined as the work activity designed to be performed under a job responsibility. Work group is based on the task interdependence. Complexity of tasks of work group largely affect of the performance and satisfaction of group. Number of group member should be determined on the basis of complexity, variation in task or content of task.

## Nature and Significance of Informal Groups

Informal work groups are formed spontaneously with the intention or effort of employees. Such informal groups are formed to fulfill personal goals like to bargain for salary and benefits, to pass leisure time and to get refreshment. Informal groups can be further classified into two categories as friendship groups and interest groups. Informal groups though they are not formed with organizational purpose and have no fixed structure with roles, responsibilities and authority, are more important for organizational performance.

### Nature of informal group

Since, informal group are formed with common interests of employees in the organization. Such groups are formed because of similarity in age, gender, language, region, religion, culture, etc. Cohesiveness in informal group members is found strong though the leadership is not fixed. Informal groups possess following features:

* Groups are formed spontaneously and hence they are unplanned.
* Formation of informal groups is natural process reflecting human relationship.
* Group structure and leadership are not fixed.
* Membership of informal groups is voluntary.
* Members have common goals and interest. Person is focused rather than position.
* Group members use grapevine and informal channel of communication.
* Informal groups do not establish formal rules and regulations. They run by group norms, values and belief of group guide the behavior of member.
* Informal groups co-exist within formal group. In large formal groups, there is chance of formulation of many informal groups.
* Such groups can adapt environmental change.

### Significance of informal groups

Informal groups have significant role in organizational performance. Their significance can be discussed under following points:

#### 1. Sense of belongingness and security

Member of informal groups feel that they are safe because of the membership in group. This helps to fulfill security needs of human resources. This creates cohesiveness among members of group.

#### 2. Satisfaction

Employees share their feelings and ideas formally or informally in group. They entertain their work being the member of group. This increases the level of satisfaction of employees because of which employees can be protected from frustration and emotional problems.

#### 3. Reduced supervision

Informal group members have greater cohesive force for their objectives. They form group norms and values to attain group goals. This helps group member to motivate for group performance. Motivated employees support to management and hence reduce the supervision.

#### 4. Easy communication

Members in informal communication follow group norms and values strongly. They experience greater cohesion and connected in grapevine. This helps to communicate messages more effectively and efficiently.

#### 5. Authority check

Managers become sensitive in using authority in the organization because of synergy of knowledge level of member of informal groups. Thus informal groups act as the check for authority level.

#### 6. Social control

Informal groups exercise social control through norms and values. This helps to maintain acceptable behavior of employees in the organization.

#### 7. Improved personality

Members of group feel proud being member. They maintain self-image which helps to develop their personality.

#### 8. Innovation and development

Informal group members share ideas and experience more openly among the group members. They identify more effective methods for creating efficiency in operation. Their knowledge can be used to improve the operating system. Informal groups create congenial environment for development products.

#### 9. Organizational performance

Informal groups can be used to improve organizational performance. Their creativity, skills and coordinated efforts can produce positive synergy.

## Issues Related to Group Decision Making (GDM)

As, mentioned earlier, there can be different types of groups. Such groups make decisions for organization or for group’s purpose. Their decisions affect both individual and organization. It is essential to estimate the effect i.e. positive or negative. Negative effects need to minimize for which various techniques need to establish in organization. Several critical issues are emerged in group decision making. Some of them are discussed below:

### 1. Issue of group polarization (Shift)

In group decision making, issue of group polarization is being more importantly emerging. Polarization is the tendency of dividing the group members for different issues in decision. This can be simply understood as grouping of members in decision with opposite opinion. This may occur before the decision making, after the decision making, and after the decision.

#### i. 'X types of orientation'

Before joining the meeting i.e. before group decision making, every member may be convinced in improving the quality of goods and service. There is no polarization.

#### ii. 'Y types of Orientation'

During meeting i.e. group decision making, they may be taking the position for no, yes or how? What other companies are doing? There is still no polarization.

#### iii. 'Z types of orientation'

After the group decision making process, group member may be divided in strategy. There can be two types of polarization i.e. polarization 'A' and polarization 'B'. In polarization 'A', decision maker may put their version for selling at the same price with improved quality, new packaging and new technology. They will be ready to bear further loss for future benefit. This is conservative shift opinion. While in polarization 'B', members may put their vision for increasing quality along with price. More investment can be made in advertisement. They argue if this project can be dropped with new products if the loss from current product continues.

### 2. Issue of time constraints

Another common issue in GDM is that group members waste hours for discussion but make the decision at the influence of single or minimum number of members. Group members is most of time do not make decision because of lack of understanding. To make consensus, they take remarkable time producing little output.

### 3. Issue of group think

Group think is the tendency of making decision on the basis of majority or seniority of the group member. Minority or less influential members are pressurized to approve or confirm the decision. Group members will have no sufficient time for thinking and evaluating unusual, minority and unpopular arguments or views. Group think occur when time pressure for decision is intense to the directive leaders in cohesive groups. Such decision result less productive outcome.

### 4. Issue of cost and advantages

Group decision making process incurs cost. Cost of accommodation, refreshment, transportation, allowances, and other benefits are direct cost incurring to such GDM. If properly made, decision from such group discussion can be more productive. But, the issue is 'how to reduce the cost of GDM and increase the advantages?'

### 5. Issue of participation

In most of cases, members participated physically just to fulfill quorum in the meeting. They do not psychologically participate either because of hesitation, or because of unwillingness. This is the issue of decision making and implementation as well. Power sharing i.e. the issue of centralization and decentralization is another important issue because of which real participation may be affected. Similarly, sometimes, decision are made only for formality but they are not implemented accurately which discourages in participating psychologically.

## Types of Conflict

There are several [**common causes of conflict at work**](https://www.highspeedtraining.co.uk/hub/conflict-management-in-the-workplace/), but most are categorised by who in the workplace is involved in it.

#### The 4 main categories are:

* **Intrapersonal** – this is when a person experiences inner turmoil, such as disagreeing with the values of the company or being a perfectionist.
* **Interpersonal** – this is conflict between two or more individuals; it may be an isolated incident or an ongoing issue.
* **Intragroup** – this refers to the conflict between one or more people in the same group or team.
* **Intergroup** – these involve several different teams and are often difficult to handle without external support or preventative/corrective action.

Group Conflict The most common problems for students using group work in the classroom are an absence of leadership and coordination, an inability to communicate effectively, difficulty defining and assigning tasks, trouble maintaining equal participation, and frustration with setting and achieving group goals.

The most common causes of conflict within groups are:

• Faulty communication: criticism is given inappropriately, and group members’ feelings are hurt and they feel devalued

• Attribution errors: members make errors in determining the causes of the behavior of other members. This can occur, for example, when one member doesn’t complete his or her work and the other members jump to the conclusion that the reason for this was nothing more than irresponsibility. Maybe there was a good reason why that one member fell behind.

• Mistrust: members do not trust each other due to poor communication, faulty attributions, or someone’s lack of follow through on obligations

• Grudges: members hold grudges when they feel they have been treated unfairly, when criticism has been given inappropriately, when there have been faulty attributions, or for other reasons; people become angry with each other and they sometimes nurse their anger and remain hostile rather than working through and resolving their anger and moving on.

• Personality clashes: this can occur when groups are put together randomly in particular. The styles of working differ with each member and in some cases; there may be a lack of fit among the members”

Conflict Resolution

“Conflict in a group doesn’t have to mean that the group cannot function. In fact, if the conflict is handled well, it may actually help the group to function. People can grow and learn from conflict, especially if it can be resolved in a way that makes the group a winner, not in a way that makes one individual the loser.

If the resolution involves all members of the group, regarding the conflict as a group problem, rather than as one person’s problem, the group cohesiveness may even be increased.

Some conflict resolution methods that you can present to your students when dealing with group conflict:

1. Deal with each conflict as it arises. Do not try to ignore it, hoping it will go away—it will probably fester and become worse if not dealt with. Let’s use the example of one person in a group working at a very slow pace that is holding up the work of other group members.

2. Present the conflict as evidence that people are involved and excited about their work, and that they are showing a passionate commitment to what they are doing. This may involve a little situational reconstruction to enable everyone to view what has been a negative situation as an opportunity for positive outcomes. For example, note that while the group may be frustrated with one member’s slow work, the frustration reflects the enthusiasm of the group and the slowness may indicated the painstaking effort and care of the slow group member.

3. Confront the issue as a problem to be solved. Focus on working together to solve the problem. In the example noted above, the issue would be how to enable the slow worker to be faster, providing what the rest of the group needs without losing the care that he or she has been taking

4. Do not engage in blaming or character assassination. In the above example, blaming the slow worker or calling the slow worker derogatory names is strictly prohibited.

5. Be open-minded and fair, listening to all sides of the issue. Why does the slow worker say he or she is slow?

6. Insist on criticism being given appropriately and constructively. Explain the problems that slowness has been causing and how it is making the group members feel.

7. Make sure everyone in the group understands all sides of the issue by having them repeat or write down what they believe the arguments to be. Then check to make sure that everyone is correct in their understanding.

Does the slow worker realize why the group is having problems with his or her slowness? Does the group understand why the slow worker is taking so much time?

8. Brainstorm to find solutions or compromises. Perhaps the slow worker’s job is actually bigger than it seems and could be broken into sub-parts with another member helping. Perhaps the slow worker could filter parts of his or her work to the group as each part is ready, rather than waiting for the entire task to be done

**Team**

A group of people with a full set of complementary skills required to complete a task, job, or project.  
Teams members (1) operate with a high degree of interdependence, (2) share authority and responsibilities for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Characteristics of Effective Team 

1. **There is a clear unity of purpose.**   
   There was free discussion of the objectives until members could commit themselves to them; the objectives are meaningful to each group member.   
     
   **2. The group is self-conscious about its own operations.**  
   The group has taken time to explicitly discuss group process -- how the group will function to achieve its objectives. The group has a clear, explicit, and mutually agreed-upon approach: mechanics, norms, expectations, rules, etc. Frequently, it will stop to examined how well it is doing or what may be interfering with its operation. Whatever the problem may be, it gets open discussion and a solution found.   
     
   **3. The group has set clear and demanding performance goals**  
   for itself and has translated these performance goals into well-defined concrete milestones against which it measures itself. The group defines and achieves a continuous series of "small wins" along the way to larger goals.   
     
   **4. The atmosphere tends to be informal, comfortable, relaxed.**  
   There are no obvious tensions, a working atmosphere in which people are involved and interested.   
     
   **5. There is a lot of discussion in which virtually everyone participates,**  
   but it remains pertinent to the purpose of the group. If discussion gets off track, someone will bring it back in short order. The members listen to each other. Every idea is given a hearing. People are not afraid of being foolish by putting forth a creative thought even if it seems extreme.   
     
   **6. People are free in expressing their feelings as well as their ideas.**   
     
   **7. There is disagreement and this is viewed as good.**  
   Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than dominate the dissenter. Dissenters are not trying to dominate the group; they have a genuine difference of opinion. If there are basic disagreements that cannot be resolved, the group figures out a way to live with them without letting them block its efforts.   
     
   **8. Most decisions are made at a point where there is general agreement.**  
   However, those who disagree with the general agreement of the group do not keep their opposition private and let an apparent consensus mask their disagreement. The group does not accept a simple majority as a proper basis for action.   
     
   **9. Each individual carries his or her own weight,**  
   meeting or exceeding the expectations of other group members. Each individual is respectful of the mechanics of the group: arriving on time, coming to meetings prepared, completing agreed upon tasks on time, etc. When action is taken, clears assignments are made (who-what-when) and willingly accepted and completed by each group member.   
     
   **10. Criticism is frequent, frank and relatively comfortable.**  
   The criticism has a constructive flavor -- oriented toward removing an obstacle that faces the group.   
     
   **11. The leadership of the group shifts from time to time.**  
   The issue is not who controls, but how to get the job done.

### Common Teams in Organizations

Three common types of teams include functional or departmental, cross-functional, and self-managing.

**Functional or Departmental Teams-**Groups of people from the same work area or department who meet on a regular basis to analyze customer needs, solve problems, provide members with support, promote continuous improvement, and share information.

These are the teams you're probably the most familiar with in the workplace. You may not even use the termteam. Instead, you call it a department but it's really a team. The members work together to accomplish a goal.

Working together doesn't necessarily mean that there is constant interaction between team members. For example, in an employee relations team, you may have seven employee relations specialists who support seven different departments (or other teams).

They may work very independently. But, a good team shares successes to help team members build best practices. A good team also shares failures so that the other team members can learn and help develop solutions.

**Cross-Functional Teams-**Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer problem, or to improve a particular process are cross-functional teams. These are often teams with a specific goal with an end date.

For instance, a company may put together a team to handle a layoff. This team would consist of representatives from human resources, finance, legal, the executive team, and employees from affected areas. They work closely together to develop a plan that works best for the company.

Each person comes with a different responsibility and a needed contribution. For instance, legal is concerned with compliance, finance is concerned with budgets, and HR wants to ensure that the best people are retained.

**Self-Managing Teams-**Groups of people who gradually assume responsibility for self-direction in all aspects of work is called [self-managing teams](https://www.thebalancecareers.com/how-to-build-a-teamwork-culture-1918509). Self-managing teams work together to reach a goal without a great deal of oversight.

These teams are extremely effective when you have capable, independent workers on the team. They often report their findings, or progress, to a boss or team lead, but that boss doesn't necessarily participate actively in the team.

Management is essential in every walk of life. Even what we eat should be managed. You just can’t put anything in your mouth. One needs to be cautious. In the same way, a team must be managed effectively to expect the best from the team members. The team leader plays an essential role in managing his team well.

* **For effective team management, it is important that the team leader is more of a mentor to his team members rather than just being a strict boss**. Understand your team members well. Gone are the days when people used to fear their bosses. Now a day’s, employees share a healthy relation with their superiors and the comfort level has increased to a large extent. Don’t impose things on them.
* **Ensure that each and every team member willingly participates in team discussions**. Debates are important, but make sure you don’t end up fighting with each other. Suggestions must be invited from all and do not discuss issues separately with individuals. Call everyone on an open forum and formulate strategies keeping in mind every body’s inputs. Policies should be made best suited to all. The objective of the team must be clearly set and circulated among all the team members. Everyone should be aware of his roles and responsibilities in the team.
* Communication among the team members must be clear and transparent for an effective team management. **Every team member should get the same information and should have an easy access to the superiors in case of any query**.
* **The team members must not pass on any information to anyone outside the team**. Learn to keep things to yourself. It is unethical to share your professional secrets with others. Don’t leak information or any confidential data.
* **The team members must be motivated on a regular basis**. Appreciation is a must. If any team member has performed extraordinarily, do give him a pat on his back. Performance appraisals, perks, incentives, trophies, prizes are all instrumental in motivating the team members to perform even better the next time. Avoid criticizing any of your team members.
* **Loose talks, blame games, dirty politics should find no place in the team**. They spoil the environment and people lose interest in their work and organization. If you come to know anything about someone, it’s better to discuss with him face to face, else ignore.
* It is easy to create a team but it is actually difficult to bind the team members together and even make them work. Team management techniques help in strengthening the bond among the employees and creating an environment where they can trust each other. People actually become friends and start working together as a result of team management activities.

When individuals with a common interest, goal, attitude, need and perception come together, a team is formed. Individuals need to come and work together to form a team for the accomplishment of complicated tasks. In a team, all team members contribute equally and strive hard to achieve the team’s objective which should be predefined.

In any organization, no one works alone. Every employee is a part of a team and works in close coordination with the team members to perform his level best and in turn benefit the organization. The team members should complement each other and come to each other’s need whenever required.

Teams can be formed anywhere, anytime whenever the task is little difficult and complicated. Let us understand the various types of teams in detail.

1. **Permanent teams-** These teams perform on a permanent basis and are not dissolved once the task is accomplished. Let us understand the concept with an example.

Mike, Peter, Joe and Ana had a strong inclination towards branding as well as promotions and hence were a part of the branding team with a leading organization. They were primarily responsible for promoting their brand and designing marketing strategies to generate maximum revenue for their organization. They worked extremely hard and always managed to achieve their targets well in advance, but their team was always in place and never dissolved. Their organization never asked them to leave or ever dissolved their team. Such teams are called permanent teams.

Work or no work, the human resources team, operation team, administration team always function effectively throughout the year and hence are permanent teams.

1. **Temporary teams -** Unlike permanent teams, temporary teams loose their importance, once the task is accomplished. Such teams are usually formed for a shorter duration either to assist the permanent team or work when the members of the permanent team are busy in some other project.

When organizations have excess of work, they generally form temporary teams which work in association with the members of the permanent team for the accomplishment of the task within the stipulated time.

1. **Task Force -** Such teams are formed for a special purpose of working on any specific project or finding a solution to a very critical problem.

The government generally appoints special teams to investigate critical issues like bomb blasts, terrorist attacks and so on. The task force explores all the possible reasons which led to a severe problem and tries to resolve it within a given deadline.

1. **Committee -** Committees are generally formed to work on a particular assignment either permanently or on a temporary basis. Individuals with common interests, more or less from the same background, attitudes come together on a common platform to form a committee and work on any matter.

To organize any cultural event, organizations generally make committees to raise funds, invite celebrities and all the major tasks involved to successfully organize any event. The committee members work together, design strategies to successfully accomplish the task.

In educational institutes, various committees are formed where students with a common interest join hands to organize cultural events and various other activities required for the all round development of students.

1. **Organization/Work Force -** Such groups are formed in organizations where team members work together under the expert guidance of leader. A leader or a supervisor is generally appointed among the members itself and he along with his team works hard to achieve a common goal. The leader all through must stand by his team and extract the best out of each team member. He must not underestimate any of his team members and take his team along to avoid conflicts.

Samuel was working with a leading advertising firm with two members reporting to him. Samuel always believed in his team members and worked together with his team and no doubts his team always did wonders and was way ahead of others.

1. **Self Managed Teams -** Self Managed Teams consist of individuals who work together again for a common purpose but without the supervision of any leader. Here as the name suggests every individual is accountable for his individual performance. The team members of self managed teams must respect each other and should never lose focus on their target. No leader is appointed and the team members have to take their own responsibility. Individuals take the initiative on their own and are their own guides and mentors.
2. **Cross Functional Team -** Let us understand this with the help of an example.

Maria and Andy both were part of the branding team. They got an assignment from their superiors to be completed within two days. Unfortunately Andy met with an accident and was advised complete bed rest. To avoid delays, Peter from the operations team was shifted to the marketing team to assist Maria for the time being and form a team. Such teams are called cross functional teams. Ideally the employees should be more or less on the same level to avoid ego hassles. Individuals from different areas come and work together for a common objective to form a cross functional team. In such teams, people from different areas, interests and likings join hands to come out with a unique idea to successfully complete a task.

1. **Virtual Teams -** Virtual teams consist of individuals who are separated by distances and connected through computer. Here individuals communicate with each other online through internet. Sam at Los Angeles can form a team with Mandy at Mexico and Sara at Denver all working for a common objective but the communication is totally digital through internet. Such teams are helpful when employees need to connect with each other and are located at different places. Individuals supporting any community in social networking sites such as facebook also form a virtual team as all the members are from different locations but support a common community. They all have a common objective -to support and promote their community

**Module II: Leading Teams**

A person or thing that holds a dominant or superior position within its field, and is able to exercise a high degree of control or influence over others. See also leadership.  
  
Following are the main roles of a leader in an organization :

1. **Required at all levels-** Leadership is a function which is important at all [levels of management](https://managementstudyguide.com/management_levels.htm). In the top level, it is important for getting co-operation in formulation of plans and policies. In the middle and lower level, it is required for interpretation and execution of plans and programmes framed by the top management. Leadership can be exercised through guidance and counseling of the subordinates at the time of execution of plans.
2. **Representative of the organization-** A leader, i.e., a manager is said to be the representative of the enterprise. He has to represent the concern at seminars, conferences, general meetings, etc. His role is to communicate the rationale of the enterprise to outside public. He is also representative of the own department which he leads.
3. **Integrates and reconciles the personal goals with organizational goals-** A leader through leadership traits helps in reconciling/ integrating the personal goals of the employees with the organizational goals. He is trying to co-ordinate the efforts of people towards a common purpose and thereby achieves objectives. This can be done only if he can influence and get willing co-operation and urge to accomplish the objectives.
4. **He solicits support-** A leader is a manager and besides that he is a person who entertains and invites support and co-operation of subordinates. This he can do by his personality, intelligence, maturity and experience which can provide him positive result. In this regard, a leader has to invite suggestions and if possible implement them into plans and programmes of enterprise. This way, he can solicit full support of employees which results in willingness to work and thereby effectiveness in running of a concern.
5. **As a friend, philosopher and guide-** A leader must possess the three dimensional traits in him. He can be a friend by sharing the feelings, opinions and desires with the employees. He can be a philosopher by utilizing his intelligence and experience and thereby guiding the employees as and when time requires. He can be a guide by supervising and communicating the employees the plans and policies of top management and secure their co-operation to achieve the goals of a concern. At times he can also play the role of a counselor by counseling and a problem-solving approach. He can listen to the problems of the employees and try to solve them.

The following are the characteristics of a functional leadership style.

**1. Priority on needs**

The basic notion of functional leadership is that any group will have three primary needs

* The needs of the task
* The needs of the team
* The needs of individuals who make up the team

These three needs are the basic building blocks that form functional leadership. When these needs are met, goals are achieved and the organization progresses.

**2. Focus on actions**

The functional leadership theory has been developed after studying the behaviors of successful leaders, and identifying the particular actions that led to successful results. Here, the focus is more on what the leader does than on who the leader is.

**3. Result oriented**

In functional leadership, what matters is whether things get done. The leadership role is fluid and the primary emphasis is on ensuring behaviors that achieve a particular result. It isn’t much use getting applauded on a great leadership style if nobody does anything.

**4. Flexible leadership role**

The functional leadership approach maintains that it is not necessary for a group to have only one particular member who performs all the leadership functions. The idea is that any group member can perform these actions, which means that anyone can be the leader. It doesn’t matter who does what, what matters is whether the task gets done. Therefore, the leadership role itself is quite flexible.

**5. Clear understanding of individual responsibilities**

Under the functional leadership style where the actions of each individual matter, it is of vital importance that each member knows exactly how he or she contributes to the group to achieve its goals. Everyone has to know what they’re supposed to do, and the leader is responsible to ensure clear understanding of each individual’s desired behaviors.

**6. Organizing**

In order for the group to effectively perform their task, the functional leader must ensure that the group is properly organized. Not only should each member have a clear understanding of what is expected of them, but the group itself should be properly structured to facilitate their actions.

**7. Motivation**

The functional leader must ensure that every individual in the group feels sufficiently appreciated for their efforts and actions. In the absence of motivation or clear communication about how their actions contribute to the group’s success, there’s a high chance that members might get dejected and leave the group.

**8. Controlling**

Functional leadership involves a great deal of controlling exactly what happens in the team. Resources are usually limited in any situation, and the leader must control what happens by being efficient about getting the maximum results from the available resources.

**9. Setting an example**

People tend to observe their leaders and emulate their behaviors. Functional leaders set an example by doing the things that they want their followers to do.

**10. Guidance**

Team members want to know how they are doing, and whether they need to change anything. They need feedback about their jobs and how they can improve. One of the important tasks of a functional leader is to provide appropriate guidance to all members.

The functional style assumes that leadership is defined by the behavior of the leader and its corresponding effect on the group. Leadership is something that any individual provides to a group to meet certain needs.

**Theories of leadership**

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

1. Trait theory.

2. Behavioural theory.

3. Situational theory.

**Trait Theory**

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

Among the core traits identified are:

* *Achievement drive:* High level of effort, high levels of ambition, energy and initiative
* *Leadership motivation:* an intense desire to lead others to reach shared goals
* *Honesty and integrity:* trustworthy, reliable, and open
* *Self-confidence:* Belief in one’s self, ideas, and ability
* *Cognitive ability:* Capable of exercising good judgment, strong analytical abilities, and conceptually skilled
* *Knowledge of business:* Knowledge of industry and other technical matters
* *Emotional Maturity:* well adjusted, does not suffer from severe psychological disorders.
* *Others:* charisma, creativity and flexibility

But this theory suffers from many limitations. They are:

1. It emphasises mainly personal traits and does not consider the environment or situation in which they have to be applied.

2. It assumes that leadership is an in-born quality and cannot be acquired.

3. There is no common list of traits found in all successful leaders.

4. There are no objective criteria to measure individual traits of leaders.

In spite of the limitations, the trait theory of leadership is not completely invalid. Their theory indicates that a leader should have certain personal traits. This helps the management to develop such qualities in a leader through its various programmes of training and development.

**Behavioural Theory of Leadership**

In this approach, the emphasis is on the actual behaviour and action of the leaders and not on their traits or characteristics. In other words, this approach emphasises that strong leadership is the result of effective role behaviour.

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

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

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

**Situational Theory**

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

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

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

# Managerial Grid Model of Leadership Explained

Developed by R. R. Blake and J. S. Mouton, the Managerial Grid Model helps Managers to analyze their own leadership styles through a technique known as grid training.

Also, Managers can identify how they with respect to their concern for production and people with Managerial Grid Model.

The two dimensions of leadership, viz. concern for people on ‘vertical’ axis and concern for production on ‘horizontal’ axis have been demonstrated by R. R. Blake and J. S. Mouton in the form of Managerial Grid Model.

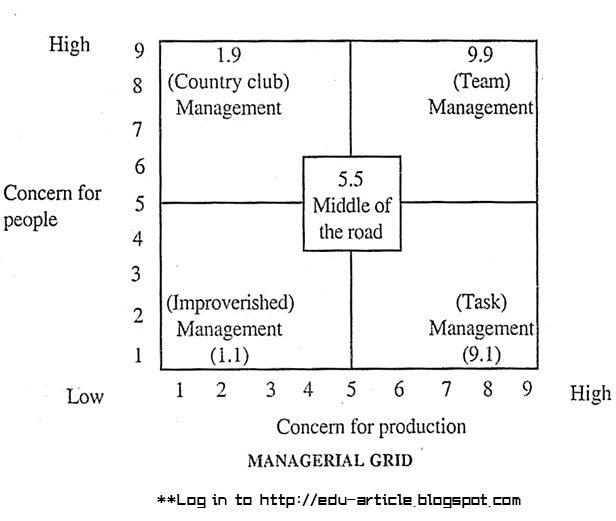
They identified five [**basic leadership styles**](http://iedunote.com/how-leadership-works-in-an-organization) of practicing managers representing various combinations of the aforesaid two dimensions as shown in the following figure;

Managerial Grid Model is based on two behavioral dimensions:

1. **Concern for people:** This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.
2. **Concern for production:** This is the degree to which a leader emphasizes concrete objectives, organizational efficiency, and high productivity when deciding how best to accomplish a task.

As shown in the figure, the model is represented as a grid with concern for production as the X -axis and concern for people as the Y- axis; each axis ranges from 1 (Low) to 9 (high).

The five resulting leadership styles are as follows:



## (1,9) Country Club Style Leadership High People and Low Production

**(1,9) Country Club Style Leadership** style of leader is most concerned about the needs and the feelings of members of his or her team. In. this environment, the relationship-oriented manager has a high concern for people but a low concern for production.

He pays much attention to the security and comfort of the employees. He hopes that this will increase performance.

He is almost incapable of employing the more punitive, coercive and legitimate powers. The organization will end up to be a friendly atmosphere but not necessarily very productive.

The (1,9) boss mainly uses reward power to preserve discipline and to support his subordinates in accomplishing their goals.

Conversely, this manager is virtually incapable of employing the more disciplinary coercive and legitimate powers.This inability results from his fear that using such powers could jeopardize his relationships.

This inability results from his fear that using such powers could jeopardize his relationships.

Thus, the supervisor seldom attempts to impose his will onto other people, preferring to accept the ideas of others instead of forcing his own.

Employees in this type of work environment go about their day working at their own pace on projects that they enjoy and with coworkers that they are attracted to.

## (9,1) Produce or Perish Leadership- High Production and Low People

**(9,l) Produce or Perish Leadership** management style is characterized by a concern for production as the only goal. Employees are viewed as obstacles to performance results unless obedience to the manager’s wishes is explicitly granted.

In this style, manager is authoritarian or compliance. A task-oriented manager, he has a high concern for production and a low concern for people.

He finds employee needs unimportant and simply a means to an end. He provides his employees with money and expects performance back.

There is little or no allowance for cooperation or collaboration. He pressures his employees through rules and punishments to achieve the company goals.

This type of leader is very autocratic, has strict work rules, policies and procedures, and views punishment as the most effective means to motivate employees.

## (1,1) Impoverished Leadership-Low Production and Low People:

**(1,1) Impoverished Leadership** is a delegate-and-disappear management style and basically a lazy approach. The manager shows a low concern for both people and production.

He or she avoids getting into trouble. His main concern is not to be held responsible for any mistakes. Managers use this style to preserve job and job seniority, protecting themselves by avoiding getting into trouble.

This leader is mostly ineffective. He or she has neither a high regard for creating systems for getting the job done nor for creating a work environment that is satisfying and motivating. A result is a place of disorganization, dissatisfaction, and disharmony.

**(5,5) Middle-Of-The-Road Leadership** is a kind of realistic medium without ambition. It is a balanced and compromised style. The manager tries to balance between the competing goals of the company and the needs of the workers.

The manager gives some concern to both people and production, hoping to achieve acceptable performance. He believes this is the most anyone can do. Consequently, compromises occur where neither the production nor the people needs are fully met.

The supervisor views it as the most practical management technique. It is also an outcome when production and people issues are seen as in conflict.

The defining characteristic of this style “is not to seek the best position for both production and people… but to find the position that is in between both, about halfway.”

When dealing with subordinates, the (5,5) manager prefers relaxed and shared conversations – these allow’ him to slay popularly. Group membership is also enjoyed as committees allow’ the supervisor to spread the responsibility for decision-making.

## (9,9) Team Leadership-High Production and High People

At (9,9) Team Leadership, the manager pays high concern to both people and production. Motivation is high. This soft style is based on the propositions of Theory Y of Douglas McGregor. The manager encourages teamwork and commitment among employees.

This style emphasizes making employees feel part of the company-family and involving them in understanding the organizational purpose and determining production needs. This method relies heavily on making employees feel they are constructive parts of the company.

And this will result in a team environment organization based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

In a (9,9) system the manager strives for sound and imaginative opinions, letting others partake in the decision making process.

He is not afraid to use ideas that are divergent from his own, but rather focuses on the value of the ideas. Emotions and thoughts are used to solve .problems through teamwork because this supervisor is concerned with arriving only at the best possible solutions.

A (9,9)-oriented manager is capable of acting sensibly to bring about effective results, maintaining consistency but finding innovative solutions to fit unique problems, and unusual circumstances”.

Another of the manager’s primary goals in this system is to identify barriers that his subordinates may be encountering and then finding a way to remove them.

This creates a team environment based on trust and respect which leads to high satisfaction and to high satisfaction and motivation and, as a result, high production.

### Advantages of Managerial Grid Model

* Managers help to analyze their own leadership styles through a technique known as grid training.
* Managers identify how they with respect to their concern for production and people.

### Limitations of Managerial Grid Model

* The model ignores the importance of internal and external limits, matter and scenario.
* There is some more aspect of leadership that can be covered but are not.

Blake and Mouton’s Managerial Grid Model was one of the most influential management models to appear in the 1960’s, it also provided a foundation for even more complex contingency approaches to leadership.

Notable amongst these studies are Fiedler’s Contingency model (which considers the match between the manager’s personality and the situation), and Tannenbaum and Schmidt’s Continuum of Leader Behavior (which stresses that the leader not only understands himself but also the other persons in the organization along with the social environment as well.

The Managerial Grid Model was next logical step in the evaluation of management thinking. Blake and Jane Mouton based the framework of Grid on the sound logic of noted theorists Abraham Maslow and Douglas McGregor.

The Grid expanded upon McGregor’s and other’s theories at the time to provide a richer and more complete design between the manager’s concerns for production versus their concern for interpersonal relationships.

Although later criticized and subjected to further revision by its creators, the original Managerial Grid Model remains an important model of managerial behavior that continues to be studied and utilized.

Blake and Mouton strongly argue that style (9,9) is the most effective management style because it improved productivity, and caused high employee satisfaction, low turnover and absenteeism.

It is widely used as a technique of managerial training and for identifying various combinations of leadership styles.

# Ohio State Leadership Studies Explained with Examples

Ohio State Leadership Studies is [**Behavioral Leadership Theory**](http://iedunote.com/behavioral-theory-of-leadership). Series of studies on [**leadership**](https://iedunote.com/how-leadership-works-in-an-organization) was done by the Ohio State University in 1945 to identify observable behaviors of [**leaders**](http://iedunote.com/characteristics-of-charismatic-leader) instead of focusing on their individual traits.

They found two critical characteristics of leadership either of which could be high or low or independent of one another.

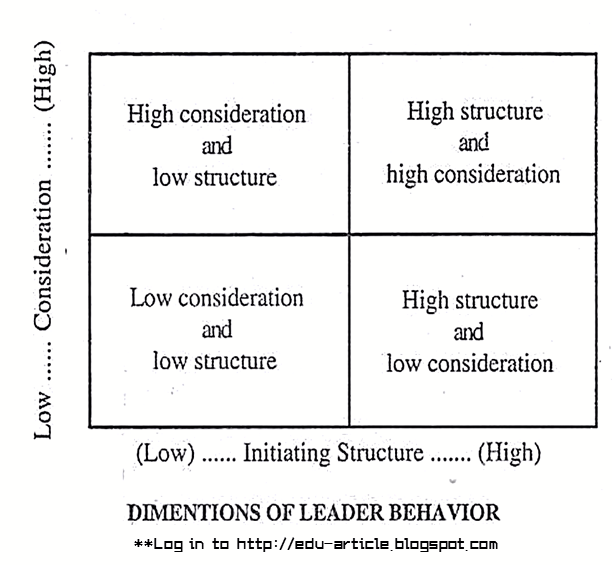
The research was based on questionnaires to leaders and subordinates of the organizations.

These are known as the Leader Behavior Description Questionnaire (LDBQ) and the Supervisor Behavior Description Questionnaire (SBDQ).

Ultimately, these studies narrowed the description of leader behavior into two dimensions:

1. **Initiating Structure Behavior:**The behavior of leaders who define the leader-subordinate role so that everyone knows what is expected, establish formal lines of communication, and determine how tasks will be performed.
2. **Consideration Behavior:** The behavior of leaders who are concerned for subordinates and attempt to establish a worm, friendly, and supportive climate.

The Ohio State Leadership Studies also showed that initiating structure and consideration are two distinct dimensions and not mutually exclusive. A low score on one does not require a high score on the other.

Hence, leadership behavior can be plotted on two separate axes rather than on a single continuum, as shown in the following diagram; 

The four quadrants in the above figure show various considerations of initiating structure and consideration.

In each quadrant, there is a relative mixture of initiating structure and consideration and a manager can adopt any one style.

Although an early study, this is still often referenced.

It is notable that the two factors correlate with the people task division that-appears in other studies and as preferences.

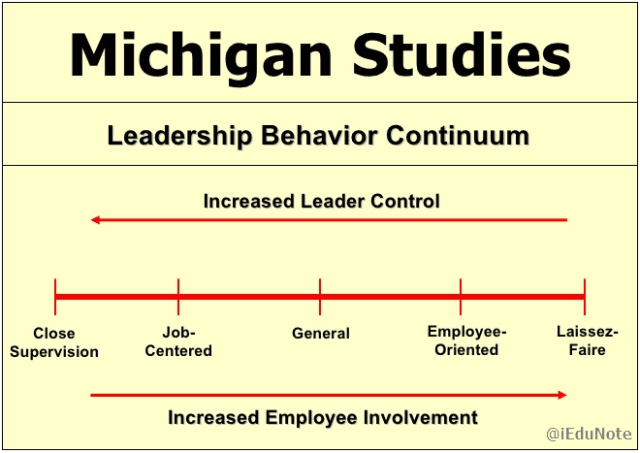
The findings of Ohio State Leadership Studies suggest that effective leaders possess a strong ability to work with others and build a cohesive team which is balanced with the capability to create structure within which activities can be accomplished.

# Michigan Leadership Studies: Behavioral Leadership Theories

Michigan Leadership Studies is a [**behavioral Leadership Theory**](https://iedunote.com/behavioral-leadership-theories) that indicates the Institute for Social Research at the University of Michigan conducted empirical studies to identify styles of [**leader**](https://iedunote.com/charismatic-leader-characteristics) behavior that results in higher performance and satisfaction of a group.

The studies identified two distinct styles of leadership;

1. **Job-centered Leadership:** Managers using job-centered leader behavior pay close attention to subordinates’ work, explain work procedures and are keenly interested in performance.
2. **Employee-centered Leadership:** Managers using employee- centered leader behavior are interested in developing a cohesive work group and ensuring that employees are satisfied with their jobs. The Michigan Leadership Studies found that both the styles of leadership led to increase in production, but it was slightly more in case of production of job-centered style.



However, the use of direct pressure and close supervision led to decreased satisfaction and increased turnover and absenteeism.

The employee-centered approach led to the improved work-flow procedure and more cohesion in interactions resulting in increased satisfaction and decreased turnover and absenteeism.

This suggested the superiority of the employee-centered leadership style.

The Michigan Leadership Studies were conducted around the same time as the [**Ohio State Leadership Studies**](https://iedunote.com/ohio-state-leadership-studies), which also identified the focus on task and people.

The Michigan Leadership Studies added “Participative leadership” to the Ohio findings, moving the debate further into the question of leading terms rather than just individuals.

## Evaluation of Michigan Leadership Studies

The value of Michigan Leadership Studies lies in the analysis of two leadership styles—task and employee-oriented styles. Instead of restricting to traits of leaders, they concentrated on the behavior of leaders.

These ‘studies are criticized on the following grounds:

1. The Michigan Leadership Studies failed to suggest whether leader behavior is a cause or effect. They did not clarify whether the employee-centered leadership makes the group productive or whether the highly productive group induces the leader to be employee-centered.
2. The Michigan Leadership Studies did not consider the nature of the subordinates’ tasks or their personal characteristics. Group characteristics and other situational variables were also ignored.
3. The behavioral styles suggested by Michigan Leadership Studies have been termed as static. A leader is supposed to follow either of the two styles, viz., task orientation and employee orientation. But in practice, a practical style may succeed in one situation and fail in another.

Moreover, leaders don’t restrict themselves to a particular style. They adopt both the orientations in varying degrees to suit the particular situation.

# 12 Different Types of Leadership Styles

According to Research by asaecenter, leadership style is the way a person uses power to lead other people. Research has identified a variety of leadership styles based on the number of followers. The most appropriate leadership style depends on the function of the leader, the followers and the situation.

Some leaders cannot work comfortably with a high degree of followers’ participation in decision making. Some employers lack the ability or the desire to assume responsibility. Furthermore, the specific situation helps determine the most effective style of interactions. Sometimes leaders must handle problems that require immediate solutions without consulting followers.

**Different Leadership Styles**

We have covered 12 different types of ways people tend to lead organizations or other people. Not all of these styles would deem fit for all kind of situations, you can read them through to see which one fits right to your company or situation.

### 1. Autocratic Leadership

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership.

Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

### 2. Democratic Leadership

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this headship is centered on subordinates’ contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects.

The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

### 3. Strategic Leadership Style

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

The strategic leader fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits.  An effective strategic leadership delivers the goods in terms of what an organization naturally expects from its leadership in times of change. 55% of this leadership normally involves strategic thinking.

### 4. Transformational Leadership

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others.

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance.

Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers.

### 5. Team Leadership

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

Team leadership is about working with the hearts and minds of all those involved. It also recognizes that teamwork may not always involve trusting cooperative relationships. The most challenging aspect of this leadership is whether or not it will succeed. [According to Harvard Business Review](https://hbr.org/2009/05/why-teams-dont-work), team leadership may fail because of poor leadership qualities.

### 6. Cross-Cultural Leadership

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

### 7. Facilitative Leadership

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

On the other hand, if the group is low functioning, the facilitative leader will be more directives in helping the group run its process. An effective facilitative leadership involves monitoring of group dynamics, offering process suggestions and interventions to help the group stay on track.

### 8. Laissez-faire Leadership

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

### 9. Transactional Leadership

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader’s orders. Transactional leadership can sound rather basic, with its focus on exchange.

Being clear, focusing on expectations, giving feedback are all important leadership skills. [According to Boundless.com](https://www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/types-of-leaders-72/key-behaviors-of-transactional-leaders-356-6822/), transactional leadership behaviors can include: clarifying what is expected of followers’ performance; explaining how to meet such expectations; and allocating rewards that are contingent on meeting objectives.

### 10. Coaching Leadership

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

### 11. Charismatic Leadership

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers’ values and beliefs.

Therefore, this distinguishes a charismatic leader from a simply populist leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is, to transform the underlying normative orientation that structures specific attitudes.

### 12. Visionary Leadership

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people. Most great and successful leaders have the aspects of vision in them.

However, those who are highly visionary are the ones considered to be exhibiting visionary leadership. Outstanding leaders will always transform their visions into realities.

# Difference Between Transactional and Transformational Leadership

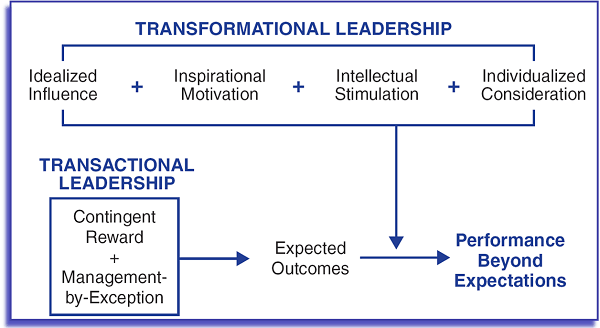
Creating high-performance workforce has become increasingly important and to do so business leaders must be able to inspire organizational members to go beyond their task requirement.

As a result, new concepts of [**leadership**](https://iedunote.com/how-leadership-works-in-an-organization) have emerged transformational leadership being one of them.

In many organizations, both transactional and transformational leadership are needed.

The transactional leaders (or managers) ensure that routine work is done reliably, while the transformational leaders look after initiatives that add value.

Transactional leaders provide distinct advantages through their abilities to address small operational’ details, quickly.



Transactional leaders handle all the details that come together to build a strong reputation in the marketplace while keeping employees productive on the front line.

Transformational leadership styles are crucial to the strategic development of a small business.

Small businesses with transformational leaders at the helm shoot for ambitious goals, and can they achieve rapid success through the vision and team-building skills of the leader.

Transactional and transformational are the two modes of leadership that tend to be compared the most.

James MacGregor Burns distinguished between transactional leaders and transformational by explaining that: transactional leader are leaders who exchange tangible rewards for the work and loyalty of followers.

Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved.

Transactional leaders tend to be more passive as transformational leaders demonstrate active behaviors that include providing a sense of mission.

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| --- | --- |
| **Transactional Leadership** | **Transformational Leadership** |
| Leadership is responsive | Leadership is proactive |
| Works within the organizational culture. | Works to change the organizational culture by implementing new ideas. |
| Employees achieve objectives through rewards and punishments set by the leader. | Employees achieve objectives through higher ideals and moral values. |
| Motivates followers by appealing to their own self-interest. | Motivates followers by encouraging them to put group interests first. |
| Management-by-exception: maintain the status quo; stress correct actions to improve performance. | **Individualized consideration**  Each behavior is directed to each individual to express consideration and support. |
| Intellectual stimulation or motivation is zero. | **Intellectual stimulation**  Promote creative and innovative ideas to solve problems. |

**SPARKLE model**

**Leadership** can be defined as the will to control events, the understanding to chart a course, and the power to get a job done, while cooperatively using the skills and abilities of other people. The goals and requirements of strong, effective leadership are the same now as they were 2500 years ago at the time of Sun Tzu and Confucius.

Sun Tzu and Confucius believed that leadership, at its most fundamental level, comes from within. The power to lead is generated within the context of a person’s moral and philosophical framework in relation to one’s followers and constituents. It is a function of character, not an accident of birth nor a prerogative of position. The character of a strong leader can be developed only through careful, intentional practice. The substance of leadership can be glimpsed, but not learned, by attending two-day corporate seminars or two-week trips to the wilderness. For it to take hold, it must be ingested, digested, encouraged, and utilized over a long period of time. Further, the requirements of effective, profitable leadership under difficult business conditions – conditions involving rapid change, internal and external conflict, technological chaos, and political, sociological, and economic uncertainty – are challenging.

Sun Tzu, in The Art of War, says that competitive success (that is, success under conditions of change, conflict, chaos, and uncertainty such as are commonly found on the battlefield and, by extension, in a rapidly developing marketplace) is determined by leadership skill alone. He further states that leadership skill can be assessed in terms of several factors that derive from a person’s character. Seven factors that form the essence of leadership for both Sun Tzu and Confucius: **S**elf-Discipline, **P**urpose, **A**ccomplishment, **R**esponsibility, **K**nowledge, '***L***adder'-ship, and **E**xample. These seven factors are the SPARKLE Principles.

The SPARKLE Principles were developed with the idea that they would be used as a measure or gauge of the quality of leadership. The closer a person’s behavior follows these principles in the eyes of his or her constituents, the stronger the person becomes, as a leader. Learning how to use the SPARKLE Principles in your job and in your life can make you a more effective leader and, as a result, a more powerful executive. Training your executives to use these principles will give any organization a decided competitive advantage.

The SPARKLE Principles are defined as follows:

**Self-Discipline** means that a leader tends to live by a set of rules or principles that he determines are appropriate for him and acceptable to his constituents. A leader does not need external motivation to ensure performance.

**Purpose** means that a leader develops intense determination to achieve his vision and his objectives. Intense determination creates high morale and spirit among constituents. This allows the leader to effectively employ both personal and organizational power to accomplish goals. The leader uses this power to direct and control the efforts of his followers.

**Accomplishment** means that a leader defines results in terms of meeting the needs of his constituents. Successful results are the foundation of leadership. Taking effective action is the basis for successful results. The elements of effective action are decision, determination, energy, simplicity, balance, and chance.

**Responsibility** means that a leader embraces the duties and obligations that grow from the trust and power given him. The most critical of these obligations are clear perception, determined action, and an overriding concern for the best interests of him constituents. A strong leader owns up to the results of his decision and actions and shares their consequences along with his constituents.

**Knowledge** is the foundation of successful leadership. Knowledge has three aspects. The first, fundamental knowledge, deals with studying science, history, and human nature; in other words, learning the basics of the art of leadership. The second, strategic knowledge, concerns understanding the needs and goals of both constituents and competitors and planning effective operations to reach objectives. The third, tactical knowledge, focuses on uncovering evolving threats and opportunities and responding swiftly and appropriately to them, within the strategic framework, through innovation and improvisation.

**‘Ladder’-ship** means that a leader understands the special nature of the social and moral contract between leaders and their constituents. The leader is dependent upon his followers for his power and, to a large extent, his ability to produce results. Therefore, he must work cooperatively with them to reach agreed-upon objectives. But, at the same time, strong leadership is one of the more important factors, if not the only absolutely necessary one, in the success of those human activities that depend upon cooperation. Therefore, a leader is charged the responsibility of imposing, through the exercise of appropriate power, whatever level of order and discipline is required to meet objectives. He does this in part by using a system of rewards and penalties that is perceived as fair and just by his constituents.

I created the word **“ladder-ship”** in order to provide a clear visual image. Imagine for a moment that you and your organization are climbing a tall ladder to reach your goals. You are in charge of getting the group to climb as quickly as possible; but all of you are on the ladder at the same time and, as a group, you must be careful not to make the ladder tip over. If one person succeeds, all succeed; if one person falls off, all fall off. Laddership implies the organization, communication, and cooperation that must exist in order for your ladder-climbing team to reach the top. If your team members do not work together effectively, that is, if they are not adequately organized, if they do not communicate with one another (and with you, their leader), and if they are unwilling to cooperate with one another and you, they will not succeed. If your team members use appropriate “laddership,” it will mean a fast trip to the top of the ladder; if they use inappropriate “laddership,” it will mean an even faster trip to the bottom.

**Example** means that a leader’s actions become a model for the actions of his constituent group. Further, the leader’s character sets the moral tone of leadership. The standards he uses become the benchmarks for the group. The people he favors become his flag-bearers. In all situations, the leader is observed and copied; at all times, the leader demonstrates preferred or ideal behavior by his own actions. The leader sets the example whether he intends to or not!