



FINAL ONLINE SUMMATIVE ASSESSMENT – ANSWER BOOKLET

PROGRAMME	Bachelor of Commerce in Human Resource Management
MODULE	Group Dynamics and Leadership
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Question 1

(20 Marks)

From the extract, it is evident that Darci Kleindl was able to transform the team into a high performance one. With reference to the extract and drawing from your knowledge of building high performance teams, discuss the strategies that were used to improve the team's performance.

Introduction

A group or team cannot be assumed to work effectively as soon as it is formed. A team is a 'group of people who collaborate on related tasks toward a common goal' (Defining Teams and Teamwork | Boundless Management, 2021). To be an effective force, it must go through some sort of evolutionary process, which necessitates the support of the group and team. There are four stages through which a group develops, thus improving the performance.

Forming stage

When a group is first getting established, its members are striving to understand each other in the formation or orientation stage. Members of the group form first impressions of one another while attempting to learn about the group's purpose and objectives. The group can be considered as not essentially a full-fledged one but one which is still at an embryonic stage as nothing more than a set of individuals. They may still be trying to exert themselves for recognition within the group to leave an impression. The group is still evolving at this point, though participants may be beginning to focus on the group's objectives and purpose. Individual duties and responsibilities are still being ironed out at this early stage, and they may not be entirely clear.

Storming stage

The second stage of group development is the storming or power struggle stage. During the storming stage, various fissures in the group may appear, such as disagreements. There may also be competition among group members as powerful people emerge, while those who prefer not to be aggressive would tremble behind them. When different personal objectives collide, the group may show signs of intra-group conflict and division, as people become antagonistic to one another. Individuals clamouring for status and exerting themselves may put group members' decision-making to the test. Handled correctly, the storming stage may in fact be a passing phase when the friction is handled correctly, and group is realigned to its purpose and objectives.

Norming stage

The third stage, also called the cooperation and integration stage, takes a more positive turn as the group learns to be cooperative. Even if there are misunderstandings or disputes, these are somewhat easier to handle as the group has developed certain principles and mechanisms on how to resolve them. The setting up of norms and practices become one of the mechanisms to overcome conflict and enable the group to have a sense of cohesion at this stage. Individual members of the group may begin to accept roles and responsibility and a sense of team spirit may start emerging. Harmony within the group also surfaces as group members learn to be able to achieve consensus on decisions.

Performing stage

The fourth stage of performing is characterized by synergy and cohesiveness. The group is essentially quite united, and its morale is high as the group members acknowledge the unique contributions, talents, and skills of each person. As they commit to the group's aims and purpose, the members have learned to be interdependent and trust one another. At this point, the group should be productive because its members have fully adopted their roles and responsibilities. It is a cohesive force as the vibrant team members augment each other in areas where they lack skills and abilities. The group energy is at its optimal and individuals have embraced a shared vision they collectively aspire to achieve. The group has learnt to handle disagreements with a sense of maturity, and these tend to be resolved positively.

Adjourning stage

The final stage of adjourning is when the group has achieved its mission or goals. The group may therefore have to be discontinued as whatever initiative it sorts to accomplish would have been achieved and team members could be starting to move in different directions. However, the adjourning stage may also provide an opportunity to reflect on the preceding stages. There is reflection and a sense of fulfilment when the objectives and purposes are achieved.

In addition to the strategies, to improve a team's performance, the leader needs to provide compelling reasons to focus on teamwork and building high performance teams. He or she needs to understand what is working and not working regarding teamwork and building an emphasis on teamwork and engage the leaders in evaluating how well an organisation excels such through in-house surveys. This is proven by the statement 'they spoke candidly on what makes them comfortable and uncomfortable in a work environment. They discussed their team's core values and their vision for themselves and the company.

Moreover, there need to be a development of system view of teamwork. The leaders must purposely develop teamwork at the top, within teams, between teams and outside the organisation with key stakeholders. This is because they can influence organisational success.

Furthermore, it is important to have a clear concept of the characteristics of high-performance teams before encouraging leaders to work towards building something they do not need. Hereby, developing a model of the characteristics of high-performance teams is important.

In addition, it is vital to create a model describing the essentials for developing high performance teams. This is particularly when forming new teams or working with existing teams or working with on-going or temporary projects teams. Besides, providing tools for building high performance teams such as team building questionnaire to evaluate the effectiveness and realities of the teams and formal and informal meeting plans.

Conclusion

To improve a team's performance, it is crucial that the team members feel comfortable in the working environment. they need to have a clear image of where the organisation is directing to. Hereby, a good leader will be able to improve the team's performance after understanding what the problem is.

With reference to the extract and with relevant examples, elaborate on the characteristics of an effective team.

Introduction

Groups are one of the major mechanisms of doing work in an organisation. Indeed, when organisations are keen to rapidly achieve certain tasks or objectives, groups become the primary means of organizing work which can be shared and therefore quickly expedited. However, an effective team is characterised by each individual members of the team adapting his behaviour to optimise his or her personal contribution to an effective team.

Clear goals

Firstly, it is important that the team members understand and commit to the goal. They need to believe the goal is worthwhile to pursue. It is stated in the case study that Kleindl adopted The Five Behaviours on the recommendation of Leamon. This has helped both team members and leaders understand how their unique group dynamic can work together to building a more effective team and achieve sustainable results. This shows that the team members as well as the leaders believe that the goal is worth pursuing.

Unified commitment

Furthermore, there is a need of unified commitment. Loyalty and dedication to the team and its goals and a willing to exert lots of energy to achieve the team goals are crucial. For instant, as stated in the case study, 'before they could get into discussions on dealing with conflict, their collective idea of commitment, or holding one another accountable, the team needed to trust that what they were saying would be respected and heard', this shows that there is a need of commitment.

Good communication and high mutual trust among members

Equally, there need to be a good communication which is one of the keys. Team members need to share and understand message convey to members with consistent feedback. In addition, high mutual trust among members is essential. Team members believe in the integrity and ability of each other. As stated in the scenario, the facilitated sessions have helped the teams to comprehend where they fall within five pillars of teamwork which are trust, conflict, commitment, accountability, and results. Thus, by good communication and high mutual trust among the members, this has improved the team's performance. Another statement in the case study which support that good communication improved the team performance is 'Before they could get into discussions on dealing with conflict, their collective idea of commitment, or holding one another accountable, the team needed to trust that what they were saying would be respected and heard'.

High technical and interpersonal skills

Besides, team members need to be able to adjust their work skills to fit the team needs. Thus, high technical and interpersonal skills play a role. This is supported by the declaration in the case study which is 'our relationship network has grown, systems have been put in place to help with productivity, our planning is more succinct, and the team is connecting more one-on-one with people to explain their roles'.

Effective leadership

Also, team leaders need to help clarifying goals and motivate the team amidst difficult situations. Thus, there is a need of effective leadership. Kleindl state that 'they trust each other and understand how to have healthy conflict when situations are off-loaded to us that really should not be our job in the first place. We're clear on what we're accountable for'. This statement shows that Kleindl is an effective leader and knows how to motivate the team during hard times.

Supportive climate

Similarly, there need to be a provision of adequate infrastructure including proper training, performance evaluation system and an incentive programme that rewards teams accomplishments. Hereby, a supportive climate is vital. In the case study, it is stated that 'the six-month program establishes a common language for the team to communicate, standardise expectations to improve accountability, strengthen leadership abilities, and create an emotionally intelligent culture'. This shows that there is a supportive environment which helped to improve the team performance.

To summarise the characteristics related to the case study, it is clearly shown that they have defined the goals and the team have understood. They have a cohesive team alignment which means that they have the key factor which is priorities. They have understood and agreed their roles and responsibility. In addition, their behaviour is appropriate to the team needs which is self-awareness. Their leadership can be said to be catalytic. They have adopted a communication which is open dialogue, and they are free to voice out. They have a stable and supportive organisational structure. Also, their context is influenced but not controlled by the organisation as they have understood that they do not always have to say yes. Their social system is establishing and accepted which is also a key factor known as group dynamics.

Conclusion

An effective team is the most important essence in an organisation. Lack of communication, unclear goals and unsupportive climate can lead to demotivation. Thus, it is important to take care of the team members as Kleindl did.

Darci Kleindl has successfully established a high-performance team. However, the team or group members may need to be motivated occasionally. Elaborate on motivational strategies that can be used to motivate the team.

Introduction

Motivation has been defined in various ways in management and human resource literature. Whilst money is a motivator which can stimulate people to perform better, it is not the only thing that motivates employees. Still, some organisations may show money as the only motivator, some employee does not share the same view that money is the major factor that motivates them. Therefore, besides financial incentives, there are various other ways that individuals get motivated. Motivation must be considered as per individual preferences and there may not be one uniform aspect that motivates everyone. It is the process of stimulating people to actions to accomplish the goals.

Two types of motivation – Intrinsic and Extrinsic

There are two general types of motivation which are intrinsic and extrinsic motivation. 'Intrinsic Motivation refers to engagement in behaviour that is inherently satisfying or enjoyable' (PDF) Intrinsic and Extrinsic Motivation, 2021). Intrinsically motivated action does not depend on any separable outcome from the behaviour itself such as when a child may play outdoors because it is enjoyable (Legault, 2016:1). Intrinsic Motivation can be considered as emanating from enjoying an activity or some sense of satisfaction an individual receives in doing an activity or task. According to Legault (2016: 2), Intrinsic Motivation is dependent on the social environment, which must nurture it, for it to flourish. "Thus, to the extent that the social environment uses controlling behavioural strategies and external constraints, reinforces, and punishers, then motivation will become less intrinsic and more extrinsic because personal autonomy is compromised" (Legault, 2016:3). As Legault further explains, studies have shown that when there are threats of punishment, deadlines, and surveillance, there is more likely to be an increase in extrinsic motivation whilst intrinsic motivation gets diminished. It is important to understand that intrinsic motivation, whilst it tends to be personal, can have positive spinoffs for the organisation. For instance, if individuals enjoy their work, this will lead to a high quality of work and performing well, which in turn provides positive productivity benefits for the organisation.

"Extrinsic Motivation refers to performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself" (Legault, 2016:1). Legault's (2016:2) further explains, extrinsic motivation is performed to attain some other outcome such as for example, when a teenager might wash dishes at home in order to receive an allowance. Extrinsic motivation is prompted by an external factor such as a bonus or reward for having accomplished a task. On the other hand, there may also be a negative inducement which motivates people such as a fear for punishment when an activity is not undertaken. At times, extrinsic motivation may be an attempt to supplement what is failing in terms of intrinsic motivation. For instance, if people are no longer considering their work as fun, enjoyable or challenging, there will have little motivation to do it unless incentives are availed through extrinsic motivation (Legault, 2016:2). The weakness in extrinsic motivation is that motivators such as money or rewards can produce extrinsic motivation since they generate desire for the consequence of the activity, but they do not produce desire to engage in the

activity for its own sake (Legault, 2016: 3). Hence, it is important that intrinsic motivation is inculcated in work environments as much as possible. Should it not exist, an organisation is only relying on extrinsic motivation. Yet extrinsic motivation alone may also not be enough. It may be short-lived if there is no intrinsic motivation. For example, if an organisation no longer offers rewards or incentives, then there will be no inherent motivator for people to perform tasks as they would be no intrinsic motivation.

There are several motivational strategies which can be used to motivate the team. Firstly, there need to be the approach of two theoretical approach. This is because each have their own meaning. The term 'content' approach will focus on 'what' motivate the team members in pursuing activities in the organisation. On the other hand, the approach 'process' will explain the 'how' of motivation. That is the process approach to motivation will explain how the team members will become motivation, energised, directed, or maintained.

Content approach

Maslow's hierarchy of needs

There are four content approaches which can be used to motivate the team members. Firstly, there is the Maslow's hierarchy of needs. Abraham Maslow is the originator of the Hierarchy of Needs Theory. Maslow's theory identifies five levels of needs starting with the most fundamental ones and ending with more higher-level needs. The diagram below shows the five levels of needs.

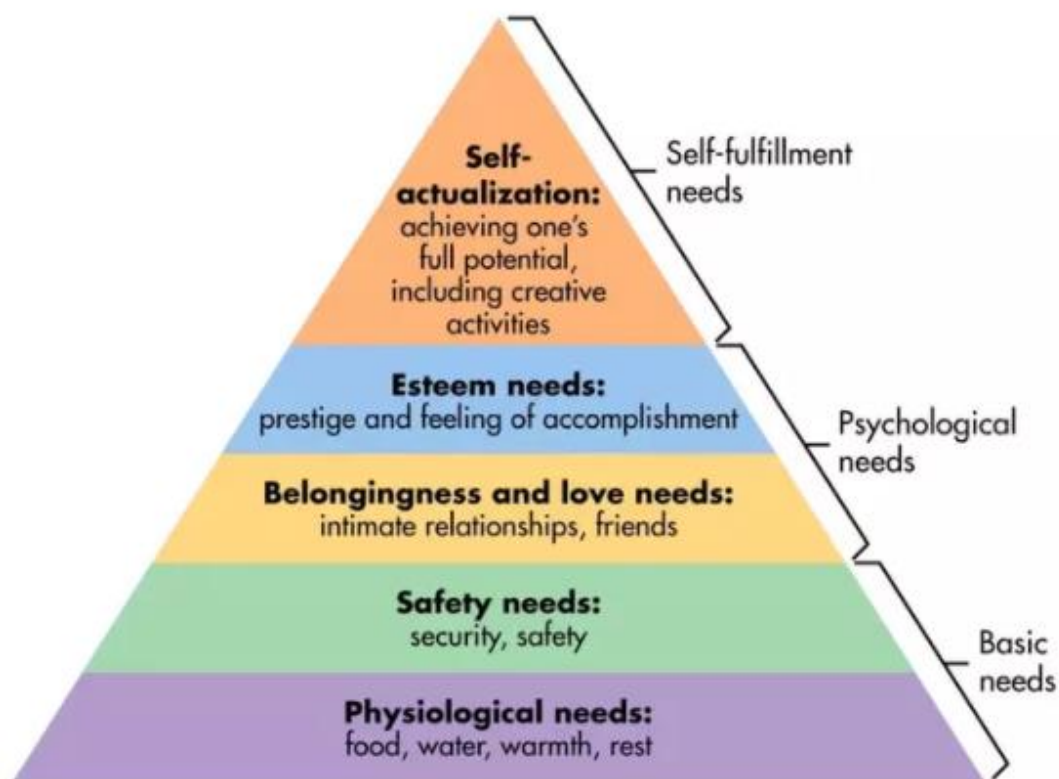


Diagram 1: Maslow's hierarchy of needs

Source : <https://www.simplypsychology.org/maslow.html>

Firsly, at a basic need level, there are physiological needs which include the need for water and food. These needs have to do with human survival. At the level of an organisation, people need income provided by a salary so that they can afford food for their own existence.

Second to basic physiological needs, the next level of needs that must be satisfied would be safety and security needs. These entail the human need to be free from any possible physical or emotional harm. Besides the need for a secure place of shelter, job security, in the context of an organisation, also forms part of security needs.

Furthermore, at the next level after safety and security needs are social needs. As social beings, humans have a need to affiliate or belong or be associated with someone or a group. Such social needs may include the need for a romantic relationship or to be part of a family or to be part of a social club or community organisation.

There are also self-esteem needs at the fourth level. These may include the individual's sense of self-worth or self-image. When such needs are met, the individual will have a positive self-image. However, when not fulfilled, low self-esteem can be the result of such needs not being fulfilled. At the workplace environment, such needs can be fulfilled when employees are recognised or complimented for adding value to the organisation. Even official recognition such as the changing of job titles after promotion may be a self-esteem booster for individuals.

In the last level, there are self-actualisation needs. These have to do with a sense of achieving one's purpose or realising one's full potential such as having grown to a satisfactory level in one's career. Workplace activities that would induce self-actualisation could be training and development opportunities, exposure to new work challenges and allowing employees to be innovative or creative.

Alderfer's ERG theory

'Alderfer's ERG (Existence, relatedness, growth) theory to enhance Maslow's theory. For Alderfer, there are three core needs of existence, relatedness, and growth' (Alderfer's ERG Theory | Introduction to Business, 2021). Firstly, there is existence needs which have more to do with material existence. It is like Maslow's psychological and safety needs. There are relatedness needs about interpersonal and relationship needs as would be akin to Maslow's social or affiliation needs. Finally, there is growth needs which relate to the quest to make a creative and productive contribution and would be the same as Maslow's esteem and self-actualisation needs.

Herzberg's two-factor theory

Frederick Herzberg's motivational theory investigates two primary factors – maintenance factors and motivational factors.



Diagram 2: Herzberg's Two factor theory

Source: <https://expertprogrammanagement.com/2018/04/herzbergs-two-factor-theory/>

The maintenance factors are essentially those factors that people consider essential for any job to be done such as equipment, working conditions or a salary. The motivation factors, sometimes referred to as growth factors, constitute internal motivation derived from executing tasks and external motivation emanating from receiving an anticipated reward. In terms of the theory, if the maintenance or hygiene factors such as working conditions, company policies and salaries are provided, there will be no dissatisfaction (Erasmus et al, 2016: 362). The motivational factors would be those additional factors that employees may gain over and above the maintenance factors, which if achieved, lead to higher productivity and employee commitment (Erasmus et al, 2016: 362). Motivation factors are strong contributors to job satisfaction and may include recognition for what may have been achieved or growth and advancement opportunities. Job enrichment, whereby certain challenging tasks may be added to job responsibilities, would also be a motivational factor.

McClelland's theory of needs

McClelland's theory focuses on three needs being the need for achievement, need for power and need for affiliation. These needs can be explained further (Erasmus et al, 2016: 365) as follows:

- Need for achievement (nAch) such as the need to excel or exceed a set standard.
- New for power (nPow)entailing the need to have influence or control others.
- New for affiliation (nAff) such as needing warm and close interpersonal relationships and being accepted by others with whom a person interacts.

Dominant Motivator	Characteristics of This Person
Achievement	<ul style="list-style-type: none"> Has a strong need to set and accomplish challenging goals. Takes calculated risks to accomplish their goals. Likes to receive regular feedback on their progress and achievements. Often likes to work alone.
Affiliation	<ul style="list-style-type: none"> Wants to belong to the group. Wants to be liked, and will often go along with whatever the rest of the group wants to do. Favors collaboration over competition. Doesn't like high risk or uncertainty.
Power	<ul style="list-style-type: none"> Wants to control and influence others. Likes to win arguments. Enjoys competition and winning. Enjoys status and recognition.

Diagram 3: Characteristics of McClelland's theory

Source : <https://www.mindtools.com/pages/article/human-motivation-theory.htm>

Process Approaches consists of three theories, the first one is **Expectancy Theory**.

Expectancy theory

- Expectancy theory** is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. Expectancy theory is a motivation theory first proposed by Victor Vroom.

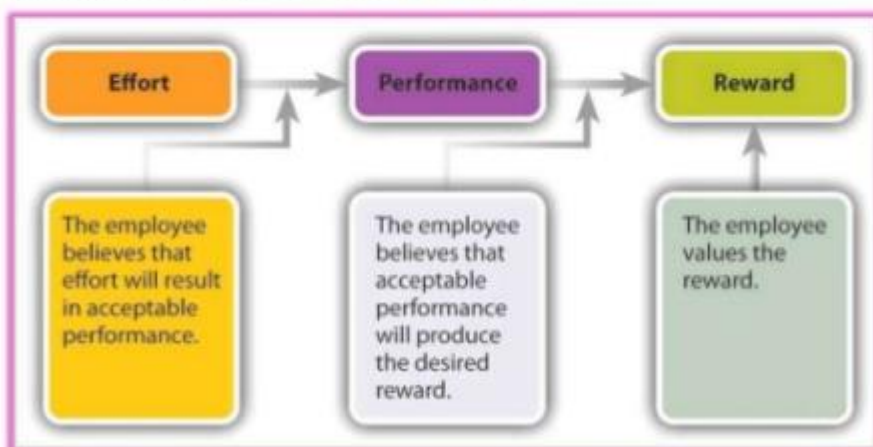


Diagram 4: Expectancy theory

Source : <https://teretihyihycy.omgmachines2018.com/a-study-of-vrooms-expectancy-theory-30861ws.html>

Equity Theory

At the core of Equity Theory is that employees assess their efforts and rewards with those of other employees in similar situations. The theory is underpinned by the belief that individuals are motivated by a desire to be treated equally in an

organisation. According to this theory, if employees perceive that they are under-rewarded, they may try to create their own 'reverse' equity by reducing their input through lowering performance, increasing their rewards by asking for a raise and trying to get other individuals to change input or rewards.

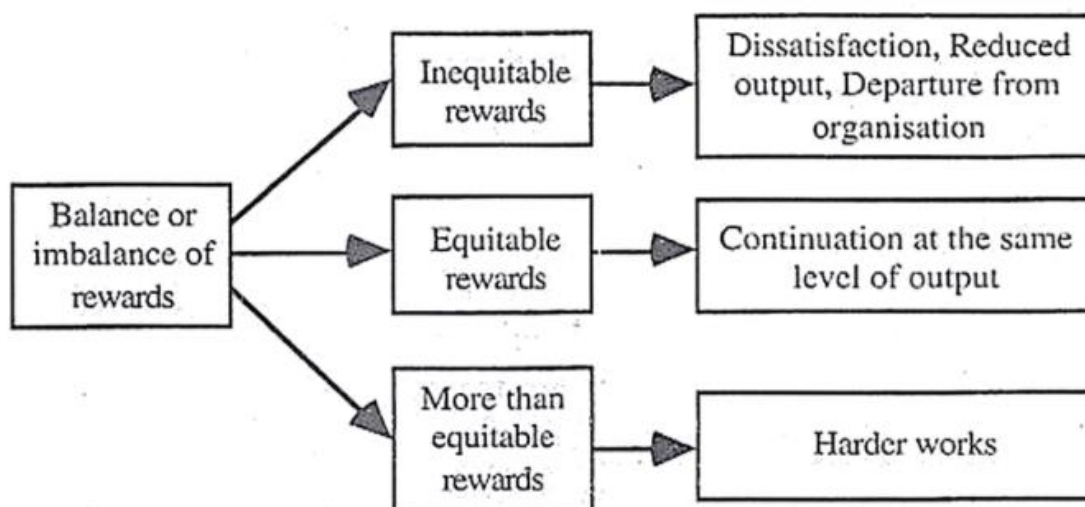


Diagram 5: three situations of equity theories

Source: <https://www.iedunote.com/equity-theory-of-motivation>

Goal-Setting Theory

Goal-setting Theory premises that performance of employees will improve if they strive towards attaining a certain goal and assumptions which further characterize the theory (Erasmus, 2016:369) are as follows:

- Setting specific goals enables employees to achieve higher performance for simple tasks than complex ones; • Employees show more commitment to achieving goals if such goals have been negotiated between themselves as individuals with their employers
- The more difficult the goal is, the higher the level of performance will be if employees commit to the set goals
- Goals are important in informing employees about the performance standards expected which then enables them to channel their efforts appropriately.

It is a technique which is used to increase incentive for employees to complete work quickly and effectively. It leads to better performance by increasing motivation and efforts and through increasing and improving the feedback quality.

There are many motivational strategies which can be used to motivate employees the team. the choice of motivational strategies will depend on the organisation and its culture through which it espouses its values norms and the behaviour it wants employees to exhibit. For example, management in a particular organisation may carry the assumptions of Expectancy Theory in which employees are understood to be motivated by their expectations on certain outcomes emanating from their efforts. Thus, management may be persuaded to provide certain external measurable rewards, which are tied to achieving specific activities.

When it comes to applying the Equity Theory to encourage employees, the focus should be on how resources are perceived to be allocated fairly and equally rather than on the rewards themselves. If management takes steps to eliminate wage disparities, it may boost employee motivation in a workplace where there is a sense of wage inequity due to gender.

On the other hand, McClelland's Theory of Needs may be useful in academic settings and may explain why teachers attain high levels of achievement despite problems, as they may have set high objectives for themselves and be motivated by achieving those objectives rather than any other benefits.

Of importance to stress is that the type of motivation strategy not only is dependent on the organisational environment but also on the characteristic employee behaviours in that organisation including what typically motivates them. Hence the application of motivation theories would have to be mindful of organisational contexts and certain prevalent behaviours within those contexts. It stands to reason that there may be no single theory that could address all contexts and perhaps a pragmatic approach is to use a combination of strategies based on more than one motivation theoretical approach.

Aside from the theory-based or inspired approaches, constant feedback, training and staff engagement have been considered as valuable motivators. According to Armah (2018) feedback, if effectively carried out such that employees accept comments, will lead to positive results though it may also lead to negative results that demotivate when poorly executed. Training has also been considered instrumental in heightening motivation among employees as well as employee engagement, which when conducted properly, enables employees to be involved in decisions that affect their work (Armah, 2018: 42). In terms of employee engagement, Armah asserts that employees tend to be encouraged to work harder when they are involved in decisions that concern their work.

Money or financial incentives have long been thought to be a good motivator. Indeed, it is most likely the primary reason why people seek promotion opportunities or new employment to develop their careers. However, it is important to be aware that as according to the various motivation theories outlined, that people may be driven by differing needs and goals and money may not be an important consideration for some people more than other needs. Often people who solely work for money may be the most unmotivated and alienated towards their jobs. Even within a single organisation, there could be different motivating factors.

Conclusion

To sum up, there are many motivational strategies which can be used to boost the performance and motivation of the teams. However, the choice depends on the organisation as culture varies.

Question 4

(20 Marks)

It is evident that Darci Kleindl has leadership qualities. Provide an informed opinion on the type of contemporary leadership approaches she employs. Substantiate your answer with relevant examples.

Introduction

The topic of leadership is a major subject of discourse in management and social sciences as well as in various professions. One of the definitions of leadership is someone who has followers. A leader has vision, focus on leading people, sets directions, concerns on what is right, give credit and take blames. There are three leadership theories which are considered as contemporary approaches to leadership.

Trait theories

The trait theories tend to focus more on personal attributes or traits individuals possess as leaders. People such as the late president of South Africa Nelson Mandela who be considered as having charisma as a trait of leadership. In essence, the trait theories will be looking for qualities such as integrity, charisma, self-confidence, or intelligence as among the qualities are leader should possess if they are to be distinct from non-leaders.

In one of the most extensive studies on leadership traits, Edwin Ghiselli, evaluated more than 200 managers from 90 different businesses in the United States and identified the following traits as important for leadership (Manning & Curtis, 2009:16):

- 1) Need for achievement such as working hard to attain success.
- 2) Intelligence as characterized by good reasoning and thinking capacity.
- 3) Decisiveness such as being able to make good decisions.
- 4) Self-confidence including having a positive self-image.
- 5) Initiative – being a self-starter able to initiate activities with little supervision.
- 6) Supervisory ability entailing an ability to get things done through delegating other people.

It is stated in the case study that 'As daunting as her situation seemed, Kleindl was not new to managing dynamic groups or governing complex situations. Her career often has included strategizing on the higher executive level. This time, however, would be different. She planned to implement a comprehensive leadership and team development program that would transform her work culture and provide a foundational structure for her team.' This clearly points out that Kleindl is a hard-working person as she was often included in strategizing on the higher executive levels. She is self-confidence and is intelligence as she has already seen that the situation would be different, and she has planned how to sort it out.

Behavioural theories

The behavioural theories emerged in 1930s and were influenced by psychological behaviourism. Researchers in the period were moving away from looking at traits and were investigating how leaders behave. Researchers who were based at the University of Iowa in the United States looked behaviours which they considered indicative of leadership style as autocratic, democratic, and laissez-faire. These styles are:

- Autocratic style: characterized by tight control of group activities with the leader making all the decisions and limiting employee participation.
- Democratic style: emphasizing group participation and inputs from the group in relation to decisions.
- Laissez-fair style: the leader leaves provide all the freedom to make decisions to employees and hardly adopts any responsibility associated with a leader.

In this theory, there are two leadership behaviours which are initiating and showing consideration. Initiating structure is the extent to which leaders take actions to define the relationship between themselves and employees while showing consideration focuses on the extent to which leaders develop trust, support, and friendship with subordinates.

Taking into consideration the way Kleindl handled the situation, this shows that she is someone who tend to focus on task and technical aspects of the job and employee-centered leaders who display a high concerns and consideration for people. In addition, she used the Five behaviours recommended by Leamon which has helped both team members and leaders understand how their unique group dynamic can work together to build a more effective team and achieve sustainable results. Furthermore, the facilitation sessions as stated in the case study has helped the teams to comprehend where they fall within five distinct pillars of teamwork: trust, conflict, commitment, accountability, and results.

Fiedler's Contingency Theory of Leadership

The contingency model of leadership originated by Fred Fieldler contends that group performance depends on an appropriate match between a leader's style of interacting with employees and the degree to which the situation allows control and influence on the leader. Fielder argues that the most favourable situation to a leader is when:

- There is good relationship between the leader and followers.
- The level of structure in the work undertaken by followers is well defined.
- There is a strong positional power of the leader who has power to punish or reward followers.

Conversely the situation is unfavourable to the leader when the leader and staff relations are poor; tasks are unstructured, and the leader's positional power is weak. In essence, for the Contingency Theory approach, the leader, followers, and situation must align optimally for effective leadership to take place. If the leader is confronted by a less than ideal situation, they must endeavour to change the situation. This suggests that it is the unfavourable situation that should change instead of the leadership approach.

In the case study, it is stated that the employees spoke candidly on what made them comfortable and uncomfortable in a work environment. This shows that they have a good relationship between the leader and followers. Also, they discussed their team's core values and their vision for themselves and the company. This clearly points out that the level of structure in the work undertaken by followers is well defined.

Furthermore, she has a **charismatic leadership** which focuses on traits such as self-confidence, ability to articulate vision and unconventional behaviour and is considered to have a positive association with employee performance and satisfaction. As statement in the case study 'They trust each other and understand how to have healthy conflict when

situations are off-loaded to us that really should not be our job in the first place. We're clear on what we're accountable for' concludes that she has a charismatic leadership.

She also a **visionary leadership** which goes beyond charisma whereby visionary leaders can create a realistic, credible and attractive vision of the future and are able to explain such a vision to others. Among the skills visionary leaders having the ability to express the vision through behaviour so that the importance of the vision is reinforced throughout the organisation and can extend the vision to different leadership contexts and thereby gaining commitment to the vision from organisational members regardless of where they are located within the organisation. Given that she could predict that the situation would be different, she already planned on how to deal with the situations. This shows that she has a realistic, credible and attractive vision of the future.

Conclusion

Darci Kleindl do have different leadership qualities. She has used all her leadership qualities to handle the situation. A leader needs to have different leadership qualities to be able to effective and efficient.

Question 5

(20 Marks)

Kehindll states in the extract that her team has come to understand each other and how to have healthy conflict when situations are off-loaded to them. There may be times however when conflicts might not be so healthy. Comment on FIVE (5) factors that could cause conflict in the organisations and FIVE (5) way in which conflict can be managed in the organisation.

Introduction

There are bound to be conflicts in society and similarly these are expected in groups and teams in an organisation. However, the outcomes of these conflicts can have positive as well as negative results. Even though conflict is a phenomenon that may feature in a group or team situation, it should not be considered as a permanent feature of them. Kehindll states in the extract that her team has come to understand each other and how to have healthy conflict when situations are off-loaded to them. There may be times however when conflicts might not be so healthy.

Conflict and competition

The first factor that can cause conflict in an organisation is conflict and competition. Cooperation and competition may prompt diverse motivations. Cooperation promotes sharing and collaboration while competition promotes selfishness as people in the same group are competing and striving to outperform each other as rivals. Instead of cooperation, people in teams may even block the progress of each other as they pursue a winning spirit that is pursued as the expense of others. Further tensions between competition and cooperation can be expressed through what Forsythe (2019:412) describes as the prisoner's dilemma game whereby team participants must make either cooperative or competitive choices or in the mixed-motive situation, a performance situation where team interaction involves both competitive and cooperative goals.

Conflict over resources

Within an organisation, there may be conflicts about resource sharing. Individuals may face a social dilemma in which they must choose between maximizing their own personal outcomes and improving group outcomes. This problem is caused by a conflict between individual interests or aims and those of the collective, which occurs when individual interests take precedence over those of the group. Individuals seeking personal rather than group collective aims may fall into a social trap or commons dilemma, resulting in long-term losses to the group as there are too many individuals pursuing selfish interest. The notion of what is considered the 'commons' is that the people should take a portion from a shared resource. For instance, if a group of fishermen in a community rely on fishing resources in a river for their livelihood, they should only fish enough for their own use and not over exhaust the fishing resources that nature supplies. In a group organisational context, group members must ensure that whatever resources are available for the benefit of the group are extracted responsibly. This may be a likely scenario in situations where there is a budget allocated for the group, but certain group members might make much bigger claims from the budget, thereby creating the commons dilemma. A public goods issue arises when a member or several members of a group do not contribute any resources to the group but are not necessarily able to be excluded because of their failure to contribute. Another example of this trend is when students collaborate in groups on class projects, but certain students in those groups do not contribute their fair number of tasks.

Conflict over power

Power can be an issue of contest in groups. Forsythe (2019:422), makes an example drawing on a case study of how Steve Jobs and John Sculley, who sought the power they needed to control the US ICT company Apple with their ensuing power struggle causing turmoil in the company. The dynamics of power in the group situation can be expressed in instances when some individuals in the group begin to assert more authority over others when the group tries to coordinate group member activities (Forsythe, 2019:422).

Task and process conflict

Task conflict occurs when members of a group dispute over issues relating to the group's aims, whereas process conflict (also known as procedural conflict) occurs when members dispute about how the group should execute its activities or tasks. Both process and task conflict may eventually lead to a group's demise if disagreements on processes or tasks are not resolved.

Relationship conflict

Individual hostility may reflect relationship conflict, which comprises interpersonal strife that happens when group members detest one another. Personality dislikes among members may be one of the causes of relationship difficulties. While people loving each other may promote group cohesion, mutual dislikes between group members should not inevitably result in a breakdown in professional relations. Mature people may overlook the fact they dislike each other and manage their personal differences to be able to work together.

However, these conflicts can be managed in organisation. Yet, before doing so, the conflict management process must entail to diagnose the conflict. There are different ways to manage conflicts in an organisation which are:

- 1) by smoothing or accommodation whereby one-party yields to the interests of the other party. This is to let the other's wishes to rule and smoothing over difference to maintain superficial harmony.
- 2) Collaboration and problem-solving is the optimal conflict outcome and results in a win-win scenario which satisfies both parties. This means to seek true satisfaction of everyone's concerns by working through differences, finding, and solving problems so everyone gains as a result.
- 3) Compromising involves more give-and-take bargaining where the absolute satisfaction of both parties' needs is not critically more important than reaching some consensus. This means working towards partial satisfaction of everyone's concerns, seeking acceptable rather than optimal solution so that no one totally win or loses.
- 4) Avoidance may involve being elusive and not committing to any action in addressing the conflict. In other words, downplaying disagreement, failing to participate in the situation or staying neutral at all costs.
- 5) Competition and authoritative command with a tendency for a win-lose outcome as both parties have competing interests and one set of interests may eventually win. This implies working against the wishes of the other party, fighting to dominate in win-lose competition or forcing things to a favourable conclusion through the exercise of authority.

Conclusion

Conflicts are very common in organisation. These are because various reasons as discussed above. However, it can be solved through different ways.

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