Content to be covered during the presentation

1) Introduction of our team - 1 Person
    a) Roles based on team-charter

2) The journey from a group to a team - 2 Person
    a) Timeline
    b) Different event occurrence times
        i) Leadership concepts applicable to our team
            (1) Self-managed teams
                (a) Examples
            (2) Hersey & Blanchard's Situational leadership theory
                (a) Examples

3) Introduction of Kojiro - 2 Person
    a) Background
    b) Leadership concepts applicable to him
        i) Ohio leadership style
            (1) Example
        ii) Conflict
            (1) Example

4) Conclusion - 2 Person
    a) Overall thoughts about the project and module
    b) What we would have done differently

INTERVIEWEE LEADERSHIP CONCEPTS
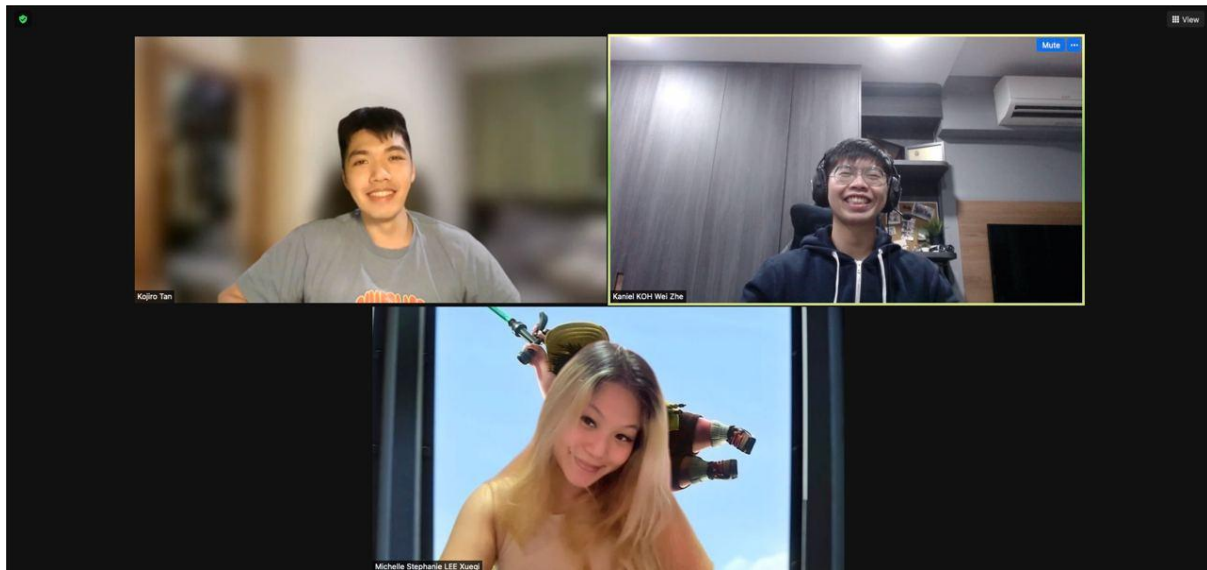
Background information

Interviewee Name: Kojiro Tan

Age: 23 y/o

Designation: Full-time student at the SIM Global University under School of London

Fun Fact: Been playing squash since 6 y/o & national team since 16 y/o

Concept 1:

Background information about Ohio State Leadership Studies

In the mid-1940s, when trait theory was dominant within the field of leadership studies, researchers at Ohio State University sought to draw conclusions of how different leadership behaviors affected leadership performance. The research team created the Leader Behavior Description Questionnaire, or LBDQ for short, to study leadership better.
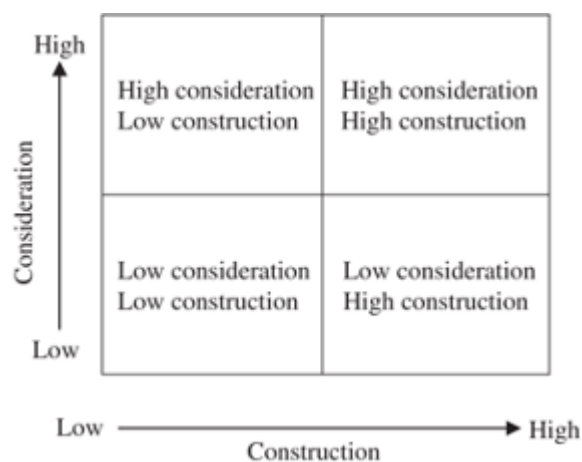
What is The Leader Behavior Description Questionnaire?

- Consists of 150 statements regarding leadership behaviors Each respondent answers how frequently each behavior is displayed, on a scale with five points, ranging from never, to always.
- Enables the systemization and quantification of leadership studies.
- The questionnaire has been further refined over the decades and is still used in leadership studies, making it one of the big impacts of the Ohio State Leadership Studies, which is sometimes also referred to as the Ohio State Model of Leadership behavior.

<u>**The Ohio State University**</u>

The Ohio State Leadership Studies is a behavioral leadership theory that shows that leadership performance depends on two categories of behaviors:

- Initiating Structure: Similar to job-centered leadership style
- Consideration: Similar to employee-centered leadership style

The Ohio State Leadership Studies also concluded that you are not born to become a leader; you can learn, practice, and develop yourself to become one. A leader can have high or low initiating (construction) structure or consideration behavior, therefore giving rise to this leadership model

High

| High consideration Low construction | High consideration High construction |
| Low consideration Low construction | Low consideration High construction |

Consideration

Low

Low ⟶ High

Construction

Initiating Structure

Initiating Structure is a category of leadership behaviors aimed at creating clarity and structure for an organization. Some of the behaviors in the Initiating Structure category are:

- Setting clear expectations
- Providing constructive criticism enables improvement
- Setting standards of performance and production
- Creation and maintenance of processes, policies, and procedures
- Setting job descriptions and establishing the division of labor
- Systematic coordination of work
- Emphasis on meeting milestones and performance targets
- Monitoring and controlling operations and performance

A high level of Initiating-Structure behavior means a high definition of roles, tasks, expectations, schedules, etc., which leaves few uncertainties for the employees.

High levels of Initiating Structure behavior also mean the leader makes all decisions, punishes sub-par performance among followers, and underlines the importance of results. An extreme case of this will in fact be more like [the autocratic leadership style from the Lewin leadership styles](#), which should be avoided at all cost. In a more moderate version, it corresponds well to a combination of the over pacesetting and commanding leadership from the six leadership styles by Goleman, if overused. All the mentioned styles are available in our [leadership styles](#) area.

Consideration Behavior

Consideration behavior is a category of leadership behaviors focusing on relationships and the welfare of people. Here are a few examples of consideration behaviors:

- Listening to team members and other stakeholders
- Treating people well and seeing them as equals
- Providing support to team members
- Being generally supportive, friendly, and available
- Emphasizing the welfare of the team members
- Building trust and a good team climate
- Display of empathy and a genuine wish to understand the capabilities of each team member

The level of Consideration behaviors set the leader's level of empathy and focus on people. High consideration behavior signifies a strive for trust, interest in the followers' feelings, and a willingness to create warm relationships within the team. A leader with high consideration behavior uses active listening, understands the strengths and weaknesses of each team member, and supports them as required.

TEAM LEADERSHIP CONCEPTS

SMT & Conflict

Key Definitions

SMT: Self Managed Teams

Teams: A unit of interdependent individuals with complementary skills who are committed to a common purpose and set up performance goals and common expectations to which they hold themselves accountable.

Can our group call ourselves a SMT?

- A strong belief in personal accountability
- An internal locus of control coupled with emotional stability
  - 'Locus of control' in context of SMTs are defined as the extent to which group members feel they have control over events/ circumstances that affect group decisions
- Openness to new ideas/viewpoints
- Effective communication
- Good problem-solving skills
- Ability to engender trust
- Good conflict-resolution skill

Challenges SMTs Face and how we overcame them

1) Groupthink (agreeing with popular opinion instead of raising contentious points)
    - Cohesive nature of group
    - Communicativeness
    - Relevant roles and ground rules in Team Charter
    - Encouragement of contradictory points to better refine our team's points
2)