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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 01

### Introduction to Leadership & Team Management

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DEPARTMENT OF MANAGEMENT STUDIES



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Image Source: <http://www.voltagevista.com/leadership/know-sure-teams-5-things-teams-leaders-need/>

“Before you are a leader, success is all about growing yourself.  
When you become a leader, success is all about growing  
others.”

– Jack Welch

“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.”

– Ronald Reagan

# Introduction

- Leadership as the ability to influence a group toward the achievement of a vision or set of goals.
- Leadership is a process of interpersonal relationships through which a person attempt to influence the behaviour of others for attaining the predetermined objective.
- Organizations need strong leadership and strong management for optimal effectiveness.
- Leaders are needed to challenge the status quo, create visions of the future and inspire organizational members to want to achieve the visions.

# What is Leadership?

Researchers have defined leadership in many ways:

- The process by which an agent induces a subordinate to behave in a desired manner.
- The process of influencing an organized group toward accomplishing its goals
- Actions that focus resources to create desirable opportunities.
- Creating conditions for a team to be effective.
- The ability to get results and the ability to build teams; these represent the what and the how of leadership.



Image Source: <https://www.td.org/insights/the-5-types-of-leaders>

# Definitions of Leadership

Author Name	Definition
Prentice, W.C.H(HBR) (1960)	"Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends."
Northouse (2004)	"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."
Jacobs & Jaques (1990)	"Leadership is a process of giving purpose (meaningful direction) to collective effort and causing willing effort to be expended to achieve purpose."

# Definitions of Leadership (Cont.)

Author Name	Definition
Joanne Ciulla (1998)	"Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good."
Cohen, W.A.(1990)	"Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project."
Donelly, J.H. & Ivancevich, J. M. & Gibson, J.L. (1985)	"Leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals."

# Leadership Is Both a Science and an Art

- Saying leadership is both a science and an art emphasizes the subject of leadership as a field of scholarly inquiry, as well as certain aspects of the practice of leadership.



Image Source: <https://www.linkedin.com/pulse/leadership-art-science-prof-mohammed-ahmed>

# Leadership Is Both a Science and an Art (Continued)

- Some managers may be effective leaders without ever having taken a course or training program in leadership, and some scholars in the field of leadership may be relatively poor leaders themselves.
- Even so, because skills in analyzing and responding to situations vary greatly across leaders, leadership will always remain partly an art as well as a science.

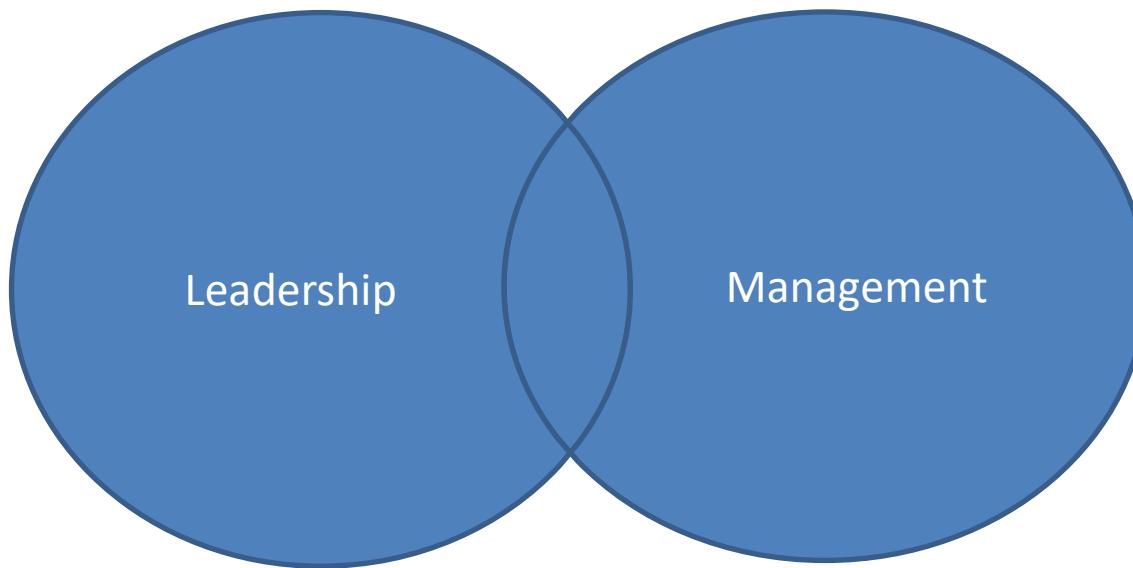
# Leadership Is Both Rational and Emotional

- Leadership involves both the rational and emotional sides of human experience.
- Leadership includes actions and influences based on reason and logic as well as those based on inspiration and passion.
- People are both rational and emotional, so leaders can use rational techniques and emotional appeals to influence followers, but they must also weigh the rational and emotional consequences of their actions.
- One example of this is the civil rights movement of the 1960s, which was based on emotions as well as on principles. Dr. Martin Luther King Jr. inspired many people to action; he touched people's hearts as well as their heads.

# Leadership and Management

- The word **Management** suggests words like efficiency, planning, paperwork, procedures, regulations, control, and consistency.
- **Leadership** is often more associated with words like risk taking, dynamic, creativity, change, and vision.
- Some say leadership is fundamentally a value-choosing, and thus a value-laden, activity, whereas management is not. Leaders are thought to do the right things, whereas managers are thought to do things right

# Leadership and Management



**Figure – Leadership and Management Overlap**

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Difference between Manager and Leader

Manager	Leader
Administer	Innovate
Maintain	Develop
Control	Inspire
Short-term view	Long-term view
How and When	What and Why
Imitate	Originate
Accept the status quo	Challenge it

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Team

- A group whose individual efforts result in performance that is greater than the sum of the individual inputs.
- It generates positive synergy through coordinated effort.



Image Source: [https://www.mindtools.com/pages/article/newTMM\\_92.htm](https://www.mindtools.com/pages/article/newTMM_92.htm)

# Definitions of Teams

Authors	Definitions
Katzenbach, J.R. and Smith, D.K.	A team is a small group of people with complementary skills committed to a common purpose and set of specific performance goals.
W. Dyer	A team is a work group that must rely on collaboration if each member is to experience the optimum success and achievement.
Leigh Thompson	"[A] team is a group of people who are interdependent with respect to information, resources, knowledge and skills and who seek to combine their efforts to achieve a common goal".

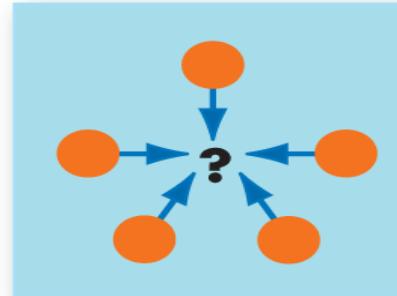
# Team Management

- Team management refers to as “a group of individuals, each of whom has a personal responsibility for leading some part of an organization, [and] who are interdependent for the purpose of providing overall leadership for a larger enterprise”.
- Team management refers to the various activities which bind a team together by bringing the team members closer to achieve the set targets.
- The individuals forming a team should ideally think more or less on the same lines and should have similar interests and objective.

# Types of Teams

## Problem-Solving Teams

- Groups of 5 to 12 employees from the same department who met for a few hours each week to discuss ways of improving quality, efficiency, and the work environment.
- These teams rarely have the authority to unilaterally implement any of their suggestions.

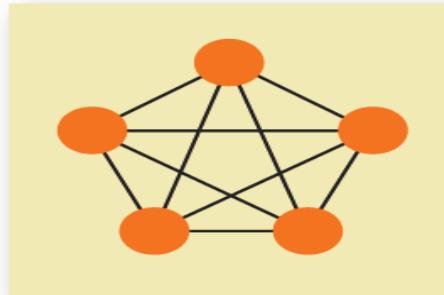


**Problem-solving**

Image Source: [https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX\\_10\\_002.png](https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX_10_002.png)

# **Self-Managed Teams**

- Self-managed work teams are groups of employees (typically 10 to 15 in number) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors.
- Self-managed work teams even select their own members and evaluate each other's performance. Supervisory positions take on decreased importance and are sometimes even eliminated.



**Self-managed**

Image Source: [https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX\\_10\\_002.png](https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX_10_002.png)

# Cross-Functional Teams

- Cross-functional teams , made up of employees from about the same hierarchical level but different work areas, who come together to accomplish a task.
- All the major automobile manufacturers—Toyota, Honda, Nissan, BMW, GM, Ford, and Chrysler—currently use this form of team to coordinate complex projects.

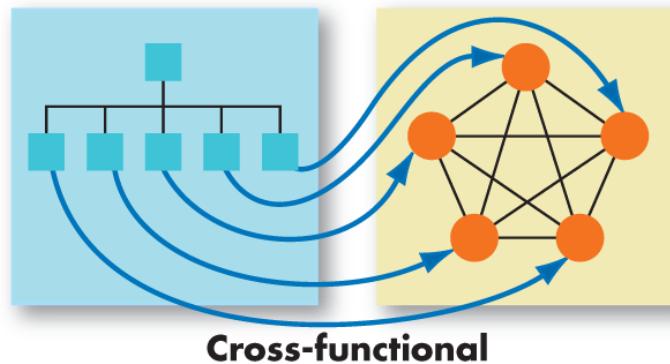


Image Source: [https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX\\_10\\_002.png](https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX_10_002.png)

# **Virtual Teams**

- Virtual teams use computer technology to unite physically dispersed members and achieve a common goal.
- They collaborate online—using communication links such as wide-area networks, videoconferencing, or e-mail—whether they're a room away or continents apart.

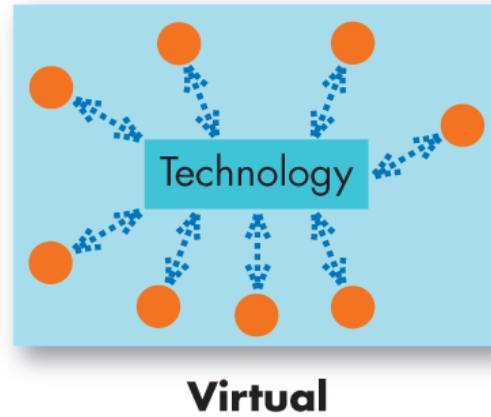


Image Source: [https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX\\_10\\_002.png](https://www.oreilly.com/library/view/organizational-behavior-17e/9780134103983/images/EX_10_002.png)

# Effective Team Characteristics and Team Building

Teams vary in their effectiveness. If a team is to work effectively, the following four variables need to be in place:

- **Task:** Does the team know what its task is?
- **Boundaries:** Is the collective membership of the team appropriate for the task to be performed?
- **Norms:** Does the team share an appropriate set of norms for working as a team?
- **Authority:** Has the leader established a climate where her authority can be used in a flexible rather than a rigid manner?

# Case study

Read case study and determine what action you think would be most appropriate for the leader to take in the situation. Rank your answers from 1-4 with #1 being the most appropriate leadership response and #4 the least appropriate leadership response.

- As Project Director you have worked closely with one of your teams for several years. Their work is excellent, and the team gets along well together. Recognizing their abilities, you feel they can now work more on their own. You have begun this year to redirect your energies to other projects and teams, and they have continued to work effectively. You must now ask them to accept additional tasks and responsibilities. YOU WOULD... .

# Case study

- a) Assign them the new responsibility, make sure they know what to do, and supervise them closely.
- b) Give them the new responsibility. Tell them that you are pleased with their past performance and that you are sure they will do well with this new responsibility. Facilitate the team's meetings.
- c) Make sure they know what you want them to do but incorporate any helpful suggestions they have.
- d) Let them determine how to complete the new responsibility and be available to support them and provide the information and resources that will be needed

# Research Paper

**Paper:** Democratic leadership and organizational performance: the moderating effect of contingent reward

**Authors:** Sam Kris Hilton, Helen Arkorfu, Albert Martins

**Journal:** Management Research Review

**Published:** 5 February 2021

**DOI:** 10.1108/MRR-04-2020-0237

The current issue and full text archive of this journal is available on Emerald Insight at:  
<https://www.emerald.com/insight/2040-8269.htm>

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## Democratic leadership and organizational performance: the moderating effect of contingent reward

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### Abstract

**Purpose** – The purpose of this study is to investigate the moderating effect of contingent reward on the relationship between democratic leadership and organizational performance.

**Design/methodology/approach** – Exploratory and cross-sectional survey designs were used. A quantitative research approach was also adopted to collect the data from 476 employees in the telecommunication industry. Using statistics package for social science, the data was analyzed via descriptive statistics, correlation and hierarchical regression techniques.

**Findings** – The results reveal that both democratic leadership and contingent reward have a significant positive relationship with organizational performance. Furthermore, contingent reward significantly augments and moderates the relationship between democratic leadership and organizational performance. Thus, the combination of democratic leadership and contingent reward would more likely produce higher organizational performance.

**Originality/value** – This study has made a significant contribution to leadership and organizational literature by establishing the effectiveness of contingent reward as a moderator on the relationship between democratic leadership and organizational performance in a telecommunication industry.

**Keywords** Leadership, Organizational performance, Moderation, Democratic leadership, Contingent reward

**Paper type** Research paper



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DOI: 10.1108/MRR-04-2020-0237

### 1. Introduction

Leadership has increasingly become a major research focus for organizational scholars as there is growing awareness of the significance of leadership in the transformation and development of organizations and countries at larger. The poor performance of organizations has necessitated the evolution of leadership (Burn, 1978). Studies indicate that different leadership styles play a substantial role in promoting organizational performance nonetheless there are no conclusive findings on how leadership styles interact to influence organizational performance (Samad *et al.*, 2015). There are various kinds of leadership styles

## Purpose

- The purpose of this study is to investigate the moderating effect of contingent reward on the relationship between democratic leadership and organizational performance

## Design/methodology/approach

- Explanatory and cross-sectional survey designs were used. A quantitative research approach was also adopted to collect the data from 476 employees in the telecommunication industry. Using statistics package for social science, the data was analyzed via descriptive statistics, correlation and hierarchical regression techniques.

# Findings

- This finding provides empirical evidence for the enhancement of democratic leadership through the introduction of contingent rewards
- Study point out contingent reward as an effective moderator for other leadership styles in predicting organizational performance.
- Compared to the extant literature on the positive relationship between democratic leadership and organizational performance, the present study reveals that such a relationship can be augmented and moderated with contingent reward for a stronger effect.

# Practical Implication

- The findings of the study imply that managers in the telecommunication industry should exhibit democratic leadership to improve the performance of their organizations.
- It implies that democratic managers would have to incorporate contingent reward (in the form of recognition, award, incentives and financial rewards) into their governance style to induce employees to perform beyond expectation.
- This would increase the satisfaction and commitment level of employees and, in turn, increase organizational performance.

# Book Recommendation

## LEADERSHIP: Enhancing the Lessons Of Experience (Eighth Edition)

**Edited By:** Andrea Heirendt

**Publisher:** ©2015 by McGraw-Hill Education

**Authors:** Richard L. Hughes, Robert C. Ginnett, Gordon J. Curphy

**Language:** English

**Paperback:** 753 Pages

**ISBN:** 978-0-07-786240-4

**MHID:** 0-07-786240-6

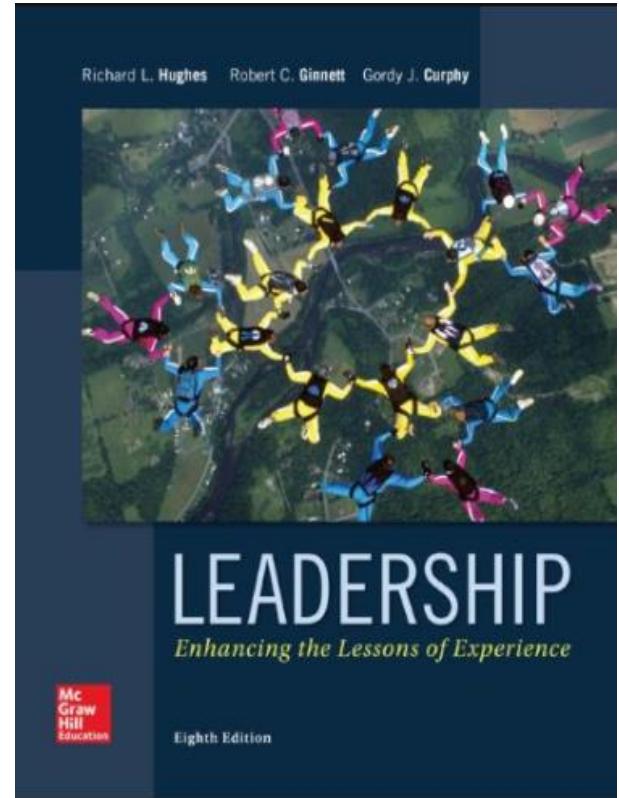


Image Source: <https://www.amazon.in/Leadership-Enhancing-Experience-Richard-Hughes/dp/0078112656/>

# Book Recommendation

## THE LEADERSHIP CHALLENGE : How to Make Extraordinary Things Happen in Organizations

**Edited By:** James M. Kouzes and Barry Z. Posner  
**Publisher:** Jossey-Bass(A Wiley Imprint), 2012  
**Language:** English  
**Paperback:** 412 Pages  
**ISBN:** 978-1-11-939756-4

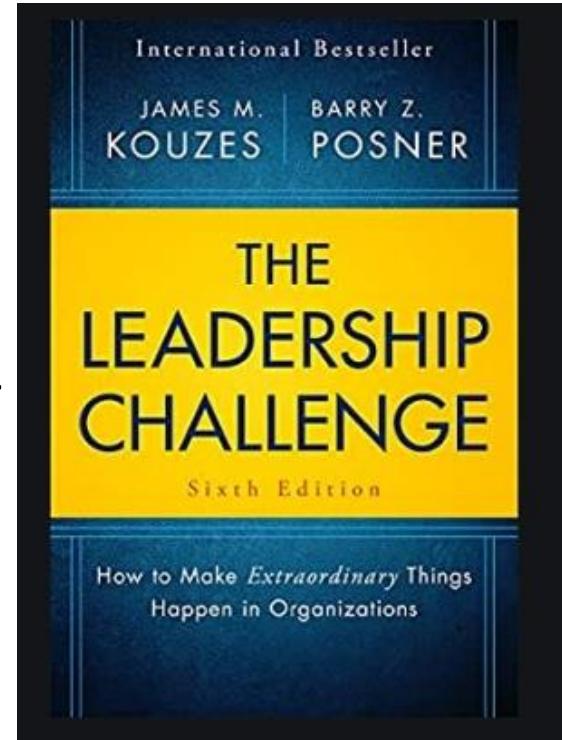


Image Source: <https://www.amazon.in/Leadership-Challenge-Extraordinary-Things-Organizations/dp/1119278961>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 02

### Leadership Myths and Facts

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# Contents

- Myths and Facts about Leadership
- 12 Common Myths about Leadership
- Case Study
- Book Recommendation
- References

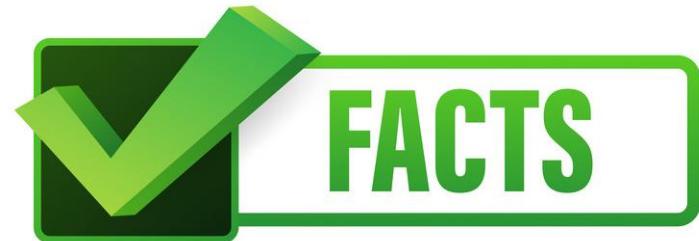


Image Source: <https://www.vectorstock.com/royalty-free-vector/myths-facts-facts-great-design-for-any-purposes-vector-30920638>

# Myths and Facts about Leadership

- Much has been written about leadership: Rules, pointers, styles, and biographies of impressive leaders all through world history.
- Nevertheless, there are particular leadership facts that we all ourselves fail to identify and understand in the course of reading books.

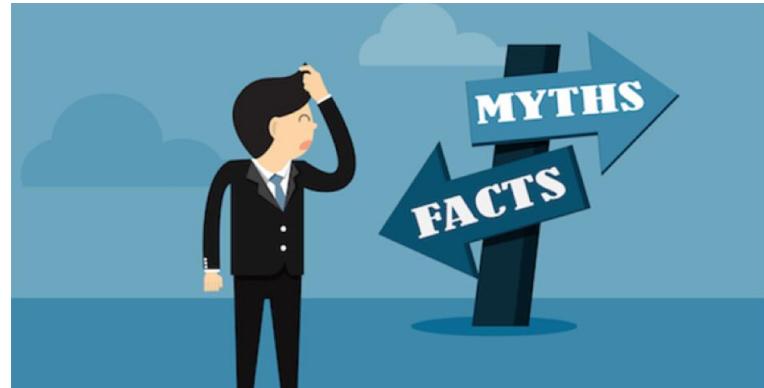


Image Source: <https://www.quibustrainings.com/digital-marketing-myths/>

# Myth 1: Leaders are of only 1 Type

Fact: The official (elected for position or offices) and informal leaders (by virtue of their wisdom and expertise) exercise a mix of leadership variations.

The various types are:

Lewin's 3 basic management styles:

- Authoritative
- Participative
- Delegative



Image Source: <https://www.verywellmind.com/leadership-styles-2795312>

# Myth 1: Leaders are of only 1 Type (Cont.)

Goleman's 6 emotional leadership styles:

- Visionary
- Affiliative
- Pacesetting
- Coaching
- Democratic
- Commanding

Likert's 4 Leadership styles:

- Exploitative authoritative
- Good-hearted authoritative
- Consultative
- Participative



Image Source: <https://www.slidesalad.com/product/likerts-leadership-styles-model-google-slides-template/>

## **Myth 2: Leaders are Born, not made**

Fact: Leadership is actually a procedure for becoming a leader.

- Although specific men and women are born with innate leadership characteristics, without proper environment and exposure, they will often fail to acquire their full potential.
- So, like learning the way to ride a bicycle, it's also possible to learn how to become a leader and sharpen your leadership expertise.

# Myth 3: Let them be the Leader

Fact: Leadership begins with you.

- Knowledge on leadership theories and abilities may be formally gained by finding leadership seminar, training courses, and conventions.
- You cannot become a leader in a single day. Life-long learning is essential in learning to be a good leader for every day which provides fresh experiences that put your knowledge, skills, and frame of mind to a test.



Image Source: <https://www.pinterest.ca/pin/505880970623730777/>

# Myth 4: Leadership is Sole Act

Fact: Leadership is Shared.

- Leadership is not the sole responsibility of one person, but instead a shared accountability among people of an emerging team. The leader belongs to a group. Every single member has tasks to meet.



Image Source: <https://conservationimpact-nonprofitimpact.com/shared-leadership/>

# Myth 4: Leadership is Sole Act



Fact: Leadership is Shared.

- In an organization, commencing as a simple band of men and women, associates and management work towards the development of an powerful team.

Image Source: <https://blogs.imperial.ac.uk/pstrc/2019/05/24/why-sharing-leadership-in-healthcare-matters/>

# Myth 5: Leadership exists only at the top of organization

Fact: Highly competitive market leaders needed at various levels.

- Restriction of leadership to the top would in fact be ringing its own death knell.
- Necessity of leadership at different levels is clearly apparent when considering armed forces.
- Effective leadership at every level is a prerequisite to achieve a corporate vision.



SLIDEMODEL.COM

Image Source: <https://slidemodel.com/servant-leadership-key-principles-for-managers/>

## Myth 6: Leadership are Charismatic

- Charisma is very often confused as leadership.
- It is not necessary to be charismatic to be a leader.
- Employee look for whether they can trust their leaders more than charisma.
- In fields which require technical and specialized skills it matters very little whether the leader is charismatic or not.
- Organization like bank, investment house is not conducive to a completely charismatic leader. A more quiet, leading by example type of person would be better suited.

# Myth 7: Good Leadership Is All Common Sense

- At face value, this myth says one needs only common sense to be a good leader.
- Do leaders need to act confidently? Of course. But they also need to be humble enough to recognize that others' views are useful, too.
- Do leaders need to persevere when times get tough? Yes. But they also need to recognize when times change and a new direction is called for.

## **Myth 8: The Only School You Learn Leadership from Is the School of Hard Knocks**

- It is a mistake, however, to think of formal study and learning from experience as mutually exclusive or antagonistic. In fact, they complement each other.
- Approaching the issue in such a way recognizes the vital role of experience in leadership development, but it also admits that certain kinds of study and training can improve a person's ability to discern important lessons about leadership from experience.
- It can, in other words, accelerate the process of learning from experience.

# Myth 9: Leadership is a rare skill

- Contrary to popular belief leadership certainly is not a rare skill.
- Majority of us have inherent leadership qualities that come to fore when opportunity arises like crisis, celebration or when simple family decision need to be taken.
- Good leadership skills without management skills to support it will result in inability to operationalize the corporate vision.



Image Source: <https://www.inc.com/marcel-schwantes/how-can-you-be-sure-someone-has-true-leadership-skills-watch-for-these-3-rare-signs.html>

## **Myth 10: Extroverted leaders are preferred**

- Extroverts are thought to be more outgoing and confident. Introverts are considered shy and withdrawn. Extroverts work through problems by discussing them and seeking the advice and input from others. Introverts process their thoughts and conflicts internally. Because of these differences, it shouldn't be surprising that extroverts are drawn to leadership roles. Being a leader means engaging with other people, right?
- The reality is that not all extroverts are cut-out to be leaders. A lot of successful individuals, such as Warren Buffett, Barack Obama, and Marissa Mayer, are introverts. Just because you're not the head of a department or comfortable in crowds doesn't mean that you should sell yourself short. You may still possess the right leadership skills to inspire others

# Myth 11: Leadership Is About Results, Not People

- Akin to the previous myth, leadership is not all about results at the sacrifice of people. Unfortunately, when we are disconnected from the feeling of ourselves and others, this incessant “doing” leads to actions that are not grounded and leaves us feeling disconnected and desperate for meaning and belonging.
- In the short term, high results may be achieved, but they will be at the cost of long-term gains, as your people will be less motivated, discontented, and probably be looking for other jobs.

## Myth 12: Management Equals Leadership

- In short, management is about oversight, reacting, and maintaining the status quo. Whereas, leadership is about focusing on the bigger picture, helping others see this vision, coaching, building relationships, and being willing to take risks.
- A manager is a steward to get what needs to be accomplished done and maintain processes. However, a leader goes beyond this. They take you someplace you've never been before, to a new vision and opportunity. Most people lean toward one or the other. Self-awareness is important, not only of one's own skills but the needs of the team.

## Case Study: Richard Branson Shoots for the Moon

- The Virgin Group is one of the largest companies in the world over 30 countries. At the head of this huge organization is Richard Branson. Richardson, he built the organization from a small student magazine to the multibillion-dollar enterprise it is today.
- Branson was suffering from dyslexia in childhood but was great at his uncanny knack for uncovering lucrative business ideas and His true talents began to show in his late teens.
- He decided to start his own magazine named “Student”. It was differed from most college newspapers or magazines; it focused on the students and their interests.
- Branson saw an opportunity for *Student* to offer records cheaply by running ads for mail-order delivery. He recruited the staff of *Student* for his discount music business. He built a small recording studio and signed his first artist and Soon grand sale of 5 million copies of Mike Oldfield recorded “Tubular Bells”.

## Case Study: Richard Branson Shoots for the Moon

- Some time later, Branson started other businesses like airline, hotels, finance etc. his approach was nontraditional. he keeps each enterprise small and relies on his skills of empowering people's ideas to fuel success.
- Once a flight attendant from Virgin Airlines approached him with her vision of a wedding business, Richard told her to go do it.
- Branson relies heavily on the creativity of his staff; he is more a supporter of new ideas than a creator of them.
- In 1999 Richard Branson was awarded a knighthood in the Queen's Millennium New Year's Honours List for "services to entrepreneurship."

### **Questions :-**

- Q1. Would you classify Richard Branson as a manager or a leader? What qualities distinguish him as one or the other?
- Q2. Identify the myths of leadership development that Richard Branson's success helps to disprove?

# Research Paper

## Paper: Awakened leaders: born or made?

**Authors:** Joan F. Marques

**Journal:** Leadership and Organizational Development Journal

**Published:** 2010

**DOI:** 10.1108/01437731011043339



The current issue and full text archive of this journal is available at  
[www.emeraldinsight.com/0143-7739.htm](http://www.emeraldinsight.com/0143-7739.htm)

Awakened leaders:  
born or made?

### Awakened leaders: born or made?

Joan F. Marques  
Woodbury University, Burbank, California, USA

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#### Abstract

**Purpose** – This paper aims to review the leader of the twenty-first century, the Awakened Leader. Based on information, collected from 11 leadership thinkers and practitioners, literature review, and the author's workplace observations, the article seeks to analyze some of the important experiences and skills that make awakened leaders so outstanding.

**Design/methodology/approach** – This study was conducted as a qualitative study of the phenomenological kind, enriched with literature review. Interviews were executed from a pre-validated interview protocol. The approach to the topic is: definition of awakened leadership; review of the essence of awakened leadership; reasoning of the determination regarding this leader being born or made; and perspectives toward awakened leadership.

**Findings** – An interesting combination of qualities emerged for awakened leaders varying from morals and values, ethics, integrity, honesty and trust, to kindness, forgiveness, courage, love, and deep listening. As an interesting endpoint the article explains why practicing awakened leadership is easy and difficult at the same time.

**Research limitations/implications** – The studies reviewed, although in-depth, applied to a small sample of leaders, which makes generalization riskier. Because leadership is such a broad and dynamic topic, literature review is never exhausted, and thus always relatively outdated.

**Practical implications** – Leaders may reconsider the skills required for themselves and their workforce to guarantee successful performance in an increasingly interconnected world. Leaders may engage in reflection and work toward stronger emphasis and development of skills in which they consider themselves weak. Leaders may reexamine their work environment and consider how to minimize the factors that complicate the practice of awakened leadership in their organization.

**Originality/value** – The phenomenon of awakened leadership as an all-encompassing and multi-applicable leadership trend is shown in the paper.

**Keywords** Ethics, Social values, Trust, Job satisfaction, Leadership, Justice

**Paper type** Case study

#### Introduction

The phenomenon leadership has been extensively studied in past decades. A brief review of leadership styles developed throughout the years leads us to the following incomplete results: resonant leadership (Boyatzis and McKee, 2005; Drath, 2006); servant leadership (Greenleaf and Spears, 1977; Pierce and Newstrom, 2003); self leadership (Manz, 1983; Pierce and Newstrom, 2003); *laissez faire* leadership (Knight and Emmett, 1999; Fritz, 2005; Carty, 2006; Pierce and Newstrom, 2003); authentic leadership (George, 2003); authoritative leadership (Fullan, 2003); coercive leadership (Pierce and Newstrom, 2003; Hughes *et al.*, 2002); charismatic leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); team leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); crisis leadership (Mitraff, 2001 and 2005); transformational leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); and transactional leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002). The reason why the above results are labeled "incomplete" is, because leadership is a highly dynamic and continuously evolving



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pp. 307-323  
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DOI 10.1108/01437731011043339

# Purpose

- This paper aims to review the leader of the twenty-first century, the Awakened Leader. Based on information, collected from 11 leadership thinkers and practitioners, literature review, and the author's workplace observations, the article seeks to analyze some of the important experiences and skills that make awakened leaders so outstanding.

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- This study was conducted as a qualitative study of the phenomenological kind, enriched with literature review. Interviews were executed from a pre-validated interview protocol. The approach to the topic is: definition of awakened leadership; review of the essence of awakened leadership; reasoning of the determination regarding this leader being born or made; and perspectives toward awakened leadership.

## **Findings**

- An interesting combination of qualities emerged for awakened leaders varying from morals and values, ethics, integrity, honesty and trust, to kindness, forgiveness, courage, love, and deep listening. As an interesting endnote the article explains why practicing awakened leadership is easy and difficult at the same time.

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- The studies reviewed, although in-depth, applied to a small sample of leaders, which makes generalization riskier. Because leadership is such a broad and dynamic topic, literature review is never exhausted, and thus always relatively outdated.

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- Leaders may reconsider the skills required for themselves and their workforce to guarantee successful performance in an increasingly interconnected world.
- Leaders may engage in reflection and work toward stronger emphasis and development of skills in which they consider themselves weak.
- Leaders may re-examine their work environment and consider how to minimize the factors that complicate the practice of awakened leadership in their organization.

# BOOK RECOMMENDATION

## Leaders: Myth and Reality

**Publisher:** ©2018 by Portfolio  
**Authors:** Jason Mangone, Jeff Eggers, and Stanley A. McChrystal  
**Language:** English  
**Paperback:** 480 Pages  
**ISBN:** 0525534377  
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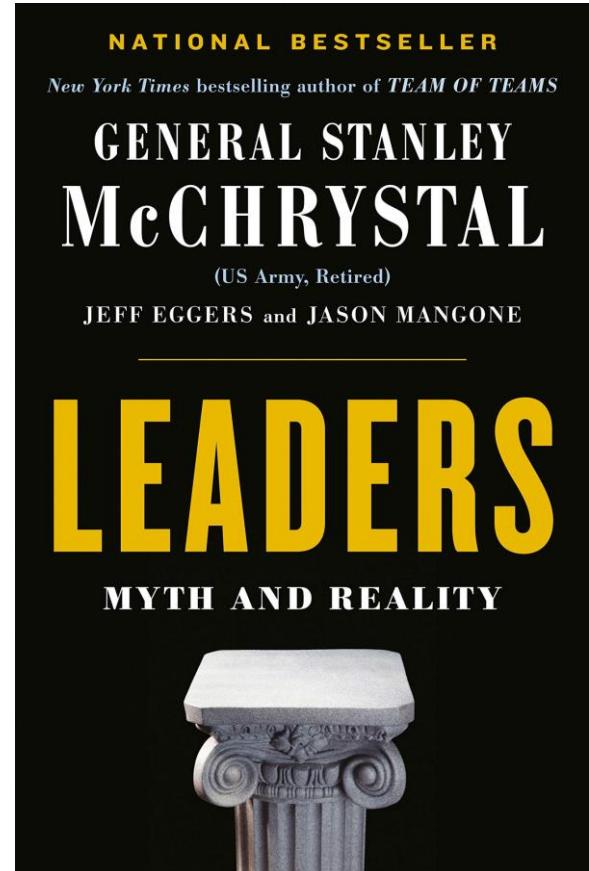


Image Source: <https://www.amazon.in/Leaders-Myth-Reality-Stanley-McChrystal/dp/0525534377>

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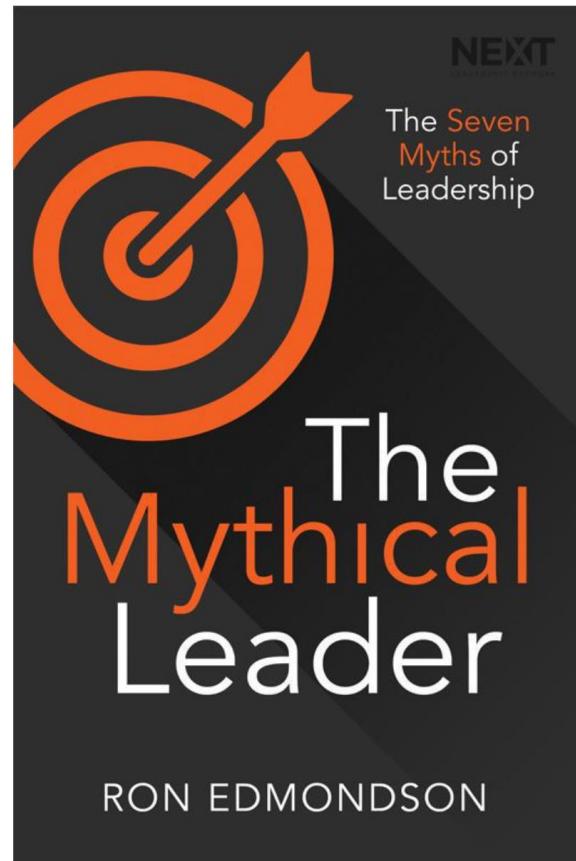


Image Source: <https://www.amazon.in/Mythical-Leader-Seven-Myths-Leadership-ebook/dp/B01MTML0V7>

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- <https://weaverbusinesscoaching.com/12-myths-about-leaders-and-leadership-you-should-not-believe/>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 02

### Leadership Myths and Facts

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Myths and Facts about Leadership
- 12 Common Myths about Leadership
- Case Study
- Book Recommendation
- References

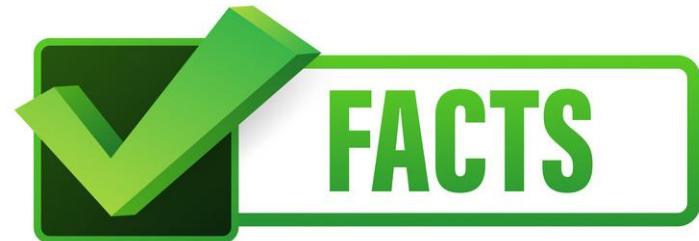


Image Source: <https://www.vectorstock.com/royalty-free-vector/myths-facts-facts-great-design-for-any-purposes-vector-30920638>

# Myths and Facts about Leadership

- Much has been written about leadership: Rules, pointers, styles, and biographies of impressive leaders all through world history.
- Nevertheless, there are particular leadership facts that we all ourselves fail to identify and understand in the course of reading books.

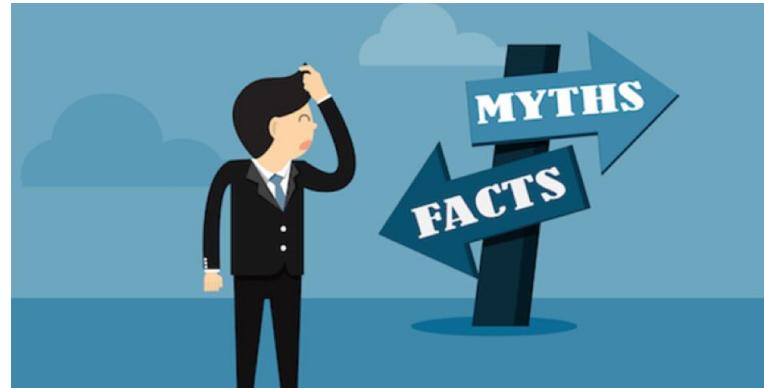


Image Source: <https://www.quibustrainings.com/digital-marketing-myths/>

# Myth 1: Leaders are of only 1 Type

Fact: The official (elected for position or offices) and informal leaders (by virtue of their wisdom and expertise) exercise a mix of leadership variations.

The various types are:

Lewin's 3 basic management styles:

- Authoritative
- Participative
- Delegative



Image Source: <https://www.verywellmind.com/leadership-styles-2795312>

# Myth 1: Leaders are of only 1 Type (Cont.)

Goleman's 6 emotional leadership styles:

- Visionary
- Affiliative
- Pacesetting
- Coaching
- Democratic
- Commanding

Likert's 4 Leadership styles:

- Exploitative authoritative
- Good-hearted authoritative
- Consultative
- Participative



Image Source: <https://www.slidesalad.com/product/likerts-leadership-styles-model-google-slides-template/>

## **Myth 2: Leaders are Born, not made**

Fact: Leadership is actually a procedure for becoming a leader.

- Although specific men and women are born with innate leadership characteristics, without proper environment and exposure, they will often fail to acquire their full potential.
- So, like learning the way to ride a bicycle, it's also possible to learn how to become a leader and sharpen your leadership expertise.

# Myth 3: Let them be the Leader

Fact: Leadership begins with you.

- Knowledge on leadership theories and abilities may be formally gained by finding leadership seminar, training courses, and conventions.
- You cannot become a leader in a single day. Life-long learning is essential in learning to be a good leader for every day which provides fresh experiences that put your knowledge, skills, and frame of mind to a test.



Image Source: <https://www.pinterest.ca/pin/505880970623730777/>

# Myth 4: Leadership is Sole Act

Fact: Leadership is Shared.

- Leadership is not the sole responsibility of one person, but instead a shared accountability among people of an emerging team. The leader belongs to a group. Every single member has tasks to meet.



Image Source: <https://conservationimpact-nonprofitimpact.com/shared-leadership/>

# Myth 4: Leadership is Sole Act



Fact: Leadership is Shared.

- In an organization, commencing as a simple band of men and women, associates and management work towards the development of an powerful team.

Image Source: <https://blogs.imperial.ac.uk/pstrc/2019/05/24/why-sharing-leadership-in-healthcare-matters/>

# Myth 5: Leadership exists only at the top of organization

Fact: Highly competitive market leaders needed at various levels.

- Restriction of leadership to the top would in fact be ringing its own death knell.
- Necessity of leadership at different levels is clearly apparent when considering armed forces.
- Effective leadership at every level is a prerequisite to achieve a corporate vision.



SLIDEMODEL.COM

Image Source: <https://slidemodel.com/servant-leadership-key-principles-for-managers/>

## Myth 6: Leadership are Charismatic

- Charisma is very often confused as leadership.
- It is not necessary to be charismatic to be a leader.
- Employee look for whether they can trust their leaders more than charisma.
- In fields which require technical and specialized skills it matters very little whether the leader is charismatic or not.
- Organization like bank, investment house is not conducive to a completely charismatic leader. A more quiet, leading by example type of person would be better suited.

# Myth 7: Good Leadership Is All Common Sense

- At face value, this myth says one needs only common sense to be a good leader.
- Do leaders need to act confidently? Of course. But they also need to be humble enough to recognize that others' views are useful, too.
- Do leaders need to persevere when times get tough? Yes. But they also need to recognize when times change and a new direction is called for.

## **Myth 8: The Only School You Learn Leadership from Is the School of Hard Knocks**

- It is a mistake, however, to think of formal study and learning from experience as mutually exclusive or antagonistic. In fact, they complement each other.
- Approaching the issue in such a way recognizes the vital role of experience in leadership development, but it also admits that certain kinds of study and training can improve a person's ability to discern important lessons about leadership from experience.
- It can, in other words, accelerate the process of learning from experience.

# Myth 9: Leadership is a rare skill

- Contrary to popular belief leadership certainly is not a rare skill.
- Majority of us have inherent leadership qualities that come to fore when opportunity arises like crisis, celebration or when simple family decision need to be taken.
- Good leadership skills without management skills to support it will result in inability to operationalize the corporate vision.



Image Source: <https://www.inc.com/marcel-schwantes/how-can-you-be-sure-someone-has-true-leadership-skills-watch-for-these-3-rare-signs.html>

## **Myth 10: Extroverted leaders are preferred**

- Extroverts are thought to be more outgoing and confident. Introverts are considered shy and withdrawn. Extroverts work through problems by discussing them and seeking the advice and input from others. Introverts process their thoughts and conflicts internally. Because of these differences, it shouldn't be surprising that extroverts are drawn to leadership roles. Being a leader means engaging with other people, right?
- The reality is that not all extroverts are cut-out to be leaders. A lot of successful individuals, such as Warren Buffett, Barack Obama, and Marissa Mayer, are introverts. Just because you're not the head of a department or comfortable in crowds doesn't mean that you should sell yourself short. You may still possess the right leadership skills to inspire others

# Myth 11: Leadership Is About Results, Not People

- Akin to the previous myth, leadership is not all about results at the sacrifice of people. Unfortunately, when we are disconnected from the feeling of ourselves and others, this incessant “doing” leads to actions that are not grounded and leaves us feeling disconnected and desperate for meaning and belonging.
- In the short term, high results may be achieved, but they will be at the cost of long-term gains, as your people will be less motivated, discontented, and probably be looking for other jobs.

## Myth 12: Management Equals Leadership

- In short, management is about oversight, reacting, and maintaining the status quo. Whereas, leadership is about focusing on the bigger picture, helping others see this vision, coaching, building relationships, and being willing to take risks.
- A manager is a steward to get what needs to be accomplished done and maintain processes. However, a leader goes beyond this. They take you someplace you've never been before, to a new vision and opportunity. Most people lean toward one or the other. Self-awareness is important, not only of one's own skills but the needs of the team.

## Case Study: Richard Branson Shoots for the Moon

- The Virgin Group is one of the largest companies in the world over 30 countries. At the head of this huge organization is Richard Branson. Richardson, he built the organization from a small student magazine to the multibillion-dollar enterprise it is today.
- Branson was suffering from dyslexia in childhood but was great at his uncanny knack for uncovering lucrative business ideas and His true talents began to show in his late teens.
- He decided to start his own magazine named “Student”. It was differed from most college newspapers or magazines; it focused on the students and their interests.
- Branson saw an opportunity for *Student* to offer records cheaply by running ads for mail-order delivery. He recruited the staff of *Student* for his discount music business. He built a small recording studio and signed his first artist and Soon grand sale of 5 million copies of Mike Oldfield recorded “Tubular Bells”.

# Case Study: Richard Branson Shoots for the Moon

- Some time later, Branson started other businesses like airline, hotels, finance etc. his approach was nontraditional. he keeps each enterprise small and relies on his skills of empowering people's ideas to fuel success.
- Once a flight attendant from Virgin Airlines approached him with her vision of a wedding business, Richard told her to go do it.
- Branson relies heavily on the creativity of his staff; he is more a supporter of new ideas than a creator of them.
- In 1999 Richard Branson was awarded a knighthood in the Queen's Millennium New Year's Honours List for "services to entrepreneurship."

## **Questions :-**

- Q1. Would you classify Richard Branson as a manager or a leader? What qualities distinguish him as one or the other?
- Q2. Identify the myths of leadership development that Richard Branson's success helps to disprove?

# Research Paper

## Paper: Awakened leaders: born or made?

**Authors:** Joan F. Marques

**Journal:** Leadership and Organizational Development Journal

**Published:** 2010

**DOI:** 10.1108/01437731011043339



The current issue and full text archive of this journal is available at  
[www.emeraldinsight.com/0143-7739.htm](http://www.emeraldinsight.com/0143-7739.htm)

## Awakened leaders: born or made?

Joan F. Marques  
Woodbury University, Burbank, California, USA

Awakened leaders:  
born or made?

307

### Abstract

**Purpose** – This paper aims to review the leader of the twenty-first century, the Awakened Leader. Based on information, collected from 11 leadership thinkers and practitioners, literature review, and the author's workplace observations, the article seeks to analyze some of the important experiences and skills that make awakened leaders so outstanding.

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**Findings** – An interesting combination of qualities emerged for awakened leaders varying from morals and values, ethics, integrity, honesty and trust, to kindness, forgiveness, courage, love, and deep listening. As an interesting endpoint the article explains why practicing awakened leadership is easy and difficult at the same time.

**Research limitations/implications** – The studies reviewed, although in-depth, applied to a small sample of leaders, which makes generalization riskier. Because leadership is such a broad and dynamic topic, literature review is never exhausted, and thus always relatively outdated.

**Practical implications** – Leaders may reconsider the skills required for themselves and their workforce to guarantee successful performance in an increasingly interconnected world. Leaders may engage in reflection and work toward stronger emphasis and development of skills in which they consider themselves weak. Leaders may reexamine their work environment and consider how to minimize the factors that complicate the practice of awakened leadership in their organization.

**Originality/value** – The phenomenon of awakened leadership as an all-encompassing and multi-applicable leadership trend is shown in the paper.

**Keywords** Ethics, Social values, Trust, Job satisfaction, Leadership, Justice

**Paper type** Case study

### Introduction

The phenomenon leadership has been extensively studied in past decades. A brief review of leadership styles developed throughout the years leads us to the following incomplete results: resonant leadership (Boyatzis and McKee, 2005; Drath, 2006); servant leadership (Greenleaf and Spears, 1977; Pierce and Newstrom, 2003); self leadership (Manz, 1983; Pierce and Newstrom, 2003); *laissez faire* leadership (Knight and Emmett, 1999; Fritz, 2005; Carty, 2006; Pierce and Newstrom, 2003); authentic leadership (George, 2003); authoritative leadership (Fullan, 2003); coercive leadership (Pierce and Newstrom, 2003; Hughes *et al.*, 2002); charismatic leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); team leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); crisis leadership (Mitraff, 2001 and 2005); transformational leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002); and transactional leadership (Northouse, 2000; Pierce and Newstrom, 2003; Hughes *et al.*, 2002). The reason why the above results are labeled "incomplete" is, because leadership is a highly dynamic and continuously evolving



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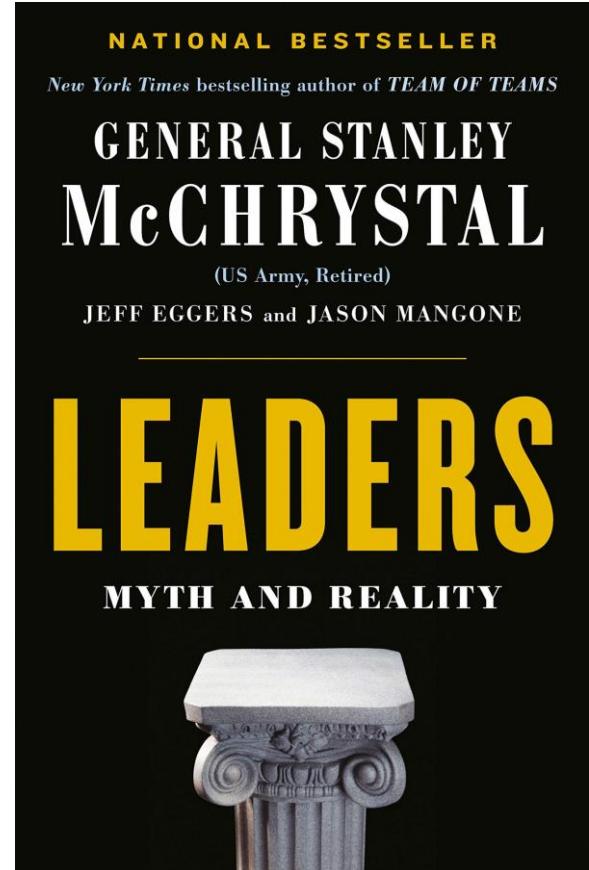


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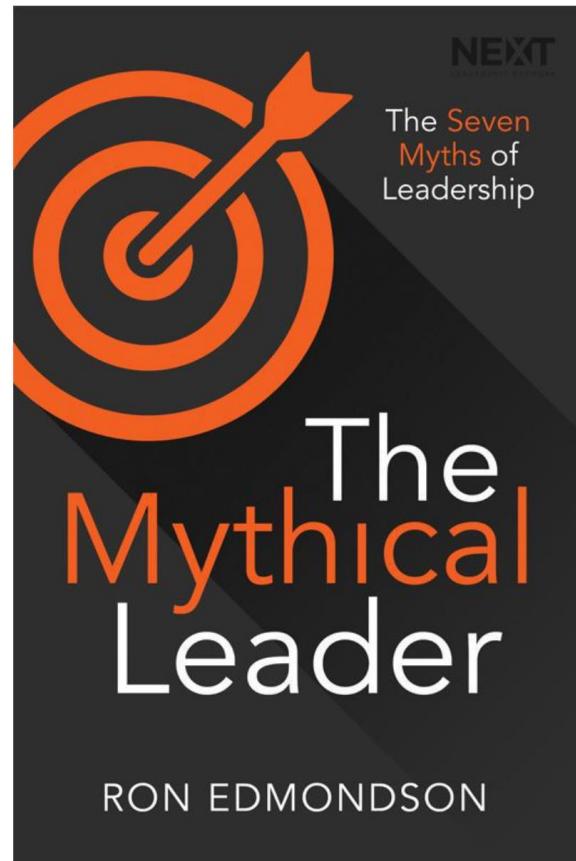


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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE- 04

### Interactional Framework for Analyzing Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Looking at Leadership Through Several Lenses
- The Interactional Framework for Analyzing Leadership
  - The Leader
  - The Follower
  - The Situation
- Changing Roles for Followers
- Case Study
- Research Paper
- Book Recommendation
- References

# Leadership - Interaction Between Leader, Followers, and Situation

“The crowd will follow a leader who marches twenty steps in advance; but if he is a thousand steps in front of them, they do not see and do not follow him.”

-Georg Brandes

# Looking at Leadership Through Several Lenses

- Studying **only leaders** provides just a partial view of the leadership process.
- Leadership depends on several factors, **including the situation and the followers**, not just the leader's qualities.
- Leadership is more than just the **kind of person** the leader is or the **things** the leader **does**.
- The clearest picture of the leadership process occurs only when you use **all three lenses** to understand it.



Image Source: <https://vaconsultants.co.uk/wp-content/uploads/2019/04/Looking-through-a-lens-1024x648.jpg>

# The Interactional Framework for Analyzing Leadership

- The framework depicts leadership as a function of three elements—
- the leader,
- the followers, and
- the situation.

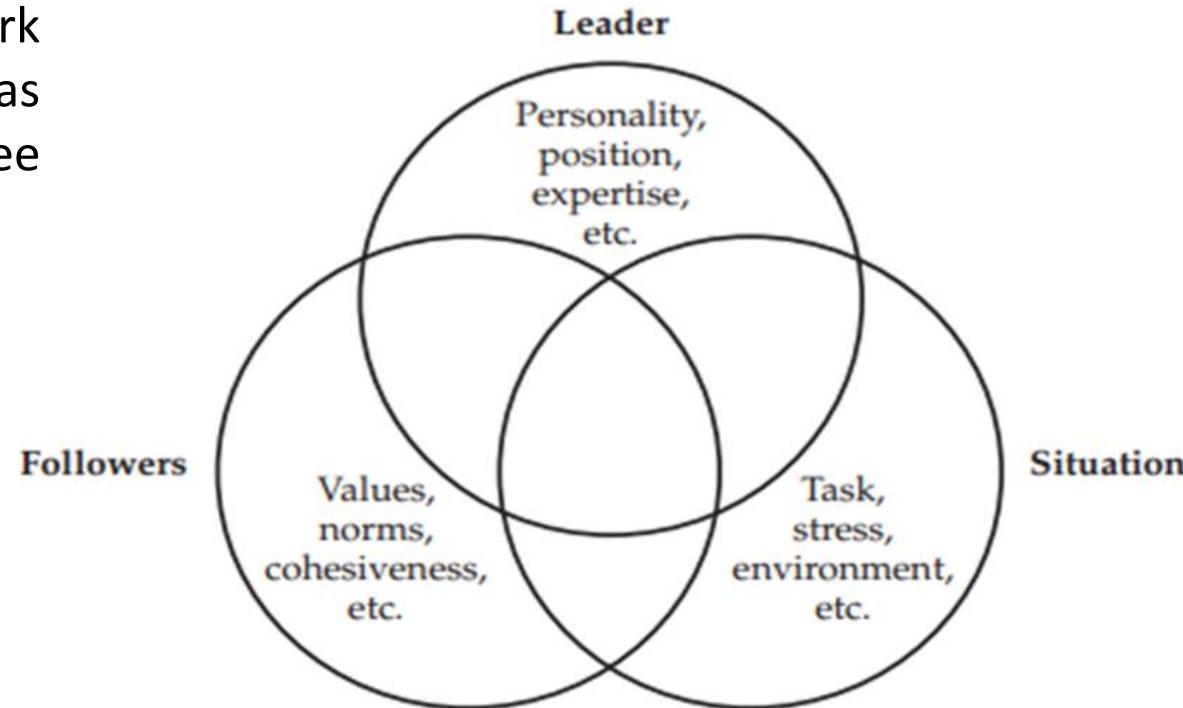


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# The Interactional Framework for Analyzing Leadership (Cont.)

- A particular leadership situation scenario can be examined using each level of analysis separately.
  - Examining interactions in the area of overlaps can lead to better understanding.
- Leadership is the result of complex interactions among the leader, the followers, and the situation.

# The Leader

- Individual aspects of the leadership equation:
- Unique personal history
  - Interests
  - Character traits
  - Motivation
- Effective leaders differ from their followers , and from ineffective leaders on elements such as:
  - Personality traits, cognitive abilities
  - Skills, values
- Another way personality can affect leadership is through temperament.

# The Leader (Cont.)

- Leaders **appointed by superiors** may have **less credibility** and may get less loyalty.
- Leaders **elected** or **emerging** by consensus from ranks of followers are seen as more effective.
- A leader's **experience** or **history** in a particular organization is usually important to her or his effectiveness.
- The extent of **follower participation** in leader's selection may affect a leader's legitimacy.

# The Followers

- Certain aspects of followers affect the leadership process:
  - ❑ Expectations
  - ❑ Personality traits
  - ❑ Maturity levels
  - ❑ Levels of competence
  - ❑ Motivation
- Workers who **share** a leader's **goals** and **values** will be more motivated to do their work.

# The Followers (Continued)

- The number of followers reporting to a leader can have significant implications.
- Other relevant variables include:
  - ❑ Follower's trust in the leader.
  - ❑ Follower's confidence or lack thereof in leader's interest in their well-being.



Image Source; <https://vivente.com.au/wp-content/uploads/2014/04/followership.png>

- Leadership/followership Möbius strip wherein the two concepts merge, just as leadership and followership can become indistinguishable in organizations

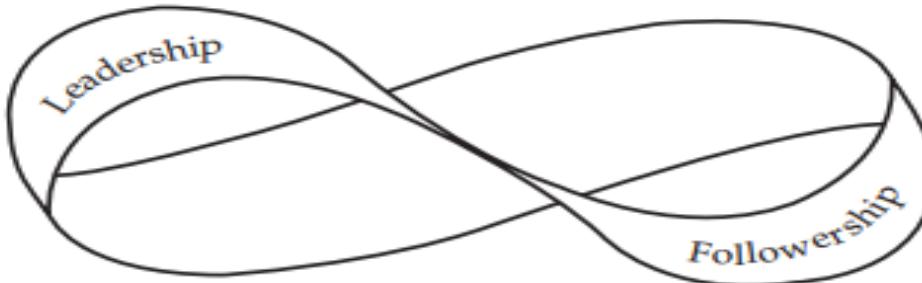


Fig- The Leadership/ Followership Möbius Strip

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Changing Roles for Followers

- The leader-follower relationship is in a period of **dynamic change**.
  - Increased pressure to function with reduced resources.
  - Trend toward greater power sharing and decentralized authority in organizations.
  - Increase in complex problems and rapid changes.
- Followers can become much more proactive in their stance toward organizational problems.
- Followers can become better skilled at “influencing upward,” flexible and open to opportunities.

# The Situation

- Leadership often makes sense only in the context of how the leader and followers interact in a given situation.
- The situation may be the most ambiguous aspect of the leadership framework.

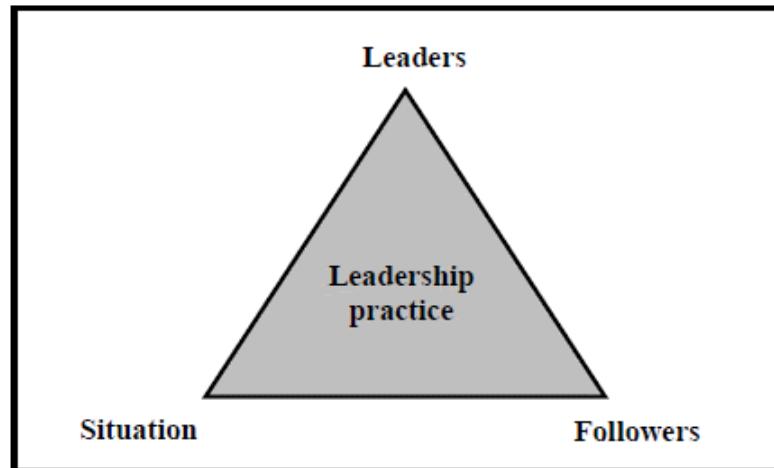


Image Source: [https://www.researchgate.net/publication/286969346\\_Leadership\\_Practice\\_Structures\\_in-Regular\\_Primary\\_Schools\\_Involved\\_in\\_Inclusive\\_Education\\_Reform\\_in\\_Bangladesh](https://www.researchgate.net/publication/286969346_Leadership_Practice_Structures_in-Regular_Primary_Schools_Involved_in_Inclusive_Education_Reform_in_Bangladesh)

# Leader-Follower-Situation Interactions

- Leaders **create environments** where **follower's innovations** and **creative contributions** are welcome.
- Leaders **encourage growth** and **development** in their followers beyond the scope of the job.
- Leaders are generally **more interested** in the **big picture** of followers' work than managers.
- Leaders **motivate** followers through more **personal** and **intangible factors**.
- Leaders **redefine the parameters** of **tasks** and **responsibilities**.

# Manager-Follower-Situation Interactions

- Managers are more likely to emphasize routinization and control of follower's behavior.
- Managers tend to assess followers' performance in terms of explicit, fairly specific job descriptions.
- Managers motivate followers more with extrinsic , even contractual consequences.
- Managers tend to accept the definitions of situations presented to them. Managers are likely to affect change officially , through control tactics.

# Drawing Lessons From Experience

- The right behavior in one situation is not necessarily the right behavior in another situation.
- Though unable to agree on the one best behavior in a given situation, agreement can exist on some clearly inappropriate behaviors.
- Saying that the right behavior for a leader depends on the situation differs from saying it does not matter what the leader does.



Image Source: <https://thumbs.dreamstime.com/b/experience-learning-exposure-drawing-icon-concept-72713210.jpg>

# Summary

- Leadership involves **dynamic interaction** between leaders and followers in a particular **situation**.
- Study of leadership **must include the followers** and **the situation**.
- The **interactive nature** of leader-followers-situation can help us better understand
  - The changing nature of the leader-follower relationship.
  - The increasingly greater complexity of situations leaders and followers face.
- Good leadership can be enhanced by greater awareness of factors influencing the leadership process.

# Case Study:

- UPS (**United Parcel Service**) is the nation's fourth-largest employer with 357,000 employees worldwide and operations in more than 200 countries.
- Jovita Carranza joined UPS in 1976 as a part-time clerk in Los Angeles. Carranza demonstrated a strong work ethic and a commitment to UPS, and UPS rewarded her with opportunities—opportunities Carranza was not shy about taking advantage of.
- By 1985 Carranza was the workforce planning manager in metropolitan Los Angeles. By 1987 she was district human resources manager based in Central Texas. By 1990 she had accepted a move to district human resources manager in Illinois. She received her first operations assignment, as division manager for hub, package, and feeder operations, in Illinois in 1991. Two years later, she said yes to becoming district operations manager in Miami. In 1996 she accepted the same role in Wisconsin.

# Case Study:

- By 1999 Carranza's progressive successes led UPS to promote her to president of the Americas Region. From there she moved into her current position as vice president of UPS Air Operations, based in Louisville, Kentucky.
- Carranza attributes much of her success to her eagerness to take on new challenges.
- After nearly 30 years with UPS, Carranza says teamwork, interaction, and staff development are the achievements of which she is proudest: "Because that takes focus, determination, and sincerity to perpetuate the UPS culture and enhance it through people."
- Carranza's corporate achievements, determination, drive, innovation, and leadership in business have earned her the distinction of being named *Hispanic Business Magazine's Woman of the Year*.

# Case Study:

- She credits her parents, both of Mexican descent, with teaching her “the importance of being committed, of working hard, and doing so with a positive outlook”—principles she says continue to guide her personal and professional life.

## Questions-

1. What are the major skills Jovita Carranza has demonstrated in her career at UPS that have made her a successful leader?
2. Consider the spiral of experience that Jovita Carranza has traveled. How has her experience affected her ability as a leader?
3. Do you think Jovita Carranza’s performance and rise in UPS would have been similarly impressive if she worked in the corporate sector rather than the government?

# Research Paper

**Paper:** A “contingent” view of leadership: 360-degree assessments of leadership behaviours in different contexts

**Authors:** Tony Manning

**Journal:** Industrial and Commercial Training

**Published:** 2 September 2013

**DOI:** <https://doi.org/10.1108/ICT-02-2013-0014>

A “contingent” view of leadership:  
360 degree assessments of leadership  
behaviours in different contexts

Tony Manning

Tony Manning is based at  
Management Training,  
Development  
& Consultancy, Selkirk, UK.

**Abstract**  
**Purpose** – Much popular thinking on leadership assumes that there is some “essence” of effective leadership that can be measured and “leadership behaviours” are often used to describe what is observed in all situations. This article aims to challenge such views, providing evidence showing that 360 degree assessments of different leadership behaviours vary according to the context. This article seeks to present evidence that supports a “contingent” view of leadership.

**Design/methodology/approach** – The research described looks at the degree of correlation, and its statistical significance, between different leadership behaviours and 360 degree assessments of performance. Evidence is presented showing that results vary in different contexts.

**Findings** – Statistically significant relationships were found between leadership behaviours and 360 degree outcomes. These relationships varied according to the context, including the individual's seniority, control over resources and line management responsibility, as well as the size of the organisation and rate of change.

**Research limitations/implications** – The research uses one outcome measure, is based on managers in the UK public sector and explores a limited number of contextual variables. Further research using other outcome measures, based on other populations, and considering other contextual variables would be useful. Some of the sub-samples are also quite small and there is a need for further research in small organisations, organisations undergoing major change and in individuals managing large numbers of staff, as well as in more executive management organisations.

**Practical implications** – The research findings highlight the fact that, in order to be effective, leaders need to tailor their behaviour to the specific situation. Inappropriate behaviour reduces personal effectiveness and, in consequence, organisational effectiveness. Providers of leadership training and development need to recognise the “contingent” nature of leadership. This means abandoning “universal truths” about leadership and tailoring training to specific situations.

**Social implications** – This paper has implications for individuals in leadership roles, for individuals providing leadership training and development, and for purchasers of leadership training and development solutions. All need to recognise the “contingent” nature of leadership.

**Originality/value** – This paper provides an evidence-based challenge to the widely held view that there is some “essence” of leadership that can be measured and “leadership behaviours” are often used to describe what is observed in all situations. There are few published examples of such “contingent” research into leadership. They are limited in number, and little known and seldom used in the world of training and development.

**Keywords** Leadership, Contingency models of leadership, Leadership training and development, 360 degree assessment, Training, United Kingdom, Public sector organizations

**Paper type** Research paper

## Introduction

This article presents evidence indicating that particular leadership behaviours are valued more or less highly in different contexts. This follows on from, but goes beyond, previous research by this author (Manning, 2013) showing differences in 360 degree assessments of middle and senior managers. The research described herein also uses 360 degree assessments to measure individual performance. However, it looks at differences in

DOI 10.1108/ICT-02-2013-0014 VOL. 45 NO. 6 2013 pp. 343-351 © Emerald Group Publishing Limited ISSN 0019-7851 INDUSTRIAL AND COMMERCIAL TRAINING PAGE 343

## Purpose

- Much popular thinking on leadership assumes that there is some “essence” of effective leadership, that there are “universal” leadership traits and/or behaviours associated with success in all situations. This article aims to challenge such views, providing evidence showing that 360-degree assessments of different leadership behaviours vary according to the context. This article seeks to present evidence that supports a “contingent” view of leadership.

## Design/Methodology/Approach

- The research described looks at the degree of correlation, and its statistical significance, between self-assessed leadership behaviour and 360-degree assessments of performance. Evidence is presented showing that results vary in different contexts.

## **Findings**

- Statistically significant relationships were found between leadership behaviours and 360-degree outcomes. These relationships varied according to the context, including the individual's seniority, control over resources and line management responsibility, as well as the size of the organisation and rate of organisational change.

## **Practical implications**

- The research findings highlight the fact that, in order to be effective, leaders need to tailor their behaviour to the specific situation. Inappropriate behaviour reduces personal effectiveness and, in consequence, organisational effectiveness. Providers of leadership training and development need to be more aware of the “contingent” nature of leadership. This means abandoning “universal” leadership models and prescriptions.

# BOOK RECOMMENDATION

## Successful Global Leadership: Frameworks for Cross-Cultural Managers and Organizations

**Publisher:** Palgrave Macmillan;  
Softcover reprint of the  
Original 1st ed. 2016 edition  
(21 April 2018)

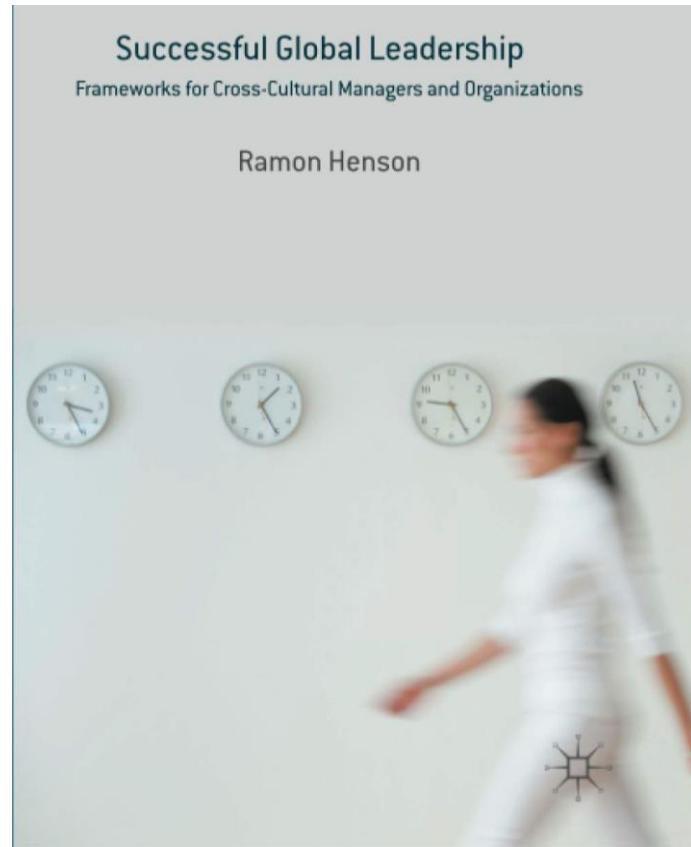
**Authors:** Ramon Henson

**Language:** English

**Paperback:** 307 Pages

**Isbn:** 1349954829

<https://images-na.ssl-images-amazon.com/images/I/516WIwe1HXL.jpg>



# Book Recommendation

## LEADERSHIP: Enhancing the Lessons Of Experience (Eighth Edition)

**Edited By:** Andrea Heirendt

**Publisher:** ©2015 by McGraw-Hill Education

**Authors:** Richard L. Hughes, Robert C. Ginnett, Gordon J. Curphy

**Language:** English

**Paperback:** 753 Pages

**ISBN:** 978-0-07-786240-4

**MHID:** 0-07-786240-6

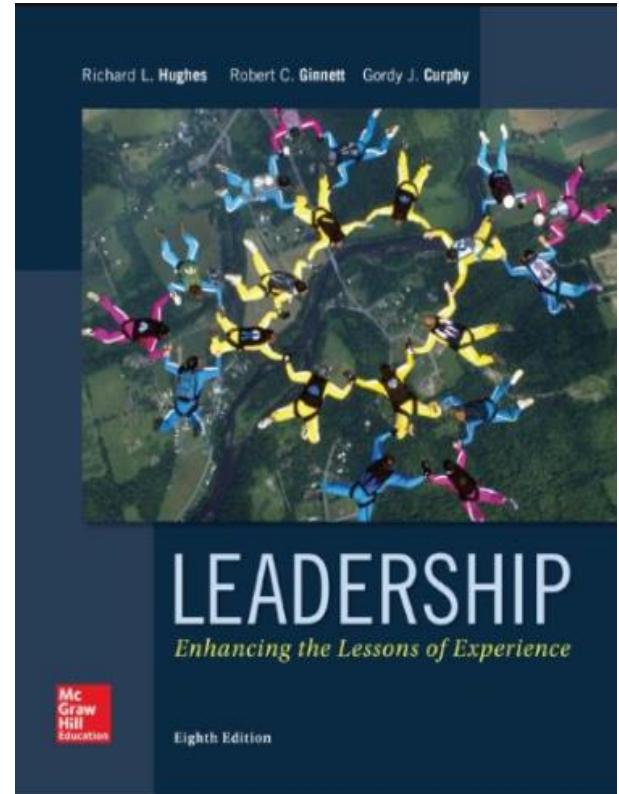


Image Source: <https://www.amazon.in/Leadership-Enhancing-Experience-Richard-Hughes/dp/0078112656/>

# References

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- <https://vdocument.in/myths-and-facts-about-leadership.html>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 05

Leadership Development: The First 90 Days as a Leader

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



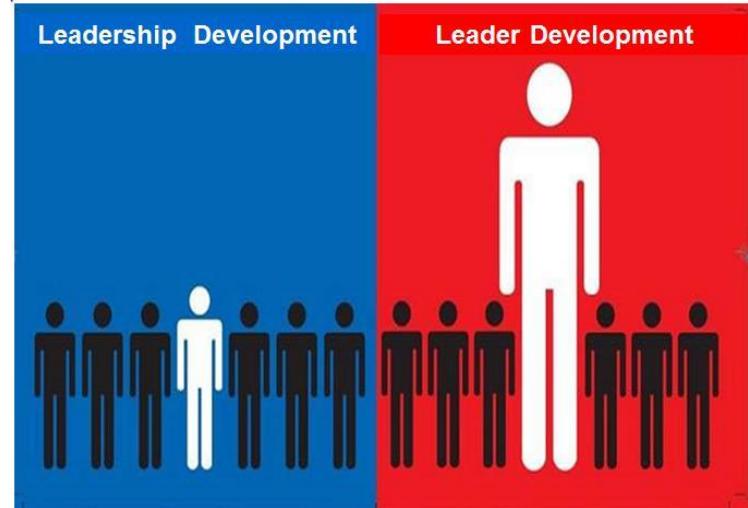
# Content

- Leader Development vs. Leadership Development
- Your First 90 Days as a Leader
  - Before You Start: Do Your Homework
  - The First Day: You Get Only One Chance to Make a First Impression
  - The First Two Weeks: Lay the Foundation
  - The First Two Months: Strategy, Structure, and Staffing
  - The Third Month: Communicate and Drive Change
- Case Study
- Research Paper
- Book Recommendation
- References

# Leader Development vs. Leadership Development

**Leader Development** : Facilitate Growth in Individual's perspective, knowledge, skills and abilities (Human Capital).

**Leadership Development** : Developing such as the degree of trust among all the members of a team or department, or on enhancing the reward systems in an organization to better encourage collaborative behavior. It is focused on promoting networked relationships among individuals in Organisation (Social Capital).



(Day, 2000)

Image Source: <http://www.pts.net.au/leader-vs-leadership-development-does-it-really-matter/>

# Your First 90 Days as a Leader

- People often find moving into a new leadership position to be a highly stressful work experience.
- These promotions involve relocations, working for new organizations and bosses, leading new teams, and being responsible for products or services that may be outside their immediate areas of expertise.
- The first three months give leaders unique opportunities to make smooth transitions, paint compelling pictures of the future, and drive organizational change, far too many new leaders stumble during this critical time period.
- This is unfortunate—these early activities often are instrumental to a leader's future success or failure.

-30 Days

0

90 Days

# Before You Start: Do Your Homework

Before You Start	The First Day	The First Two Weeks	The First Two Months	The Third Month
<ul style="list-style-type: none"><li>• Pre-hire data gathering.</li><li>• Post- hire activities.</li></ul>	<ul style="list-style-type: none"><li>• Meet your boss.</li><li>• Meet your entire team.</li></ul>	<ul style="list-style-type: none"><li>• Meet team members.</li><li>• Meet peers.</li><li>• Meet stars.</li><li>• Other meetings.</li></ul>	<ul style="list-style-type: none"><li>• Obtain external perspectives.</li><li>• Strategy, structure, and staffing.</li><li>• Socialize decisions.</li><li>• Substantive issues.</li><li>• Get feedback.</li></ul>	<ul style="list-style-type: none"><li>• Establish culture.</li><li>• Team off-site: Values.</li><li>• Strategy Ops rhythm.</li><li>• Improvement areas.</li><li>• Sub-team analyses.</li></ul>

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Before You Start: Do Your Homework (Cont.)

- In all likelihood people wanting to move into a leadership role with another organization have already done a considerable amount of preparation for the interview process.
- Candidates should have read as much as they can about the organization by reviewing its website, annual reports, press releases, and marketing literature.
- They should also use Facebook, LinkedIn, Plaxo, and other social networking sites to set up informational interviews with people inside the organization.

# Before You Start: Do Your Homework (Cont.)

Find answers to the following questions:

- Why is the organization looking for an outside hire for the position?
- What can make the function or team to be led more effective?
- What is currently working in the function or team to be led?
- What is currently not working in the function or team to be led?
- What about the function or team is keeping interviewers awake at night?

# The First Day: You Get Only One Chance to Make a First Impression

New leaders have two critical tasks the first day on the job: to meet their new boss and their new team.

The first meeting should happen in the boss's office and be about an hour long. Here are some key topics to discuss in this meeting:

- Identifying the team's key objectives, metrics, and important projects.
- Understanding the boss's view of team strengths and weaknesses.
- Working through meeting schedules and communication styles. (How, when, and on what does the boss want to be kept informed?)
- Sharing plans for the day and the next several weeks.

# The First Two Weeks: Lay the Foundation

New leaders should spend the first two weeks meeting with many people both inside and outside the team. The key objectives for these meetings are to :

- 1) Learn as much as possible
- 2) Develop relationships
- 3) Determine future allies



Image Source: <https://assets.entrepreneur.com/content/3x2/2000/4-tips-for-creating-a-firm-foundation-for-your-startup-2.jpg?width=600&crop=16:9>

# The First Two Weeks: Lay the Foundation (Cont.)

The one-on-one meetings usually last from two to three hours, and some of the critical questions to ask include these:

- What is the team member working on?
- What are the team member's objectives?
- What are the people issues on the team?
- What can the team do better?
- What advice do team members have for the new leader, and what can the new leader do to help team members?

# **Leaders should discuss the following issues with peers**

- Their peers' objectives, challenges, team structure, and the like.
- Their perspectives on what the new leader's team does well and could do better.
- Their perspectives on the new leader's team members.
- How to best communicate with the boss.
- How issues get raised and decisions made on their boss's team.

# The First Two Months: Strategy, Structure, and Staffing

- Some of the tasks to be performed during this time include gathering benchmarking information from other organizations, meeting with key external customers and suppliers, and if appropriate, meeting with the former team leader.
- This additional information, when combined with the information gleaned from bosses, peers, direct reports, and stars, should help new team leaders determine the proper direction for their teams.
- Although the first 90 days on the job provide a unique window for driving change, new leaders need to “socialize” their strategy, structure, and staffing ideas with their boss and peers before making any personnel decisions.

# The Third Month: Communicate and Drive Change

- At this point in a new leader's tenure, he or she has developed a vision of the future and can articulate how the team will win; identified the what, why, and how of any needed changes; and defined a clear set of expectations for team members.



Image Source: <https://online.hbs.edu/blog/post/leadership-communication>

# The Third Month: Communicate and Drive Change

The key issues to work through off-site include these:

- ***Get agreement on the critical attributes and values of team members*** - New leaders should set aside time during the off-site meeting to finalize and clearly define the positive and negative behaviors for all the attributes and values they want to see in team members.
- ***Create a team scorecard***- The new leader will paint a vision and some overall objectives for the future, but the direct report team needs to formulate a set of concrete, specific goals with timelines and benchmarks for measuring success.

# The Third Month: Communicate and Drive Change

- **Establish an operating rhythm-**
  - ✓ Once the direction and goals have been clarified, the team will need to work on its meeting cadence and rules of engagement.
  - ✓ The new leader and the direct report team need to determine how often they will meet, when they will meet, the purpose and content of the meetings, meeting roles and rules.
- **Establish task forces to work on key change initiatives-**
  - ✓ In all likelihood a number of issues will need to be addressed by the team.
  - ✓ Some of these issues can be discussed and resolved during the off-site meeting, whereas task forces might be a better venue for resolving other issues.

# Research Paper

- Paper:** Embracing leadership: a multi-faceted model of leader identity development
- Authors:** Wei Zheng, Douglas Muir
- Journal:** Leadership & Organization Development Journal
- Published:** 18 February 2014
- DOI:** 10.1108/LODJ-10-2013-0138

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36,6

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## Embracing leadership: a multi-faceted model of leader identity development

Wei Zheng

Department of Management and Marketing,  
University of Wisconsin – River Falls, Wisconsin, USA, and  
Douglas Muir

Department of Health & Sciences, College of DuPage, Glen Ellyn, Illinois, USA

### Abstract

**Purpose** – Leadership development has been replete with a skill-based focus. However, learning and development can be constrained by the deeper level, hidden self-knowledge that influences how people process information and construct meaning. The purpose of this paper is to answer the question of how people construct and develop their leader identity. The authors intend to shed light on the critical facets of identity changes that occur as individuals grapple with existing understanding of the self and of leadership, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence acting in the leadership domain.

**Design/methodology/approach** – The authors conducted a grounded theory study of participants and their mentors in a lay leadership development program in a Catholic diocese. The authors inductively drew a conceptual model describing how leader identity evolves.

**Findings** – The findings suggested that leader identity development was not a uni-dimensional event. Rather, it was a multi-faced process that encompassed three key facets of identity development: expanding boundaries, recognizing interdependences, and discerning purpose. Further, it is the co-evolution of these three facets and people's broadening understanding of leadership that led to a more salient leader identity.

**Research limitations/implications** – The model addresses the gap in literature on how leader identity develops specifically. It enriches and expands existing knowledge on leader identity development by answering the question of what specific changes are entailed when an individual constructs his or her identity as a leader.

**Practical implications** – The findings could be used to guide leadership development professionals to build targeted learning activities around key components of leader identity development, diagnose where people are in their leadership journey, set personalized goals with them, and provide pointed feedback to learners in the process of developing their leader identity.

**Originality/value** – The authors provide an in-depth and integrative account of the contents and mechanisms involved in the construction of the leader identity. The authors zero in on the critical transformations entailed in the process to establish and develop a leader identity.

**Keywords** Leadership, Leadership development, Identity development

**Paper type** Research paper

### Introduction

Who we think we are determines what we do and how we do it. An identity is "a set of meanings applied to the self in a social role or situation defining what it means to be who one is" (Burke, 1991, p. 837). It captures how one makes sense of themselves in relation to others, and how others conceive of that person (Kenny *et al.*, 2011). One's identity is the culmination of one's values, experiences, and self-perceptions (Baltes and Carstensen, 1991). An individual possesses multiple identities, each of which is associated with various roles and contexts (Ashforth and Johnson, 2001). Of these multiple identities, the



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Vol. 36 No. 6, 2014  
pp. 630-656  
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0163-7739  
DOI 10.1108/LODJ-10-2013-0138

# Purpose

- Leadership development has been replete with a skill-based focus. However, learning and development can be constrained by the deeper level, hidden self-knowledge that influences how people process information and construct meaning.
- The purpose of this paper is to answer the question of how people construct and develop their leader identity.
- The authors intend to shed light on the critical facets of identity changes that occur as individuals grapple with existing understanding of the self and of leadership, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence acting in the leadership domain.

# **Design/methodology/approach**

The authors conducted a grounded theory study of participants and their mentors in a lay leadership development program in a Catholic diocese. The authors inductively drew a conceptual model describing how leader identity evolves

## **Findings**

The findings suggested that leader identity development was not a Uni-dimensional event. Rather, it was a multi-faceted process that encompassed three key facets of identity development: expanding boundaries, recognizing interdependences, and discerning purpose. Further, it is the co-evolution of these three facets and people's broadening understanding of leadership that led to a more salient leader identity.

## Practical implications

The findings could be used to guide leadership development professionals to build targeted learning activities around key components of leader identity development, diagnose where people are in their leadership journey, set personalized goals with them, and provide pointed feedback to learners in the process of developing their leader identity.

# Case Study: Time to act as a Leader

- Laura is the associate director of a non-profit agency that provides assistance to children and families.
- She is the head of a department that focuses on evaluating the skill-building programs the agency provides to families and she reports directly to the agency leadership.
- As a whole, the agency has been cautious in hiring this year because of increased competition for federal grant funding.
- However, they have also suffered high staff turnover. Two directors, three key research staff, and one staff person from the finance department have left.

# Case Study (Continued)

Laura has a demanding schedule that requires frequent travel; however, she supervises two managers who in turn are responsible for five staff members each. Both managers have been appointed within the last six months.

**Manager 1:** Kelly manages staff who provide research support to another department that delivers behavioral health services to youth. Kelly supports her staff and is very organized. Kelly is very motivated and driven and expects the same from her staff.

**Manager 2:** Linda has a strong background in social science research. She manages staff that work on different projects within the agency. She is known as a problem solver and is extremely supportive of her staff. She is very organized and has a wealth of experience in evaluation of family services.

# Case Study (Continued)

The managers are sensing that staff are becoming overworked as everyone takes on increased responsibilities due to high staff turnover. Staff have also mentioned that Laura's "glass half-empty" conversation style leaves them feeling dejected.

In addition, Laura has not shared budgets with her managers, so they are having difficulty appropriately allocating work to staff. Laura said she has not received sufficient information from the finance department to complete the budgets. The finance department said they have sent her all the information they have available.

# Case Study (Continued)

As staff become distressed, the managers are becoming frustrated. They feel like they are unable to advocate for their staff or solve problems without key information like the departmental budget.

1. How can Laura most effectively use both management and leadership skills in her role as associate director? What combination of the two do you think would work best in this setting?
2. What steps could be taken to build staff confidence?
3. What advice would you give Laura on improving her leadership skills?

# Book Recommendation

## The Art of Leadership

**Edited By:** George Manning, Kent Curtiss  
**Publisher:** ©by McGraw-Hill Education  
**Authors:** George Manning, Kent Curtis  
**Language:** ENGLISH  
**Paperback:** 592 Pages  
**ISBN-10 :** 0077862457  
**ISBN-13 :** 978-0-07-786245-9

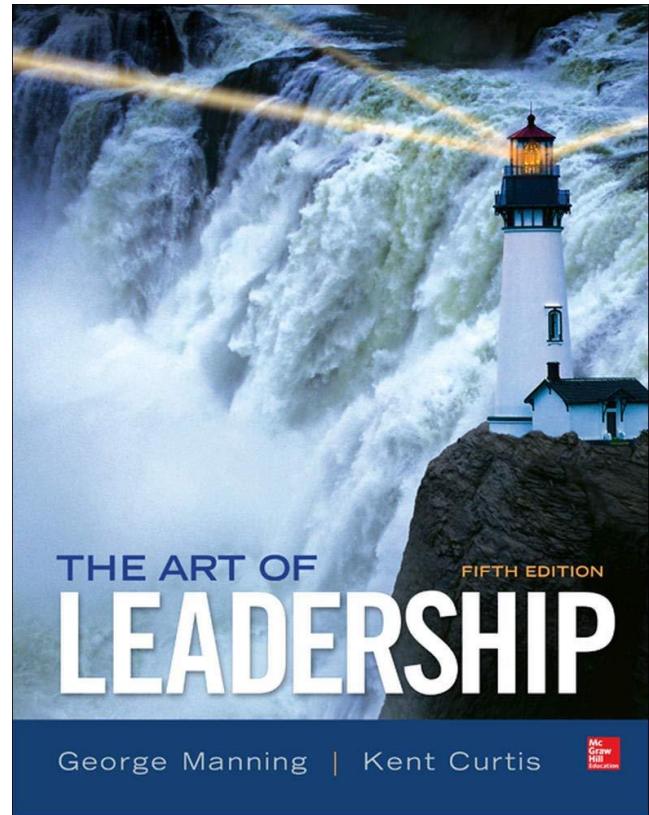


Image Source: <https://www.amazon.in/Art-Leadership-George-Manning/dp/0077862457>

# Book Recommendation

## LEADERSHIP: Enhancing the Lessons Of Experience (Eighth Edition)

**Edited By:** Andrea Heirendt

**Publisher:** ©2015 by McGraw-Hill Education

**Authors:** Richard L. Hughes, Robert C. Ginnett, Gordon J. Curphy

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**MHID:** 0-07-786240-6

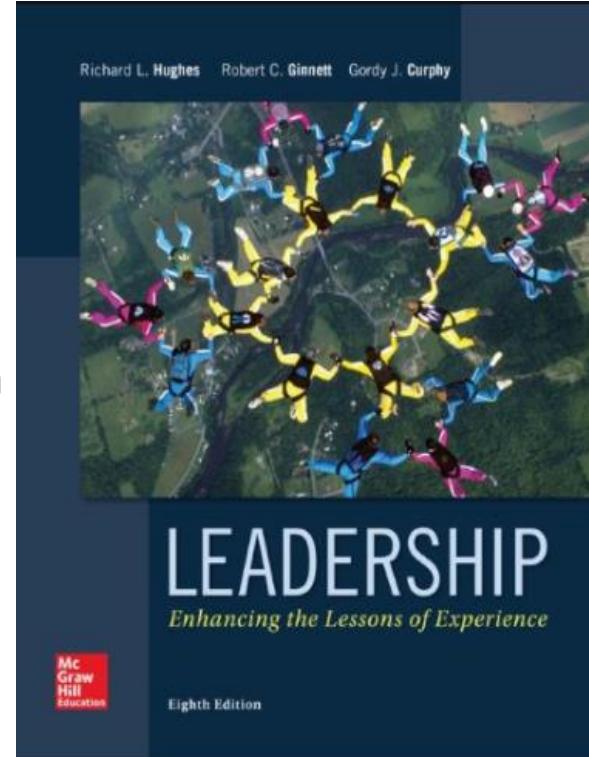


Image Source: <https://www.amazon.in/Leadership-Enhancing-Experience-Richard-Hughes/dp/0078112656/>

# References

1. Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2015). Leadership: Enhancing the Lessons of Experience (8th Edition). McGraw Hill.
2. Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational Behavior* (18th Edition). Pearson Education Inc.

## Online Source

- [https://cyfar.org/ilm\\_8\\_casestudy1](https://cyfar.org/ilm_8_casestudy1)

# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 06

### Leader Development - The Action-Observation-Reflection Model

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Can Leadership be taught?
- Action-Observation-Reflection Model
- Key Role of Perception in the Spiral of Experience
- Perception and Action
- Perception and Observation
- Perception and Reflection
- Reflection and Leadership Development
- Case Study
- Research Paper
- Book Recommendation
- Reference



Image Source: <https://www.linkedin.com/pulse/colleges-teaching-leadership-would-declare-you-leader-bruce-may>

# **Can Leadership be taught?**

Merely taking a one-semester college course in leadership will not make one a better leader. However, it's strongly believed that it can lay a valuable foundation to becoming a better leader over time.

**Do you accept that leadership can be learned** (rather than just “being born” in a person)?

Yes

**Do you also believe that the most powerful lessons about leadership come from one's own experience?**

Yes

**How we learn from experience?**

Learning from experience pertains to how complex or multifaceted your conceptual lenses are for construing experience

# **Leadership can be taught**

- Becoming familiar with the complex variables that affect leadership gives you a greater variety of ways to make sense of the leadership situations you confront in your own life.
  - In that way, completing this course in leadership may not make you a better leader directly and immediately, but actively mastering the concepts in the course can nonetheless accelerate the rate at which you learn from the natural experiences you have during and after your course
  - In fact, about 70 percent of variance in a person's effectiveness in a leadership role is due to the results of her experience; only 30 percent is due to heredity (McCall, 2010)

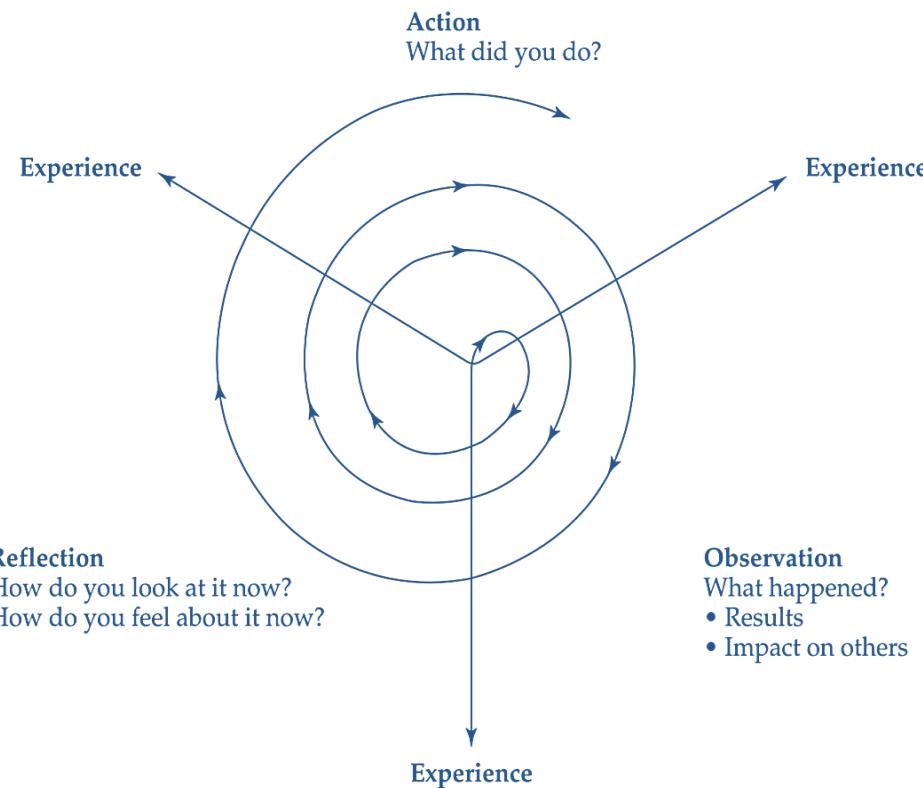


Image Source: <https://www.tinypulse.com/blog/14-employee-survey-questions-about-management-effectiveness>

# AOR Model

- **Action-Observation-Reflection (AOR) Model** shows that leadership development is enhanced when the experience involves three different processes: action, observation, and reflection.
  - Action(What did you do?)
  - Observation (What happened? Results and impact on others)
  - Reflection (How do you look at it now?, How do you feel about it now?)
- Leadership development through experience may be better understood as the growth resulting from repeated movements through all three phases.

# AOR Model



**Figure – The Spiral of Experience**

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# The Key Role of Perception in the Spiral of Experience

## Perception

It is a Process by which individuals organize and interpret their sensory impressions to give meaning to their environment.

## Factors Affecting Perception

- Perceiver – Attitudes, Motives, Interests, Experience and Expectations
- Target – Novelty, Motion, Sounds, Size, Background, Proximity and Similarity
- Context (Situation) – Time, Work Setting and Social Setting

(Robbins, Judge & Vohra, 2019)

# Perception and Action

A person's expectations about another may influence how he acts toward her, and in reaction to his behavior she may act in a way that confirms his expectations. (Jones, 1986)

A Perceptual variable that can affect our actions is the **self-fulfilling prophecy**, which occurs when our expectations or predictions play a causal role in bringing about the events we predict.

As also established in a Research, "supervisors are biased toward making dispositional attributions about a subordinate's substandard performance and, as a result of these attributions, often recommended that punishment be used to remedy performance deficits". (Mitchell & Wood, 1980)



The Social Anxiety Institute, Inc.

Image Source: <http://adviesvandirk.nl/zelf-vervullende-voorspelling/>

# Perception and Action

PERSON 1

1. Has expectations of another person.  
(I've heard she's nice).

PERSON 2

2. Behaves ambiguously (might be seen as friendly).

3. Expectancy confirmed.  
(she does seem personable).

4. Initiates positive interaction towards another person.

6. Expectation further strengthened.

5. Initiates positive interaction towards another person.

7. Self-concept change? (it's easy for me to meet others)

**Fig. The Role of Expectations in Social Interaction**

Source: (Jones, 1986)

# Perception and Observation

- Observation and perception both deal with attending to events around us.
- The fallacy of this passive view of perception is that it assumes we attend to all aspects of a situation equally. However, we do not see everything that happens in a particular leadership situation, nor do we hear everything.
- Instead, we are selective in what we attend to (**Observation**) and what we in turn perceive (**Perception**).
- A phenomenon takes place when one expects to find mostly negative things about another person (such as a problem employee). Such an expectation becomes a **perceptual set** to look for the negative and look past the positive things in the process.

# Perception and Reflection

- Perceptual sets influence what we attend to and what we observe.
- In addition, perception also influences the next stage of the spiral of experience—reflection—because reflection is how we interpret our observations.
- Perception is inherently an interpretive, or a meaning-making, activity.
- One important aspect of this is a process called **attribution**. Attributions are the explanations we develop for the behaviors or actions we attend to.



Image Source: <https://in.pinterest.com/pin/742249582312325878/>

# Perception and Reflection (Cont.)

Attribution Process is affected by three errors:-

- **Fundamental attribution error** – the tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail.
- **Self-Serving bias** — the tendency to make external attributions (blame the situation) for one's own failures yet make internal attributions (take credit) for one's successes.
- **Actor/Observer difference** – This refers to the fact that people who are observing an action are much more likely than the actor to make the fundamental attribution error.

# Reflection and Leadership Development

- The most important yet most neglected component of the action–observation–reflection model is **reflection**.
- Reflection is important because it can provide leaders with a **variety of insights** into how to frame problems differently, look at situations from **multiple perspectives**, or better understand subordinates.
- Leadership development can be enhanced by raising such implicit beliefs to conscious awareness and thereby more to thoughtful reflection.
- **E.g.** – One approach used a variety of art prints to stimulate personal and group reflection on ideal forms of leadership. The prints were used to identify five fundamental archetypes of leadership

# Reflection and Leadership Development (Cont.)

- **Teacher-Mentor**, who cares about developing others and works beside them as a role model.
- **Father-Judge**, who provides oversight, control, moral guidance, and caring protectiveness.
- **Warrior-Knight**, who takes risks and action in a crisis.
- **Revolutionary-Crusader**, who challenges the status quo and guides adaptation.
- **Visionary-Alchemist**, who imagines possibilities that can benefit all members and brings them into reality.

# **Case Study: Leadership Development with Algorithm**

As the founder of management coaching organisation TMBC and author of Standout, Marcus Buckingham is an expert on creating leadership programs, He recommends the following steps:

## **STEP 1: Find or develop assessment tools.**

- These might include a personality component, such as a Big Five inventory Test, and can include other test that companies can resource or create according to the leadership characteristics they are seeking to monitor.

## **STEP 2: Identify the Top Leaders in the organization and administer the tests to them.**

- This step is not to determine what all the leaders have in common but to group the top leaders into categories by their similar profiles.

# **Case Study: Leadership Development with Algorithm**

**STEP 3: Interview the leaders within each profile category to learn about the techniques they use that work**

- Often these technologies will be unique, unscripted, and revealingly correlated to the strengths in each leader's assessment profile. Compile the techniques within each profile category

**STEP 4: The results of top leader profile categories and the leaders' techniques can be used to create an algorithm, or tailored method, for developing leaders.**

- Administer the assessment tests to developing leaders and determine their profile categories. The techniques from successful leaders can now be shared with the leaders who are most like them because they share the same profile

# Case Study: Leadership Development with Algorithm

- These steps provide a means for successful leaders to pass along to developing leaders the techniques that are likely to feel authentic to the developing leaders and that encourages creativity.
- The Techniques can be delivered in an ongoing process as short, personalized, interactive, and readily applicable tips and advice that yield results.

Q1) What are some potential negatives of using Marcus Buckingham's approach to leadership development?

Q2) Would you suggest applying Buckingham's steps to your organization? Why or why not?

# Research Paper

## Paper: Leadership development learning accelerators: voices from the trenches

Authors: Clinton O. Longenecker , Gary S. Insch

Journal: Development and Learning in Organizations

Published: 4 March 2019

DOI: <https://doi.org/10.1108/DLO-07-2018-0084>

## Leadership development learning accelerators: voices from the trenches

Clinton O. Longenecker and Gary S. Insch

Clinton O. Longenecker is based at the Department of Management, Center for Leadership and Organizational Excellence, College of Business and Innovation, University of Toledo, Toledo, Ohio, USA. Gary S. Insch is based at the Department of Management, College of Business and Innovation, University of Toledo, Toledo, Ohio, USA.

Leadership researchers, business educators, talent managers, executive coaches, and fellow leaders all have a burning desire to know how effective leaders became effective leaders, and there are a wide variety of models and theories to support various schools of thought on the subject (Hughes *et al.*, 2012). Moreover, while theories of what makes a great leader abound, many people would argue that a leader's ability to demonstrate effective leader behavior and acumen is infinitely more complex than originally believed and is based on a multifaceted combination of factors (Goleman, 2000; Longenecker, 2014).

For the past two decades, we have been studying the behavior of a significant sample of leaders who were identified by their organizations as being "high performers possessing the strong ability to deliver desired results for their enterprises." We recently conducted focus groups with a subset of over 200 of these high-performing leaders who were US-based, mid-level leaders in Fortune 1000 companies. We asked them to answer the following question as part of a leadership development program: "Please identify what you would consider to be the five (5) most influential factors that accelerated your development as a leader".

Leaders were then randomly assigned to five-person focus groups to discuss their individual responses and come to consensus on what they considered to be the top leadership development "accelerators." A content analysis of over 20 focus groups' response sets allowed us to identify a list of leadership development "accelerators." Our purpose is to follow the advice of a senior leader in our study, "It's very important to know how people are shaped into great leaders," and to learn from the lessons of leaders operating in the trenches.

### Key leadership development accelerators

We will now discuss the top seven leadership accelerators that emerged from our focus groups, and several questions are presented to stimulate leaders' thinking and self-analysis to determine if they are making use of these powerful learning tools and helping those around them do the same.

#### Accelerator #1: Working for a great leader (82 per cent)

To no one's surprise, working for a highly effective leader was the most highly rated leadership development accelerator for the participants in this exercise. When anyone operates under the influence of a highly effective and emotionally intelligent leader, the opportunity for powerful learning and leadership development is significant. This takes place for a myriad of positive reasons, including the leader serving as a role model in

# Purpose

- The purpose of this paper is to highlight the practices that high-performance leaders believed were influential for accelerating their development as leaders.

# Design/methodology/approach

- The sample consisted of US based, mid-level leaders at Fortune 1000 companies who were identified by their organizations as being “high performers possessing the strong ability to deliver desired results for their enterprises.” The authors recently conducted focus groups with a subset of over 200 of these high-performing leaders and asked them to answer the following question: “Please identify what you would consider to be the five (5) most influential factors that accelerated your development as a leader.”

# Findings

- Seven leadership accelerators were identified:
  1. Working for a great leader
  2. Experiencing an extremely challenging assignment or major organizational change
  3. Working in an organization that requires and supports skill development
  4. Possessing a strong mentor/accountability partner
  5. Ongoing personal reflection and self-assessment
  6. Experiencing a significant failure or career setback
  7. And formal leadership development training/continuing education.

# Research limitations/implications

- It is important that leaders, HR professionals, and talent managers know and understand these factors and to make it an ongoing priority to systematically address the key questions that emerged from these findings.
- Leaders should thoughtfully answer the questions presented for themselves and encourage leaders in their organization to do the same.

# Book Recommendation

## The Little Book of Leadership Development: 50 Ways to Bring out the Leader in Every Employee

**Publisher:** ©2011 by AMACOM (New York)

**Authors:** Scott J. Allen and Mitchell Kusy

**Language:** English

**Paperback:** 130 Pages

**ISBN-13:** 978-0-8144-1754-6

**ISBN-10:** 0-8144-1754-X

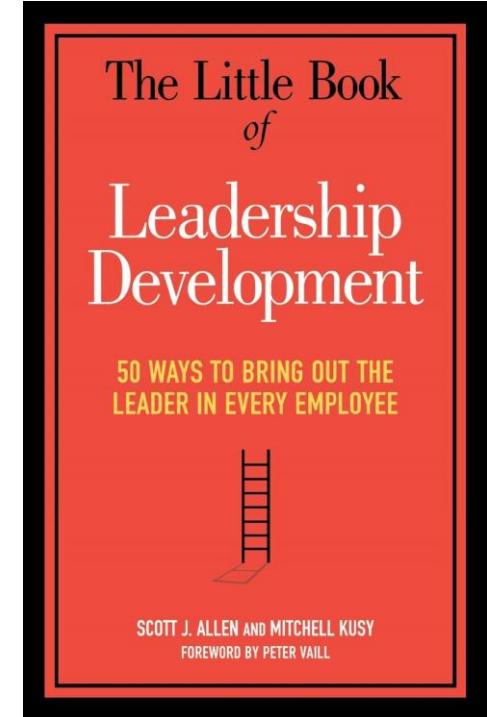


Image Source: <https://www.amazon.in/Little-Book-Leadership-Development-Employee/dp/0814437834>

# Book Recommendation (Abstract)

- In this Book, Authors Scott J. Allen and Mitchell Kusy redefine traditional leadership by assigning flexible yet **concrete and proven actions** to very abstract terms.
- **Free of complicated theories**, The Little Book of Leadership Development focuses on what really works to motivate others, encourage productivity, and equip future leaders to **design a straightforward system** tailored to your team and organizational needs.
- The book delivers streamlined instructions on **fifty practical strategies**, including modeling behaviors, sharing information, building accountability, stretching teams, and providing feedback.

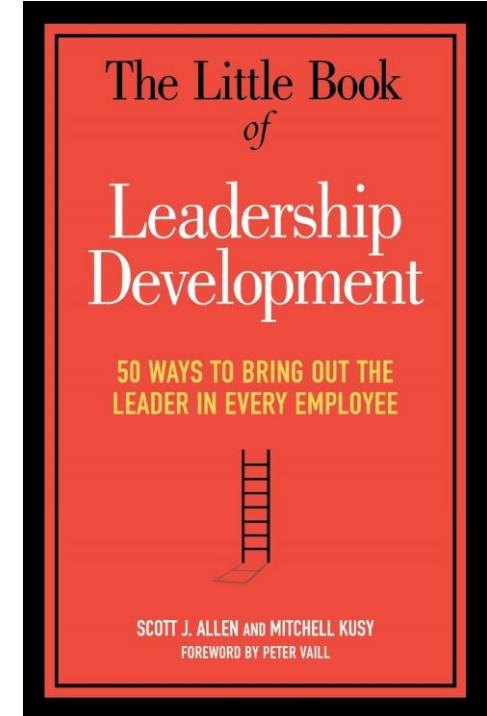


Image Source: <https://www.amazon.in/Little-Book-Leadership-Development-Employee/dp/0814437834>

# Book Recommendation (Contents)

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- [8] Realize Your Team Is *Your* Customer
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# Thank You





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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 07

### Leader-Member Exchange (LMX) Theory

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Leader Member Exchange Theory
- The Cycle of Leadership Making
- Leadership Making Phases
- Case Study
- Research Paper
- Book Recommendation
- References



Image Source: <https://sites.psu.edu/leadership/2013/04/20/experiencing-leader-member-exchange-theory-first-hand/>

# Leader Member Exchange Theory

LMX theory developed by **George Graen** is also known as **Vertical Dyad Linkage Theory**. LMX argues that leaders do not treat all followers as if they were a uniform group of equals. Rather, the leader forms specific and unique linkages with each subordinate, thus creating a series of dyadic relationships. (Hughes, Ginnett & Curphy, 2015)

LMX theory is “A theory that supports leader’s creation of ingroups and outgroups; subordinates with ingroup status have higher performance ratings, less turnover, and greater job satisfaction.” (Robbins, Judge & Vohra, 2019).

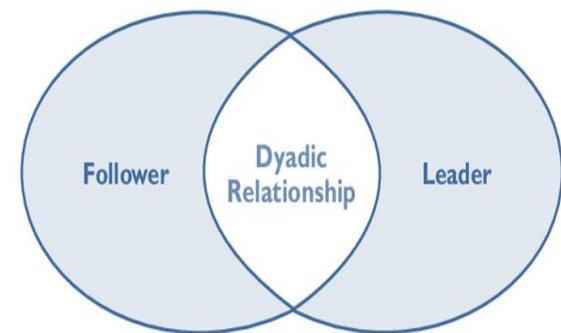


Image Source: (Graen & Uhl-Bien, 1995)

# Leader Member Exchange Theory (Cont.)

In general, the linkages tend to be differentiated into two major groups.

- In the **out-group**, or low-quality exchange relationships, interpersonal interaction is largely restricted to fulfilling contractual obligations.
- In the **in-group**, leaders form high-quality exchange relationships that go beyond “just what the job requires.” These high-quality relationships are indeed “exchanges” because both parties’ benefit.

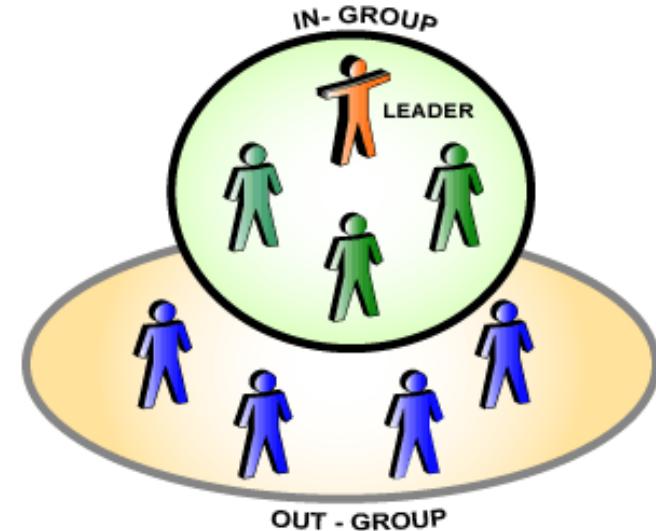


Image Source: <https://sites.psu.edu/leadership/2014/12/05/leadership-member-exchange/>

# Leader Member Exchange Theory (Cont.)

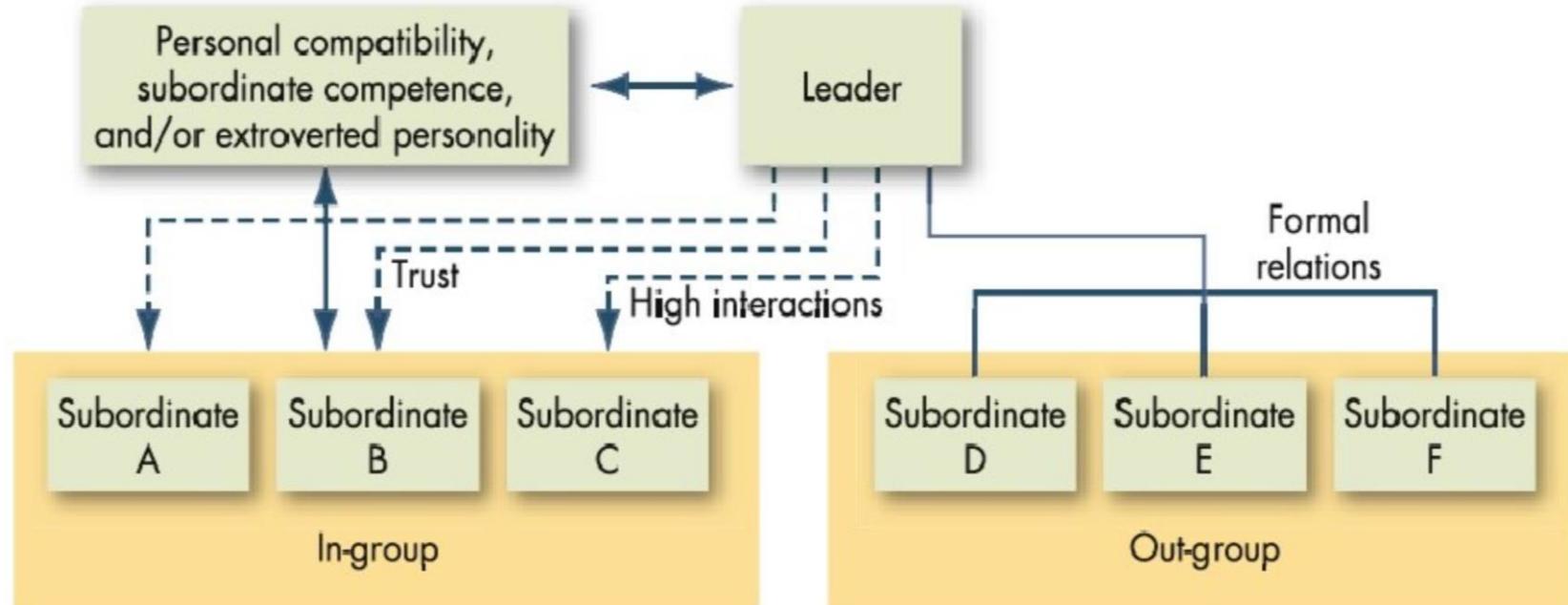


Image Source: <https://www.pinterest.ph/pin/313070611593702833/>

# Leader Member Exchange Theory (Cont.)

- Early on, the focus of LMX theory was on stages of development as the process of the relationship developed over time. These stages typically were described as **Role-taking, Role-making and Routinization**
- **Role-taking** : leader offers opportunities and evaluates the follower's performance and potential.
- **Role-making** : A role is created for follower based on a process of trust building.
- **Routinization** : Similarities (for the in-group) and differences (often accentuated for the out-group) become cemented.

# Leader Member Exchange Theory (Cont.)

- The biggest leap forward in LMX came 25 years after its introduction, in an article by Graen and Uhl-Bien.
- The authors expanded the descriptive portion of the model, which continued to focus on the dyadic processes between the leader and followers.
- With LMX Model, Graen and Uhl-Bien suggests behaviors that the leader should engage in to actively develop relationships (hence the prescriptive label) and build more in-group relations across the follower pool.

# The Cycle of Leadership Making



Characteristic	Stranger	Acquaintance	Maturity
Relationship building phase	Role-taking	Role-making	Role routinization
Reciprocity	Cash and carry	Mixed	In-kind
Time span of reciprocity	Immediate	Some delay	Indefinite
Leader-member exchange	Low	Medium	High
Incremental influence	None	Limited	Almost unlimited

Source: (Hughes, Ginnett, & Curphy, 2015) (Graen & Uhl-Bien, 1995)

# The Cycle of Leadership Making (Cont.)

- The leadership making process prescribes that the leader should work to develop special relationships with all followers.
- Leader should offer each follower an opportunity for new roles, responsibilities, and challenges, should nurture high-quality exchanges with all followers.
- Leader should focus on ways to build trust and respect with all subordinates—resulting in the entire work group becoming an in-group rather than accentuating the differences between in-groups and out-groups.

# Leadership Making (Phase 1)- Stranger

- Interactions within the leader-subordinate dyad are generally rule bound.
- Rely on contractual relationships.
- Relate to each other within prescribed organizational roles.
- Experience lower quality exchanges.
- Motives of subordinate directed toward self-interest rather than good of the group.

# Leadership Making (Phase 2)- Acquaintance

- Begins with an **offer** by leader/subordinate for improved career-oriented social exchanges.
- Testing period for both, assessing whether
  - the subordinate is interested in taking on new roles
  - leader is willing to provide new challenges
- Shift in dyad from formalized interactions to new ways of relating.
- Quality of exchanges improves along with greater trust & respect.
- Less focus on self-interest, more on goals of the group.

# Leadership Making (Phase 3)- Mature Partnership

- Marked by high-quality leader-member exchanges.
- Experience high degree of mutual trust, respect and obligation toward each other.
- Tested relationship and found it dependable.
- High depend of reciprocity between leaders and subordinates and May depend on each other for favors and special assistance.
- Highly developed pattern of relating that produce positive outcomes for both themselves & the organization.

# Concluding thoughts about the LMX Theory

- In its earlier form (the vertical dyad linkage model), LMX was one of the simplest of the contingency models. Even today, it is largely about the process of relationship building between the leader and the follower. The situation has barely crept in.
- From an application perspective, perhaps the biggest limitation of LMX is that it does not describe the specific behaviors that lead to high-quality relationship exchanges between the leader and the follower.
- LMX, as opposed to some of the subsequent contingency models, continues to generate research into the present decade. In fact, among all major contingency models, LMX has most research articles published and is being studied both across countries and with globally distributed teams

# Concluding thoughts about the LMX Theory

- Various Research Paper published on LMX Includes papers on
  - ❖ Follower Proactive Personality
  - ❖ The Extent of the Leader's Social Network
  - ❖ The Degree to which Employees identify their supervisor with the organization
  - ❖ Employees' perceptions of both the procedural and distributive justice climate
  - ❖ The Degree that followers perceive that the leaders treat all members fairly
  - ❖ The Leaders represent the group's values and norms

# Case Study: “LMX Theory: Barack Obama”

- Barack Hussein Obama was elected the 44th President of the United States in 2008. During his presidency, his leadership style was described at times as transformational, servant, charismatic, dysfunctional, extreme, and non-existent.
- Regardless of different perceptions, leaders must interact with many to accomplish goals and advance organizations. Leaders also interact with a small group of close advisors or confidants who lend guidance and support in return for increased loyalty and/or favoritism.

(Baker & Baker, 2017)

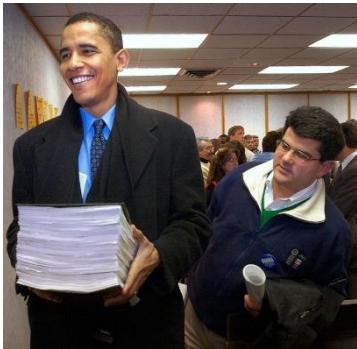


**Barack Hussein Obama**

Image Source: <https://www.biography.com/us-president/barack-obama>

# Case Study: “LMX Theory: Barack Obama” (Cont.)

This dynamic of interacting with a small group yet having to rely on the support of a larger group is critical to the leadership process and known as leader-member exchange theory (LMX).



Barack Obama with  
Don Shomon in 2003

It was during his time in the Illinois state senate that Obama began building close relationships with advisors and legislators. One was with his first Illinois senate aide, **Dan Shomon**, who would later become his close political advisor. Shomon's key contribution to Obama's political development was making Obama realize that he needed to understand all of the political cultures of Illinois if Obama had any ambition to advance farther in Illinois politics beyond the state legislature.

(Baker & Baker, 2017)

Image Source: <https://www.wbez.org/stories/obama-5-up-or-out/f2378d3c-de46-4165-87f6-2a91a5ebecac>

# Case Study: “LMX Theory: Barack Obama” (Cont.)

- Obama later developed strong relationships with the people who in turn have greater influence with Obama during his 2004 US Senate campaign: **David Axelrod**, a highly regarded political consultant; **Jim Cauley**, who became Obama's campaign manager; **Pete Giangreco**, who ran the direct mail operations; and pollster **Paul Harsted**
- The Obama campaign included many nationally-known advisors: **Robert Gibbs**, **David Plouffe**, and **Valerie Jarrett** (political advisors); **Austan Goolsbee** and **David and Christina Romer** (economics); and **Susan Rice** (national security) (Obama's Inner Circle, n.d.). Many of these people later became some of Obama's first appointments to his staff and cabinet. One, Valerie Jarrett, remained with Obama through his final year in office and held significant influence with him.

(Baker & Baker, 2017)

# Case Study: “LMX Theory: Barack Obama” (Cont.)

He also had close ties (both politically and personally) with Vice President **Joe Biden** who, by virtue of his title, was included in every major discussion Obama held with his Senior Leadership team

Obama's close confidants have provided him with guidance and assistance when making difficult decisions. This close group has also created criticism from those inside and outside his administration regarding the openness and transparency of Obama's decision-making process and has created the perception of allowing less participation while deciding critical matters facing the United States.

(Baker & Baker, 2017)      Image Source: <https://blog.dailyfreepress.com/2014/11/14/valerie-jarrett/>



Barack Obama with Valerie Jarrett

# Case Study: “LMX Theory: Barack Obama” (Cont.)

- President Obama has a strength of creating effective relationships with those closest to him while also establishing good relationships with many others. He also has a potential blind spot by having an inner circle that may keep him from being transparent, inclusive, and allowing others to participate in the decision-making process.

Q1) Who is in President Obama’s in-group and why? Is his in-group an asset or detriment to the *perception* of his presidency?

Q2) How important are in-groups in regards to the leadership process? Are they more of an asset or liability for the leader and why?

(Baker & Baker, 2017)

# Research Paper

## Paper: Leader-member exchange, work engagement, and job performance

**Authors:** Kimberley Breevaart , Arnold B. Bakker , Evangelia Demerouti , Machteld van den Heuvel

**Journal:** Journal of Managerial Psychology

**Published:** 14 September 2015

**DOI:** <https://doi.org/10.1108/JMP-03-2013-0088>

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[www.emeraldinsight.com/0268-3946.htm](http://www.emeraldinsight.com/0268-3946.htm)

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### Leader-member exchange, work engagement, and job performance

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#### Abstract

**Purpose** – The purpose of this paper is to examine the process through which leader-member exchange (LMX) is related to followers' job performance. Integrating the literature on LMX theory and resource theories, the authors hypothesized that the positive relationship between LMX and employee job performance is sequentially mediated by job resources (autonomy, developmental opportunities, and social support) and employee work engagement.

**Design/methodology/approach** – In total, 847 Dutch police officers filled out an online questionnaire. Multilevel structural equation modeling was used to test the hypothesized relationships and to account for the nesting of officers in teams.

**Findings** – Employees in high-quality LMX relationships work in a more resourceful work environment (i.e. report more developmental opportunities and social support, but not more autonomy). This resourceful work environment, in turn, facilitates work engagement and job performance.

**Research limitations/implications** – Because of the research design, it is difficult to draw conclusions about causality. Future research may test the newly proposed relationship using a longitudinal or daily diary design.

**Practical implications** – This study emphasizes the value of high-LMX relationships for building a resourceful environment. In turn, this resourceful environment has important implications for employees' work engagement and job performance.

**Originality/value** – This study examines LMX as a more distal predictor of employee job performance and examines a sequential underlying mechanism to explain this relationship. Furthermore, this paper explicitly examined job resources as a mediator in the relationship between LMX and employee job performance.

**Keywords** Leadership, Leader-member exchange, Job demands-resources theory,

Employee engagement, Job resources

**Paper type** Research paper



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10.1108/JMP-03-2013-0088

Leader-member exchange theory (LMX theory; Graen and Cashman, 1975; Graen and Uhl-Bien, 1995) is unique in its focus on the dyadic relationship between leader and follower. Rooted in role making and social exchange theories (Blau, 1964; Graen, 1976; Kahn *et al.*, 1964), LMX theory states that followers develop unique exchange relationships with their leader. In turn, the quality of this relationship influences followers'

# Purpose

- The purpose of this paper is to examine the process through which leader-member exchange (LMX) is related to followers' job performance. Integrating the literature on LMX theory and resource theories, the authors hypothesized that the positive relationship between LMX and employee job performance is sequentially mediated by job resources (autonomy, developmental opportunities, and social support) and employee work engagement.

## Design/methodology/approach

- In total, 847 Dutch police officers filled out an online questionnaire. Multilevel structural equation modeling was used to test the hypothesized relationships and to account for the nesting of employees in teams.

# **Findings**

Employees in high-quality LMX relationships work in a more resourceful work environment (i.e. report more developmental opportunities and social support, but not more autonomy). This resourceful work environment, in turn, facilitates work engagement and job performance

## **Research limitations/implications**

This study emphasizes the value of high-LMX relationships for building a resourceful environment. In turn, this resourceful environment has important implications for employees' work engagement and job performance.

## Practical implications

- The results of the study emphasize the importance for subordinates to have a good relationship with their leader, since the quality of the LMX relationship is associated with the quality of the work environment. It also stresses the importance for leaders of having a good relationship with subordinates, since this is positively related to employees' work engagement and their appraisals of job performance. Research shows that engaged employees also have a better health and are absent less often.
- Studies also showed that it is possible to train leaders in their active listening skills, spending time talking to each subordinate, and sharing expectations. Compared to the control groups, this training led to gains in LMX quality, job satisfaction, and productivity

# Book Recommendation

## The Oxford Handbook of Leader-Member Exchange

**Edited By:** Talya N. Bauer, Berrin Erdogan

**Publisher:** ©by Oxford University Press

**Language:** English

**Paperback:** 560 Pages

**ISBN-10 :** 0199326193

**ISBN-13 :** 978-0-19-932619-8

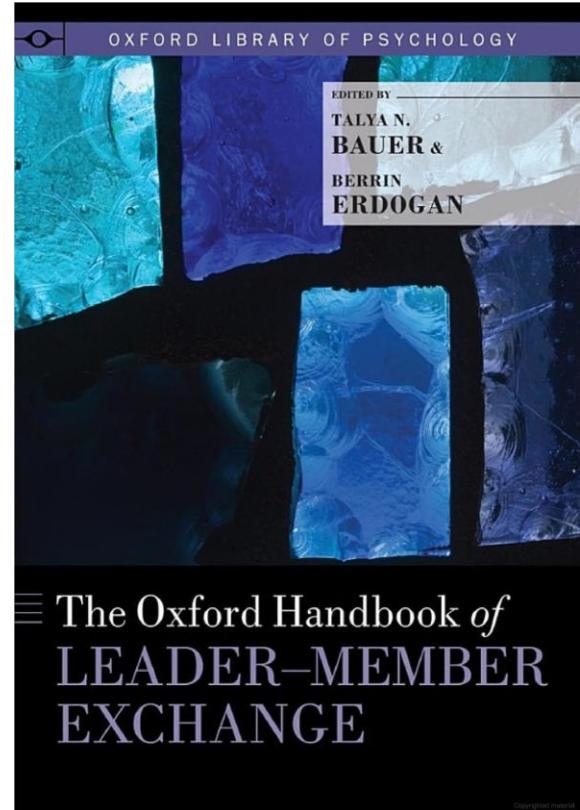


Image Source: <https://www.amazon.in/Handbook-Leader-Member-Exchange-Library-Psychology/dp/0199326177>

# Book Recommendation (Abstract)

LMX has grown from a new theory in the 1970s to a mature area of research in 2015. Interest in this theory has increased rapidly over the past four decades, and the pace of research in this area continues to accelerate dramatically.

**The Oxford Handbook of Leader-Member Exchange** takes stock of the literature to examine its roots, what is currently known, what research gaps may exist, and what areas are in need of the most urgent research.

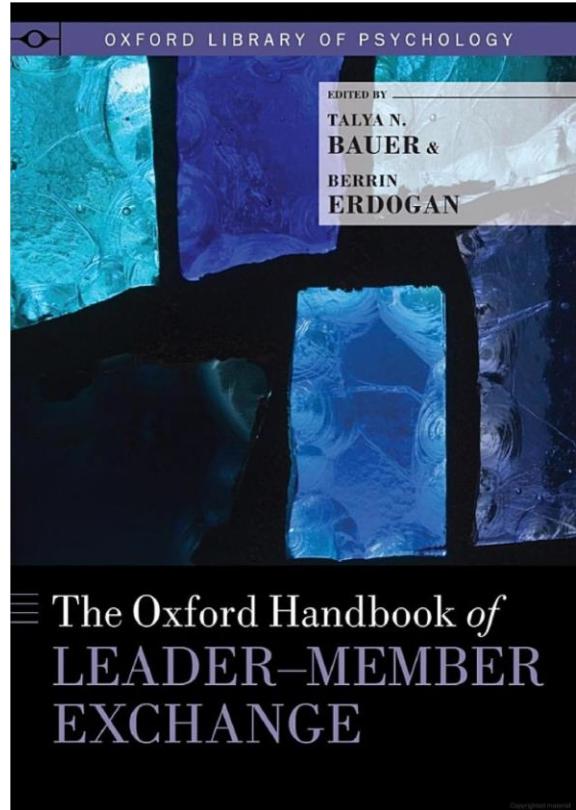


Image Source: <https://www.amazon.in/Handbook-Leader-Member-Exchange-Library-Psychology/dp/0199326177>

# Book Recommendation (Contents)

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*Ekin K. Pellegrini*
20. Diversity and LMX Development

*Caren Goldberg and Patrick F. McKay*

21. Does Age Matter to LMX and Its Outcomes? A Review and Future Research Directions  
*Donald M. Truxillo and Gabriela Burlacu*
22. Leader–Member Exchange Theory: A Glimpse into the Future  
*Berrin Erdogan and Talya N. Bauer*

Image Source: <https://www.amazon.in/Art-Leadership-George-Manning/dp/0077862457>

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# Thank You





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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 08

### Normative Decision Model

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Normative Decision Model
- Levels of Participation
- Decision Quality and Acceptance
- Leadership Decision Tree
- Case Study
- Research Paper
- Book Recommendation
- References

## DECISION STYLES MODEL

Five Decision Making Styles



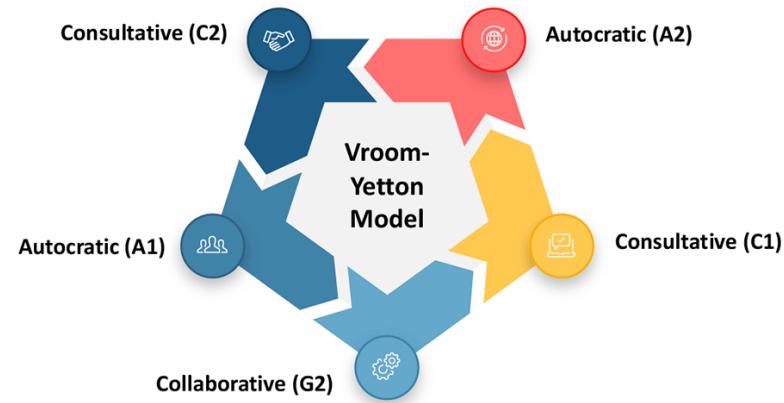
Image Source: <https://www.sketchbubble.com/en/presentation-decision-style-model.html>

# The Normative Decision Model

Normative Decision Model of leadership believes decision making is a crucial element of leadership and **the model helps the leaders decide to which degree their team members should participate in decision-making process.**

It was originally developed by Victor Vroom and Philip Yetton in their 1973 book, "Leadership and Decision Making."

So, it is also called "**Vroom-Yetton contingency model**", "**Vroom-Yetton Model**" or "**Decision-Making Model**".



(Vroom, V. H., & Yetton, P. W. ,1973)

Image Source: <https://slidemodel.com/vroom-yetton-decision-model/>

# The Normative Decision Model

- The Normative Decision Model was designed to improve some aspects of leadership effectiveness. In this case Vroom and Yetton first investigated the decision-making processes leaders use in group settings. They discovered a continuum of decision-making processes ranging from completely autocratic (labeled “A1”) to completely democratic, where all members of the group have equal participation (labeled “G2”), namely:
  - Autocratic (A1)
  - Consultative (C1)
  - Collaborative (G2)
  - Autocratic (A2)
  - Consultative (C2)

# Levels of Participation

- **Autocratic Processes**
  - **A1:** The leader solves the problem or makes the decision by himself or herself using the information available at the time.
  - **A2:** The leader obtains any necessary information from followers, then decides on a solution to the problem. Leader may or may not tell followers the purpose of questions or give information about the problem or decision leader is working on. The input provided by followers is clearly in response to leader's request for specific information. They do not play a role in the definition of the problem or in generating or evaluating alternative solutions.

# Levels of Participation

- **Consultative Processes**
  - **C1:** The leader shares the problem with the relevant followers individually, getting their ideas and suggestions without bringing them together as a group. Then leader makes a decision. This decision may or may not reflect the followers' influence.
  - **C2:** The leader shares the problem with her followers in a group meeting. In this meeting, obtains their ideas and suggestions. Then makes the decision, which may or may not reflect the followers' influence.

# Levels of Participation

- **Group Processes**
  - **G2:** The leader shares the problem with his followers as a group. Together they generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. The leader's role is much like that of a chairman, coordinating the discussion, keeping it focused on the problem, and making sure the critical issues are discussed.

Leader can provide the group with information or ideas that he has, but he does not try to press them to adopt “his” solution. Moreover, leaders adopting this level of participation are willing to accept and implement any solution that has the support of the entire group.

# Decision Quality and Acceptance

- After establishing a continuum of decision processes, Vroom and Yetton established criteria to evaluate the adequacy of the decisions made—criteria they believed would be credible to leaders and equally applicable across the five levels of participation.
- Vroom and Yetton believed **decision quality and decision acceptance** were the two most important criteria for judging the adequacy of a decision.
  - **Decision Quality** means simply that if the decision has a rational or objectively determinable “better or worse” alternative, the leader should select the better alternative
  - **Decision Acceptance** implies that followers accept the decision as if it was their own and do not merely comply with the decision.

# The Decision Tree

- Vroom & Yetton also developed a set of questions to protect quality and acceptance by eliminating decision processes that would be wrong or inappropriate.
- Generally, these questions concern the problem itself, the amount of pertinent information possessed by the leader and followers, and various situational factors. Vroom and Yetton incorporated these questions into a decision tree. Primarily these include seven key aspects in form of seven questions to guide leader to appropriate style

# The Decision Tree

## Vroom and Yetton's Leadership Decision Tree

1. Is the quality of the decision important?
  
2. Is team commitment to the decision important?
  
3. Do you have enough information to make the decision on your own?
  
4. Is the problem well structured?
  
5. If you made the decision yourself, would the team support it?
  
6. Does the team share organizational goals?
  
7. Is conflict amongst the team over the decision likely?

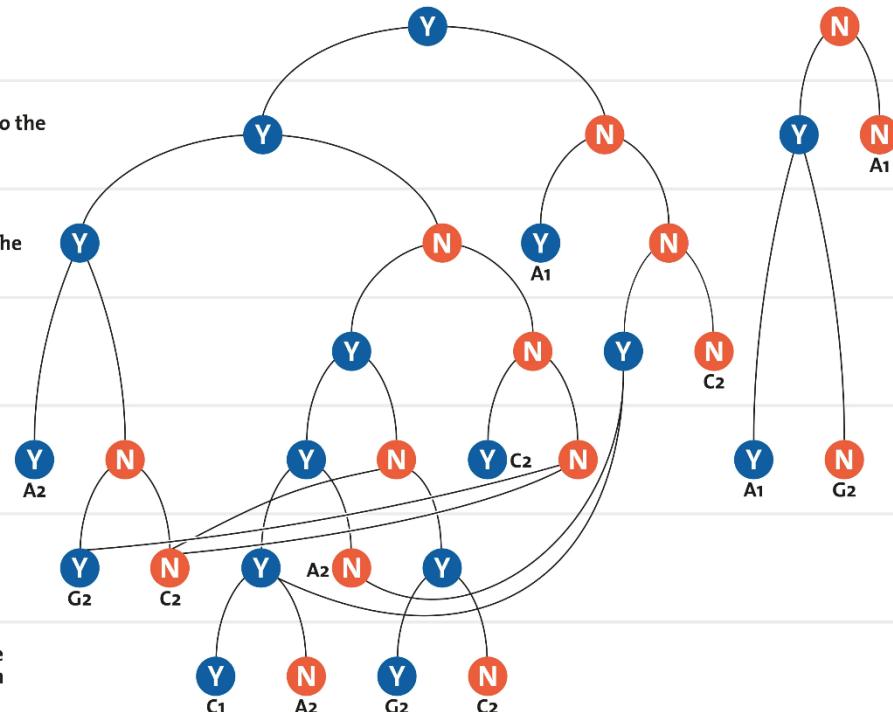


Image Source: <https://www.mindtools.com/media/Diagrams/Vroom-Yetton-Jago-Diagram-v5.jpg>

# Normative Decision Model & Interactional Framework

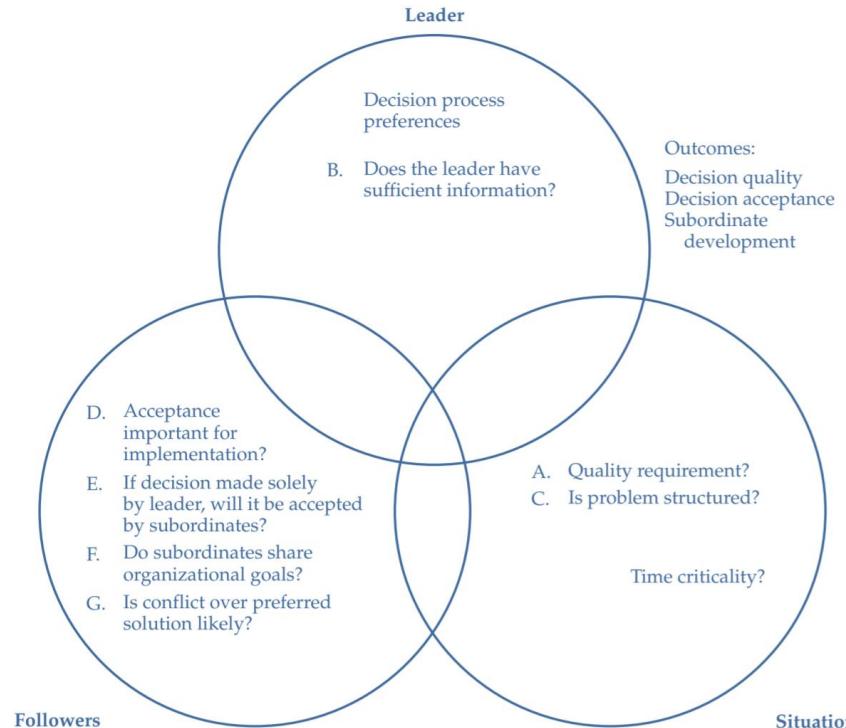


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Case Study: Alvis Corporation

- Kathy McCarthy was the manager of a production department in Alvis Corporation, a firm that manufactures office equipment. The workers are not unionized.
- After reading an article that stressed the benefits of participative management, Kathy believed that these benefits could be realized in her department if the workers were allowed to participate in making some decisions that affect them.
- Kathy selected two decisions for an experiment in participative management. The first decision involved vacation schedules. Whereas, The second decision involved production standards.

(Yukl & Garden, 2020)

# Case Study: Alvis Corporation

- **First Decision** Each summer the workers are given two weeks of vacation, but no more than two workers can go on vacation at the same time.
- In prior years, Kathy made this decision herself. She would first ask the workers to indicate their preferred dates, then she considered how the work would be affected if different people were out at the same time.
- It was important to plan a vacation schedule that would ensure adequate staffing for all of the essential operations performed by the department. When more than two workers wanted the same time period, and they had similar skills, she usually gave preference to the workers with the highest productivity.

(Yukl & Garden, 2020)

# Case Study: Alvis Corporation

- **Second Decision** Sales had been increasing steadily over the past few years, and the company recently installed some new equipment to increase productivity.
- The new equipment would make it possible to produce more with the same number of workers. The company had a pay incentive system in which workers received a piece rate for each unit produced above a standard amount.
- Top management wanted to readjust the production standards to reflect the fact that the new equipment made it possible for the workers to earn more without working any harder. The savings from higher productivity were needed to help pay for the new equipment.

(Yukl & Garden, 2020)

# Case Study: Alvis Corporation

- Kathy called a meeting of her 15 workers an hour before the end of the workday and ask them to make their recommendations.
- Kathy figured that the workers might be inhibited about participating in the discussion if she were present, so she left them alone to discuss the issues.

(Yukl & Garden, 2020)



Workers discussing to make a decision

Image Source: <https://www.thebalancecareers.com/manufacturing-dress-code-4051113>

# Case Study: Alvis Corporation

- **Workers response to Decision 1** On the vacation issue, the group was deadlocked. Several of the workers wanted to take their vacations during the same two-week period and could not agree on who should go.

Some workers argued that they should have priority because they had more seniority, while others argued that priority should be based on productivity, as in the past.

Because it was quitting time, the group concluded that *Kathy would have to resolve the dispute herself. After all, wasn't that what she was being paid for?*

(Yukl & Garden, 2020)

# Case Study: Alvis Corporation

- **Workers response to Decision 2** When Kathy returned to her department just at quitting time, she was surprised to learn that the workers recommended keeping the standards the same. The worker speaking for the group explained that their base pay had not kept up with inflation, and the higher incentive pay restored their real income to its prior level.

**Q1)** Were the two decisions appropriate for a group decision procedure according to the Vroom–Yetton model?

**Q2)** What mistakes were made in using participation, and what could have been done to avoid the difficulties the manager encountered?

(Yukl & Garden, 2020)

# Research Paper



Management Decision  
41/10 [2003] 968-978

© MCB UP Limited  
[ISSN 0025-1747]  
[DOI 10.1108/00251740310509490]

## Educating managers for decision making and leadership

### Keywords

Leadership, Decision making,  
Teambuilding, Decision trees,  
Management development,  
Delegation

### Victor H. Vroom

John G. Searle Professor of Organization and Management,  
Yale School of Management, New Haven, Connecticut, USA

## Purpose

- This paper describes a research program, spanning three decades, on the development of Normative model of leadership style- specifically, the form and degree to which managers should involve team members in decision making.

# Design/methodology/approach

- Historical review of the participation in decision making is conducted along with describing the development journey of normative model of decision making for a leader.
- Also, With the help of three brief cases, practical application of participation in decision making is discussed accompanied by instances pointing out the successful implementations and challenges faced by managers while practicing participation from followers in decision making process.

# Findings

- With the help of Normative decision making model, leadership styles to be used in three different cases were identified.
- While looking for the applications of Normative model, authors found that the one CEO of a large organization even sent the a memorandum to senior executives to use pencil-and-paper version of the model. Whereas another government executive makes it mandatory for the managers to use “Vroom Analysis” before taking any decision.
- It was found that in some cases the model didn't benefit much, especially where no experiential activities were conducted after training managers in concepts of the model.

# Implications

- The authors argues that didactic expositions of the model are largely ineffective in producing behaviour change unless accompanied by experiential activities which enable managers to examine their own implicit assumptions about the consequences of sharing their decision making power.
- The author implies that having models of when and when not to employ participation can be useful guide, but its real utility is likely to be realized with educational activities designed to encourage members to examine and reflect upon their own assumptions about the leadership and the ways in which their existing behaviour patterns may falls short of what is needed in today's world

# Book Recommendation

## Leadership and Decision-Making

**Authors:** Victor H. Vroom & Phillip W. Yetton  
**Publisher:** ©1973 by University of Pittsburgh Press  
**Language:** English  
**Paperback:** 248 Pages  
**ISBN-10 :** 0822974142  
**ISBN-13 :** 978-0-82-297414-7

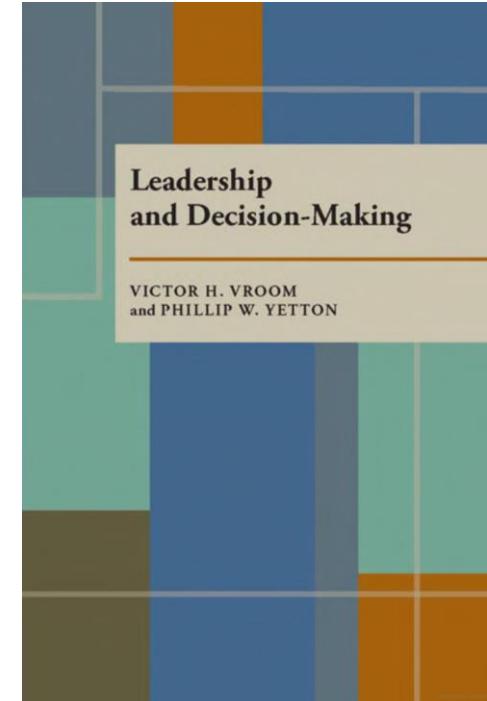


Image Source: [https://www.google.co.in/books/edition/Leadership\\_and\\_Decision\\_Making/LX6ZBRsX3kAC?hl=en&gbpv=0](https://www.google.co.in/books/edition/Leadership_and_Decision_Making/LX6ZBRsX3kAC?hl=en&gbpv=0)

# Book Recommendation (Abstract)

- Vroom and Yetton select a critical aspect of leadership style—the extent to which the leader encourages the participation of his subordinates in decision-making.
- They majorly describe a normative model which shows the specific leadership style called for in different classes of situations.
- Other chapters discuss how leaders behave in different situations. They look at differences in leadership styles, and what situations induce people to display autocratic or participative behavior

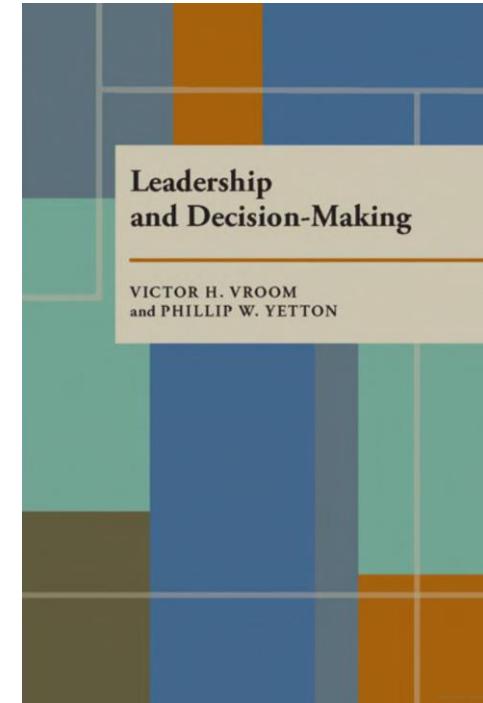


Image Source: [https://www.google.co.in/books/edition/Leadership\\_and\\_Decision\\_Making/LX6ZBRsX3kAC?hl=en&gbpv=0](https://www.google.co.in/books/edition/Leadership_and_Decision_Making/LX6ZBRsX3kAC?hl=en&gbpv=0)

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2. Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational Behavior* (18th Edition). Pearson Education Inc.
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# Thank You





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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 09

### Situational Leadership Model

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Situational Leadership Model
  - Four types of Leader Behaviour
  - Follower's Readiness
  - Maturity Levels
  - Example : New Employee
- Situational Leadership Model & Interactional Framework
- Case Study
- Research Paper
- Book Recommendation
- References

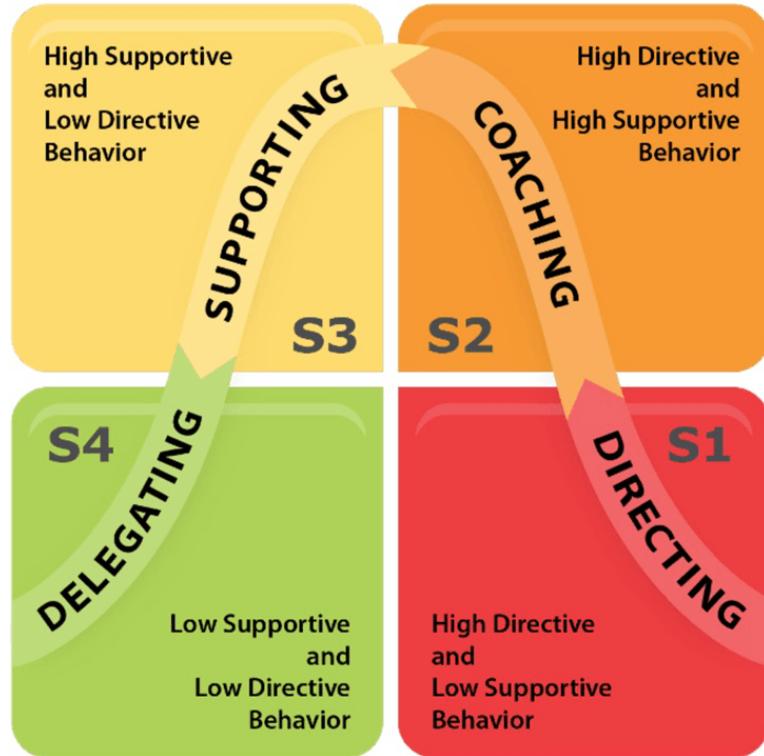


Image Source: <https://www.cloudflight.io/the-catalysts-way/situational-leadership-1653/>

# Situational Leadership Model

- Situational leadership also called the “Hersey-Blanchard model,” is primarily concerned with the maturity level of a team’s members.
- High maturity team members are experienced and able to make decisions independently.
- Moderate maturity employees are capable, but lack confidence, or have confidence but are not willing to complete the tasks they are assigned.
- Low maturity employees are enthusiastic and willing but do not have the skills or experience to complete tasks.

# Situational Leadership Model

The Situational Leadership Model offers answers to two important leadership questions as follows:

- Is there an optimum way for leaders to adjust their behavior with different followers and thereby increase their likelihood of success?
- What factors should the leader base his behavior on—the follower's intelligence? Personality traits? Values? Preferences? Technical competence?

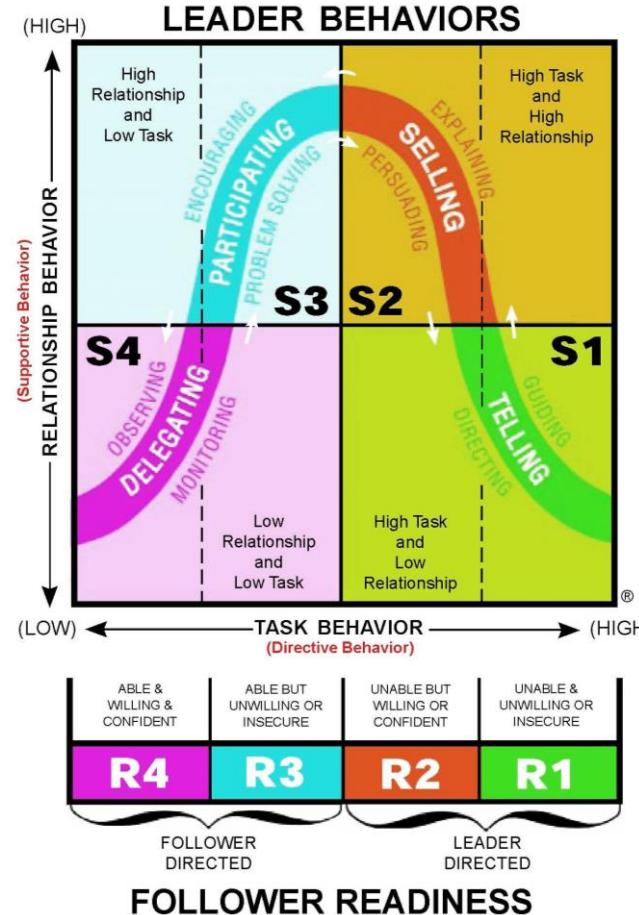
(Hersey, & Blanchard, 1969)

# Situational Leadership Model

Adapted from: (Hughes, Ginnett, & Curphy, 2015) (Hersey, Blanchard, Johnson, 1996)

Image Source :

<https://www.pinterest.com/pin/318207529917785870/>



# Leadership Behaviour

Situational Leadership Model suggests four types of Leader Behaviour

- **Delegating style:** This style allows other team members to be responsible for certain tasks or to lead subgroups. This style best suits a team of high maturity employees because it requires team members to be both confident and capable.
- **Participating style:** This style focuses on sharing ideas and decisions. Leaders who use the participating style might apply it to moderately mature team members who are capable but lack confidence and need one-on-one mentoring.

# Leadership Behaviour (Cont.)

- **Selling style:** This term refers to a style that involves the leader attempting to sell his ideas to the group by persuasively giving task instructions. This may sometimes suits moderate team members, but it is best used with employees who are confident but unable to complete tasks.
- **Telling style:** This style is used by leaders who frequently give explicit directions and who supervise all tasks closely. This style best suits low maturity followers who are unwilling as well as unable to act independently.

# Follower's Readiness

- In Situational Leadership, follower readiness refers to a **follower's ability and willingness to accomplish a particular task**.
- Readiness is not an assessment of an individual's personality, traits, values, age, and so on. It's not a personal characteristic, but rather how ready an individual is to perform a particular task.
- Any given follower could be low on readiness to perform one task but high on readiness to perform a different task.

# Maturity Levels

- Based on Ability and will of the followers the theory proposes four maturity levels of followers :
- **Unable and unwilling:** followers lack the knowledge, skills, and willingness.
- **Unable but willing:** followers are willing and enthusiastic, but lack ability.
- **Able yet unwilling:** followers have the skills and capability to complete the task, but are unwilling to take responsibility.
- **Able and willing:** followers are highly skilled and willing to complete the task.

# Example : New Employee

- A new person joins your team and you are asked to help them through the first few days. You sit in front of a PC and tell them you have some work to do and then you leave for a meeting.
- **What happened?** Here the follower is on R1 (unable and unwilling) and you have opted S4 (delegating), so everyone loses as the new person feels helpless and unmotivated as well as you failed as a leader
- **What should have happened?** You should leave detailed instructions and a checklist for the new person i.e. you should have opted for S1(telling) Leadership style

# Situational Leadership Model & Interactional Framework

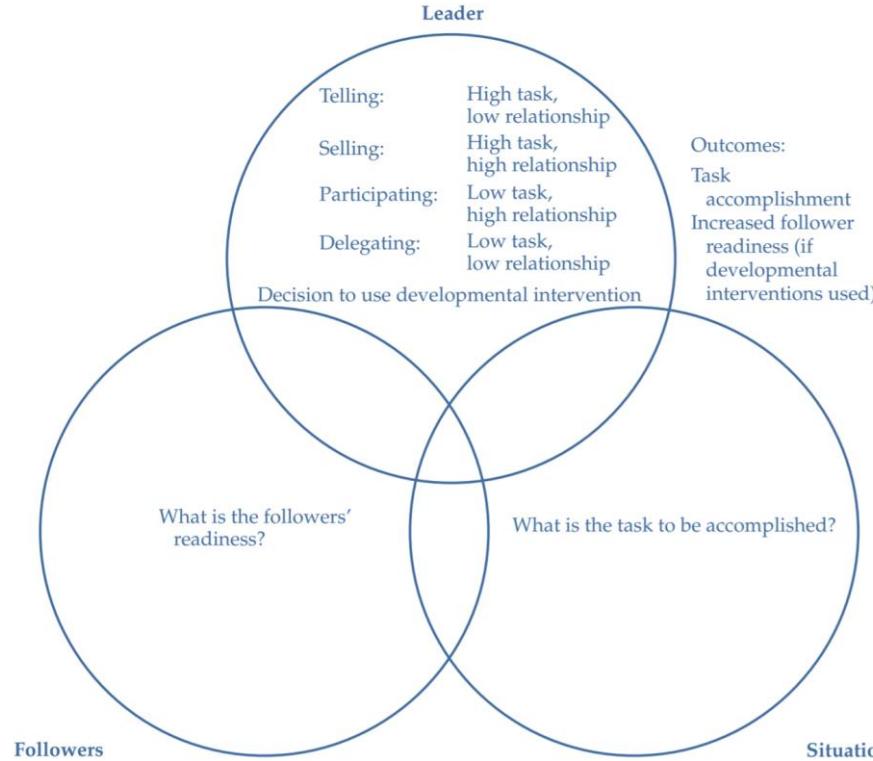


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Case Study: Why Aren't they listening

- Jim Anderson is a training specialist in the human resource department of a large pharmaceutical company. In response to a recent companywide survey, Jim specifically designed a six-week training program on listening and communication skills to encourage effective management in the company.
- Jim's goals for the seminar are twofold: for participants to learn new communication behaviors and for participants to enjoy the seminar so they will want to attend future seminars.
- The first group to be offered the program was middle-level managers in research and development. This group consisted of about 25 people, nearly all of whom had advanced degrees.

(Northouse, 2019)

# Case Study: Why Aren't they listening (Cont.)

- Most of this group had attended several in-house training programs in the past, so they had a sense of how the seminar would be designed and run.
- Because the previous seminars had not always been very productive, many of the managers felt a little disillusioned about coming to the seminar.
- As one of the managers said, “Here we go again: a fancy in-house training program from which we will gain nothing.”
- Because Jim recognized that the managers were very experienced, he did not put many restrictions on attendance and participation.

(Northouse, 2019)

# Case Study: Why Aren't they listening (Cont.)

- He used a variety of presentation methods and actively solicited involvement from the managers in the seminar.
- Throughout the first two sessions, he went out of his way to be friendly with the group
- He gave them frequent coffee breaks during the sessions; during these breaks, he promoted socializing and networking.

(Northouse, 2019)



People Socializing in Coffee Breaks

Image Source: <https://www.thebalancesmb.com/business-etiquette-for-corporate-events-1223782>

# Case Study: Why Aren't they listening (Cont.)

- During the third session, Jim became aware of some difficulties with the seminar. Rather than the full complement of 25 managers, attendance had dropped to about only 15 managers.
- Although the starting time was established at 8:30, attendees had been arriving as late as 10:00.
- During the afternoon sessions, some of the managers were leaving the sessions to return to their offices at the company.
- As he approached the fourth session, Jim was apprehensive about why things had been going poorly. He had become quite uncertain about how he should approach the group.

(Northouse, 2019)

# Case Study: Why Aren't they listening (Cont.)

- Many questions were running through his mind:
  - Had he treated the managers in the wrong way?
  - Had he been too easy regarding attendance at the sessions?
  - Should he have said something about the managers skipping out in the afternoon?
  - Were the participants taking the seminar seriously?
- Jim was certain that the content of the seminars was innovative and substantive, but he could not figure out what he could change to make the program more successful. He sensed that his style was not working for this group, but he didn't have a clue as to how he should change what he was doing to make the sessions better.

(Northouse, 2019)

# Case Study: Why Aren't they listening (Cont.)

- Q1)** According to the Situational Leadership model, what style of leadership is Jim using to run the seminars?
- Q2)** From a leadership perspective, what is Jim doing wrong?
- Q3)** What specific changes could Jim implement to improve the seminars?

(Northouse, 2019)

# Research Paper



European Journal of Training and  
Development  
Vol. 41 No. 3, 2017  
pp. 241-260  
© Emerald Publishing Limited  
2046-9012  
DOI [10.1108/EJTD-05-2016-0035](https://doi.org/10.1108/EJTD-05-2016-0035)

## A test of three basic assumptions of Situational Leadership® II Model and their implications for HRD practitioners

Situational  
Leadership® II  
Model

241

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Accepted 6 September 2016

Drea Zigarmi

*Ken Blanchard Companies, Escondido, California, USA, and*

Taylor Peyton Roberts

*Valencore Consulting, San Diego, California, USA*

## Purpose

This study aims to test the following three assertions :

- All four leadership styles are received by followers
- All four leadership styles are needed by followers
- If there is a fit between the leadership style a follower receives and needs, that follower will demonstrate favorable scores on outcome variables.

# Design/methodology/approach

- For the first and second assertions, a proportional breakdown of the four leadership styles observed within a sample of working professionals is presented and discussed.
- Regarding the third assertion, for ten outcome variables, multiple one-way analyses of variance tested mean differences between followers who experienced leadership style fit (i.e. a fit between received and needed style) and followers who did not experience fit ( $n = 573$ ).
- Subscale scores from the Leader Action Profile, the Work Intention Inventory, the Positive and Negative Affect Scale and an adapted form of the Affective/Cognitive trust scale (McAllister, 1995) were used as study measures.

# Findings

- Three of the four leadership styles of the SLII framework were reported as frequently received only 3% of employees reported receiving S1 (high direction/low support), while 33% reported receiving S2 (high direction/high support), 22% reported receiving S3 (low direction/high support), and 42% reported receiving S4 (low direction/low support).
- The results provide empirical evidence supporting the practical relevance of employee–manager fit in situational leadership theory, particularly for the following outcomes: work intentions (total score), intent to perform, intent to endorse, intent to stay, intent to use organizational citizenship behaviors, positive affect, negative affect, affective trust, and cognitive trust.

# Implications

- As human resource development practitioners seek to educate and train their leaders on how to be more effective with their direct reports, this research provides evidence that all four styles are needed and received, although there were lower instances of reporting the S1 style to be needed or received.
- Also, the findings demonstrated that when followers view a fit exists between the leadership behaviors they need and the leadership behaviors they receive, greater positive job affect, lower negative job affect, increased cognitive and affective trust in the leader and higher levels of favourable employee work intentions were evident.

# Book Recommendation

## The Oxford Handbook of Leader-Member Exchange

**Edited By:** Talya N. Bauer, Berrin Erdogan  
**Publisher:** ©by Oxford University Press  
**Language:** English  
**Paperback:** 560 Pages  
**ISBN-10 :** 0199326193  
**ISBN-13 :** 978-0-19-932619-8

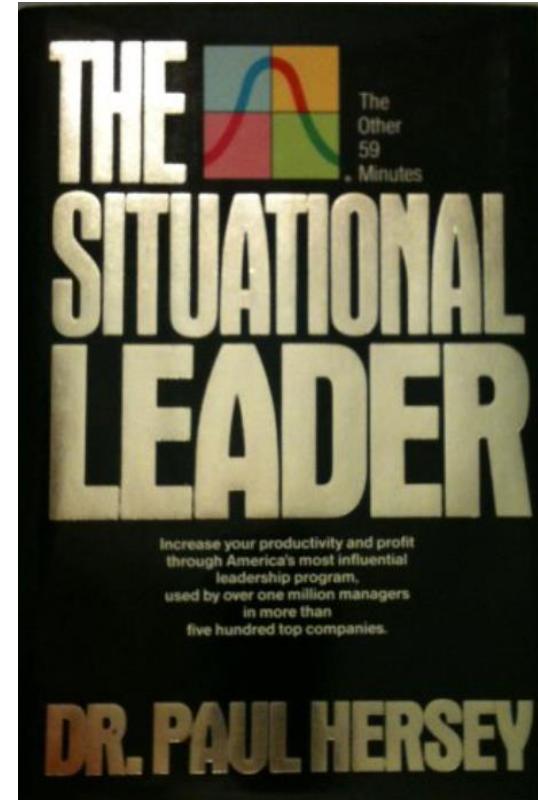


Image Source: <https://www.sapnaonline.com/books/situational-leader-59-minutes-warner-paul-hersey-0446513423-9780446513425>

# Book Recommendation (Abstract)

- This book presents the situational leader model, which provides a system for managing people that is both conceptual and practical.
- It has a scope that is broad enough to permit its application to a wide range of situations, and promotes precise language in which managers could both understand and act upon the problems they experience in managing people
- The main idea of the book is “One-size-doesn’t-fit-all”.

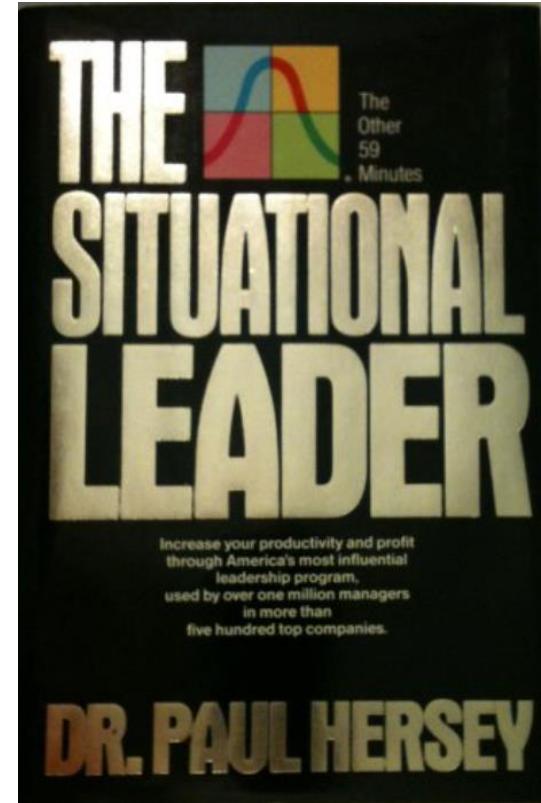


Image Source: <https://www.sapnaonline.com/books/situational-leader-59-minutes-warner-paul-hersey-0446513423-9780446513425>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 10

### Contingency Model and Path-Goal Theory

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Fiedler's Contingency Model
  - Identify your Leadership Style
  - Situational Favorability
  - Leadership Effectiveness
- Path-Goal Theory
  - Leader Behaviors
  - Follower Behaviors
  - Situational Factors
- Case Study
- Research Paper
- Book Recommendation
- References



Image Source: <https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=puzzle+bridge>

# Fiedler's Contingency Model

- The contingency model recognizes that leaders have these general behavioral tendencies and specifies situations where certain leaders (or behavioral outlooks) may be more effective than others. Fiedler's contingency model of leadership is probably the earliest and most well-known contingency theory.
- The model was created by **Fred Edward Fiedler** which published in the book "**Management and Organizational Behavior Classics**" in **1993** (Fiedler, 1993).



Fred Edward Fiedler

Image Source: <https://www.toolshero.com/toolheroes/fred-fiedler/>

# Fiedler's Contingency Model

- Fiedler's Contingency Model relies on a blend of two forces:
  - ❖ Leadership style method
  - ❖ Situational favorability
- Fiedler's Contingency Model is **different from Situational Leadership Theory** which maintains that leaders who correctly base their behaviors on follower maturity will be more effective.
- Whereas the contingency model suggests that leader effectiveness is primarily determined by **selecting the right kind of leader for a certain situation** or changing the situation to fit the particular leader's style.  
(Hughes, Ginnett, & Curphy, 2015)

# Steps to use Fiedler's Contingency Model

Identify your Leadership Style



Identify the Situation



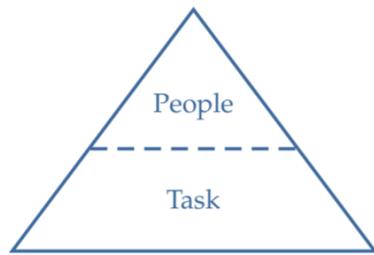
Determine the most effective leadership Style

# Identify your Leadership Style

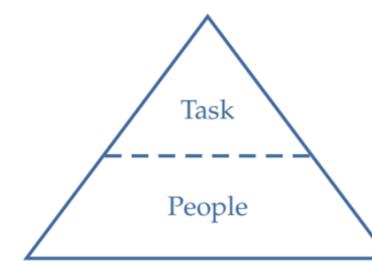
- Fiedler believed that leadership style is fixed and to determine leader's general style or tendency, he developed an instrument called the **least preferred co-worker (LPC) scale**.
- The scale instructs a leader to think of the single individual with whom he has had the greatest difficulty working (that is, the least preferred co-worker) and then to describe that individual in terms of a series of bipolar adjectives (such as friendly–unfriendly, boring–interesting, and sincere–insincere) using **8 point semantic differential scale**.
- Based on their LPC scores, leaders are categorized into two groups:
  - Low-LPC leaders & High-LPC leaders.

# Identify your Leadership Style (Cont.)

- In terms of their motivation hierarchy, low-LPC leaders are motivated primarily by the task, whereas high-LPC leaders are motivated primarily by establishing and maintaining close interpersonal relationships.



Low-LPC leader motivational hierarchy



High-LPC leader motivational hierarchy

**Figure – Motivational Hierarchies for Low- and High-LPC Leaders**

- Therefore, these are also called as Task Oriented Leaders and Relationship Oriented Leaders.

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Situational Favorability

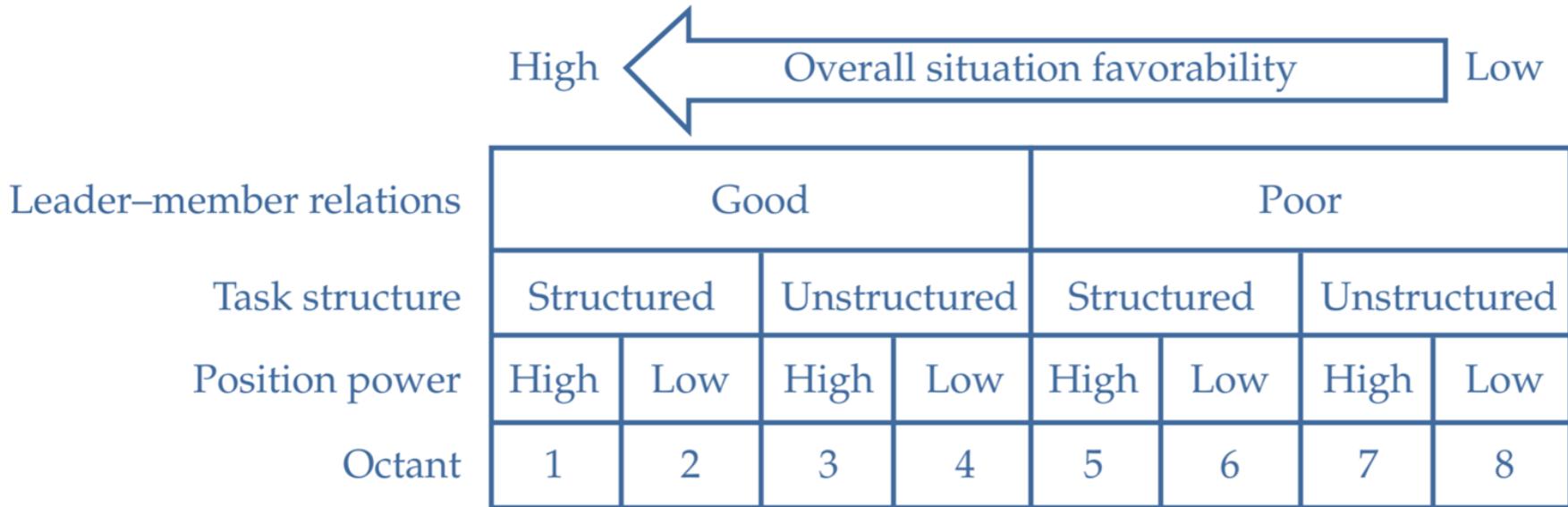
- The second aspect in the contingency model is situational favorability, which is the amount of control the leader has over the followers.
- Fiedler included three sub elements in situation favorability. These were **leader–member relations, task structure, and position power.**
- **Leader–member relations** are the most powerful of the three sub-elements in determining overall situation favorability. They involve the extent to which relationships between the leader and followers are generally cooperative and friendly or antagonistic and difficult. Leaders who rate leader–member relations as high feel they have the support of their followers and can rely on their loyalty.

(Hughes, Ginnett, & Curphy, 2015)

# Situational Favorability

- **Task structure** is second in potency in determining overall situation favorability. Here the leader objectively determines task structure by assessing whether there are detailed descriptions of work products, standard operating procedures, or objective indicators of how well the task is being accomplished. The more one can answer these questions affirmatively, the higher the structure of the task.
- **Position power** is the weakest of the three elements of situational favorability. Leaders who have titles of authority or rank, the authority to administer rewards and punishments, and the legitimacy to conduct follower performance appraisals have greater position power than leaders who lack them.

# Situational Favorability



**Figure – Contingency Model Octant Structure for Determining Situational Favorability**

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Leadership Effectiveness

- “Leadership effectiveness depends on both the leader’s style and the favorableness of the leadership situation”.  
- (Fiedler, 1995)
- Some leaders are better than others in some situations but less effective in other situations.
- To understand contingency theory, therefore, we need to look first at the critical characteristics of the leader and then at the critical aspects of the situation

# Leadership Effectiveness

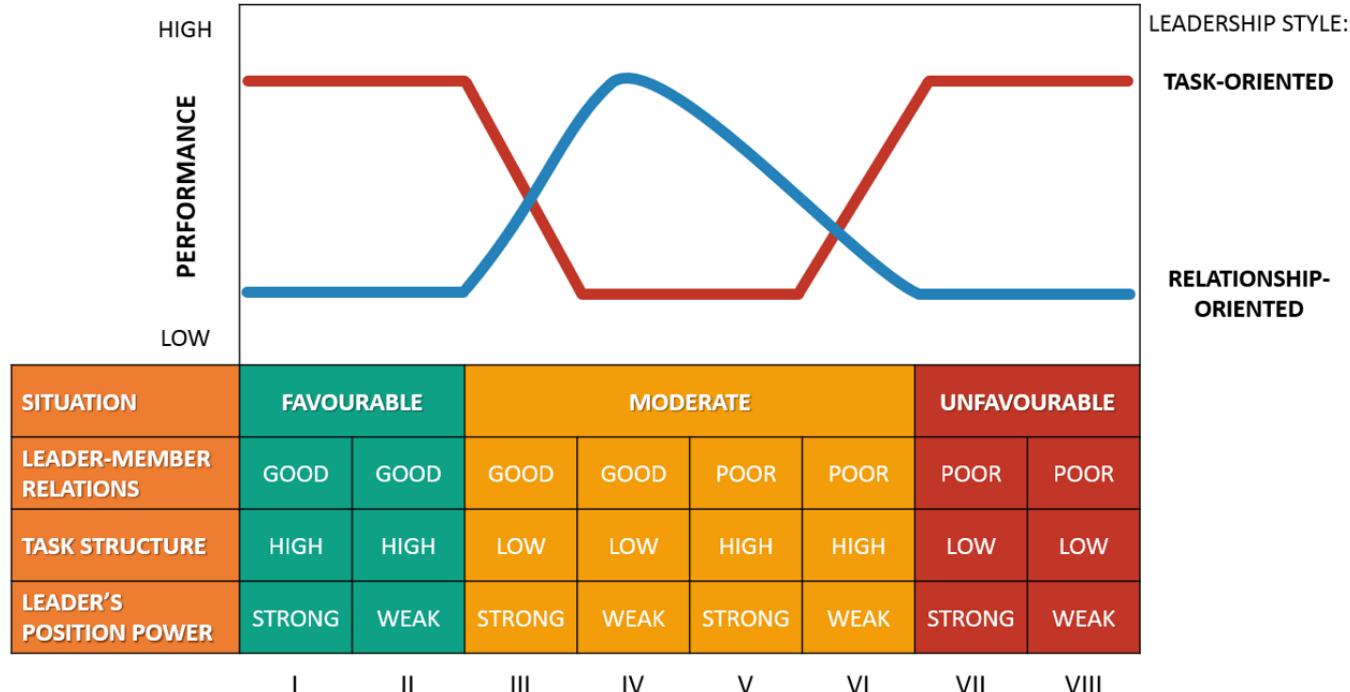


Figure – Leader Effectiveness Based on the Contingency between Leader LPC Score and Situation Favorability

Image Source: <https://www.business-to-you.com/fiedler-contingency-model/>

# Path-Goal Theory

- Path-goal theory discusses **how leaders motivate followers** to accomplish goals by enhancing follower performance and follower satisfaction through focusing on follower motivation and the nature of the work tasks.
- This theory assumes that the effective leader will provide or ensure the availability of valued **rewards for followers (the goal)** and then help them find the **best way of getting there (the path)**.
- Along the way, the effective leader will help the followers identify and **remove roadblocks** and avoid dead ends; the leader will also provide **emotional support** as needed.



Image Source: (Northouse, 2019)

# Path-Goal Theory (Cont.)

- Path-goal theory is designed to explain how leaders can help followers along the path to their goals by selecting specific behaviors that are best suited to followers' needs and to the situation in which followers are working. By choosing the appropriate behaviors, leaders increase followers' expectations for success and satisfaction.
- The leader's actions should strengthen followers' beliefs that if they exert a certain level of effort, they will be more likely to accomplish a task, and if they accomplish the task, they will be more likely to achieve some valued outcome.

# Leader Behaviour in Path-Goal Theory

- **Directive leadership** : These behaviour include telling the followers what they are expected to do, how to do it, when it is to be done, and how their work fits in with the work of others. It would also include setting schedules, establishing norms, and providing expectations that followers will adhere to established procedure and regulations.
- **Supportive leadership** : Supportive leadership behaviors include having courteous and friendly interactions, expressing genuine concern for the followers' well-being and individual needs, and remaining open and approachable to followers. These behaviors also are marked by attention to the competing demands of treating followers equally while recognizing status differentials between the leader and the followers.

# Leader Behaviour in Path-Goal Theory

- **Participative leadership** : Participative leaders engage in the behaviors that mark the consultative and group behaviors described by Vroom and Yetton. As such, they tend to share work problems with followers; solicit their suggestions, concerns, and recommendations; and weigh these inputs in the decision-making process.
- **Achievement-oriented leadership** : Leaders exhibiting these behaviors would be seen as both demanding and supporting in interactions with their followers. First, they would set challenging goals for group and follower behavior, continually seek ways to improve performance, and expect the followers to always perform at their highest.

# **Followers Characteristics in Path-Goal Theory**

Path Goal Theory identifies two types of follower characteristics that determine how leader's behaviour is interpreted by the followers in given work context.

- **Follower's Satisfaction**
  - **Follower's Locus of Control** (Desires for Control)
  - **Need for Affiliation**
  - **Preferences of Structure**
- **Follower's Perception of their Own Skills**

# The Situational Factors in Path-Goal Theory

Path Goal Theory consists three situational factors :

- **Task**
- **Formal Authority System**
- **Primary Work Group**

Each of these three factors can influence the leadership situation in one of three ways, As:

- **Independent Motivational Factor**
- **Constraint on the Behavior of Followers (which may be either positive or negative in outcome)**
- **Reward.**

# Case Study: Direction for Some, Support for Others

- Daniel Shultz is the manager of a small business called The Copy Center, which is located near a large university.
- The Copy Center employs about 18 people, most of whom work part-time while going to school full-time. The store caters to the university community by specializing in course packs, but it also provides desktop publishing and standard copying services. It has three large, state-of-the-art copy machines and several computer workstations.



Image Source: <https://copycentersp.com/>

# Case Study (Cont.)

- There are two other national chain copy stores in the immediate vicinity of The Copy Center, yet this store does more business than both of the other stores combined. A major factor contributing to the success of this store is **Daniel's leadership style**.
- One of the things that stands out about Daniel is the way he works with his part-time staff. Most of them are students, who have to schedule their work hours around their class schedules, and Daniel has a reputation for being really **helpful with working out schedule conflicts**.
- Daniel is always willing to juggle schedules to meet the needs of everyone. Students talk about how much **they feel included** as if Daniel makes the store like a second family for them.

# Case Study (Cont.)

- Work at The Copy Center divides itself into two main areas: **duplicating services** and **desktop publishing**. In both areas, Daniel's leadership is effective.
- **Duplicating is a straightforward operation** that entails taking a customer's originals and making copies of them. Because this job is tedious, Daniel goes out of his way to help the staff make it tolerable.
- He promotes a **friendly work atmosphere** by doing such things as letting the staff wear casual attire. Daniel spends a lot of time each day conversing informally with each employee; he also welcomes staff talking with each other. He has a ability for making each worker feel significant even when the work is insignificant.

# Case Study (Cont.)

- The **desktop publishing area is more complex** than duplicating. It involves creating business forms, advertising pieces, and résumés for customers. Desktop publishing area requires skills in writing, editing, design, and layout.
- It is challenging work because it is not always easy to satisfy customers' needs. Most of the employees in this area are **full-time workers**.
- Through the years, Daniel has found that employees who work best in desktop publishing are very different from those who work in duplicating. They are usually quite **independent, self-assured, and self-motivated**. In supervising them, Daniel **gives them a lot of space**, is available when they need help, but otherwise leaves them alone.

# Case Study (Cont.)

- Daniel likes the **role of being the resource person** for these employees. For example, if an employee is having difficulty on a customer's project, he **willingly joins the employee in troubleshooting** the problem. Similarly, if one of the staff is having problems with a software program, Daniel is quick to **offer his technical expertise**.
- Because the employees in desktop publishing are self-directed, Daniel spends far less time with them than with those who work in duplicating.
- Overall, **Daniel feels successful** with his leadership at The Copy Center. Profits for the store continue to grow each year, and its reputation for high-quality service is widespread

# Case Study (Cont.)

- Q1)** According to path–goal theory, why is Daniel an effective leader?
- Q2)** How does his leadership style affect the motivation of employees at The Copy Center?
- Q3)** How do characteristics of the task and the followers influence Daniel’s leadership?
- Q4)** One of the principles of path–goal theory is to make the end goal valuable to workers. What could Daniel do to improve follower motivation in this area?

# Research Paper

Journal of Science and Technology  
Policy Management  
Vol. 10 No. 3, 2019  
pp. 551-568



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DOI [10.1108/JSTPM-06-2018-0067](https://doi.org/10.1108/JSTPM-06-2018-0067)

## Purpose

This paper aims to assess the importance of maximizing resources in an institution to promote knowledge management (KM) practices, namely, leadership, information technology (IT) and KM. The relationship among them was analyzed. Previous studies' relating aspects of KM were concerned about the industry; however, the academic institution has not received much attention. Therefore, to address this in an academic setting, the authors developed research model by focusing on an academic institution.

## A theoretical and empirical validation of information technology and path-goal leadership on knowledge creation in university

### Leaders support and social media trend

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# **Design/methodology/approach**

The authors used structural equation modelling to check the research prototype with a sample of 160 respondents. The respondents were heads of departments, lecturers and general employees. In addition, the authors used SPSS to measure demographic, non-response bias and generate descriptive statistics.

## **Findings**

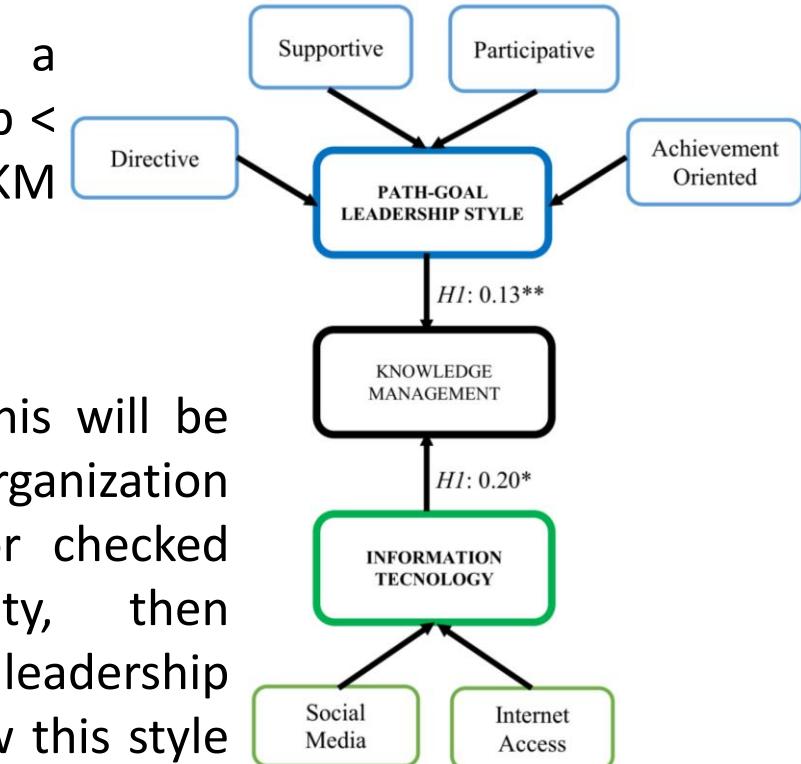
The findings of this research show that the leadership style with path goal theory and IT are elements that support KM program in university setting. The results of hypothesis are displayed in Figure 2, including examining factors that influence of path goal theory, technology and KM program.

## Findings (Cont.)

On the other hand, path goal theory had a positive influence on KM program ( $c = 0.13$ ,  $p < 0.05$ ), and IT had a positive influence on KM program ( $c = 0.20$ ,  $p < 0.05$ ).

## Research limitations

Finally, the authors are not to claim that this will be suitable in many academic institutions and organization types. In this study, the authors tested or checked existing leadership style in university, then suggest/explain to University what style of leadership currently they have and suggest to them how this style may support knowledge sharing practice in University



## **Research limitations (Cont.)**

While the strength of this study provides an opportunity to explore the KM program of an academic institution, limitations do exist above. Therefore, this statement needs to be investigated and validated further.

## **Practical implications**

The findings of this research may help companies and workers to initiate sharing knowledge or to encourage knowledge sharing in University. In addition, managerial staffs/officers are supposed to make standardization or regulation to encourage workers' participation for transferring their knowledge. In this aspect, company needs create such as training or formal/informal meeting to make their workers more confidence to communicate each other.

# Book Recommendation

## New Approaches to Effective Leadership: Cognitive Resources and Organizational Performance

**Authors :** Fred E. Fiedler, Joseph E. Gareia  
**Publisher:** 1987 ©by John Wiley and Sons  
**Language:** English  
**Paperback:** 240 Pages  
**ISBN-10 :** 0471874566  
**ISBN-13 :** 978-0-47-187456-0

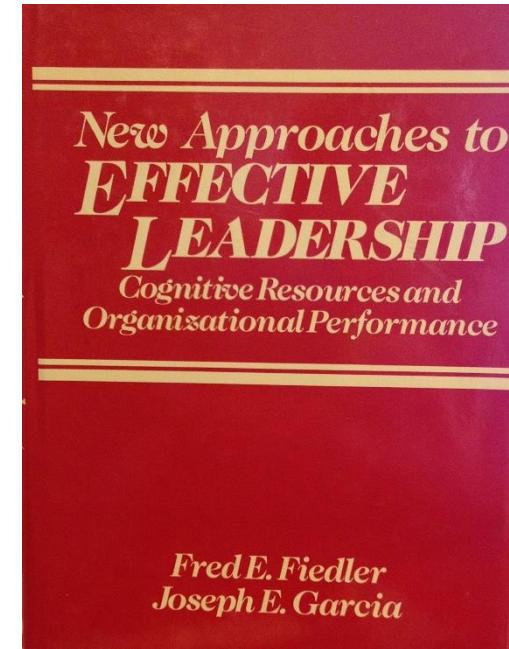


Image Source: <https://www.amazon.in/Fiedler-Approaches-Effective-Leadership-Cognitive/dp/0471874566>

# Book Recommendation

- This book presents a new theory of leadership and management.
- It provides a clearer understanding of why leaders are effective, the specific characteristics of a good leader, and how to increase effectiveness of leaders and their organizations.
- It incorporates such elements as the leader's personality, situational factors and stress, leader behavior, and the cognitive resource variables of intelligence, technical knowledge and skills and experience.

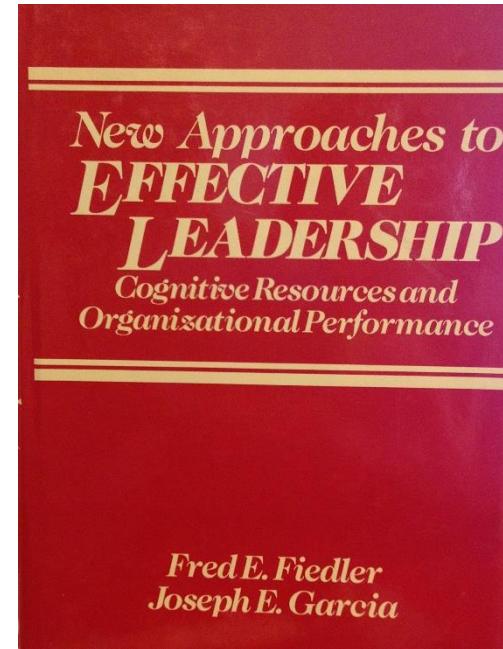


Image Source: <https://www.amazon.in/Fiedler-Approaches-Effective-Leadership-Cognitive/dp/0471874566>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 11

### Charismatic and Transformational Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Charismatic Leadership
  - Types of Authority Systems
- Transactional Leadership
- Transformational Leadership
- Charismatic vs Transformational Leadership
- Charismatic & Transformational Leadership (Common)
- Case Study
- Research Paper
- Book Recommendation
- References



Image Source: <http://clipart-library.com/clipart/56784.htm>

# Charismatic Leadership



Mahatma Gandhi

- Charismatic leaders are passionate, driven individuals who can paint a **compelling vision of the future**. Through this vision they can generate high levels of excitement among followers and build particularly strong emotional attachments with them.
- Some charismatic leadership can result in **positive and relatively peaceful organizational or societal changes**; Mahatma Gandhi and Nelson Mandela have done a commendable work for their respective countries.

Image Source: : [https://en.wikipedia.org/wiki/Mahatma\\_Gandhi](https://en.wikipedia.org/wiki/Mahatma_Gandhi)

# Charismatic Leadership (Cont.)

- On the downside, when this passion is for selfish gains, history mournfully suggests it can have an equally **devastating effect on society**. Examples might include Hitler of Germany or Kim Jung-Un of North Korea.
- “Charismatic Leadership is “resting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him”. – **Max Weber**



Adolf Hitler

Image Source: <https://www.onthisday.com/people/adolf-hitler>

# Charismatic Leadership (Cont.)



Max Weber

- Prior to the mid-1970s charismatic leadership was studied primarily by historians, political scientists, and sociologists.
- Of this early research, Max Weber arguably wrote the single most important work where he maintained that societies could be categorized into one of three types of authority systems:
  - **Traditional**
  - **Legal–Rational**
  - **Charismatic**

(Weber, 1964)

Image Source: [https://en.wikipedia.org/wiki/Max\\_Weber](https://en.wikipedia.org/wiki/Max_Weber)

# Types of Authority Systems

- In the **traditional authority system**, the traditions or unwritten laws of the society dictate who has authority and how this authority can be used. The transfer of authority in such systems is based on traditions such as passing power to the first-born son of a king after the king dies.
- In the **legal-rational authority system** a person possesses authority not because of tradition or birthright but because of the laws that govern the position occupied. For example, elected officials and most leaders in nonprofit or publicly traded companies are authorized to take certain actions because of the positions they occupy. The power is in the position itself rather than in the person who occupies the position.

# Types of Authority Systems

- In the **charismatic authority system**, people derive authority because of their exemplary characteristics. Charismatic leaders are thought to possess superhuman qualities or powers of divine origin that set them apart from ordinary mortals. The locus of authority in this system rests with the individual possessing these unusual qualities; it is not derived from birthright or laws.

According to Weber, charismatic leaders come from the **margins of society and emerge as leaders in times of great social crisis**. These leaders focus society both on the problems it faces and on the revolutionary solutions proposed by the leader. Thus charismatic authority systems are usually the result of a **revolution against the traditional and legal-rational authority systems**.

# Transactional Leadership

- The debate surrounding charismatic leadership shifted dramatically with the publication of James MacGregor Burns's Leadership (Burns, 1978).
- Burns was a prominent political scientist who had spent a career studying leadership in the national political arena. He believed that leadership could take one of two forms :
- **Transactional**
- **Transformational**

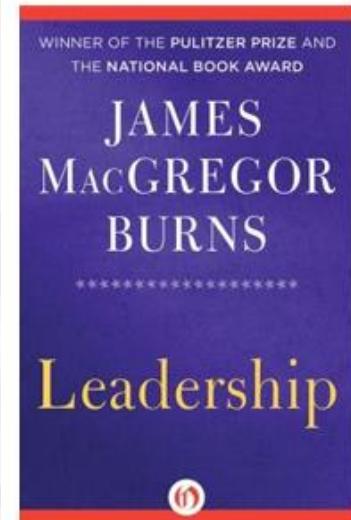


Image Source: <http://changetheworldforgood.ca/james-macgregor-burns-leadership/>

# Transactional Leadership (Cont.)

- Transactional leadership occurred when leaders and followers were in some type of **exchange relationship** to get needs met. The exchange could be economic, political, or psychological, and examples might include **exchanging money for work, votes for political favors, loyalty for consideration**, and so forth.
- Transactional leadership is common but tends to be transitory in that there may be **no enduring purpose** to hold parties together **once a transaction is made**.
- Burns also noted that while this type of leadership could be quite effective, it did not result in organizational or societal change and instead tended to perpetuate and legitimize the status quo.

# Transformational Leadership

- The second form of leadership suggested by Burns is **transformational leadership**, which changes the status quo by appealing to followers' values and their sense of higher purpose.



- Transformational leaders articulate the problems in the current system and have a compelling vision of what a new society or organization could be.
- This new vision of society is intimately linked to the values of both the leader and the followers; it represents an ideal that is congruent with their value systems.

Image Source: <https://depositphotos.com/vector-images/politics.html?qview=24942937>

# Transformational Leadership (Cont.)

- According to Burns, transformational leadership is ultimately a moral exercise in that it raises the standard of human conduct.
- This implies that the acid test for transformational leadership might be the answer to the question **“Do the changes advocated by the leader advance or hinder the development of the organization or society?”**
- Transformational leaders are also skillful at reframing issues; they point out how the problems or issues facing followers can be resolved if they fulfill the leader's vision of the future.
- These leaders also teach followers how to become leaders in their own right and incite them to play active roles in the change movement.

# Charismatic vs Transformational Leadership

- “All transformational leaders are charismatic, but not all charismatic leaders are transformational”. Transformational leaders are charismatic because they can articulate a compelling vision of the future and form strong emotional attachments with followers. However, this **vision** and these relationships are **aligned with followers' value systems** and help them get their needs met.
- Charismatic leaders who are not transformational can convey a vision and form strong emotional bonds with followers, but they do so to get their **own (that is, the leader's) needs met**.
- Both charismatic and transformational leaders strive for organizational or societal change; **the difference is whether the changes are for the benefit of the leader or the followers**

# Charismatic vs Transformational Leadership

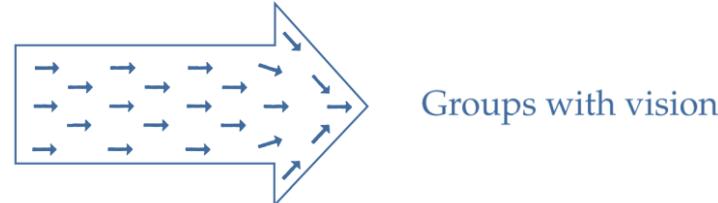
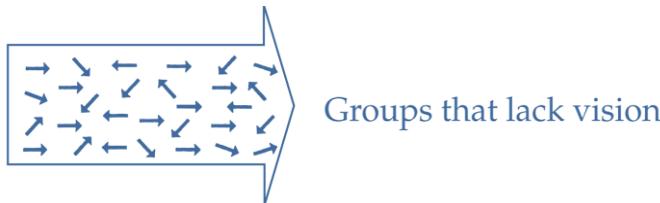
Charismatic Leadership	Transformational Leadership
Leader is the “head of the show”	Leader is open to followers’ input and participation.
Vision fulfillment by stimulating followers to leader’s vision	Vision fulfillment inclusive of follower and leader vision.
Charismatic leaders are most likely to emerge in crisis situations.	Transformational leaders can emerge at different levels of the organization.
Behaviour aimed at leader-driven goals and promote feelings of obedience and dependency in followers.	Behaviour aimed at encouraging teamwork and commitment to shared goals.

# Charismatic & Transformational Leadership (Common)

- Though there are several fundamental difference among charismatic and Transformational Leadership, many researchers like (Bass & Bass 2009) who do not differentiate charismatic from transformational leadership, or see charisma as a component of transformational leadership.
- There are different common threats to both Charismatic and Transformational Leadership in areas relating to
  - Leader Characteristics
  - Follower Characteristics
  - Situational Characteristics

# Common Leader Characteristics

- **Vision** Both transformational and charismatic leaders are inherently future-oriented. They involve helping a group move “from here to there.” They recognize the shortcomings of the present order and offer an imaginative vision to overcome them (Naidoo, 2008).



- **Rhetorical Skills** Charismatic and Transformational leaders have superb rhetorical skills that heighten followers' emotional levels and inspire them to embrace the vision. Both the content of their speeches and the way they are delivered are vitally important.

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Common Leader Characteristics

- **Image and Trust Building** Leaders build trust in their leadership and the attainability of their goals through an image of seemingly unshakable self-confidence, strength of moral conviction, personal example and self-sacrifice, and unconventional tactics or behavior (House, 1977).
- **Personalized style of leadership** Leaders share strong, personal bonds with followers, even when the leader occupies a formal organizational role. It is personalized leadership style that seems to be responsible for the feelings of empowerment notable among followers.

# Common Follower Characteristics

- **Identification with the Leader and the vision** Followers bond with a leader because they may be intensely dissatisfied with the status quo and see the implementation of the vision as a solution to their problems.
- **Heightened Emotional Levels** Emotions are often the fuel driving large-scale initiatives for change, and leaders often do all they can to maintain them, including getting followers to think about their dissatisfaction with the status quo or making impassioned appeals directly to followers.

# Common Follower Characteristics

- **Willing Subordination to the Leader** It involves followers' submissiveness to leader's authority. Followers often naturally and willingly submit to the leader's apparent authority and superiority.
- **Feelings of Empowerment** Leaders set high expectations while expressing confidence in their abilities and providing ongoing encouragement and support. Somewhat paradoxically, followers feel stronger and more powerful at the same time they willingly subordinate themselves to the leader.

# Common Situation Characteristics

- **Crises** An important situational factor associated with leadership is the crisis. Although it may not make every leader look charismatic, but it may set the stage for particular kinds of leader behaviors to be effective.
- **Social Networks** Attributions of charisma will spread more quickly in organizations having well established social networks, where everybody tends to know everyone else.
- **Downsizing** People believe that downsizing destroys the implicit contract between employer and employee, and it greatly diminishes the odds of charismatic leadership emergence.
- **Time** It takes time for leaders to develop and articulate their vision, heighten followers' emotional levels, build trusting relationships with followers, and direct and empower followers to fulfill the vision.

# Case Study : Keeping up with Bill Gates

- Bill Gates inherited **intelligence, ambition, and a competitive spirit** from his father, a successful Seattle attorney. After graduating from a private prep-school in Seattle, he enrolled in Harvard but dropped out to pursue his passion-computer programming.



Bill Gates

- Paul Allen, a friend from prep school, presented Gates with the idea of writing a version of the BASIC computer language for the Altair 8800, one of the first personal computers on the market. Driven by his competitive nature, Gates decided he wanted to be the **first to develop a language to make the personal computer accessible for the general public.**

Image Source: <https://www.evoke.org/contributors/BillGates>

## Case Study (Cont.)

- He and Allen established the Microsoft Corporation in 1975. Gates's passion and skill were programming—he would work hard to meet the extremely aggressive deadlines he set for himself and his company.
- Eventually Gates had to bring in other programmers; he focused on recent college graduates. “We decided that we wanted them to come with clear minds, not polluted by some other approach, to learn the way that we liked to develop software, and to put the energy into it that we thought was key.”
- In the early days of Microsoft, Gates was in charge of product planning and programming while Allen was in charge of the business side. He motivated his programmers with the claim that whatever deadline was looming, no matter how tight, he could beat it personally if he had to.

## Case Study (Cont.)

- What eventually developed at Microsoft was a culture in which Gates was king. Everyone working under Gates was made to feel they were lesser programmers who couldn't compete with his skill or drive, so they competed with each other.
- They worked long hours and tried their best to mirror Gates-his drive, his ambition, his skill. This internal competition motivated the programmers and made Microsoft one of the most successful companies in the computer industry, and one of the most profitable.
- The corporation has created a tremendous amount of wealth—many of its employees have become millionaires while working at Microsoft.



Microsoft Logo

Image Source: <https://www.theverge.com/2012/8/23/3262517/microsoft-new-logo>

# Case Study (Cont.)

- Bill Gates, currently one of the richest men in the world. During the 1990s Bill Gates's net worth grew at an average rate of \$34 million per day; that's \$200 million per week!
- Gates needed a castle for his kingdom, so he built a much-talked-about house on Lake Washington.
- The house lies mainly underground and looks like a set of separate buildings when viewed from above. The house was conceived as a showcase for Microsoft technology—it took \$60 million, seven years of planning and construction, and three generations of computer hardware before it was finally finished.



Bill Gates' House at Lake Washington

Image Source: <https://www.theverge.com/2012/8/23/3262517/microsoft-new-logo>

# Case Study (Cont.)

**Q1)** Would you classify Bill Gates as a charismatic or transformational leader? Why?

**Q2)** Consider the followers and employees of Gates. What are some unique characteristics of Gates's followers that might identify him as charismatic or transformational?

# Research Paper



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## The roles of CEO transformational leadership and organizational factors on product innovation performance

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### Purpose

Received 28 June 2017  
Accepted 21 August 2017

- The purpose of this paper is to examine the direct and indirect effects of CEO transformational leadership on product innovation performance. This research investigates the mechanism between CEO transformational leadership and product innovation performance, to understand the process through which transformational CEOs exert their influence.

# **Design/methodology/approach**

- This study is a quantitative research. Data were collected from 269 manufacturing firms in Thailand through a mail survey. This research applied a two-step structural equation modeling process.

## **Findings**

- The results indicate that CEO transformational leadership indirectly affects product innovation performance through an innovation culture, organizational learning, and the new product development (NPD) process. CEO transformational leadership has a strong effect on innovation culture and organizational learning. Organizational learning is strongly associated with the NPD process, which significantly leads to product innovation performance.

## Practical implications

- By integrating the knowledge of leadership and operations management fields, this study helps extend the understanding of how leaders at the top of an organization influence the NPD process and product innovation outcomes.
- For practical implications to be more effective, CEOs focusing on product innovation should develop their skills and behaviors of transformational leadership to foster innovation culture and organizational learning, which in turn will affect product innovation performance.

# Book Recommendation

## Transformational and Charismatic Leadership: The Road Ahead (Second Edition)

**Authors :** Bruce J. Avolio, Francis J. Yammarino

**Publisher:** 2013 ©by Emerald Group Publishing Limited

**Language:** English

**Paperback:** 503 Pages

**ISBN-10 :** 1781906009

**ISBN-13 :** 978-1-78-190600-2

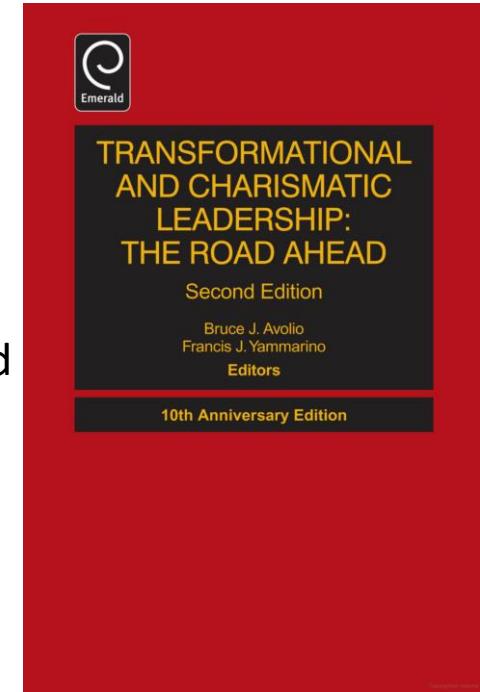


Image Source: <https://www.kobo.com/in/en/ebook/transformational-and-charismatic-leadership>

# Book Recommendation (Abstract)

- This is the 10th anniversary edition of "Transformational and Charismatic Leadership: The Road Ahead."
- This book includes the theoretical and empirical work and professional practice issues associated with transformational and charismatic leadership that have transpired over the from 2003 to 2013.
- This book highlight past work on charismatic and transformational and offer new research ideas, insights, and directions for future work in their new contributions.

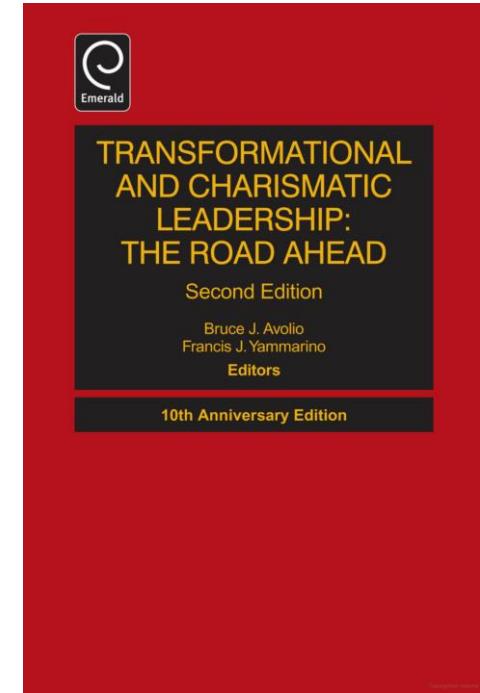


Image Source: <https://www.kobo.com/in/en/ebook/transformational-and-charismatic-leadership>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 12

### Leadership for Tomorrow

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Paradigm Shift on Leadership
- Shift in Organisations
- Profile of Leaders for Tomorrow
- Process of Leadership Development: Role of Crucibles
- Mechanisms for Leadership Development
- Delegation
- Some Models of Leadership Development
- Case Study
- Research Paper
- Book Recommendation
- References

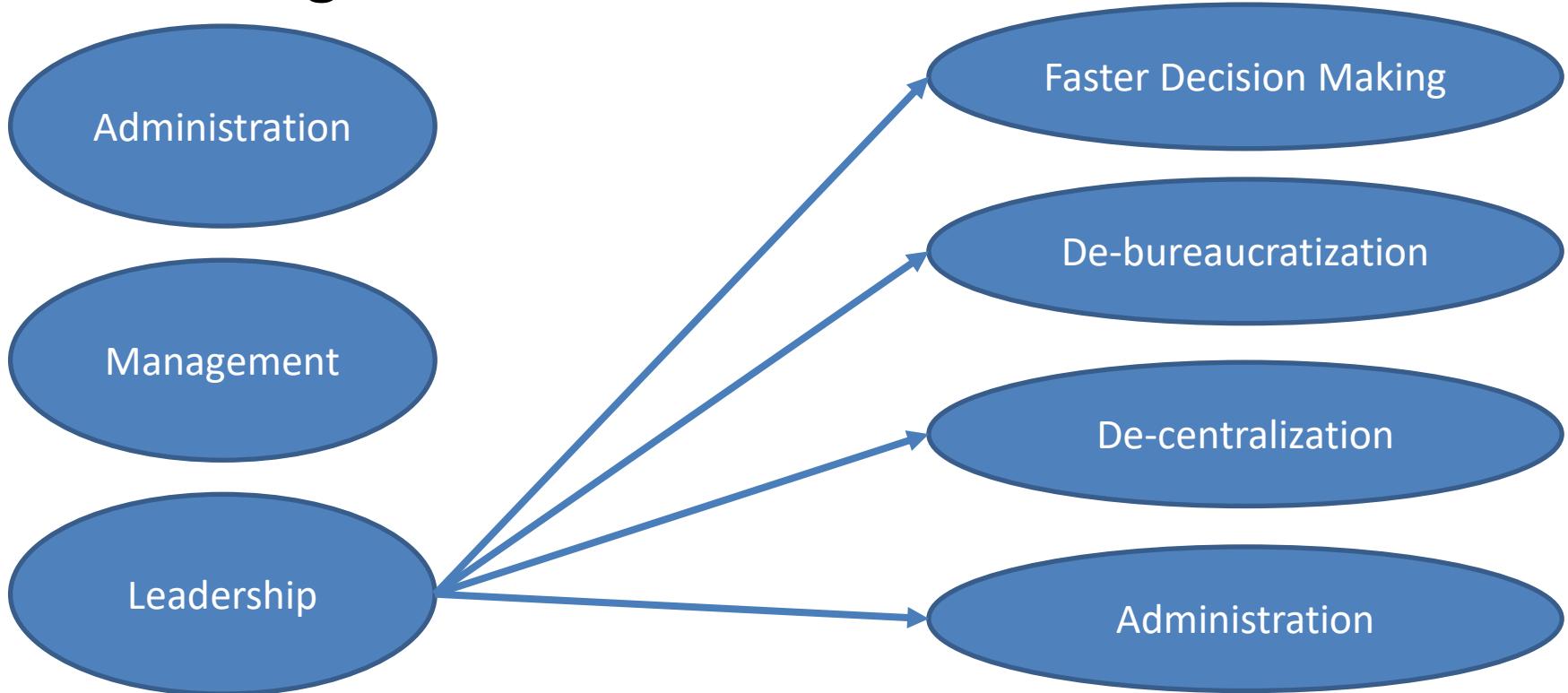
**“The Best Way to Predict the Future is to create it”**

**-Abraham Lincoln**

# Paradigm Shift in Leadership

1. Shift From Great Leaders to Great Leadership
2. Changing Environment
3. Liberalization (increasing competition)
4. Aware and demanding customers.
5. Educated and impatient employees.
6. High mobility, careerism and declining organization 'loyalty'.
7. Growing unemployment and unemployables
8. Glamorization of designations and consequent meaningless promotions
9. Resistance to radical thinking

# Shift in Organizations



# Profile of Leaders For Tomorrow

## 1. Internality

Internality means concern with one's own thoughts and feelings

- Grand vision :**

“Aim for the moon. If you miss, you may hit a star” -W. Clement Stone

- Internal locus of Control**

- Optimism**

- Professional will:**

Leaders with this quality often make right choices when they handle their ‘forks in the road’ decision points.

# Profile of Leaders For Tomorrow

## 2. Creativity

“Creativity is the set of attitudes, abilities and mental processes that increase the probability of hitting upon solutions that seem to the well informed, both novel and appropriate”

- Innovation**

- Maverick mindset**

Looking at situations from different perspective, takes calculated risks

- Neoteny**

“When one strives to maintain a teachable spirit and is determined to become a **life-long learner** and value new experience”

# Profile of Leaders For Tomorrow

## 3. Values

**Value orientation**

**Ethics**

**People first**

Give high priority to searching, retaining and developing talent

**Social concern**

Not only concerned about the success of their ventures and organisation, but are also alive to the needs of the community

# Profile of Leaders For Tomorrow

## 4. Humility

### Personal Humility

The concept of personal humility includes aversion to lime light

### Self – restraint

### Empowering

- Sharing Information
- Education
- Participative Decisions

### Culture building

# Profile of Leaders For Tomorrow

## 5. Networking

### Networking competence

“Great leaders develop networking with their organisations, and with the strategic outside groups and organisations” – Create Networks

### Communication

Communicate well within the created networks

### Synergy building

“1+1=11”

### Customer orientation

Interaction with the customers, feedback from them

# Process of Leadership Development : Role of Crucibles

- “Crucible are vessels used to melt the metals”
- Crucibles in Leadership Development Context refer to an intense, transformational experience like second birth
- Bennis and Thomas – 4 types of crucibles
  - Mentoring Relationship
  - Enforced Reflection
  - Experiencing a new world
  - Disruption and loss



Image Source: <https://www.churchofjesuschrist.org/media-library/images/crucible-metal-pouring-mold-1832421?lang=eng>

# Mechanisms for Leadership Development

- Recruitment
- Training
- Delegation
- 360-degree appraisal
- Mentoring
- Matrix Career Planning
- Sabbatical
- Reward system
- Group Competition for Creativity and Innovation

# Delegation

- Every person has some inner power.
- This inner power can be used effectively by process of Empowerment.
- Empowering is the process of expanding choices for an individual, and helping him to use his/her alternative choices to widen the choices of others.
- Power, thus can be seen as multiplying and expanding.
- Delegation is an effective way of empowerment.



Image Source: <https://www.istockphoto.com/vector/salesman-passing-contract-document-to-his-client-flat-vector-clipart-illustration-gm1014339118-273064705>

# Steps for Delegation

- Jointly define role boundaries
- Provide needed competencies
- Provide needed resources
- Monitor but do not closely supervise
- Reward discretion and initiative
- Respect role boundaries
- Jointly analyse mistakes to plan for the future
- Review delegation down the line

# Some Models of Leadership Development

- **Infosys model** – The 9 Pillar Model
- **Wipro model** – Eight Leadership Qualities and Building Leaders at WIPRO – The PROCESS
- **RPG Model** – 7 Competencies and Use of Simulations
- **BPO Industry** – LEAP Model

# Infosys Model of Leadership Development

- The 9 Pillar Model
  1. 360 Degree feedback (Mandatory)
  2. Developmental Assignment
  3. Infosys Culture Workshop
  4. Developmental Relationship
  5. Leadership Skill for Training
  6. Feedback Intensive programs
  7. Systematic process learning
  8. Community Empathy
  9. Action learning

# **Wipro Model of Leadership Development**

## **Eight Wipro Leadership Qualities**

- 1. Customer Orientation**
- 2. Strategic Thinking**
- 3. Self-Confidence**
- 4. Commitment to Excellence**
- 5. Willingness to Groom other Leaders**
- 6. Ability to Work in Teams**
- 7. Adaptability**
- 8. Self-Initiative Others**

# Wipro Model of Leadership Development

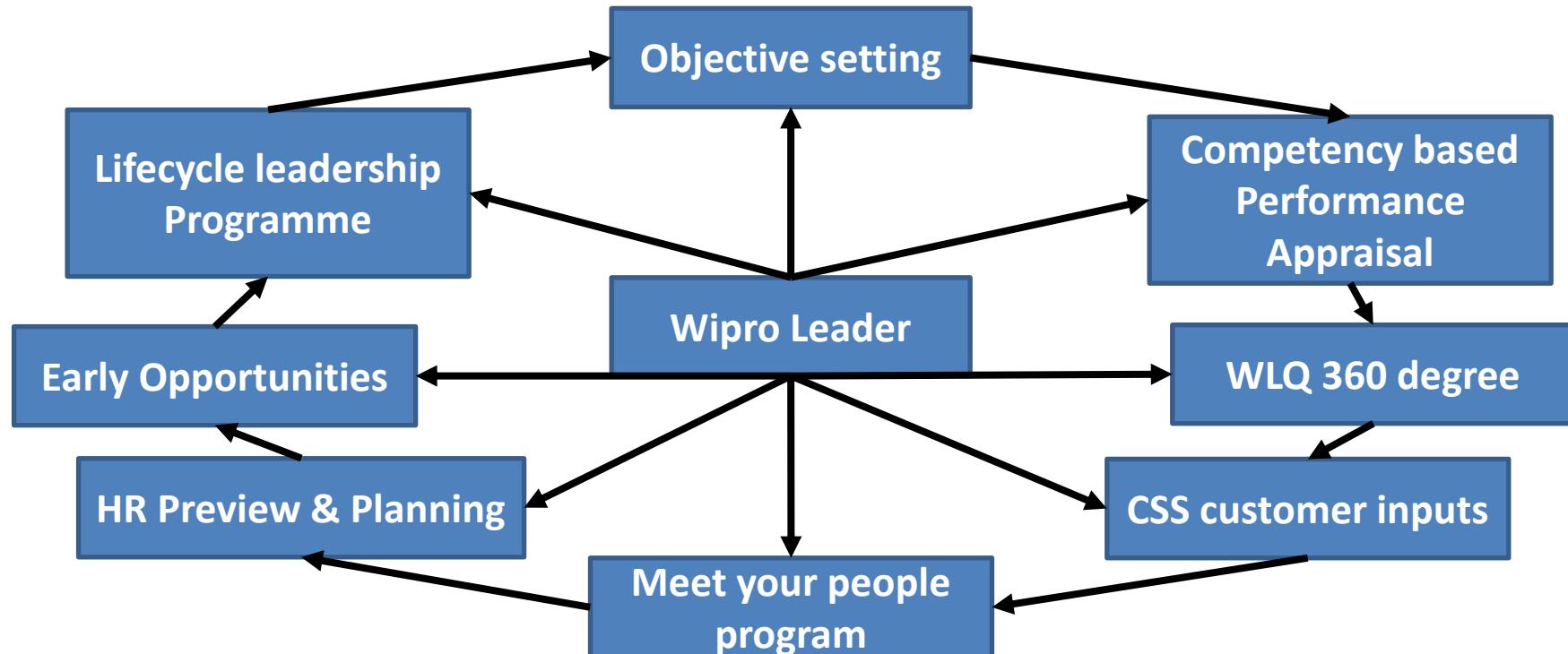


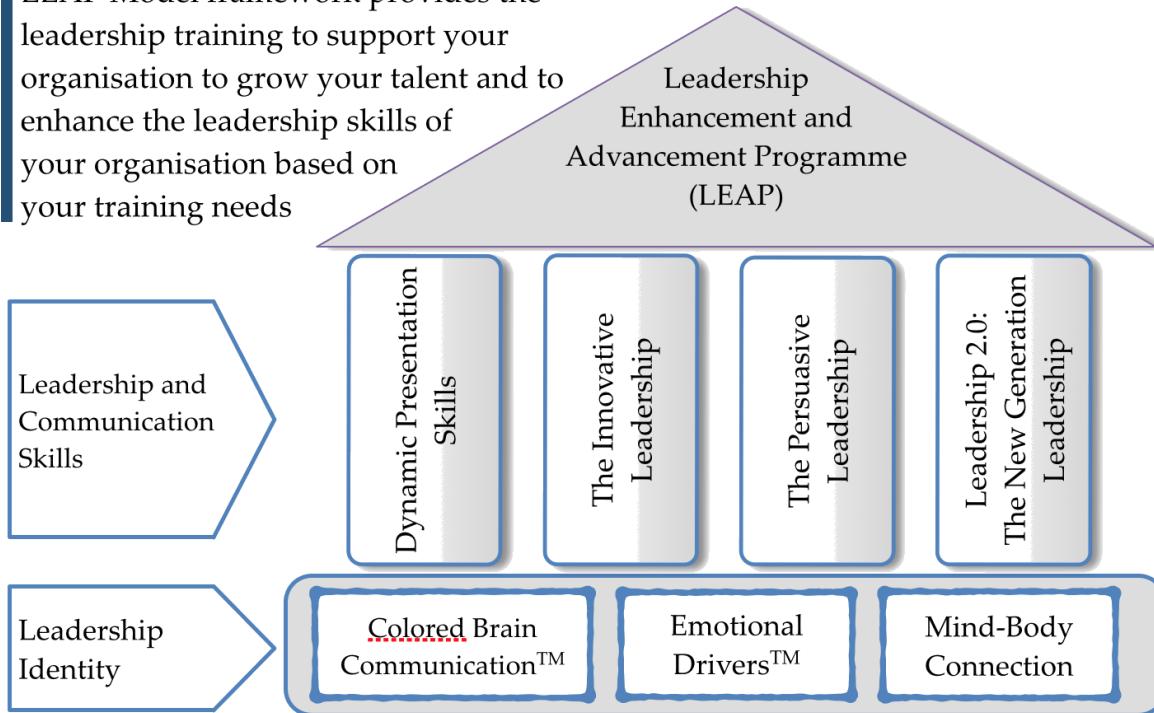
Figure : Building Leaders at WIPRO – The PROCESS

# RPG Model of Leadership Development

- As a part of the 2019 growth initiatives, the RPG Group wanted high potentials across the group to develop leadership capabilities. RPG Group competency framework includes **7 key competencies like- Team management, Creativity & Innovation, Customer centricity, Process Orientation, Result Orientation, Business Acumen and Transparency.**
- Therefore, they designed and delivered a **simulation-based program** that not only reinforced the business learning, but also gave participants an opportunity to apply what they learnt. Participants ran virtual companies in teams and took critical decisions in a dynamic market. They experienced first-hand, the business impact of their decisions during every quarter and improved them as they moved to the next.

# BPO Industry (LEAP Model) of Leadership Development

LEAP Model framework provides the leadership training to support your organisation to grow your talent and to enhance the leadership skills of your organisation based on your training needs



BPO industry uses LEAP Model for Leadership development (Sirbu, Nagy and Pintea, 2012)

Image Source: <https://www.churchofjesuschrist.org/media-library/images/crucible-metal-pouring-mold-1832421?lang=eng>

# Case Study : Developing the Leaders of Tomorrow

- In the next ten years, NSW expects a large number of retired managers by up to 75% from Department of Finance and Services. In 2008, NSW started preparing succession management to have a pool of managers and leaders for future changes.
- NSW develop succession management planning for the sake of developing the present manager in the organization through daily process, coaching, personality assessment and 360 – degree feedback and other tools to assess the leaders.
- According to Berger & Berger succession management define as “the daily process of cultivating future talent through coaching, mentoring, feedback, counseling and development”.

Image Source: <https://www.psc.nsw.gov.au/>



Public  
Service  
Commission

## Case Study (Cont.)

- NSW focused on succession management in order to have capable leaders and managers to be ready to deploy those managers would retire in the next ten years. And to develop a pool of managers with specific capabilities and competencies ready to take over for a managers or executives within the organization.
- The NSW established Leader Development Program that focused on the skills and attributes managers need to lead effectively in the public sector of the future. Builds on Capabilities such as: Communication and interpersonal effectiveness, achieving results, organizational context and environment astuteness, managing customer and stakeholder relationships, leadership, strategic thinking and planning, and change management

## Case Study (Cont.)

- The program provided to the development requirements of five different groups of leaders as follows: **Aspiring managers, new managers, business managers, senior managers, and executives.**
- To develop **aspiring managers**, a five-day program was implemented. The program involved personality –style feedback, which designed to improve self-awareness and overcome inner barriers to psychological growth and development leadership competencies.
- Also the program covered the role of manager, and skills requirements of management function. A personality- style assessment and 360-degree feedback tools program used for **new and business managers** the data for which was collected from others using standardized survey.

## Case Study (Cont.)

- For **senior managers and executives**, the aim was to build a constructive behavioral leadership. The participants received their personality and leadership behaviors from 360-degree questioners. The assessment focused to measure participants' predominant orientation (people vs. task-orientation), and measures what behaviours are mostly adopted at work and in interaction with other employees (aggressive, passive or constructive behaviors).
- On the other hand, leaders who are ready for setting a direction and constructing a vision and strategies to provide attention for planning, highlighting communication, reliability, and empowerment and inspiring people and structure informal networks of relationships

# **Case Study (Cont.)**

At the same time, the organization benefit from leaders development that it has committed employees who understand organization's strategy and management and ensure the continuity of leadership as well having backup plan of leaders and managers developed and trained to replace those managers will retire in the future.

**Q1)** How paradigm shifts were addressed by NSW public sector commission?

**Q2)** Could any other method of leadership development used by NSW? Explain with justification

# Research Paper



Journal of Managerial Psychology  
Vol. 32 No. 1, 2017  
pp. 2-15  
© Emerald Publishing Limited  
0268-3946  
DOI 10.1108/JMP-05-2015-0174

## Purpose

- The purpose of this paper is to examine the relationships among delegation, employees' perceptions of leader's performance and likeability and follower's job satisfaction. These variables are significantly associated with leader influence.

# Delegation outcomes: perceptions of leaders and follower's satisfaction

Gesche Drescher

*TUM School of Management, Technical University of Munich,  
Munich, Germany*

# **Design/methodology/approach**

- To test how employees evaluate delegation, an experimental study (study 1: n=304) and a longitudinal field questionnaire (study 2: n=109) were implemented.

## **Findings**

- The results of study 1 showed that leader delegation leads to higher levels of perceived leader ability and performance. Study 2 replicated and extended these results. Mediation analyses revealed that leader likeability mediates the relationship between delegation and employee's job satisfaction.

## Practical implications

- The findings offer practical implications for leaders and organizations. By delegating responsibilities to their employees, leaders receive positive personal evaluations. As such, organizations can increase leaders' willingness to delegate by actively reporting these positive effects.
- Leaders depend on the assistance and cooperation of their employees. Therefore, to motivate employees, leaders must be perceived in a positive light. These studies demonstrate that leaders' delegation of decision-making responsibilities can promote employees' positive perceptions of leaders.
- The findings suggest that leaders should actively engage in delegation of responsibilities and ensure that they include their employees in decision-making processes. Only if delegation is viewed as supportive will employees evaluate leaders positively.

# Book Recommendation

## Developing Tomorrow's Leaders Today

**Authors :** Meena Surie Wilson

**Publisher:** 2010 ©by Wiley India Pvt. Ltd.

**Language:** English

**Paperback:** 214 Pages

**ISBN-10 :** 1592982549

**ISBN-13 :** 978-8-12-652840-0

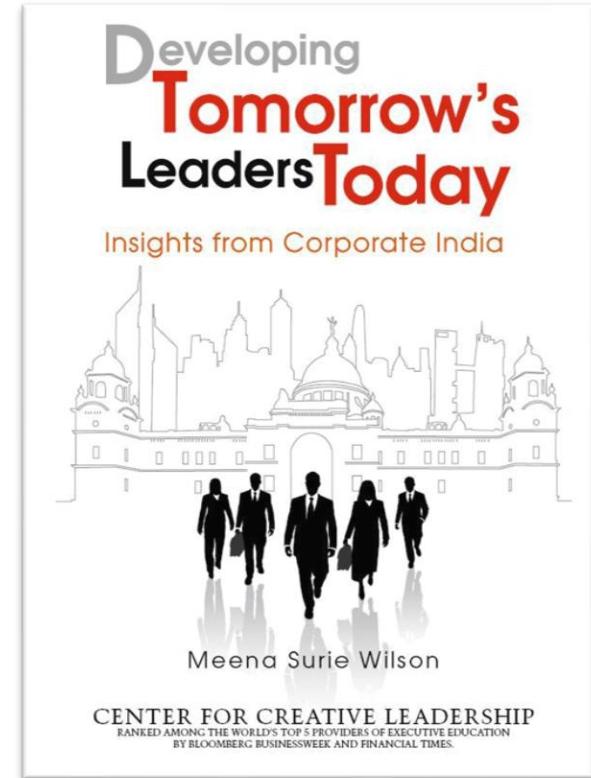
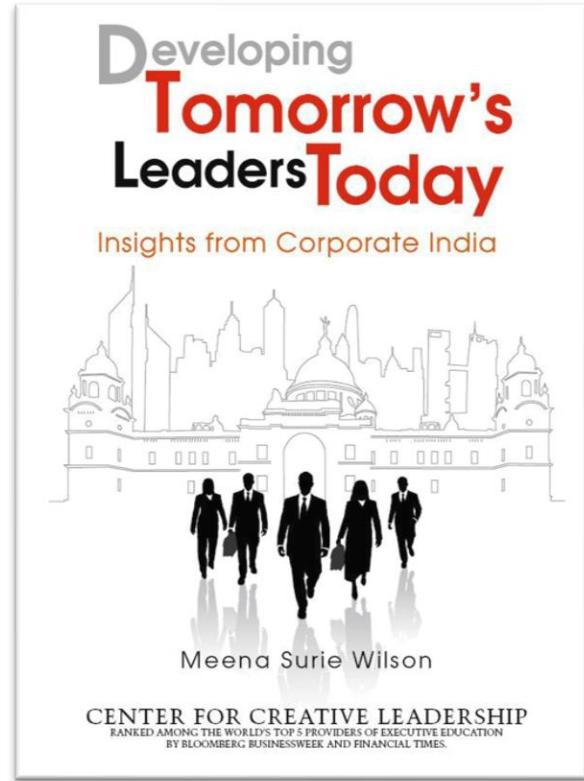


Image Source: [https://www.amazon.in/Developing-Tomorrows-Leaders-Today-Corporate-ebook/dp/B004UARTU0/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Developing-Tomorrows-Leaders-Today-Corporate-ebook/dp/B004UARTU0/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)

# Book Recommendation (Abstract)

- This timely and practical book offers thoroughly-researched pointers on how Indian managers can become high-performing business leaders.
- The leadership development curriculum proposed in these pages is based on extracting lessons from on-the-job experience. Given that the workplace is the medium through which the essentials of leadership are learned, executives and managers at all levels need to know which experiences matter, what are the foremost lessons learned, and how learning occurs.

Image Source: [https://www.amazon.in/Developing-Tomorrows-Leaders-Today-Corporate-ebook/dp/B004UARTU0/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Developing-Tomorrows-Leaders-Today-Corporate-ebook/dp/B004UARTU0/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)



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2. Northouse, P. G. (2019). Leadership Theory and Practice (8th ed.). Sage Publications, Inc.
3. Robbins, S. P., Judge, T. A., & Vohra, N. (2019). Organizational Behavior (18th ed.). Pearson Education Inc.
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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 13

### Leadership Attributes

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Great Man Theory
- Interpersonal Effectiveness
- Leadership Attributes
  - Core Self-evaluation
  - Self-monitoring
  - Proactive Personality
- Leadership Requirement Model
- Case Study
- Research Paper
- Book Recommendation
- References

Watch your thoughts, for they become words.  
Watch your words, for they become actions.  
Watch your actions, for they become habits.  
Watch your habits, for they become character.  
Watch your character, for it becomes your destiny.

**Lao Tzu**

# Great Man Theory

- One of the earliest leadership theories, the Great Man Theory came to light in the 19th century.
- It was attributed to a historian named Thomas Carlyle, who developed it to a great extent. He believed that ‘the history of the world is the biography of great men’.
- The Great Man Theory of leadership suggests that some people are born to lead. Great leaders can't be made because leadership qualities are innate. Characteristics like charisma, intelligence, political skills and wisdom are some of the natural qualities of a successful leader.

# Great Man Theory (Cont.)

Theory centres on two main assumptions:

- **Every great leader is born with traits that prepare them to rise and lead**  
Inborn leadership qualities are enough for individuals to exercise influence over others. Everyone can't aspire to become a leader and achieve greatness. For example, Mahatma Gandhi successfully led people through non-violent resistance because of his influence and tactful approach.
- **People become great leaders when there's a need**  
Individuals become leaders when they respond to critical situations. The Great Man Theory examples include the torchbearers of the Indian Independence Movement. From Lala Lajpat Rai to Annie Besant, various leaders championed the nation's cause.

# Limitations Of Great Man Theory

The Great Man Theory of leadership emerged during a time when society was ruled by royal families and aristocrats. Some of the earliest research only looks at a section of society. The theory presents several limitations including the following.

- It's based on myths and assumptions with little logic to back it.
- It doesn't consider external environments or situations that often influence human behavior and attitudes.
- There isn't any guarantee that a person with all leadership qualities will eventually become a successful leader.
- It ignores the contributions of others who drove a leader to success. For example, a producer or a writer is as important as a director to make a movie a success.

# Interpersonal Effectiveness

- Interpersonal effectiveness is the capability of an individual to do this, influence others, competently.
- Leadership is a direct function of three elements of interpersonal effectiveness.
  - ❑ Awareness
  - ❑ Ability
  - ❑ Commitment

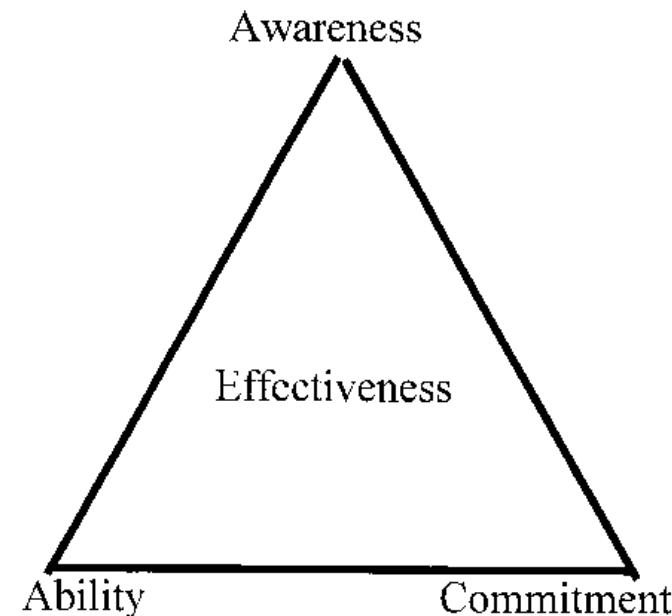


Image Source: <https://en.ppt-online.org/194074>

# Awareness

- Awareness is a state of consciousness.
- It is the ability to recognize yourself, others, events and situations in real time.
- It is the ability to assess the impact of actions on situations and others, and be critically self-reflective.
- It is a development process that is a function of experience, communication, self discovery and feedback.

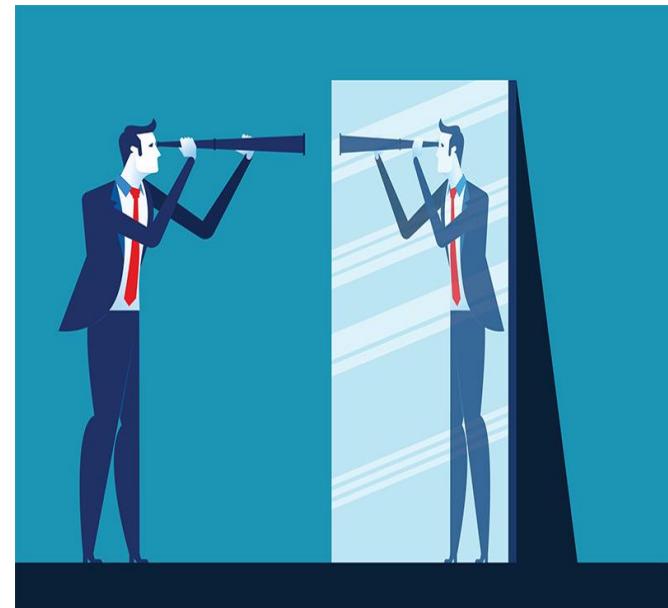


Image Source: [https://www.forbesindia.com/media/images/2019/Oct/img\\_122747\\_selfaware\\_leader\\_sm.jpg](https://www.forbesindia.com/media/images/2019/Oct/img_122747_selfaware_leader_sm.jpg)

# Ability

- Ability to learn and understand technical issues is the basis of our careers.
- Ability to lead is a function of influence
- Ability to communicate
- Ability to resolve conflicts
- Ability to solve problems and make decisions

As a member of a team, we influence others in a collaborative effort to find better ideas or solve problems.

# Commitment

- For leaders, the “one thing” that leads to maturity is the fully aware recognition that one’s decisions make a difference, both positively and negatively, in the lives of others
- Any attempt to solve a problem might have a decided negative impact on some, while helping others.
- In no-win scenarios, one must still make a hard decision.

# Leadership Attributes

- **Leadership attributes** are the inner or personal qualities that constitute effective leadership. These attributes include a large array of characteristics such as values, character, motives, habits, traits, style, behaviours, and skills.
- Effective leaders utilize different ways to lead a group. Some maintain a low profile but are analytical; some are charismatic and intuitive. There is no single leadership attribute that is effective in all situations. The effectiveness of a leadership style depends on the nature of situation which it faces.

# Leadership Attributes (Cont.)

- **Guiding vision:** Effective leaders know what they want to do, and have the strength of character to pursue their objectives in the face of opposition and in spite of failures. The effective leader establishes achievable goals.
- **Passion:** Effective leaders believe passionately in their goals. They have a positive outlook on who they are, and they love what they do. Their passion for life is a guiding star for others to follow, because they radiate promise!



Image Source: [https://www.forbesindia.com/media/images/2019/Oct/img\\_122747\\_selfaware\\_leader\\_sm.jpg](https://www.forbesindia.com/media/images/2019/Oct/img_122747_selfaware_leader_sm.jpg)

# Leadership Attributes (Cont.)

- **Integrity:** Because they know who they are, effective leaders are also aware of their weaknesses. They only make promises they can follow through on.



- **Trust:** Effective leaders earn the trust of their followers and act on behalf of their followers.
- **Honesty:** Leaders convey an aura of honesty in both their professional and their personal lives.

Image Source: <https://steemit.com/life/@osmansnr/trust-the-most-valuable-currency>

# Leadership Attributes (Cont.)

- **Dedication:** The effective leader is dedicated to his or her charge, and will work assiduously on behalf of those following. The leader gives himself or herself entirely to the task when it is necessary.
- **Charisma:** This may be the one attribute that is the most difficult to cultivate. It conveys maturity, respect for your followers, compassion, a fine sense of humor, and a love of humanity. The result is that leaders have the capability to motivate people to excel.
- **Listening:** Leaders Listen! This is the most important attribute of all, listen to your followers.

# Core Self-evaluation

- Represents the fundamental assessments that people make about their worthiness and competence.
- People who have positive core self-evaluations like themselves and see themselves as effective, capable, and in control of their environment. Those with negative core self-evaluations tend to dislike themselves, question their capabilities, and view themselves as powerless over their environment.
- High-Order concept indicated by:
  1. Self-esteem
  2. Locus of Control
  3. Self-efficacy
  4. Neuroticism (Emotional Stability)

# Self-Monitoring

- Self-monitoring refers to an individual's ability to adjust his or her behavior to external, situational factors.
- Individuals high in self-monitoring show considerable adaptability in adjusting their behavior to external situational factors. They are highly sensitive to external cues and can behave differently in different situations, sometimes presenting striking contradictions between their public persona and their private self.
- Low self-monitors can't disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation; hence, there is high behavioral consistency between who they are and what they do.

# Proactive Personality

- Proactive personality identify opportunities, show initiative, take action, and persevere until meaningful change occurs, compared to others who passively react to situations.
- Proactives create positive change in their environment, regardless of, or even in spite of, constraints or obstacles. Not surprisingly, they have many desirable behaviors that organizations covet. They are more likely than others to be seen as leaders and to act as change agents.
- Proactive individuals are more likely to be satisfied with work and help others more with their tasks, largely because they build more relationships with others.
- Proactives are also more likely to challenge the status quo or voice their displeasure when situations aren't to their liking.

# Leadership Attributes



## Role Model

- Live values; lead by example
- Demonstrate integrity; support people
- Be charismatic & energized; keep learning

## Inspirer

- Create an inspiring vision; set directions
- Direct emotions; energize people
- Encourage risk-taking & experimentation

## Enabler

- Help people grow; empower others
- Build teams & collaborative relationships
- Leverage diversity; build synergies

## Achiever

- Focus on results; be persistent
- Discover and pursue opportunities
- Lead change; learn from feedback

Image Source:- [http://www.1000ventures.com/design\\_elements/selfmade/leadership\\_attributes.png](http://www.1000ventures.com/design_elements/selfmade/leadership_attributes.png)

# Leadership Requirement Model (U.S. Army)

## Army's Definition of Leadership

Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

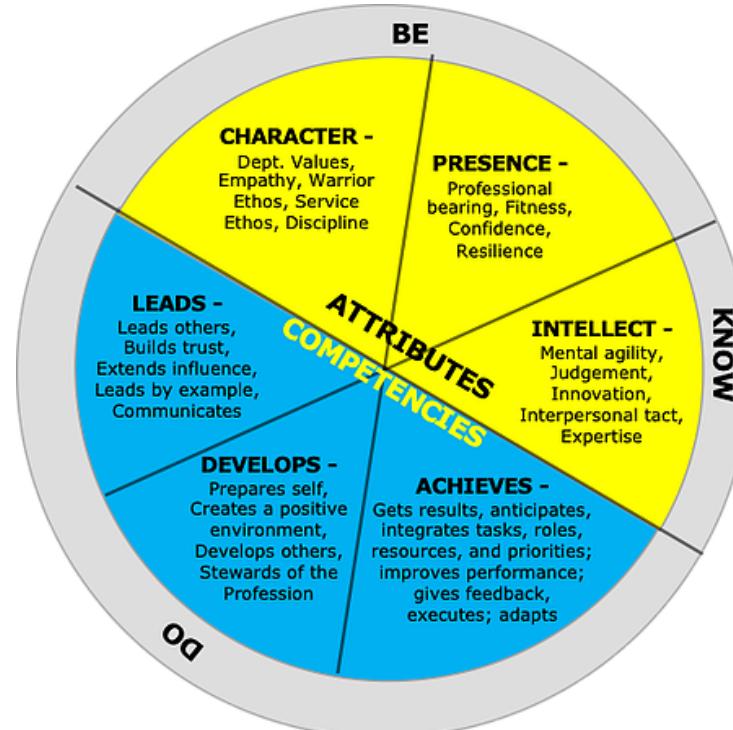


Image Source: - <https://armyranger.com/2020/05/how-are-you-shaping-your-environment-todays-law-enforcement-tactical-leaders-need-to-be-innovative-agile-and-adaptable/>

# Attributes Category of Leadership Requirement Model

Character Attributes	Presence Attributes	Intellect Attributes
<ul style="list-style-type: none"><li>• Army Values</li><li>• Empathy</li><li>• Warrior ethos/Service Ethos</li><li>• Discipline</li><li>• Humility</li></ul>	<ul style="list-style-type: none"><li>• Military and Professional Bearing</li><li>• Confidence</li><li>• Fitness</li><li>• Resilience</li></ul>	<ul style="list-style-type: none"><li>• Mental Agility</li><li>• Innovation</li><li>• Interpersonal tact</li><li>• Sound Judgement</li><li>• Expertise</li></ul>

# Competencies Category of Leadership Requirement Model

Leads Competencies	Develops Competencies	Achieves Competencies
<ul style="list-style-type: none"><li>• Leads others</li><li>• Extends influence beyond the chain of command</li><li>• Builds trust</li><li>• Leads by example</li><li>• Builds trust</li></ul>	<ul style="list-style-type: none"><li>• Prepares self</li><li>• Creates a positive environment</li><li>• Develop others</li><li>• Stewards the profession</li></ul>	<ul style="list-style-type: none"><li>• <b>Gets results</b> is the single achieves competency and relates to actions of leading to accomplish tasks and missions on time and to standard.</li></ul>

# Case Study: Samsung Leadership Development

## **Challenge:**

- Samsung have an ambitious and challenging strategy. They are moving from a functional brand to an aspirational brand to achieve exponential sales growth. A key element of the strategy is New World Leadership. People who can thrive in a culture of perpetual crisis, remain agile, execute with speed, and innovate in all that they do. Leaders who can deliver through people and teams, and work across silos in a global context.
- You were asked to design and deliver tailored leadership journeys for all European Leaders. The aim is to ensure that the right leadership capability is in place to achieve their ambitious 2021 Vision.

Source: [https://s3.amazonaws.com/kajabi-storefronts-production/sites/456/themes/339240/downloads/GS2zYUxiTXSkMmChBG7\\_Leadership\\_Case\\_Studies.pdf](https://s3.amazonaws.com/kajabi-storefronts-production/sites/456/themes/339240/downloads/GS2zYUxiTXSkMmChBG7_Leadership_Case_Studies.pdf)

# Case Study (Cont.)

## Solution:

- You have worked in partnership with the European L&D team to create a set of leading edge leadership programmes that deliver outstanding results. As part of the European Talent Management programme we developed 3 programmes mapped to their leadership pipeline. These are supported by European HR Business Partners to ensure an on-going personalised leadership development journey:
- **Podium Programme:** Senior Leaders who lead companies or functions
- **Accelerator Programme:** Middle Managers of departments/functions who manage managers
- **Launch Programme:** Team Leaders – first time leadership role, moving to getting results through teams

# Case Study (Cont.)

Competency Domain	Leadership Competencies	Leadership Podium Programme	Leadership Accelerator Programme	Leadership Launch Programme
Leadership	Your Role as a leader	Transition to 3 <sup>rd</sup> level leadership Samsung Leadership Pipeline	Transition to 2 <sup>nd</sup> level leadership Your role as leader, Manager, Coach Samsung Leadership Pipeline	Transition to 1st level leadership Your role as leader, Manager, Coach Samsung Leadership Pipeline
	Self awareness and development	Your authentic leadership style (as a 3 <sup>rd</sup> Level Leader)	Your authentic leadership style (as a 2 <sup>nd</sup> Level Leader)	Your authentic leadership style Continuous Development
Business Strategy	Environmental change		-x-	-x-
	Vision and Strategy	Strategy thinking skills	-x-	-x-
	Business Opportunities	Identifying opportunities for innovation and change	-x-	-x-

# Case Study (Cont.)

Competency Domain	Leadership Competencies	Leadership Podium Programme	Leadership Accelerator Programme	Leadership Launch Programme
Business Operation	Managing performance	Managing performance through polarity Thinking	Managing change in teams	-x-
	Managing Projects and Stakeholders	Upward management	-x-	-x-
	Innovations and change	Driving innovation and creativity	-x-	-x-
Leading Others	High Performing Teams	-x-	Build High Preforming teams	Situational leadership
	Developing Individuals	-x-	Coaching skills	
	Motivating and Inspiring	-x-	Motivating and Inspiring others	Individual Motivation
Personal Effectiveness	Relationship: Collaboration and Trust	-x-	Build and environment of trust	Building trust with individuals
	Effective Decision	-x-	-x-	Your circle of influence
	Impact and influence	-x-	-x-	Personal Impact and Influence

# Research Paper



Leadership & Organization  
Development Journal  
Vol. 33 No. 6, 2012  
pp. 564-582  
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DOI 10.1108/01437731211253028

## The effects of core self-evaluations and transformational leadership on organizational commitment

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*Department of Organizational Leadership, Policy and Development,  
University of Minnesota, Minneapolis, Minnesota, USA*

### Purpose

- The primary purpose of this study is to examine the effects of employees' core self-evaluations and perceived transformational leadership of their supervisors on organizational commitment. We also investigated the interaction effect of core self-evaluations and perceived transformational leadership on organizational commitment.

# Research Paper

## Design/methodology/approach

- Subjects were drawn from a Fortune Global 500 company in Korea. Descriptive statistics and hierarchical multiple regression analyses were used to explain the variance in organizational commitment.

## Findings

- Core self-evaluations and transformational leadership positively influenced employees' organizational commitment. In terms of effect size, organizational commitment was more related to transformational leadership than core self-evaluations. As for transformational leadership, employees exhibited the highest organizational commitment when their leaders articulated the vision, promoted group goals, and provided intellectual stimulation.

# **Research Paper:**

## **Practical implications**

- Since core self-evaluations tend to be stable over time, HR professionals need to recruit and select those with higher core self-evaluations. HR/OD professionals can help managers change their leadership in a transformative fashion (vision articulation, group goal promotion, and intellectual stimulation) by providing relevant training programs and developmental relationships such as coaching and mentoring.

# BOOK RECOMMENDATION

## Spirit of Leadership: Cultivating the Attributes That Influence Human Action

**Publisher:** Whitaker House; A Rnate ed. edition  
(6 March 2018)

**Authors:** Myles Munroe

**Language:** English

**Paperback:** 300 Pages

**ISBN:** 1641230266

**ISBN13:** 1641230266

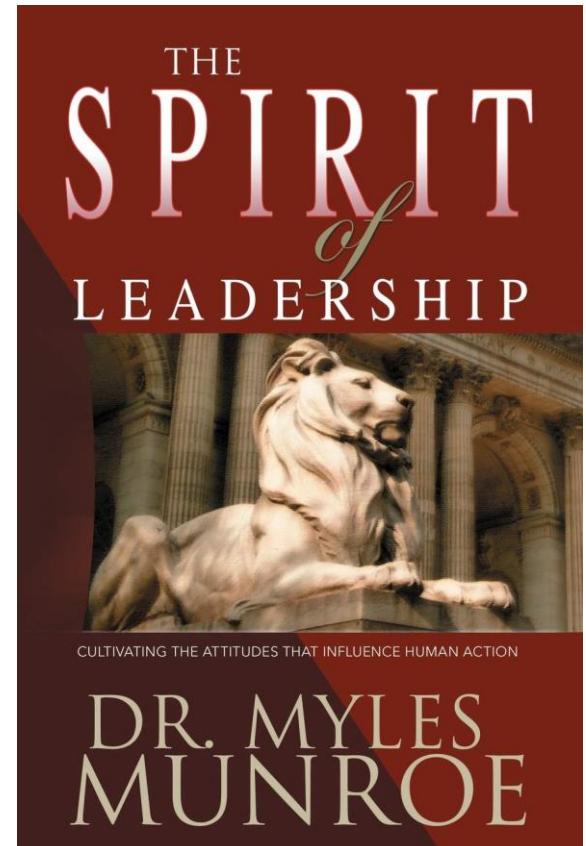


Image Source: <https://www.amazon.in/Spirit-Leadership-Cultivating-Attributes-Influence/dp/1641230266>

# BOOK RECOMMENDATION

- You were born to lead. Now it's time to become a leader. Leaders may be found in boardrooms, but they may also be found in schools, and organizations—anywhere people interact, nurture, create, or build.
- Contrary to popular opinion, leadership is not meant for an elite group of people who, by fate or accident, become leaders while everyone else is consigned to being a lifelong follower, author reports that while every person possesses the potential of leadership, many do not understand how to cultivate the leadership nature and how to apply it to their lives.
- In The Spirit of Leadership, Dr. Munroe defines the unique attitudes that all effective leaders exhibit, explains how to eliminate hindrances to your leadership abilities, and helps you to fulfil your particular calling in life.

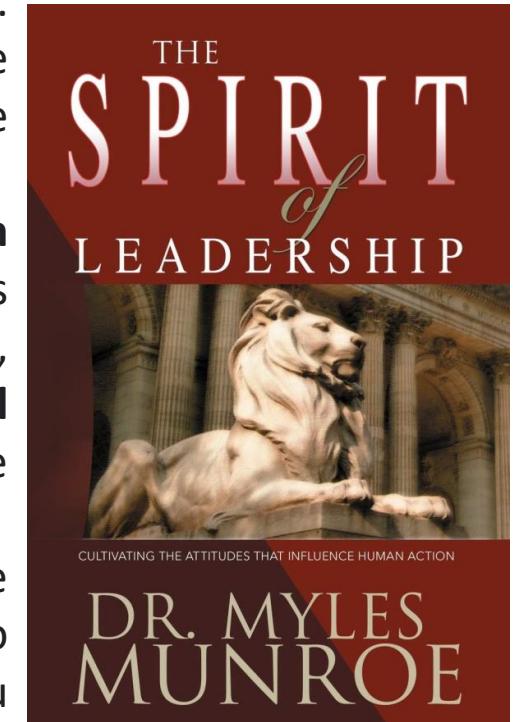


Image Source: <https://www.amazon.in/Spirit-Leadership-Cultivating-Attributes-Influence/dp/1641230266>

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# THANK YOU





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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 14

### Personality Traits and Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Definitions of Personality
- Personality Traits and Leadership
- Trait Theory
  - Allport's Trait Theory
  - Cattell's Trait Theory
- Approach-Avoidance Framework
- Big Five or OCEAN Model of Personality
- Case Study
- Research Paper
- Book Recommendation
- References

Persistence. Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. “Press on” has solved and always will solve the problems of the human race.

**Calvin Coolidge,**  
U.S. President

# Definitions of Personality

Author Name	Year	Definition
Morton Prince	1924	"Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies."
Allport	1961	"Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment."
R.B. Cattell	1965	"Personality is that which permits a prediction of what a person will do in a given situation."

# Personality Determinants

- Personality reflects heredity and environment.
- **Heredity:** Factors determined at conception; one's biological, physiological, and inherent psychological makeup.
- **Environment Factors** do have some influence; culture, family, background, life experiences, and socialisation process.

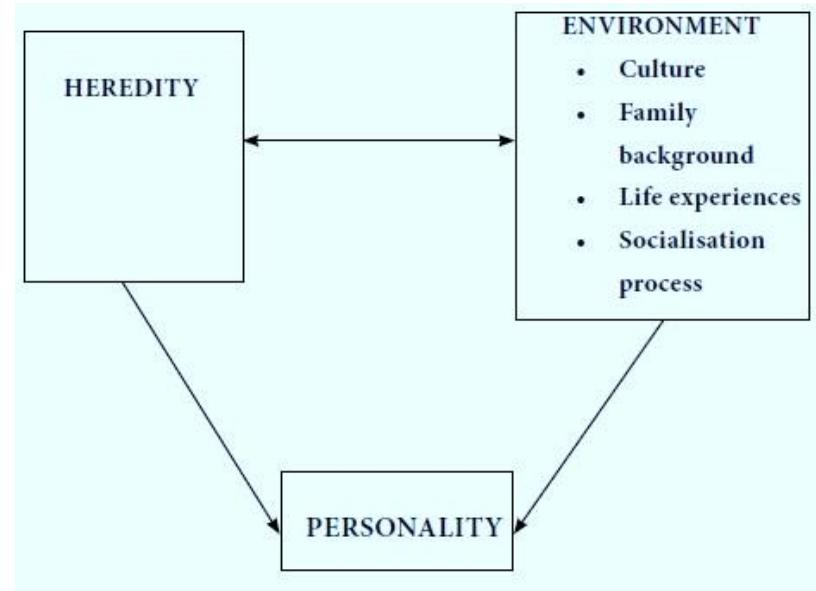


Image Source: <http://arts.brainkart.com/media/extral/xHYwZBb.jpg>

# Personality Traits and Leadership

- **Personality** has two meaning:
  - ❑ The impression a person make on other.
  - ❑ Underlying, unseen structure and processes inside a person that explain behaviour.
- Most research about the relationship between personality and leadership is based on the **trait approach**.
  - ❑ **Traits** are recurring regularities or trends in a persons' behavior.
  - ❑ **Trait approach** theory maintains that people behave the way they do, because of the strengths of the traits they possess.

# Personality Traits and Leadership (Cont.)

- **Personality traits** are useful for explaining why people act fairly, consistently in different situations.
  - Knowing differences in personality traits can help predict more accurately how people will tend to act in different situations.
- **Leader behavior** reflects an interaction between personality traits and various situational factors.
  - **Weak situations** are unfamiliar and ambiguous.
  - **Strong situations** are governed by specific rules, demands, or organizational policies, which can minimize the effects that traits have on behavior.

# Traits Theory of Leadership

- Trait Theory of Leadership is based on the assumption that people are born with inherited traits and some traits are particularly suited to leadership.
- The theory aims to discover specific leadership & personality traits and characteristics proven to predict the likelihood of success or failure of a leader and also differentiate leader from follower.
- This theory as described by Kelly (1974) attempts to classify what personal characteristics such as physical, personality and mental, are associated with leadership success.



Image Source: <http://www.differencebetween.net/business/difference-between-supervisor-and-manager/>

# Traits Theory of Leadership

- **Traits: Also called dispositions,** Traits can be defined as habitual patterns of behavior, thought, and emotion. Traits are relatively stable over time, differ across individuals and influence behavior. Traits are external behaviors that emerge from internal beliefs and processes.
- The trait approach to personality is one of the major theoretical areas in the study of human personality and is focused on differences between individuals.
- The trait approach was one of the first systematic attempts to study leadership. The combination and interaction of various traits forms a personality that is unique to each individual.

# Gordon Allport's Trait Theory

Gordon Allport categorized traits into three levels.

- **Cardinal Traits:** Traits that dominate an individual's whole life, often to the point that the person becomes known specifically for these traits.
- **Central Traits:** The general characteristics that form the basic foundations of personality. These central traits, while not as dominating as cardinal traits, are the major characteristics you might use to describe another person. Terms such as intelligent, honest, shy and anxious are considered central traits.
- **Secondary Traits:** Traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances.

# Cattell's Trait Theory

After Allport, major contribution to trait theory was made by R.B. Cattell. He divided traits into two categories, viz., surface traits, and source traits.

- **Surface Traits** – As the name suggests these are found on the periphery of personality i.e. these are reflected in the day to day interactions of the person. Their expression is so explicit that it leaves no doubt about their existence in the personality.
- **Source Traits** – These represent the structure of personality. These traits are not observable in day to day interactions of the person. Source traits come to notice when some of the surface traits are joined together.

# The Approach-avoidance Framework

Framework organizes traits and may help explain how they predict work behavior.

- **Approach Motivation-** our attention to positive stimuli
  - In approach motivation, behavior is instigated or directed by a positive/desirable event or possibility.
- **Avoidance Motivation-** our aversion to negative stimuli
  - In avoidance motivation, behavior is instigated or directed by a negative/undesirable event or possibility.

# The BIG FIVE or OCEAN MODEL of PERSONALITY

- Personality Traits or Personality Dimensions
- An integration of personality research that represents the various personality descriptions in one common framework.
- Individual differences in social and emotional life organized into a five-factor model of personality
- “Broad abstract level and each dimension summarized a larger number of ... personality characteristics” (Oliver & Srivastava, 1999)



Image Source: <http://adaeroproperty.com/do-you-have-the-1-personality-trait-that-guarantees-success/>

# The BIG FIVE: Conscientiousness

- Conscientiousness describes a person's ability to regulate their impulse control in order to engage in goal-directed behaviors (Grohol, 2019). It measures elements such as control, inhibition, and persistency of behavior.

High on Conscientiousness	Low on Conscientiousness
<ul style="list-style-type: none"><li>Competence</li><li>Organized</li><li>Dutifulness</li><li>Achievement striving</li><li>Self-disciplined</li><li>Deliberation</li></ul>	<ul style="list-style-type: none"><li>Incompetent</li><li>Disorganized</li><li>Careless</li><li>Procrastinates</li><li>Indiscipline</li><li>Impulsive</li></ul>

Source: <https://www.simplypsychology.org/big-five-personality.html>

# The BIG FIVE: Agreeableness

- Agreeableness refers to how people tend to treat relationships with others. Unlike extraversion which consists of the pursuit of relationships, agreeableness focuses on people's orientation and interactions with others.

High on Agreeableness	Low on Agreeableness
<ul style="list-style-type: none"><li>Trust (forgiving)</li><li>Straightforwardness</li><li>Altruism (enjoys helping)</li><li>Compliance</li><li>Modesty</li><li>Sympathetic</li><li>Empathy</li></ul>	<ul style="list-style-type: none"><li>Sceptical</li><li>Demanding</li><li>Insults and belittles others</li><li>Stubborn</li><li>Show-off</li><li>Unsympathetic</li><li>Doesn't care about how other people feel</li></ul>

Source: <https://www.simplypsychology.org/big-five-personality.html>

# The BIG FIVE: Extraversion

- Extraversion reflects the tendency and intensity to which someone seeks interaction with their environment, particularly socially. It encompasses the comfort and assertiveness levels of people in social situations.
- Additionally, it also reflects the sources from which someone draws energy.

High on Extraversion	Low on Extraversion
<ul style="list-style-type: none"><li>• Sociable</li><li>• Energized by social interaction</li><li>• Excitement-seeking</li><li>• Enjoys being the center of attention</li><li>• Outgoing</li></ul>	<ul style="list-style-type: none"><li>• Prefers solitude</li><li>• Fatigued by too much social interaction</li><li>• Reflective</li><li>• Dislikes being the center of attention</li><li>• Reserved</li></ul>

Source: <https://www.simplypsychology.org/big-five-personality.html>

# The BIG FIVE: Openness to experience

- Openness to experience refers to one's willingness to try new things as well as engage in imaginative and intellectual activities. It includes the ability to "think outside of the box."

High on Openness to experience	Low on Openness to experience
<ul style="list-style-type: none"><li>• Curious</li><li>• Imaginative</li><li>• Creative</li><li>• Open to trying new things</li><li>• Unconventional</li></ul>	<ul style="list-style-type: none"><li>• Predictable</li><li>• Not very imaginative</li><li>• Dislikes change</li><li>• Prefer routine</li><li>• Traditional</li></ul>

Source: <https://www.simplypsychology.org/big-five-personality.html>

# The BIG FIVE: Neuroticism

- Neuroticism describes the overall emotional stability of an individual through how they perceive the world. It takes into account how likely a person is to interpret events as threatening or difficult. It also includes one's propensity to experience negative emotions.

High on Neuroticism	Low on Neuroticism
<ul style="list-style-type: none"><li>• Anxious</li><li>• Angry hostility (irritable)</li><li>• Experiences a lot of stress</li><li>• Self-consciousness (shy)</li><li>• Vulnerability</li><li>• Experiences dramatic shifts in mood</li></ul>	<ul style="list-style-type: none"><li>• Doesn't worry much</li><li>• Calm</li><li>• Emotionally stable</li><li>• Confident</li><li>• Resilient</li><li>• Rarely feels sad or depressed</li></ul>

Source: <https://www.simplypsychology.org/big-five-personality.html>

# The BIG FIVE Traits and OB

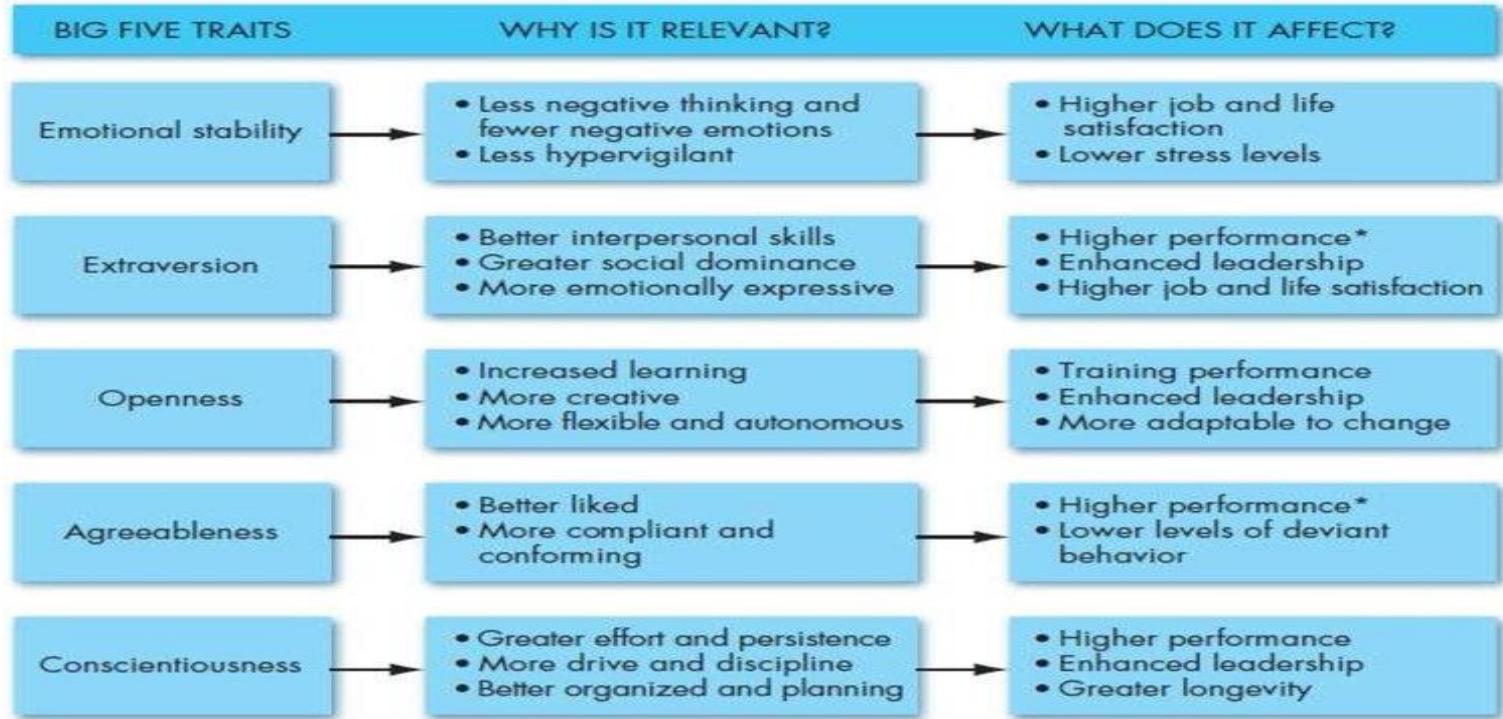


Image Source: <https://cf2.ppt-online.org/files2/slide/n/N7cTWBQ389UhImJLy1tnYVHSsGdZkACafq4jO0vwu/slide-8.jpg>

# The BIG FIVE or OCEAN MODEL of PERSONALITY

FACTOR	BEHAVIOR/ITEMS
Openness to experience	I like traveling to foreign countries. I enjoy going to attend learning and development sessions.
Conscientiousness	I enjoy putting together detailed plans. I rarely get into trouble.
Extraversion	I like having responsibility for others. I have a large group of friends..
Agreeableness	I am a sympathetic person. I get along well with others.
Neuroticism	I remain calm in pressure situations. I take personal criticism well.

# Implications of the BIG FIVE or OCEAN Model

- The Model provides an explanation for leaders' and followers' tendencies to act in consistent ways over time.
  - ✓ **Behaviour manifestations** of personality traits are often exhibited automatically and unconsciously.
  - ✓ The **OCEAN Model** is useful in many ways.
    - ❑ Leadership gain self-insights to improve decision making.
    - ❑ Leadership researchers categorize findings.
    - ❑ Model helps to profile leaders.
    - ❑ Model seems to be universally applicable across cultures.

# Implications of the BIG FIVE or OCEAN Model

## Personality traits:

- Can be reliably categorized into the five major dimensions of Five Factor Model.
  1. Are good measure of leadership potential.
  2. Can be used to make predictions about typical behaviour at work.
  3. Tend to be difficult to change.
  4. Are exhibited automatically and without conscious thought.
  5. Predispose people to act in certain ways, but behaviors can be modified through experience, feedback and reflection.

# Case Study: On the Costs of Being Nice

- Agreeable people tend to be kinder and more accommodating in social situations, which you might think could add to success in life. However, one downside of agreeableness is potentially lower earnings. Recent research has shown the answer to this and other puzzles; some of them may surprise you.
- First, and perhaps most obvious, agreeable individuals are less adept at a type of negotiation called distributive bargaining. Distributive bargaining is less about creating win-win solutions and more about claiming as large a share of the pie as possible. Because salary negotiations are generally distributive, agreeable individuals often negotiate lower salaries for themselves than they might otherwise get. Perhaps because of this impaired ability to negotiate distributively, agreeable individuals have lower credit scores.

# Case Study (Cont.)

- Second, agreeable individuals may choose to work in industries or occupations that earn lower salaries, such as the “caring” industries of education or health care. Agreeable individuals are also attracted to jobs both in the public sector and in nonprofit organizations.
- Third, the earnings of agreeable individuals also may be reduced by their lower drive to emerge as leaders and by their tendency to engage in lower degrees of proactive task behaviors, such as coming up with ways to increase organizational effectiveness.
- While being agreeable certainly doesn’t appear to help one’s pay, it does provide other benefits. Agreeable individuals are better liked at work, and generally are happier at work and in life.

# **Case Study (Cont.)**

Nice guys-and gals-may finish last in terms of earnings, but wages themselves do not define a happy life, and on that front, agreeable individuals have the advantage.

## **Questions:**

1. Do you think employers must choose between agreeable employees and top performers? Why or why not?
2. Often, the effects of personality depend on the situation. Can you think of some job situations in which agreeableness is an important virtue, and some in which it is harmful to job performance.
3. In some research we have conducted, we have found that the negative effect of agreeableness on earning is stronger for men than for women (that is, being agreeable hurt men's earnings more than women's). Why do you think this might be the case?

# Research Paper



Leadership & Organization  
Development Journal  
Vol. 38 No. 1, 2017  
pp. 126-144

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0143-7739  
DOI 10.1108/LODJ-05-2015-0103

## Purpose

The purpose of this paper is to provide evidence for a “leadership big five”, a model of leadership behaviour integrating existing theories of leadership and conceptually aligned with the most established model of personality, the big five. Such a model provides researchers and practitioners with a common language to describe leadership behaviour in a field with a plethora of leadership models. The model also describes a wider range of leadership behaviour than other models of leadership, and presents dimensions that correlate with important organisational outcomes as demonstrated in this study.

# Measuring leader behaviour: evidence for a “big five” model of leadership

Peter H. Langford and Cameron B. Dougall  
*Voice Project, Macquarie Park, Australia and*  
*Department of Psychology, Macquarie University, North Ryde, Australia, and*  
Louise P. Parkes  
*Voice Project, Macquarie Park, Australia*

## **Design/methodology/approach**

In total, 1,186 employees completed the Voice Leadership 360, a survey designed to measure the leadership big five, collectively rating 193 managers from a range of different sectors and industries, using a 360-degree survey methodology.

## **Findings**

Confirmatory factor analyses and internal reliability analyses provide evidence for 22 lower-order factors of leadership behaviour that aggregate into five higher-order factors of leadership aligned with the big five personality descriptors. Further evidence for the validity of the model is indicated by significant correlations between 360-degree survey ratings and raters' judgements of leaders' personality, and significant correlations between 360-degree survey ratings and both work unit engagement levels and manager reports of work unit performance.

## **Research limitations/implications**

The cross-sectional design is the main limitation of the present study, limiting conclusions that changes in leadership behaviours will lead to changes in organisational outcomes. The primary research implications of this study include the support for an integrating model of leadership behaviour that aligns with a large body of psychological research, as well as the development of a survey that can be used for future exploration of the model.

## **Practical implications**

Practitioners may use the results of the study to rethink how they develop competency frameworks and measure leadership behaviour in organisation development contexts. This broad model of leadership and the familiarity of its dimensions could increase the effectiveness of behaviour change interventions, and the presented survey provides a reliable and valid tool for 360-degree assessments.

# BOOK RECOMMENDATION

**Personality: What makes you the way you are (Oxford Landmark Science)**

**Publisher:** OUP UK; 1st edition (18 July 2016)

**Authors:** Daniel Nettle

**Language:** English

**Paperback:** 304 Pages

**ISBN:** 0199211434

**ISBN13:** 978-0199211432

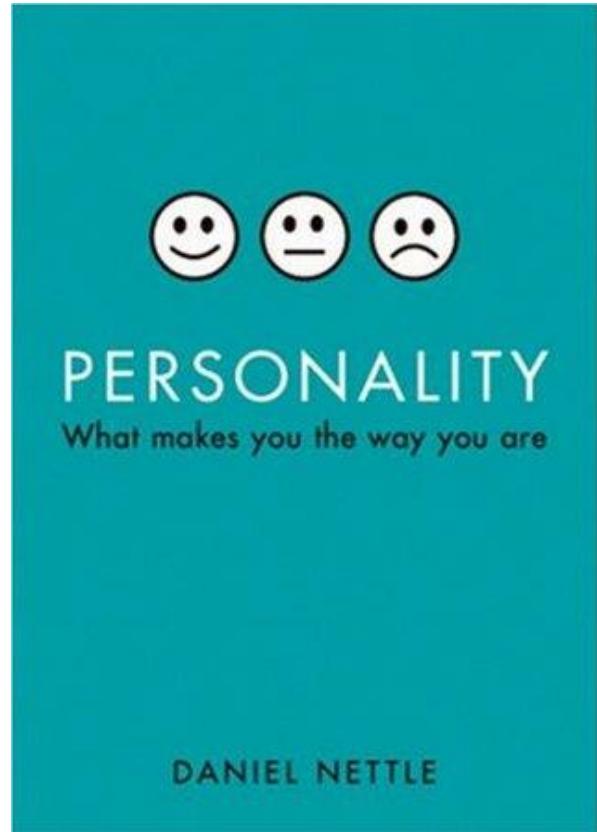


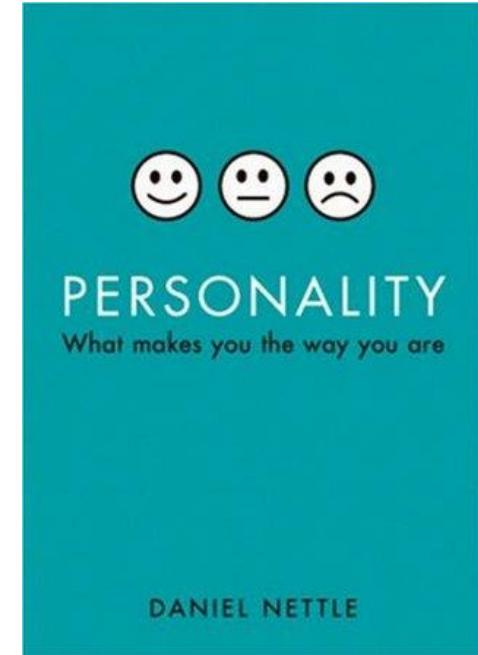
Image Source: <https://m.media-amazon.com/images/I/31BIb5EYi7L.jpg>

# BOOK RECOMMENDATION

Daniel Nettle takes the reader on a tour through the science of human personality, introducing the five 'dimensions' on which every personality is based, and using an unusual combination of individual life stories and scientific research. Showing how our personalities stem from our biological makeup, Nettle looks at the latest findings from genetics and brain science, considers the evolutionary origins and consequences of personality variation, and even includes a questionnaire for you to assess your own personality against the five dimensions.

There is no optimal personality to have. Rather, every disposition brings both advantages and disadvantages. Full of human as well as scientific insight, this book will enable you to understand the perils and potentials of your personality to the full.

Image Source: <https://m.media-amazon.com/images/I/31B1b5EYi7L.jpg>



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- <https://slideplayer.com/slide/3545415/>
- <https://www.simplypsychology.org/big-five-personality.html>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 15

### Personality Types and Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Difference between Traits and Types
- Myers-Briggs Type Indictor (MBTI)
- Type A and B Personality Type
- John Holland's Theory
- Case Study
- Research Paper
- Book Recommendation
- References



Image Source: <https://www.verywellmind.com/the-myers-briggs-type-indicator-2795583>

“The quality of peoples’ lives depends on their careers. The quality of peoples’ careers depends on their organizations. The fate of their organizations depends on their leadership. Leadership depends on personality. Personality, leadership, career success, and organizational effectiveness are linked.”

-Dr. Robert Hogan, the Founder of Hogan Assessments

# Difference between TRAITS AND TYPES

- A **trait** is a characteristic pattern of behavior or conscious motive which can be self-assessed or assessed by peers. The term **type** is used to identify a certain collection of traits that make up a broad, general personality classification.
- Types are sometimes said to involve qualitative differences between people, whereas traits might be construed as quantitative differences.
- **Psychological typologies** are often expressed in terms of polar opposites. Typologies tend to put people into discrete psychological categories and emphasize the similarities among people in the same category and difference between people of different types regardless of actual score.

# Psychological Preferences as a Personality Typology

- Myers-Briggs Type Indictor (MBTI) measures psychological preferences, or “mental habits.”
- This is a tool which is frequently used to help individuals understand their own communication preference and how they interact with others. Having an awareness of what MBTI is can help you adapt your interpersonal approach to different situations and audiences.
- Each year over 2 million people take the MBTI, one of the most popular psychological test.
- The MBTI is very popular in college leadership courses, formal leadership training programs, and team building interventions.

# Myers-Briggs Type Indicator (MBTI)

MBTI has four basic preference dimensions.



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# Myers-Briggs Type Indicator (MBTI)

## Characteristics and Careers Frequently Associated with each Myers-Briggs Type

### ISTJ (Introversion/Sensing/Thinking/Judging)

Responsible, organized, perfectionistic, detail oriented, private, punctual, dutiful, cautious, would rather be friendless than jobless, insensitive to hardships of others

**Favored Careers:** Scientist, Engineer

**Disfavored Careers:** Entertainer, Musician

### ESFP (Extraversion/Sensing/Feeling/Perceiving)

Outgoing, social, talkative, modest, emotional, happy, disorganized, spontaneous, suggestible, prone to crying, likes being the center of attention, likes teamwork

**Favored Careers:** Hair Stylist, DJ, Nurse

**Disfavored Careers:** Researcher, Programmer

### ISFJ (Introversion/Sensing/Feeling/Judging)

Polite, rule abiding, dutiful, dislikes competition, frightens easily, timid, socially uncomfortable, not spontaneous, apprehensive, guarded, suspicious

**Favored Careers:** Homemaker, Librarian

**Disfavored Careers:** Performer, CEO

### ESTJ (Extraversion/Sensing/Thinking/Judging)

Organized, group oriented, focused, conventional, planful, realistic, hard working, stiff, content, regular, strict, disciplined, meticulous, strong sense of purpose

**Favored Careers:** Executive, Banker, Lawyer

**Disfavored Careers:** Poet, Artist, Musician

# Myers-Briggs Type Indicator (MBTI)

## Characteristics and Careers Frequently Associated with each Myers-Briggs Type

### ISTP (Introversion/Sensing/Thinking/Perceiving)

Hidden, private, loner, insensitive to others, dislikes sharing feelings, lower energy, messy, avoidant, submissive, prefers intellectual pursuits over relationships

**Favored Careers:** Engineer, Programmer

**Disfavored Careers:** Artist, Florist, Teacher

### ESFJ (Extraversion/Sensing/Feeling/Judging)

Outgoing, does not like being alone, open, easy to read, considerate, loving, follows the rules, clean, altruistic, values organized religion

**Favored Careers:** Wedding Planner, Nurse

**Disfavored Careers:** Scientist, Astronaut

### ISFP (Introversion/Sensing/Feeling/Perceiving)

Disorganized, easily distracted and disturbed, self-doubting and not self-confident, indecisive, does not like leading, private, modest

**Favored Careers:** Teacher, Singer, Carpenter

**Disfavored Careers:** Marketer, Judge, Lawyer

### INFJ (Introversion/Intuition/Feeling/Judging)

Anxious, cautious, creative, smart, private, values solitude, does not like to be looked at, easily offended, moody, fears rejection

**Favored Careers:** Therapist, Editor, Painter

**Disfavored Careers:** Pilot, Business Owner

# Myers-Briggs Type Indicator (MBTI)

## Characteristics and Careers Frequently Associated with each Myers-Briggs Type

### ESTP (Extraversion/Sensing/Thinking/Perceiving)

Emotionally stable, content, thick skinned, decisive, adjusts easily, likes crowds, outgoing, disorganized, messy, risk taker, fearless, enjoys sports, likes to lead, good presenter

**Favored Careers:** CEO, Pilot, Spy, Bar Owner

**Disfavored Careers:** Novelist, Librarian, Florist

### INTJ (Introversion/Intuition/Thinking/Judging)

Loner, detached, values solitude, socially uncomfortable, unhappy, analytical, critical, suspicious, orderly, prepared, clean, punctual, perfectionistic, rarely shows anger

**Favored Careers:** Engineer, Neurosurgeon

**Disfavored Careers:** Performer, Ad Executive

### INFP (Introversion/Intuition/Feeling/Perceiving)

Idealist, daydreamer, smart, creative, impulsive, moody, disorganized, prone to lateness, private, attracted to sad things, prone to regret, submissive, easily discouraged

**Favored Careers:** Cartoonist, Writer, Activist

**Disfavored Careers:** Executive, Administrator

### ENTP (Extraversion/Intuition/Thinking/Perceiving)

Thrill seeker, rule breaker, risk taker, adventurous, life of a party, outgoing, adaptable, not easily offended, emotional stable, dominant, improviser, carefree

**Favored Careers:** Homemaker, Librarian

**Disfavored Careers:** Performer, CEO

# Myers-Briggs Type Indicator (MBTI)

## Characteristics and Careers Frequently Associated with each Myers-Briggs Type

### INTP (Introversion/Intuition/Thinking/Perceiving)

Likes the esoteric, likes science fiction, skeptical, rule breaker, unemotional, loner, detached, does not think they are weird but others do, fantasy prone, disorganized

**Favored Careers:** Philosopher, Mortician

**Disfavored Careers:** Social Worker, Supervisor

### ENFJ (Extraversion/Intuition/Feeling/Judging)

Emotional, loving, social, positive, affectionate, image conscious, considerate, easily hurt, religious, neat, perfectionistic, ambitious, hard working, touchy, seductive

**Favored Careers:** Critic, News Anchor, Dancer

**Disfavored Careers:** Scientist, Truck Driver

### ENFP (Extraversion/Intuition/Feeling/Perceiving)

Outgoing, social, disorganized, easily talked into doing silly things, pleasure seeking, irresponsible, thrill seeker, unconventional, impulsive, prone to losing things

**Favored Careers:** Actor, Artist, Filmmaker

**Disfavored Careers:** Analyst, Banker, Engineer

### ENTJ (Extraversion/Intuition/Thinking/Judging)

Decisive, adventurous, fearless, engaged, self centered, image conscious, opinionated, ambitious, hates to be bored, narcissistic, arrogant, driven, critical, orderly

**Favored Careers:** Consultant, Lawyer, Spy

**Disfavored Careers:** Chef, Singer, Artist

# Common Uses for MBTI Include:

- Resolving conflict
- Leadership style
- Managing Change
- Valuing Diversity
- Considering team and organizational culture
- Problem-solving
- Developing yourself
- Working with teams
- Understanding stress reactions
- Career development
- Working relationships
- Communication style

# Implications of Preferences and Types

- Leaders are disproportionately distributed across a handful of types.
- Despite being useful, the MBTI has limitations.
  - Types are not stable over time.
  - There are major development changes in distribution of types with age.
  - The utility of typing systems remains uncertain because the behaviour of two people in the same type may vary as greatly as that of people of different types.
  - Typologies can facilitate the oversimplification of behavior and the rationalization of misbehaviour.

# Type A and B Personality Type

- Individual characteristics are vital in the classification of the individuals as either personality type A or B. The theory of personality type is thus based on individual differences and characteristics, as well as behavior as depicted by individuals.
- These can however coagulate to similarities and differences, especially when faced with particular situations.

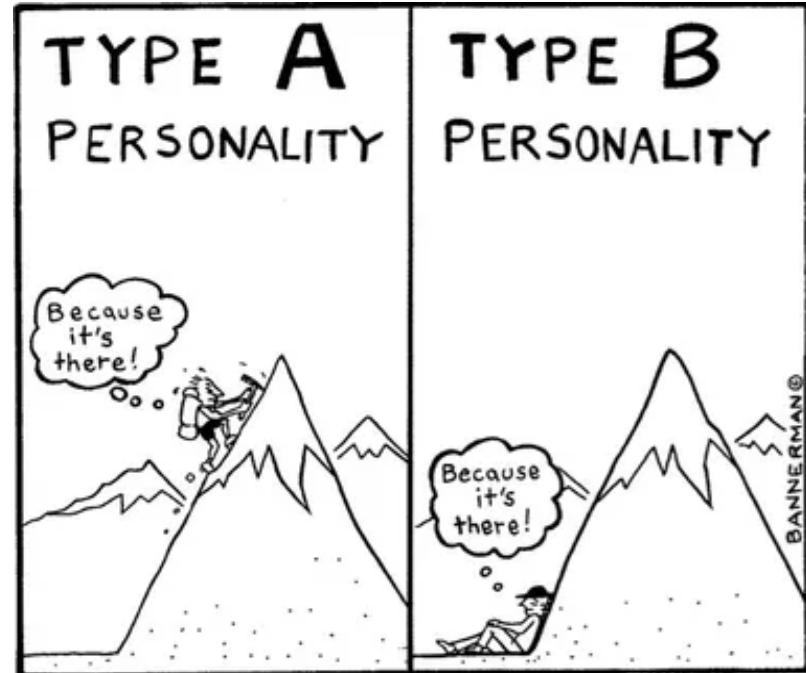


Image Source : <https://www.simplypsychology.org/TypeATypeBCartoon.jpg?ezimgfmt=rs:382x319/rscb26/ng:webp/ngcb26>

# Characteristics of Type A Personality

- Competitive
- Angered easily
- Feel Pressure
- Impatient
- Super motivated
- Live at higher stress levels
- Time Conscious
- Driven by the need to succeed
- Often enjoy being in control and being successful (Ex: business careers)

# Type A behavior is expressed through three major symptoms:

- **Free-floating hostility:** which can be triggered by even minor incidents.
- **Time urgency and impatience:** which cause irritation and exasperation usually described as being “short-fused”
- **A competitive drive:** which causes stress and an achievement-driven mentality.

The first of these symptoms is believed to be covert and therefore less observable, while other two are more overt.

# Characteristics of Type B Personality

- Relaxed
- Easy Going
- Live at lower stress levels
- Enjoy achievement but will not stress over a loss
- Often Creative
- Reflective
- Tend to work steadily
- Not highly competitive
- Often find enjoyment mediating or in the arts

# John Holland's Theory

- According to John Holland's theory, most people are one of six personality types.
  - Realistic
  - Investigative
  - Artistic
  - Social
  - Enterprising
  - Conventional



Image Source: [https://letstalkscience.ca/sites/default/files/styles/x\\_large/public/2020-10/Holland\\_hexagon\\_with\\_text\\_0.png?itok=UJ8MQijO](https://letstalkscience.ca/sites/default/files/styles/x_large/public/2020-10/Holland_hexagon_with_text_0.png?itok=UJ8MQijO)

# REALISTIC Type of Personality

- Enjoys working with animals, tools, or machines
- Generally avoids social activities such as teaching, healing, and informing others
- Is skilful when working with tools, mechanical or electrical drawings, machines, or plants and animals
- Values practical things you can see, touch, and use, such as plants and animals, tools, equipment, or machines
- Sees self as practical, mechanical, and realistic.



Image Source: <https://twitter.com/123test/status/995016096402026496/photo/1>

# INVESTIGATIVE Personality

- Enjoys studying and solving math or science problems
- Generally avoids leading, selling, or persuading people
- Is good at understanding and solving science and math problems
- Values science
- Sees self as precise, scientific, and intellectual



Image Source: [https://lh3.googleusercontent.com/proxy/n0dheLjAzDP1Ye9M8r4s8NF88G04j5alyNS-jA13oWTJRNTy7tauwZgmdndFzmyse9-82KSqLq78d3E5T5nGgoPbJY6jIU2H3hv6\\_ylcHdVxyixntTdLEh7b](https://lh3.googleusercontent.com/proxy/n0dheLjAzDP1Ye9M8r4s8NF88G04j5alyNS-jA13oWTJRNTy7tauwZgmdndFzmyse9-82KSqLq78d3E5T5nGgoPbJY6jIU2H3hv6_ylcHdVxyixntTdLEh7b)

# ARTISTIC Personality

- Enjoys creative activities such as art, drama, crafts, dance, music, or creative writing
- Generally avoids highly ordered or repetitive activities
- Has good artistic abilities in creative writing, drama, crafts, music, or art
- Values creative arts such as drama, music, art, or the works of creative writers
- Sees self as expressive, original, and independent



Image Source: <https://www.yourfreecareertest.com/artist/>

# SOCIAL Personality

- Enjoys doing things to help people such as teaching, nursing, giving first aid, or providing information
- Generally avoids using machines, tools, or animals to achieve a goal
- Is good at teaching, counselling, nursing, or giving information
- Values helping people and solving social problems
- Sees self as helpful, friendly, and trustworthy



Image Source: <https://www.psychologistworld.com/images/articles/a/575x360-v-as-63266090.jpg>

# ENTERPRISING Personality

- Enjoys leading and persuading people, and selling products and ideas
- Generally avoids activities that require careful observation and scientific, analytical thinking
- Is good at leading people and selling things or ideas
- Values success in politics, leadership, or business
- Sees self as energetic, ambitious, and sociable



Image Source: <https://www.pinterest.com/pin/24418022953732913/>

# CONVENTIONAL Personality

- Enjoys working with numbers, records, or machines in a set, orderly way
- Generally avoids ambiguous, unstructured activities
- Is good at working with written records and numbers in a systematic, orderly way
- Values success in business
- Sees self as orderly, and good at following a set plan



Image Source: <https://www.quill.com/content/index/resource-center/office-furniture-tips-ideas/faq/which-holds-more-vertical-or-lateral-file-cabinets/>

# Summary of John Holland's Theory

- In our culture, most persons are one of six personality types: realistic, investigative, artistic, social, enterprising, and conventional.
- People of the same personality tend to flock together, and when people of the same personality type work together, they create an environment that fits their type.
- People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied with their jobs.

WHAT TYPE  
AM I?



REALISTIC  
'THE DO-ER'

INVESTIGATIVE  
'THE THINKER'

ARTISTIC  
'THE CREATOR'

SOCIAL  
'THE HELPER'

ENTERPRISING  
'THE PERSUADER'

CONVENTIONAL  
'THE ORGANISER'

Image Source: <https://www.jobpersonality.co.uk/dynamic/media/17/images/what%20type%20am%20i.jpg>

# Case Study: The Power of Quiet

- If someone labeled you an “introvert” how would it make you feel?
- Judging from research on social desirability, most of us would prefer to be labeled extroverts. Normal distributions being what they are, however, half the world is more introverted than average. Susan Cain, in her bestselling book quiet makes three arguments.
  1. **We see ourselves as extraverts:** Introversions is generally seen as undesirable, partly because extraverts like being in charge and are more apt to shape environment to fit their wishes. “Many of the most important institutions of contemporary life are designed for those who enjoy group projects and high levels of stimulation.”

# Case Study: The Power of Quiet (Cont.)

- 2. Introversion is driven underground:** Thanks to social norms and structures, introverts often forced to be close introverts' action according to an extraverted ideal, even if that is not their personality at heart. Think about it. If someone comments “you are awfully quiet,” they nearly always assume an underlying problem, as if not being quiet is the norm.
- 3. Extraversion is not all its cracked up to be:** Because introversion is suppressed, we cause the introverts of the world distress and fail to capitalize on the many virtues of introversions. We may overlook the quiet, thoughtful introvert when choosing a leader, we may quell creativity by doing most of our work in groups, and we may mistake appearance of reality (“don’t mistake assertive or eloquence for good ideas *cain* writes society may unwittingly push people to take risks more than is warranted, to act before they think, and to focus on short term rewards above all else.

# Case Study: The Power of Quiet (Cont.)

- Cain is not anti-extravert. She simply thinks we should encourage people to be who they truly are, and that means valuing extraversions and introversions. She concludes, “The next time you see a person with a compound face and soft voice, remember that inside her mind she might be solving an equation, composing a sonnet, designing a hat. She might, that is, be deploying the power of quiet.”

## **Questions:**

1. Do you agree with Cain’s arguments? Why or Why not?
2. Would you prefer to be more introverted, or more extraverted, than you are? Why?
3. Would you classify yourself as introverted or extraverted? How would people who know you describe you?

# Research Paper



Journal of Management Development  
Vol. 25 No. 8, 2006  
pp. 777-794  
© Emerald Group Publishing Limited  
0262-1711  
DOI 10.1108/02621710610684259

## Purpose:

- The aim of this study is to investigate the relationship between personality and transformational leadership from particular aspects: Are certain personalities more transformational than others? Are appraisals of subordinates similar to leaders' own concerning their transformational leadership behaviour? Do some personalities appraise themselves more positively than others? The purpose is to discover the different views about personality's impact on the behaviour of leaders as well as to gain some new insights into how this information could be used.

# The relationship between personality and transformational leadership

Tiina M. Hautala

*Department of Management, University of Vaasa, Vaasa, Finland*

## **Design/methodology/approach:**

- The approach taken was quantitative analyses of 439 leaders and 380 subordinates Research limitations/implications – Even if sample size is relatively extensive, it represents mainly middle-level leaders. More data would be needed to gain the overall picture of this topic in all leadership levels.

## **Findings**

- Results indicated that the relationship between personality and transformational leadership exists. Subordinates' and leaders' ratings did not converge. According to leaders' self-ratings, the extraverted, intuitive and perceiving preferences favour transformational leadership. On the contrary, subordinates' ratings indicated that leaders with sensing preference are associated with transformational leadership.

# Implications

- The results of this study could be used in leadership training and development. The patterns evident in the results of this study, when using MBTI, can especially be applied as a basis for further discussions on transformational leadership.
- For example, basing on subordinates' appraisals, private introverts and logical thinking leaders could concentrate more on rewarding, theoretical intuitive leaders on visioning, modelling and rewarding and organized judging leaders on challenging. Also, the mutual understanding of different personalities would enhance the interaction and communication at organizations.
- Thus, the personality-based training for leaders would be helpful in finding the strengths and development areas in persons' leadership style.

# BOOK RECOMMENDATION

## Psychological Types

**Publisher:** Routledge  
**1st edition (26 September 2016)**

**Authors:** Carl Gustav Jung

**Language:** English

**Paperback:** 568 Pages

**ISBN:** 1138687421

**ISBN13:** 978-1138687424

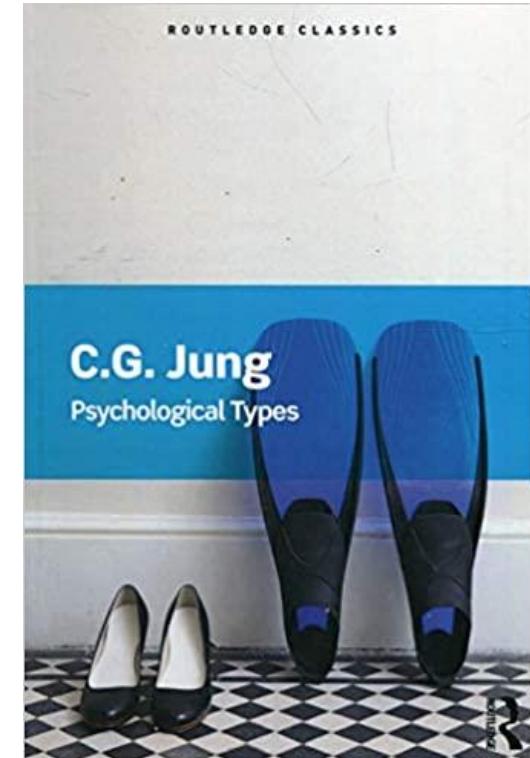


Image Source: <https://www.amazon.in/Leaders-Myth-Reality-Stanley-McChrystal/dp/0525534377>

# BOOK RECOMMENDATION

- Psychological Types is one of Jung's most important and famous works. First published in English by Routledge in the early 1920s it appeared after Jung's so-called fallow period, during which he published little, and it is perhaps the first significant book to appear after his own confrontation with the unconscious.
- It is the book that introduced the world to the terms 'extravert' and 'introvert'. Though very much associated with the unconscious, in Psychological Types Jung shows himself to be a supreme theorist of the conscious. In putting forward his system of psychological types Jung provides a means for understanding ourselves and the world around us: our different patterns of behaviour, our relationships, marriage, national and international conflict, organizational functioning.

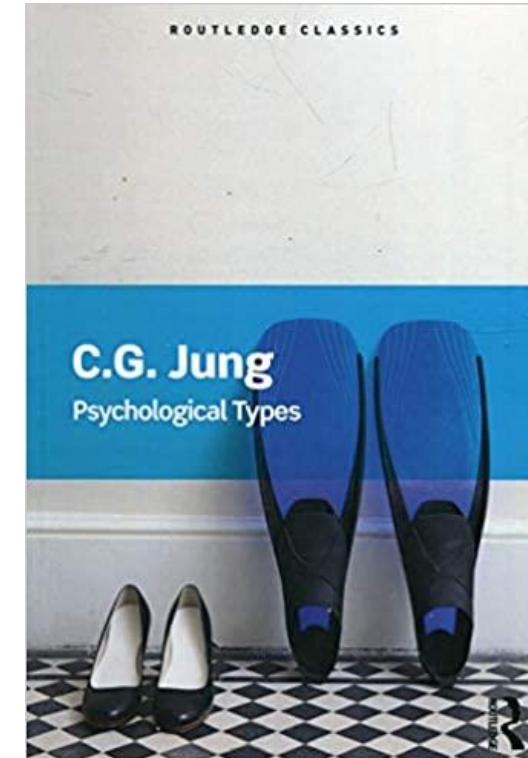


Image Source: <https://www.amazon.in/Leaders-Myth-Reality-Stanley-McChrystal/dp/0525534377>

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1. Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2015). Leadership: Enhancing the Lessons of Experience (8th ed.). McGraw Hill.
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# THANK YOU





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NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 16

### Intelligence and Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Define Intelligence
- Sternberg's Triarchic Theory of Intelligence
- Divergent and Convergent Thinking
- Creativity Killers
- Cognitive Resource Theory
- Case Study
- Research Paper
- Book Recommendation
- References

## INTELLIGENCE & CREATIVITY



Image Source: <https://smartboost.com/blog/creativity-and-intelligence/>

**Making the simple complicated is commonplace; making the complicated simple, awesomely simple, that's creativity.**

**Charles Mingus,**  
jazz bassist and composer

# What is Intelligence?

- Intelligence is a person's all around effectiveness in activities directed by thought. Intelligent leaders:
  - Are faster learners.
  - Make better assumptions, deductions, and inferences.
  - Are better at creating a compelling vision and strategizing to make their vision a reality.
  - Can develop better solutions to problems.
  - Can see more of the primary and secondary implications of their decisions.
  - Are quicker on their feet than leaders who are less intelligent.
  - Intelligence is relatively difficult to change because of heredity but can be modified with education and experience.

# Define Intelligence?

Author Name	Year	Definition
Robert Sternberg	1977	“Defined Intelligence as "the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context.
H. Gardner	1993	“An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.”
F. N. Freeman	2000	“Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility or association, facility and imagination, span of attention, quickness or alertness in response.”

# Intelligence is not a fixed quantity

- Intelligence is relatively difficult to change. Like personality, it is also an unseen quality and can be inferred only by observing behavior.
- Intelligence is not a fixed quantity. Although heredity plays a role, intelligence can be modified through education and experience.

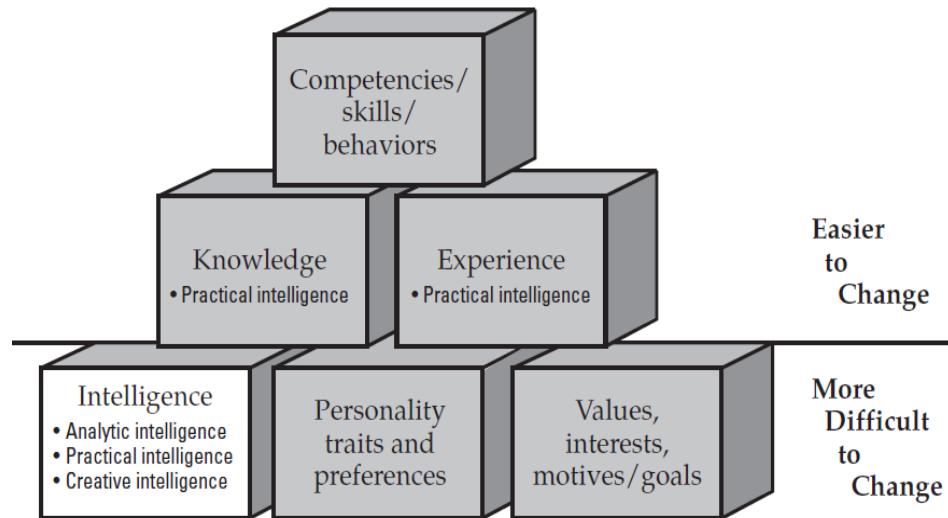
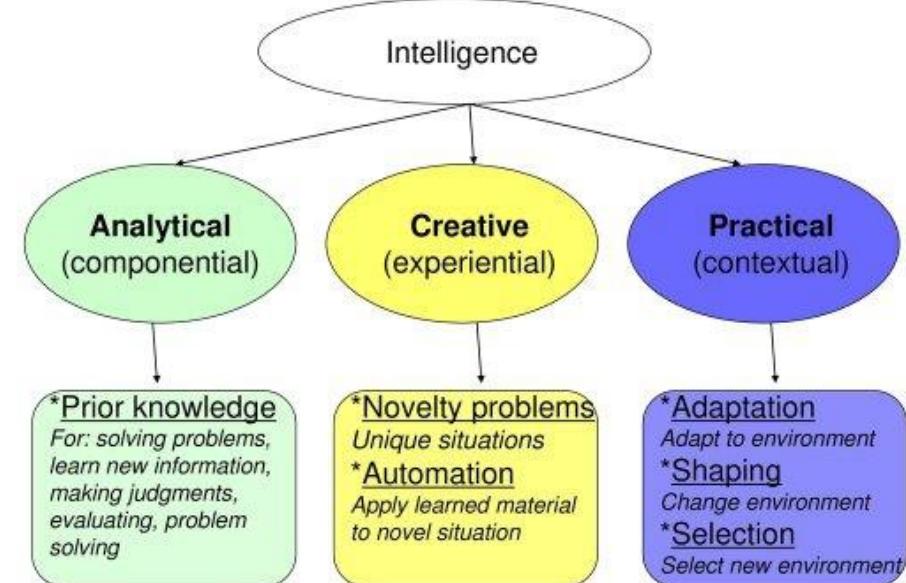


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Sternberg's Triarchic Theory of Intelligence

Sternberg proposed his theory in 1985 as an alternative to the idea of the general intelligence factor. He believes that the ability to function effectively in the real world is an important indicator of intelligence. Sternberg broke his theory down into the following three sub theories.

STERNBERG'S TRIARCHIC THEORY OF INTELLIGENCE (I)



Source:- <https://www.quora.com/What-are-the-elements-of-triarchic-theory-of-intelligence>

# Componential subtheory:

- The componential theory outlines the various mechanisms that result in intelligence. According to Sternberg, this subtheory is comprised of three kinds of mental processes or components:
- **Metacomponents** enable us to monitor, control, and evaluate our mental processing, so that we can make decisions, solve problems, and create plans.
- **Performance components** are what enable us to take action on the plans and decisions arrived at by the metacomponents.
- **Knowledge-acquisition components** enable us to learn new information that will help us carry out our plans.

# Contextual subtheory

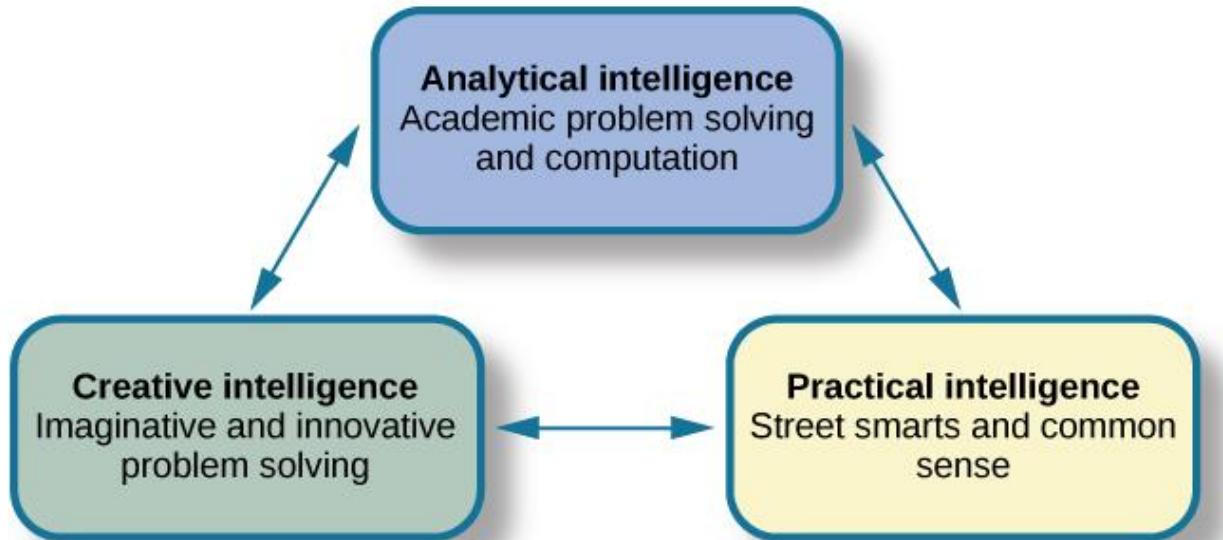
- The contextual subtheory says that intelligence is intertwined with the individual's environment. This subtheory is comprised of three kinds of components:
- **ADAPTATION** – Occurs when one makes a change within oneself in order to better adjust to one's surroundings.
- **SHAPING** – Occurring when one's changes their environment to better suit one's needs.
- **SELECTION** – Replace the previous, unsatisfying undertaken when a completely new alternate environment is found to meet individual's goals.

# Experiential subtheory:

- The experiential subtheory proposes that there is a continuum of experience from **novel to automation** to which intelligence can be applied. It's at the extremes of this continuum that intelligence is best demonstrated.
- **At the novel end of the spectrum**, an individual is confronted with an unfamiliar task or situation and must come up with a way to deal with it.
- **At the automation end of the spectrum**, one has become familiar with a given task or situation and can now handle it with minimal thought.

# Kinds of Intelligence

Each subtheory reflects a particular kind of intelligence or ability:



Source:- <https://courses.lumenlearning.com/suny-fmcc-intropsych/chapter/what-are-intelligence-and-creativity/>

# Kinds of Intelligence

- **Practical intelligence:** Sternberg called one's ability to successfully interact with the everyday world practical intelligence. Practical intelligence is related to the **contextual subtheory**. Practically intelligent people are especially adept at behaving in successful ways in their external environment.
- **Creative intelligence:** The **experiential subtheory** is related to creative intelligence, which is one's ability to use existing knowledge to create new ways to handle new problems or cope in new situations.
- **Analytical intelligence:** The **componential subtheory** is related to analytical intelligence, which is essentially academic intelligence. Analytical intelligence is used to solve problems and is the kind of intelligence that is measured by a standard IQ test

# Implications of the Triarchic Theory of Intelligence

- Leadership effectiveness or emergence is positively correlated with analytic intelligence.
- Sometimes, personality is much more predictive of leadership emergence and effectiveness than analytic intelligence.
- Leader's primary role is to build an environment where others can be creative.
- The Triarchic theory of intelligence focuses on what a leader does when solving complex mental problems.
- Emphasizes how 3 types of abilities work together to create intelligent behavior.

# Divergent Thinking

- Divergent thinking is defined as producing a diverse assortment of appropriate responses to an open-ended question or task in which the product is not completely determined by the information.
- So, divergent thinking concentrates on generating a large number of alternative responses including original, unexpected, or unusual ideas. Thus, divergent thinking is associated with creativity.

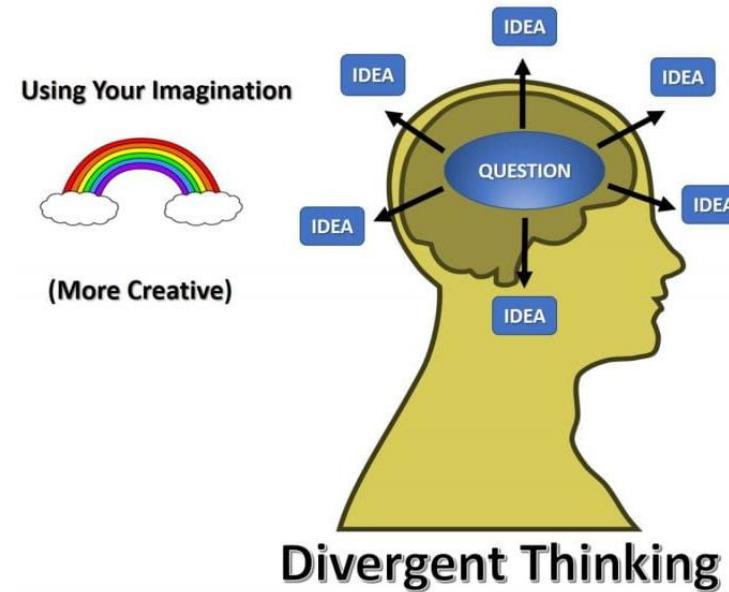


Image Source: <https://thinkwellcenter.edublogs.org/files/2019/08/Divergent-Thinking-Person-1024x615.jpg>

# Convergent Thinking

- Convergent thinking involves finding only the single correct answer, conventional to a well-defined problem. Many facts or ideas are examined while convergent thinking for their logical validity or in which a set of rules is followed.
- Convergent thinking focuses on reaching a problem solution through the recognition and expression of preestablished criteria. Standard intelligence tests are similarly believed to measure convergent thinking.

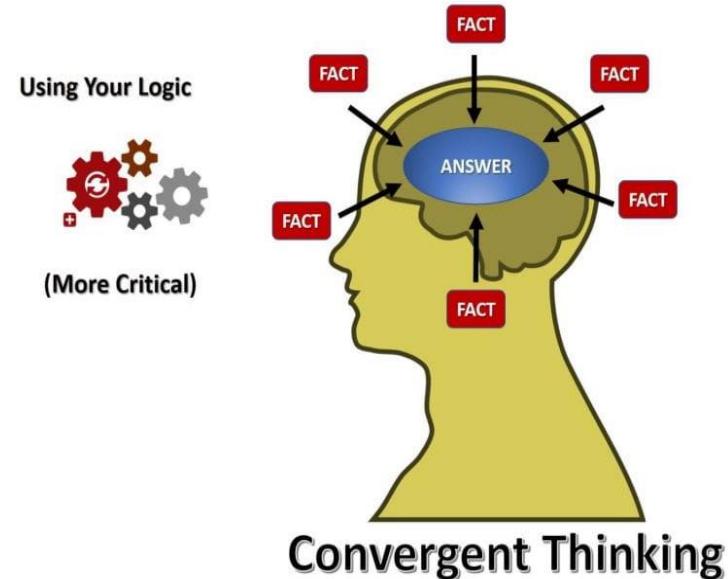


Image Source: <https://thinkwellcenter.edublogs.org/files/2019/08/Convergent-Thinking-Person-1024x615.jpg>

# Creativity Killers

The following is a list of things leaders can do if they wish to stifle the creativity of their followers.

- **Take away all discretion and autonomy:** People like to have some sense of control over their work. Micromanaging staff will help to either create yeasayers or cause people to mentally disengage from work.
- **Create fragmented work schedules:** Repeated interruptions or scheduling “novel solution generation time” in 15-minute increments around other meetings will disrupt people’s ability to be innovative.
- **Provide insufficient resources:** People need proper data, equipment, and money to be creative. Cut these off, and watch creativity go down the tubes.

# Creativity Killers (Cont.)

- **Focus on short-term goals:** People can be creative and funny if given enough time, but focusing on only short-term outcomes will dampen creativity.
- **Create tight timelines and rigid processes:** The tighter the deadlines and less flexible the processes, the more chance that innovation will be reduced.
- **Discourage collaboration and coordination:** The best ideas often come from teams having members with different work experiences and functional backgrounds. By discouraging cross-functional collaboration, leaders can help guarantee that team members will offer up only tried-and-true solutions to problems.

# Improving Organizational Creativity

- Leaders should be mindful that:
  - Various sort of incentives or rewards can have various effects on creativity.
  - Synthetic abilities can be hindered if ideas will be evaluated.
  - In order to develop new products and services, the level of turnover should be low, and goals should be clear.
  - Leaders need to provide enough room for creativity to flourish, but enough direction for effort to be focused as well.
  - **Creeping elegance** which refers to the tendency of a design project or product cycle to accumulate more and more features or details, rather than to be completed and released at a more basic level. Also fails to meet customer needs. It should be avoided.

# Cognitive Resources Theory: Intelligence and Stress

- The Cognitive resource theory is a reinvention of Fiedler contingency theory and concept was given by Fred Fiedler and Joe Garcia in 1987.
- Cognitive Resources Theory is a conceptual scheme for explaining how leader behavior changes under stress levels to impact group performance.
- This theory relates to a leader's intelligence and experience with his/her reaction to stressful situations. Like in a more stressful situation one can react without thinking logically. It clears how a leader's intelligence and experience influence the way he/she may react to stress.
- Cognitive Resource Theory consists of several key concepts; i.e. intelligence, stress, experience, and task-knowledge.

# Cognitive Resources Theory: Intelligence and Stress

Theory is based on the following assumptions:

- The success of a leader depends on certain factors like Intelligence, experience, and other cognitive means.
- Leadership success is not based on cognitive capabilities only.
- Stress affects decision-making ability.

**Theory predictions include:**

- Greater experience but lower intelligence may account for higher-performing groups in high stress conditions.
- High levels of experience may account for usage of old solutions when creative solutions are more apt.

# Characteristics of Cognitive Resources Theory

- The theory helps predict whether a certain type of person will be able to lead in a stressful situation.
- The theory helps the placement of persons in leadership positions by suggesting that people be tested for intelligence and the ability to manage stress in addition to assessing leadership qualities.
- It differentiates the abilities of a skilled labour from an experienced labour and indicates how they are useful.
- The Cognitive Resource Theory helps in understanding the role of intellectual abilities and organizational performances in solving tasks.

# **Intelligence and Stress: Cognitive Resources Theory**

## **Limitations of CRT:**

- Cognitive resource theory does not talk about those leaders who have both, a good IQ and a good work experience.
- Intelligence is not defined. There are many types and degrees of intelligence and the Cognitive Resource Theory doesn't account for them.

## **Leadership implications of CRT:**

- The best leaders are often smart and experienced.
- Leaders may be unaware of the degree to which they are causing stress in their followers.
- The level of stress inherent in the position needs to be understood before selection of leaders.

# Case Study: Innovation in emerging economy

- For the past 100-plus years the Western Hemisphere has been the center of innovation and creativity. Many of the modern conveniences to which we have become accustomed were invented in the United States or Europe. But will the West remain the center of innovation?
- This is an important question: studies show that future job and economic growth will come from information-or knowledge-based work rather than manufacturing-based work. North America may lead the world in research spending, but globalization and information technology are helping other parts of the world to catch up.
- The emerging economies of Brazil, Russia, India, and China (BRIC) are graduating millions of scientists and engineers each year, and their economies are becoming robust enough to generate strong domestic bases for new products.

# Case Study (Cont.)

- Clever ideas can be found anywhere, and technology is helping to make these ideas into products. The expanding middle class of the BRIC countries is giving more people the income needed to purchase new products. With the number of scientists and engineers graduating from the BRIC countries and their rapidly expanding economies, it may only be a matter of time before the West is no longer the center of innovation.

## Questions

- Does analytical and creative intelligence of individual play dominant role in make of center of innovation?
- What do you think are the implications of these trends for leaders in the West or the BRIC countries?

# Research Paper

Journal of Applied Psychology  
2004, Vol. 89, No. 3, 542–552

## Intelligence and Leadership: A Quantitative Review and Test of Theoretical Propositions

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University of Florida

Amy E. Colbert  
University of Iowa

Copyright 2004 by the American Psychological Association  
0021-9010/04/\$12.00 DOI: 10.1037/0021-9010.89.3.542

Remus Ilies  
University of Florida

### Purpose

- The purpose of this study was to provide a quantitative review of the intelligence-leadership literature that (a) distinguishes between different measures of leadership outcomes, including perceptual measures of leader emergence and effectiveness and objective measures of leadership effectiveness; (b) distinguishes perceptual from paper-and-pencil measures of intelligence; and (c) tests propositions from two relevant leadership theories: implicit leadership theory and cognitive resource theory.

## **Design and Methodology**

- Meta-analysis was used to aggregate results from studies examining the relationship between intelligence and leadership. One hundred fifty-one independent samples in 96 sources met the criteria for inclusion in the meta-analysis.

## **Findings**

- Intelligence correlated equally well with objective and perceptual measures of leadership. Additionally, the leader's stress level and the leader's directiveness moderated the intelligence-leadership relationship. Overall, results suggest that the relationship between intelligence and leadership is considerably lower than previously thought. The results also provide meta-analytic support for both implicit leadership theory and cognitive resource theory.

# Implications

- Authors found that several traits had stronger correlations with leadership than intelligence and that, overall, the Big Five had a multiple correlation of .48 with leadership. It is true that these validities are higher than those for cognitive ability, suggesting that selecting leaders on the basis of personality appears to be relatively more important. However, though the overall relationship between intelligence and leadership may be modest, in selecting individuals, even moderate validities can have substantial practical implications.
- Moreover, on the basis of cognitive resource theory, it is more important to select or place intelligent individuals in leadership positions when the stress level is low, and the leader has the ability to be directive. In such cases, the validity of intelligence may be substantial.

# BOOK RECOMMENDATION

## Intelligent Leadership: What You Need to Know to Unlock Your Full Potential

**Publisher:** Amacom; edition (16 May 2018)

**Authors:** John Mattone

**Language:** ENGLISH

**Paperback:** 256 Pages

**ISBN:** 0814439373

**ISBN-13 :** 978-0814439371

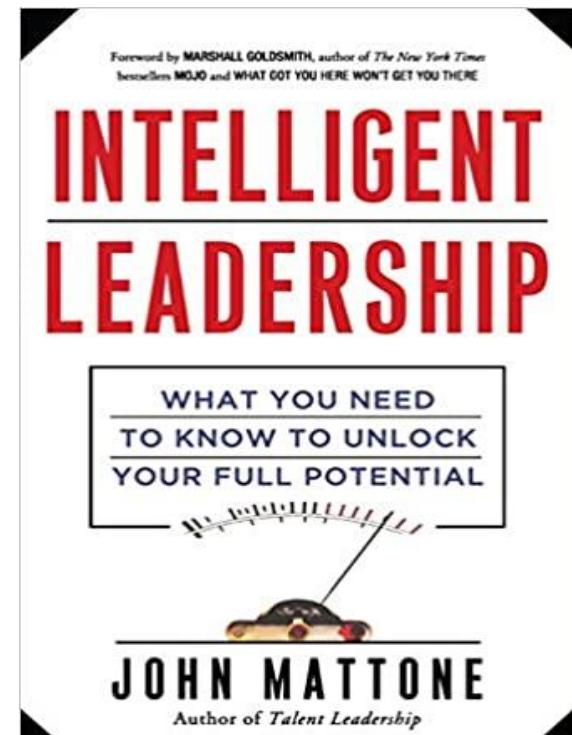
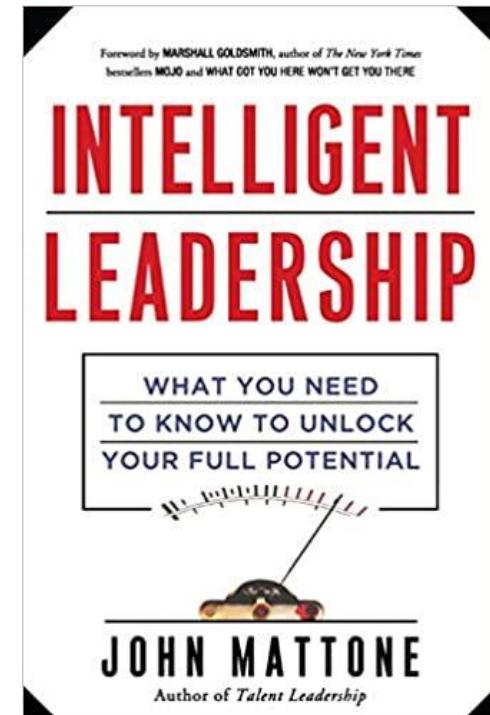


Image Source: [https://images-na.ssl-images-amazon.com/images/I/516mJ08GcGL.\\_SX331\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/516mJ08GcGL._SX331_BO1,204,203,200_.jpg)

# BOOK RECOMMENDATION

Leadership coach and author John Mattone has years of experience working with high-achieving professionals facing the enormous challenges that come with achieving and sustaining breakthrough operating results as a leader in today's business environment. Mattone recognizes the immense need for a roadmap to developing and mastering the executive maturity necessary for today's leaders. Intelligent Leadership helps readers calibrate their abilities so they can simultaneously focus on their strengths and--equally important--address their weaknesses. The goal is to improve key tactical competencies (such as critical and strategic thinking, decision-making, talent and team leadership, and communication) and integrate them with often ignored or under-utilized inner traits like values, character, and beliefs in order to achieve their leadership potential.

Image Source: [https://images-na.ssl-images-amazon.com/images/I/516mJO8GcGL.SX331\\_BO1,204,203,200.jpg](https://images-na.ssl-images-amazon.com/images/I/516mJO8GcGL.SX331_BO1,204,203,200.jpg)



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# THANK YOU





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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 17

Emotional Intelligence and Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Affect, Emotions and Moods
- Affective Event Theory
- Definition of Emotional Intelligence
- Ability Model
- Mixed Model
- Implications of Emotional Intelligence
- Research Paper
- Case Study
- Book Recommendation
- References

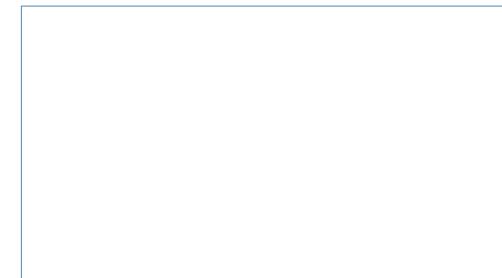
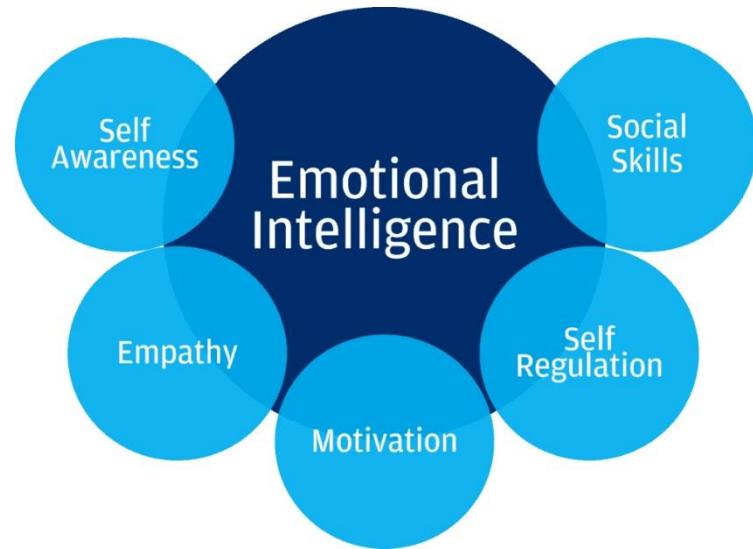
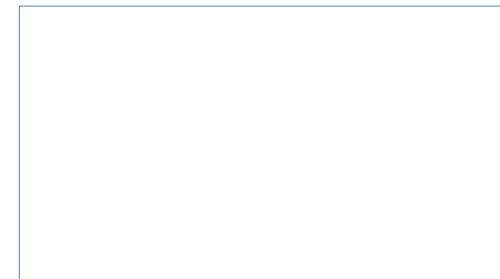


Image Source: [https://assets.neurosurgicalatlas.com/volumes/ATLAS/0.5-NOTSN/08-Emotional\\_Intelligence/NOTSN\\_Emotiona\\_01.jpg](https://assets.neurosurgicalatlas.com/volumes/ATLAS/0.5-NOTSN/08-Emotional_Intelligence/NOTSN_Emotiona_01.jpg)

What really matters for success, character, happiness and lifelong achievements is a definite set of emotional skills – your EQ – not just purely cognitive abilities that are measured by conventional IQ tests.

**Daniel Goleman,  
EQ researcher**



# Affect, Emotions and Moods

- **Affect:** A broad range of feelings that people experience
- **Emotions:** Intense feeling that are directed at someone or something
- **Moods:** Feelings that tend to be less intense than emotions and that lacks a contextual stimulus

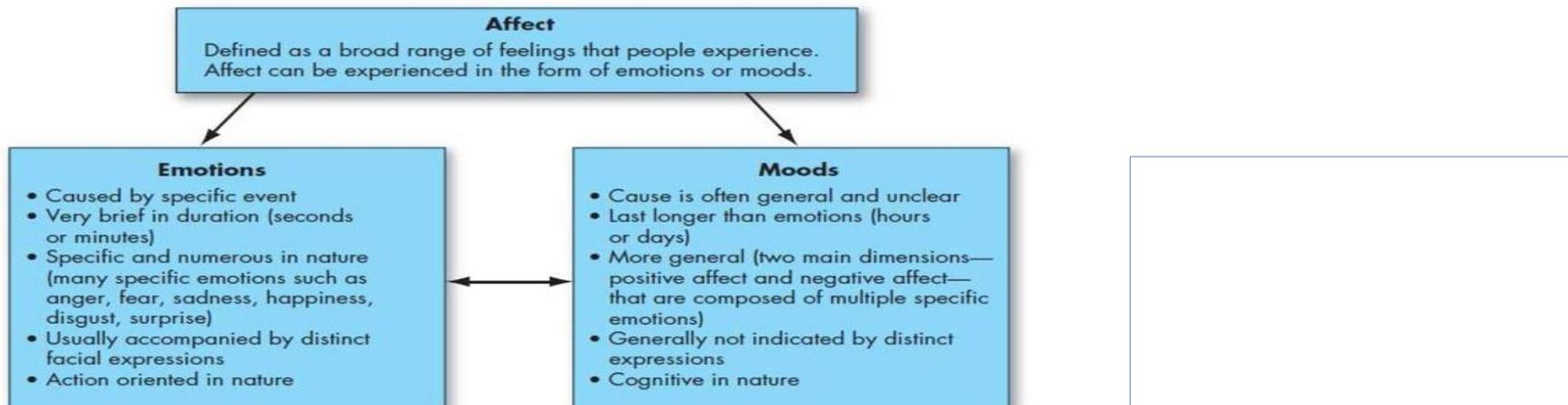


Image Source: <https://cf2.ppt-online.org/files2/slides/i/IZS2bEkCGgat6ORdimDB8VfH5A7hMx4wpLUjurJ1n/slides-4.jpg>

# Basic Emotions

- There are dozens, including anger, contempt, enthusiasm, envy, fear, frustration, disappointment, embarrassment, disgust, happiness, hate, hope, jealousy, joy, love, pride, surprise, and sadness.
- Numerous researchers have tried to limit them to a fundamental set. Many researchers agree on **six essentially universal emotions**—anger, fear, sadness, happiness, disgust, and surprise.

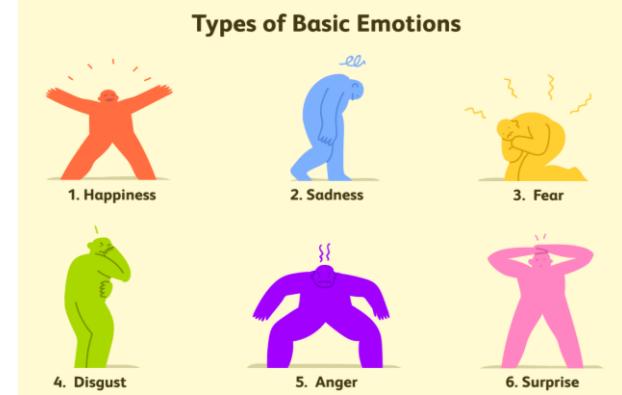


Image Source: <https://www.verywellmind.com/an-overview-of-the-types-of-emotions-4163976>

# Basic Moods: Positive and Negative Affect

- **Positive affect:** A mood dimension that consists of specific positive emotions such as excitement, self-assurance, and cheerfulness at the high end and boredom, sluggishness, and tiredness at the low end.
- **Negative affect:** A mood dimension that consists of emotions such as nervousness, stress, and anxiety at the high end and relaxation, tranquillity, and poise at the low end.

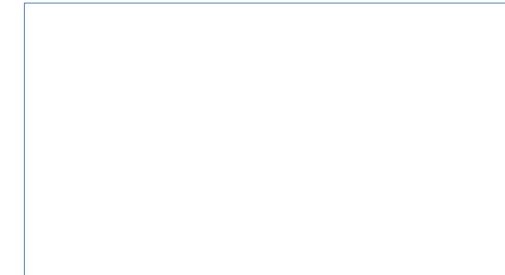
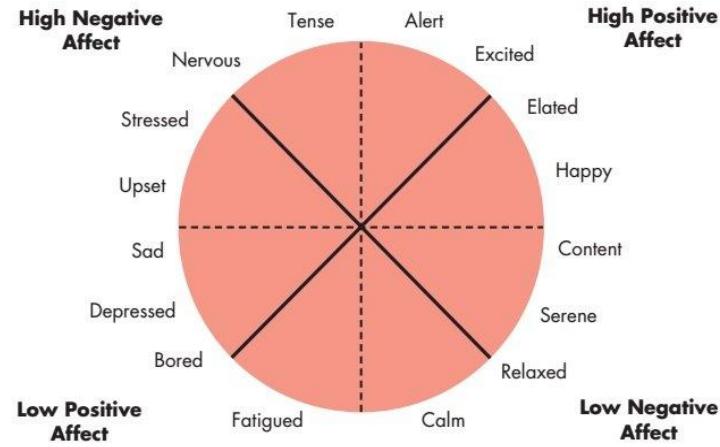


Image Source: [https://www.researchgate.net/figure/The-structure-of-mood-reused-from-Robbins-et-al-2010\\_fig5\\_321019668](https://www.researchgate.net/figure/The-structure-of-mood-reused-from-Robbins-et-al-2010_fig5_321019668)

# Sources of Emotions

- Personality
  - Age
  - Weather
  - Stress
  - Exercise
  - Sleep
  - Gender
  - Social Activities
  - Day of the Week and Time of the Day
- 
- **Felt emotions:** An individual's actual emotions.
  - **Displayed emotions:** Emotions that are organizationally required and considered appropriate in a given job

# Affective events theory

- **Affective events theory** (AET) A model that suggests that workplace events cause emotional reactions on the part of employees, which then influence workplace attitudes and behaviors.

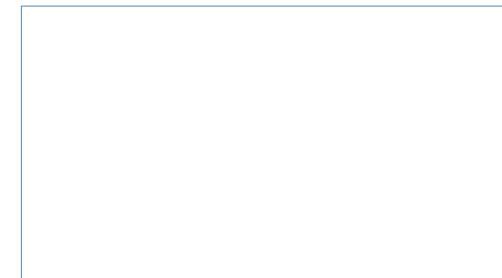
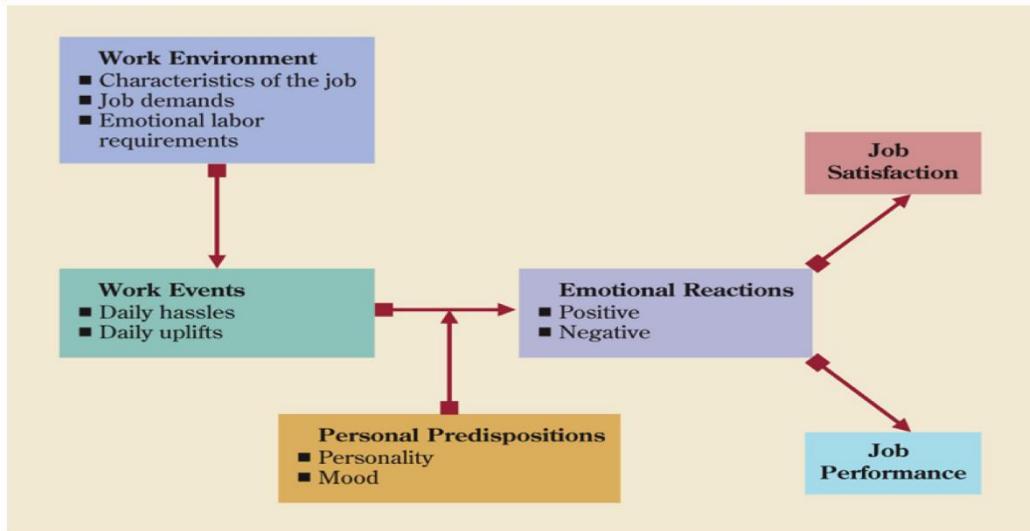


Image Source: <https://in.pinterest.com/pin/518406607081524686/>

# Definition of Emotional Intelligence

Author	Definition
Peter Salovey and John Mayer	Defined emotional intelligence as a group of mental abilities that help people to recognize their own feelings and those of others.
Reuven Bar	He believed that emotional intelligence was another way of measuring human effectiveness and defined it as a set of 15 abilities necessary to cope with daily situations and get along in the world.

# Definition of Emotional Intelligence

Author	Definition
Rick Aberman	Defined emotional intelligence as the degree to which thoughts, feelings, and actions were aligned. According to him, leaders are more effective and “in the zone” when their thoughts, feelings, and actions are perfectly aligned.
Daniel Goleman	Success in life is based more on one's self-motivation, persistence in the face of frustration, mood management, ability to adapt, and ability to empathize and get along with others than on one's analytic intelligence or IQ.

# Two Models of Emotional Intelligence

Four major definitions of emotional intelligence can be broken down into two models:

1. The **Ability Model** focuses on how emotions affect the way leaders think, decide, plan, and act.
2. The **Mixed Model** provides a broader and more comprehensive definition than the ability model because it includes more leadership qualities.

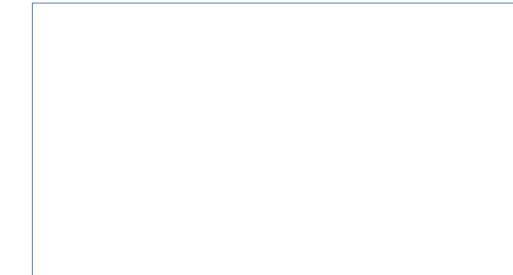
Ability Model	Mixed Models	
Mayer, Salovey, and Caruso	Emotional Competencies Model (Daniel Goleman et al.)	Bar-On Emotional- Social Intelligence model

# Ability Model of Emotional Intelligence

- Developed by Peter Salovey and John D. Mayer

## Assumptions of Ability Model:

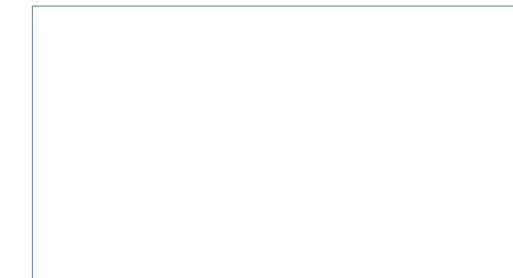
- Emotional intelligence defined within the confines of the standard criteria for a new intelligence
- Emotions are useful sources of info that help one to make sense of/navigate their social environments
- Individuals vary:
  - In their ability to process information of an emotional nature.
  - In their ability to relate emotional processing to a wider cognition.
  - These abilities manifest in certain adaptive behaviors.



# Ability Model of Emotional Intelligence (EI)

## Four Abilities of Ability Model of EI:

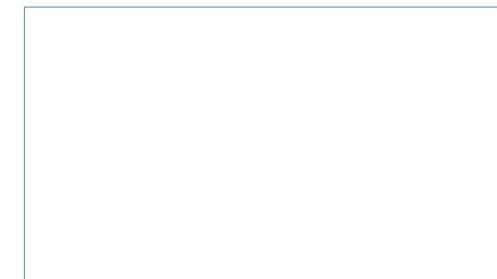
- **Perceiving Emotions** - ability to decipher emotions in faces, pictures, voices, and cultural artifacts.
- **Understanding Emotions** - ability to comprehend emotion language and to appreciate complicated relationships among emotions.
- **Using Emotions** - ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving
- **Managing Emotions** - ability to regulate emotions in both ourselves and in others



# Mixed Models of EI: Emotional Competencies

- Developed by **Daniel Goleman et al.**
- People are born with general emotional intelligence that determines their potential for learning emotional competencies
- These competencies are learned capabilities that must be worked on to achieve outstanding performance

Personal Competence	Social Competence
<ul style="list-style-type: none"><li>• Self Awareness</li><li>• Self Regulation</li><li>• Motivation</li></ul>	<ul style="list-style-type: none"><li>• Empathy</li><li>• Social Skills</li></ul>



# Mixed Models of EI: Emotional Competencies

## Personal Competence

<b>Self-awareness</b>	<ul style="list-style-type: none"><li>• Emotional awareness</li><li>• Accurate self-assessment</li><li>• Self-confidence</li></ul>
<b>Motivation</b>	<ul style="list-style-type: none"><li>• Achievement</li><li>• Commitment</li><li>• Initiative</li><li>• Optimism</li></ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"><li>• Self-control</li><li>• Trustworthiness</li><li>• Conscientiousness</li><li>• Adaptability</li><li>• Innovation</li></ul>

# Mixed Models of EI: Emotional Competencies

## Personal Competence

<b>Social skills</b>	<ul style="list-style-type: none"><li>• Conflict management</li><li>• Change catalyst</li><li>• Team capabilities</li><li>• Communication</li></ul>	<ul style="list-style-type: none"><li>• Leadership</li><li>• Building bonds</li><li>• Influence</li><li>• Cooperation</li></ul>
<b>Self-awareness</b>	<ul style="list-style-type: none"><li>• Understanding others</li><li>• Developing others</li><li>• Service orientation</li><li>• Diversity</li><li>• Political awareness</li></ul>	

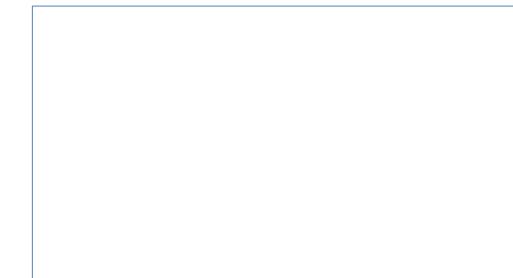
Image Source: (Hughes, Ginnett, & Curphy, 2015)

# **Mixed Models of EI: Bar-On Model of Emotional-Social Intelligence**

- Developed by **Reuven Bar-On**. He was first one to use the term: Emotion Quotient

## **Bar-On EI Model: Assumptions**

- Emotional intelligence develops over time.
- Can be improved through training or therapy.
- Emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which then indicates one's potential to succeed in life.
- Individuals with higher-than-average EQ's are in general more successful in meeting environmental demands and pressures
- Deficiency in EQ can mean a lack of success and emotional problems



# Bar-On Model of Emotional-Social Intelligence

## Bar-on Model Factors:

Intrapersonal	<ul style="list-style-type: none"><li>• Emotional self-awareness</li><li>• Assertiveness</li><li>• Independence</li></ul>	<ul style="list-style-type: none"><li>• Self-actualization</li><li>• Self regard</li></ul>
Adaptability	<ul style="list-style-type: none"><li>• Adaptability</li><li>• Reality testing</li></ul>	<ul style="list-style-type: none"><li>• Flexibility</li><li>• Problem solving</li></ul>
Stress management	<ul style="list-style-type: none"><li>• Stress tolerance</li><li>• Impulse control</li></ul>	

Sources: R. Bar-On, *Emotional Quotient Inventory* (North Tonawanda, NY: Multi-Health Systems, 2001); D. Goleman, *Working with Emotional Intelligence* (New York: Bantam Doubleday Dell, 1998); D. R. Caruso, J. D. Mayer, and P. Salovey, "Emotional Intelligence and Emotional Leadership," in *Multiple Intelligences and Leadership*, ed. R. E. Riggio, S. E. Murphy, and F. J. Pirozzolo (Mahwah, NJ: Lawrence Erlbaum Associates, 2002), pp. 55–74

# Bar-On Model of Emotional-Social Intelligence (Cont.)

## Bar-on Model Factors:

### Interpersonal

- Social responsibility
- Interpersonal relationship
- Empathy

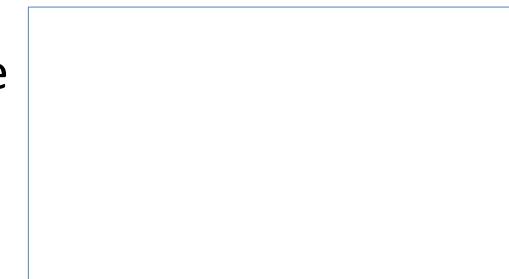
### General mood

- Optimism
- Happiness

Sources: R. Bar-On, *Emotional Quotient Inventory* (North Tonawanda, NY: Multi-Health Systems, 2001); D. Goleman, *Working with Emotional Intelligence* (New York: Bantam Doubleday Dell, 1998); D. R. Caruso, J. D. Mayer, and P. Salovey, "Emotional Intelligence and Emotional Leadership," in *Multiple Intelligences and Leadership*, ed. R. E. Riggio, S. E. Murphy, and F. J. Pirozzolo (Mahwah, NJ: Lawrence Erlbaum Associates, 2002), pp. 55–74

# Implications of the Emotional Intelligence

- People can be extremely ineffective when their thoughts, feelings, and actions are misaligned.
- EQ literature has helped bring emotion back to workplace.
- Research indicated that EQ moderates employees' reactions to job insecurity and their coping ability towards job-loss related stress.
- It appears that EQ attributes would be difficult to change as a result of training intervention.



# Research Paper



Leadership & Organization  
Development Journal  
Vol. 30 No. 1, 2009  
pp. 87-101

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DOI 10.1108/01437730910927115

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Revised June 2008  
Accepted July 2008

# Emotional intelligence of leaders: a profile of top executives

Steven J. Stein and Peter Papadogiannis

*Multi-Health Systems, Toronto, Canada*

Jeremy A. Yip

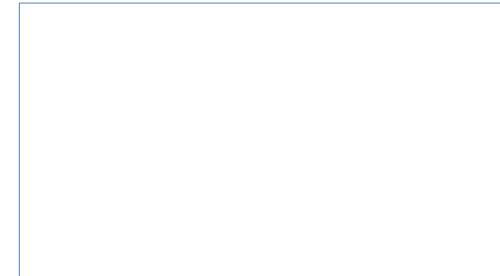
*University of Toronto, Toronto, Canada, and*

Gill Sitarenios

*Multi-Health Systems, Toronto, Canada*

## Purpose

The purpose of this paper is to examine the emotional intelligence (EI) scores of two high profile executive groups in comparison with the general population. Also the study aims to investigate the executive group's EI scores in relation to various organizational outcomes such as net profit, growth management, and employee management and retention.

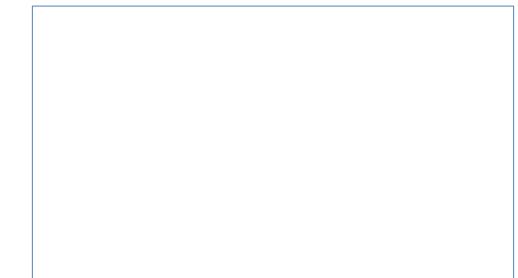


## **Design/methodology/approach**

The Emotional Quotient Inventory (EQ-i) was administered to a sample of 186 executives (159 males and 27 females) belonging to one of two executive mentoring associations, the Young Presidents' Organization (YPO) and the Innovators' Alliance (IA).

## **Findings**

The results showed that top executives differed significantly from the normative population on the EQ-i in eight of the 15 EQ-i subscales. Executives who possessed higher levels of empathy, self-regard, reality testing, and problem solving were more likely to yield high profit-earning companies, while Total EQ-i was related to the degree to which a challenge was perceived as being easy with respect to managing growth, managing others, and training and retaining employees.

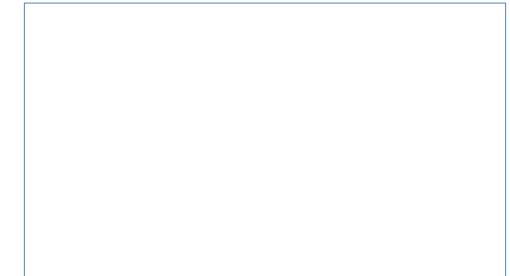


## **Practical implications**

The findings enable researchers and practitioners to better understand what leadership differences and similarities exist at various organizational levels. These profiles further aid in human resource initiatives such as leadership development and personnel selection.

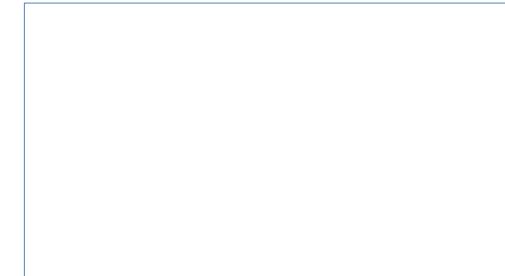
## **Originality/value**

Despite empirical evidence supporting the relationship between EI and leadership, research with high-level leadership samples is relatively sparse. The study examines EI in relation to two unique, yet high functioning executive groups, which will enable further exploration into the emotional and psychological structure of these high-performing groups.



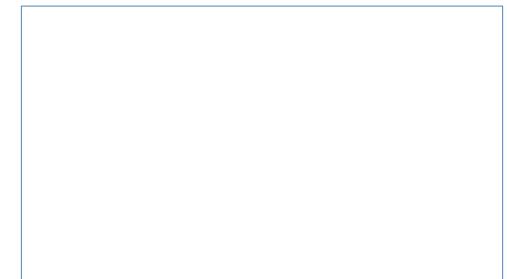
# Case Study: Happiness Coaches for Employees

- We know there is considerable spillover from personal unhappiness to negative emotions at work. Moreover, those who experience negative emotions in life and at work are more likely to engage in counterproductive behaviors with customers, client, or fellow employees.
- Increasingly, organizations such as American express, UBS, and KPMG are turning to happiness coaches to address this spillover from personal unhappiness to work emotions and behaviors.
- Srikumar Rao is a former college professor who has nickname, “the happiness guru”. Rao teaches people to analyze negative emotions to prevent them from becoming overwhelming. If your job is restructured, for example, Rao suggests avoiding negative thoughts and feelings about it.



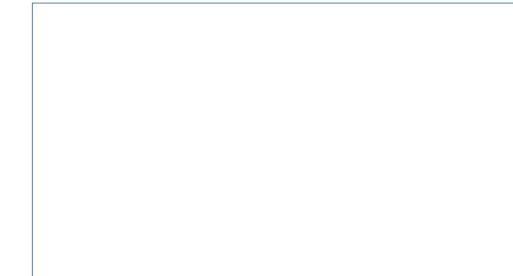
# Case Study: Happiness Coaches for Employees

- Instead, he advises, tell yourself it could turn out well in the long run, and there is no way to know at present.
- Beyond reframing the emotional impact of work situations, some happiness coaches attack the negative emotional spillover from life to work (and from work to life). A working mother found that a happiness talk by shawn actor helped her stop focusing on her stressed-out life and instead look for chances to smile, laugh, and be grateful.
- In some cases, the claims made by happiness coaches seem a bit trite. Jim smith, who labels himself “The Executive Happiness Coach,” asks: “What if I told you that there are secrets nobody told you as kid-or as an adult, for that matter-that can unlock for you all sorts of positive emotional experiences?



# Case Study: Happiness Coaches for Employees

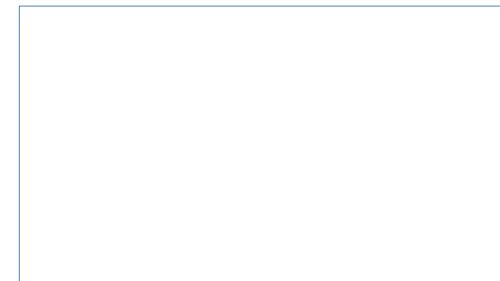
- What if the only thing that gets in the way of you feeling more happiness is – YOU?! What if you can change your experience of the world by shifting a few sample things in your life, and then practicing them until they become second nature?”
- If employees leave their experiences with a happiness coach feeling happier about their jobs and their lives, is that not better for everyone? Says one individual, Ivelisse Rivera, Who felt she benefited from a happiness coach, “if I assume a negative attitude and complain all the time, whoever is working with me is going to feel the same way.”
- But what if you can't afford a happiness coach and your employer doesn't want to foot the bill? Recent research suggests a do-it-yourself opportunity to increase your good mood at home.



# Case Study: Happiness Coaches for Employees

## Questions:

- Do you think happiness coaches are effective? How might you assess their effectiveness?
- Would you welcome happiness training in your workplace? Why or why not?
- Under what circumstances— if any—is it ethically appropriate for a supervisor to suggest a happiness coach for a subordinate?



# BOOK RECOMMENDATION

## Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence

**Authors:** Daniel Goleman, Richard E. Boyatzis

**Publisher:** Harvard Business Review Press;  
Anniversary edition (8 August 2013)

**Language:** English

**Paperback:** 336 Pages

**ISBN:** 1422168034

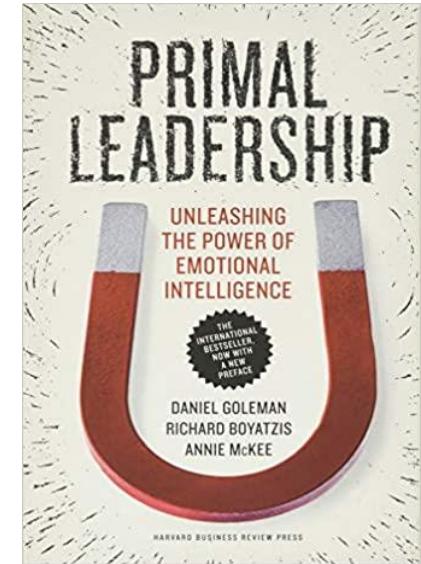
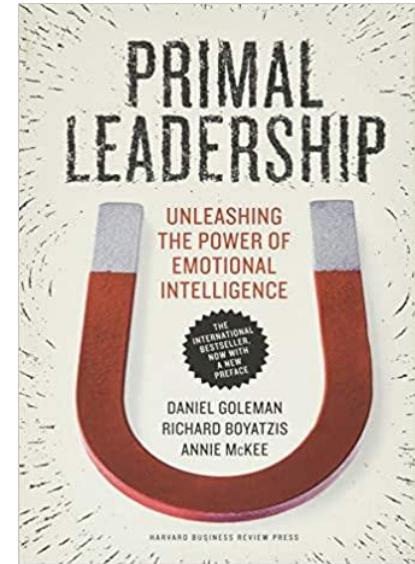


Image Source: <https://www.amazon.in/Primal-Leadership-New-Preface-Authors/dp/1422168034>

# BOOK RECOMMENDATION

This is the book that established "emotional intelligence" in the business lexicon and made it a necessary skill for leaders. Managers and professionals across the globe have embraced Primal Leadership, affirming the importance of emotionally intelligent leadership. This refreshed edition, with a new preface by the authors, vividly illustrates the power and the necessity of leadership that is self-aware, empathic, motivating, and collaborative in a world that is ever more economically volatile and technologically complex. From bestselling authors Daniel Goleman, Richard Boyatzis, and Annie McKee, this ground-breaking book remains a must-read for anyone who leads or aspires to lead.

Image Source: <https://www.amazon.in/Primal-Leadership-New-Preface-Authors/dp/1422168034>



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- <http://www.eiconsortium.org>

# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 18

### POWER AND LEADERSHIP

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



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- References

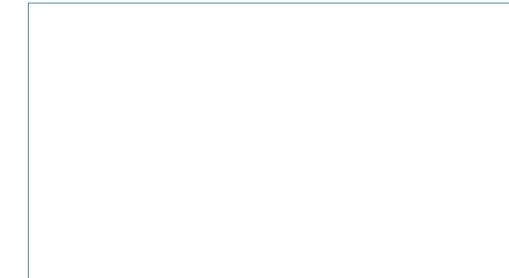
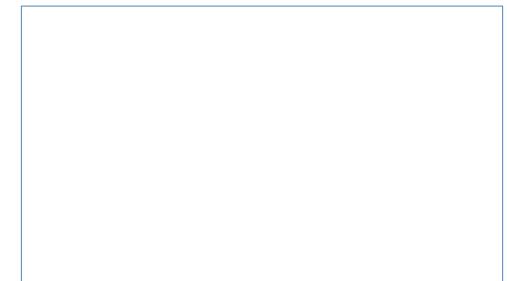


Image Source: <https://josephmattera.org/wp-content/uploads/2012/12/ArrowLeader.jpg>

**“The true leader must submerge himself in the fountain of the people.”**

**- V. I. Lenin**



# What do we mean by POWER?

- Power is simply the ability to get things done the way one wants them to be done.
- Power refers to a capacity that *A* has to influence the behavior of *B* so *B* acts in accordance with *A* 's wishes.
- The most important aspect of power is that it is a function of dependence .
- The greater *B* 's dependence on *A*, the greater *A* 's power in the relationship. Dependence, in turn, is based on alternatives that *B* perceives and the importance *B* places on the alternative(s) *A* controls.

# DEFINITIONS OF POWER

Author Name	Year	Definition
Robert Dahl	1957	"A has power over B to the extent that he can get B to do something that B would not otherwise do."
Bertrand Russell	2004	"Power may be defined as the production of intended effects"
Romano Guardini	1998	"Power is the ability to move reality."
Max Weber	1980	"Opportunity which permits one to carry out one's own will, even against resistance, and regardless of the basis on which the opportunity rests."

Source- [www.differencebetween.net/business/difference-between-power-and-leadership/](http://www.differencebetween.net/business/difference-between-power-and-leadership/)

# POWER Vs LEADERSHIP

Basics of Power	Power	Leadership
Definition	Ability to exercise control	Ability to influence people to follow your instructions
Credibility	Not needed	Needed
Source	Position of authority	Personal attribute
Nature	Forceful and controlling	Inspiring
Dependence	Not dependent	Dependence of power

<https://www.differencebetween.net/business/difference-between-power-and-leadership/>

# Sources of Leader Power in the Leader-Follower Situation Framework

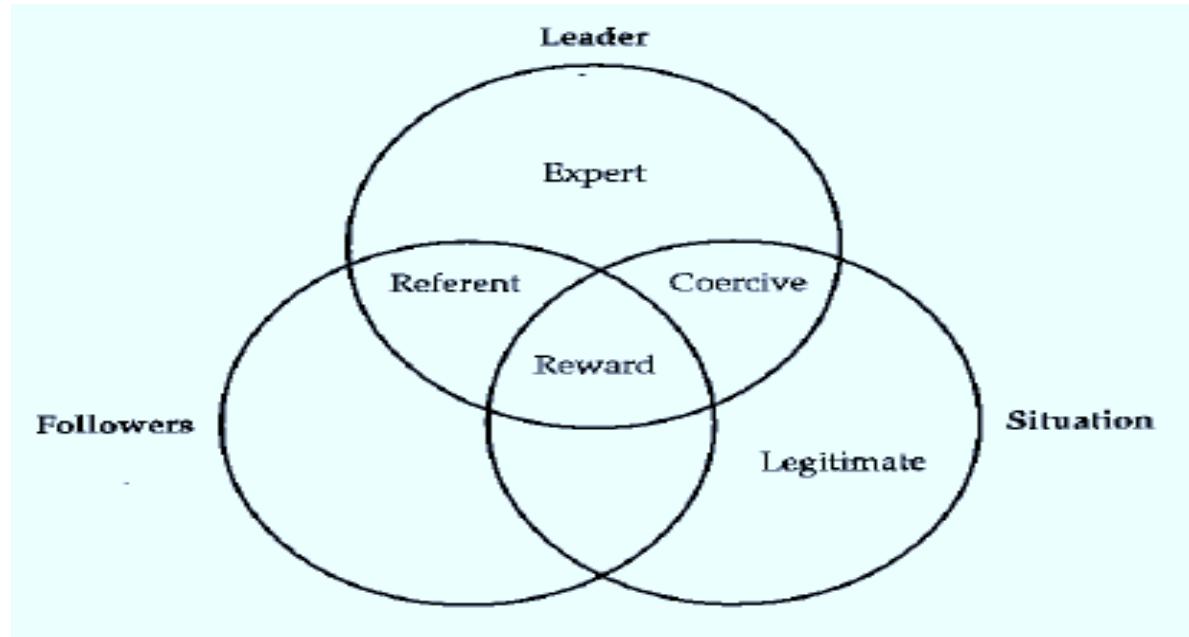
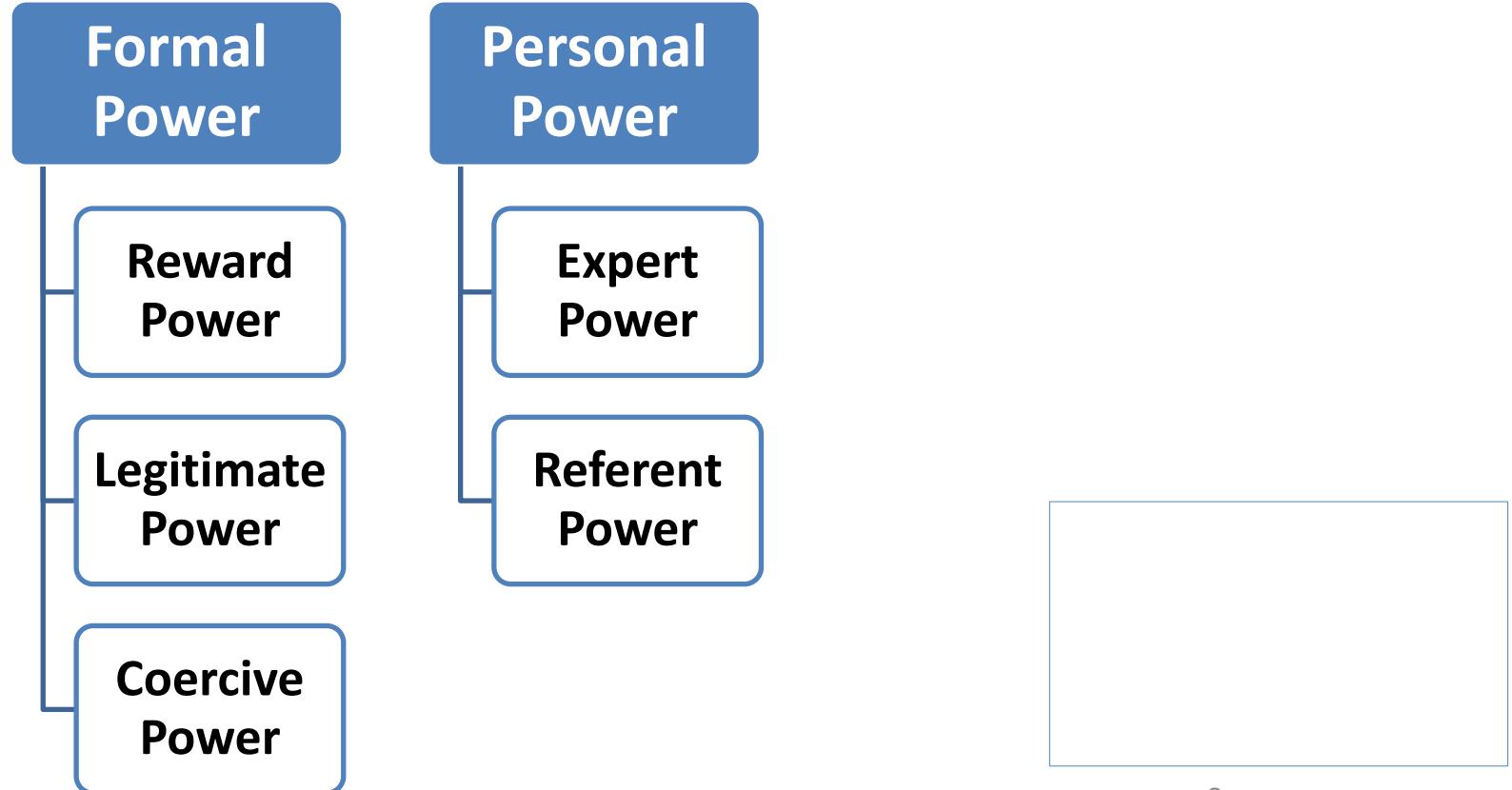


Image source: <https://www.slideserve.com/ron/power-and-influence-powerpoint-ppt-presentation>

# FRENCH AND RAVEN'S POWER TAXONOMY



# REWARD POWER

**Reward power** involves the potential to influence others due to one's control over desired resources. This can include the power :

- To give raises, bonuses, and promotion
- To grant tenure
- To select people for special assignments or desirable activities
- To distribute desired resources like computers, offices, parking places, or travel money
- To intercede positively on another's behalf
- To recognize with awards and praise; and so on.

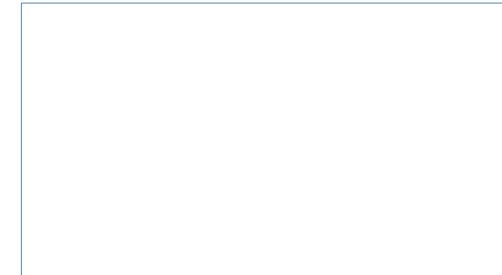
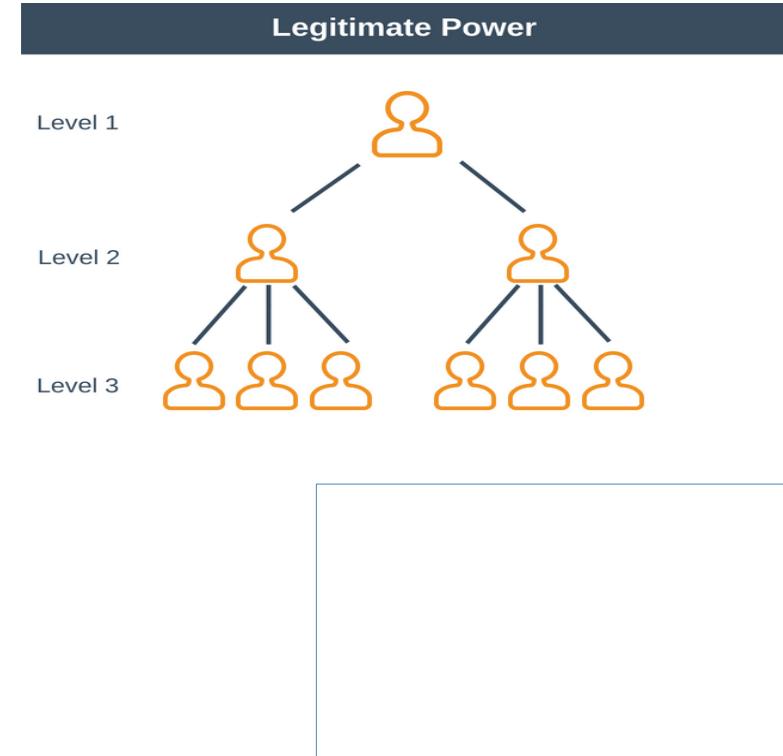


Image Source: <https://www.myhealthexplained.com/diabetes-information/diabetes-articles/yay-did-someone-say-reward>

# LEGITIMATE POWER

- **Legitimate power** depends on a person's organizational role.
- It can be thought of as one's formal or official authority.
- Some people make things happen because they have the power or authority to do so.
- The boss assigns projects; the coach decides who plays; the colonel orders compliance with uniform standards; the teacher assigns homework and awards grades.

Image Source: <https://expertprogrammanagement.com/2018/05/legitimate-power/>



# COERCIVE POWER

**Coercive power**, the opposite of reward power, is the potential to influence others through the administration of negative sanctions or the removal of positive events. In other words, it is the ability to control others through the fear of punishment or the loss of valued outcomes.

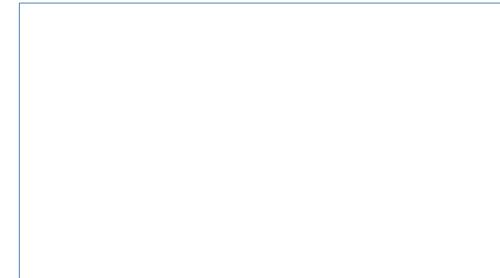


Image Source: <https://sites.psu.edu/leadership/2013/04/19/power-and-leadership/>

# EXPERT POWER

**Expert power** is the **power of knowledge**. Some people can influence others through their relative expertise in particular areas. A surgeon may wield considerable influence in a hospital because others depend on her knowledge, skill, and judgement, even though she may have no formal authority over them.

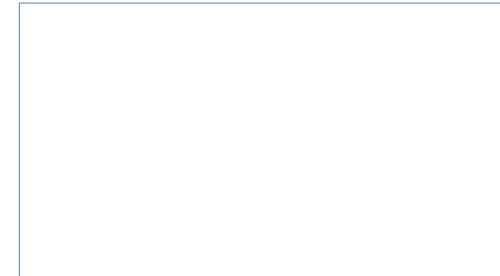


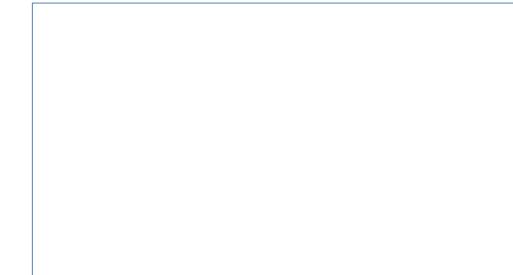
Image Source: <https://vietnambiz.vn/quyen-uy-do-trinh-do-chuyen-mon-mang-lai-expert-power-la-gi-2019081515042215.htm>

# REFERENT POWER

- **Referent power** refers to the potential influence one has due to the strength of the relationship between the leader and the followers.
- When people admire a leader and see her as a role model, we say she has referent power.
- For example, students may respond positively to advice or requests from teachers who are well liked and respected, while the same students might be unresponsive to less popular teachers.

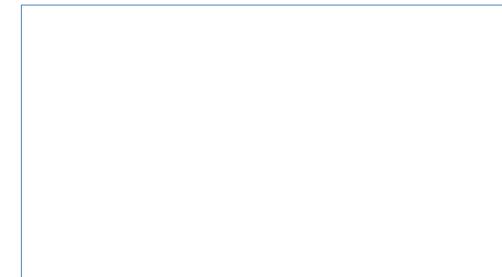


Source: [http://www.johnwiley.net.au/highered/management/istudy/menu/leading/power\\_and\\_influence/?page=0008](http://www.johnwiley.net.au/highered/management/istudy/menu/leading/power_and_influence/?page=0008)



# Which Bases of Power Are Most Effective?

- Personal sources of power are most effective.
- Both expert and referent power are positively related to employees' satisfaction with supervision, their organizational commitment, and their performance.
- Reward and legitimate power seem to be unrelated to these outcomes.
- Coercive power—actually can backfire in that it is negatively related to employee satisfaction and commitment.

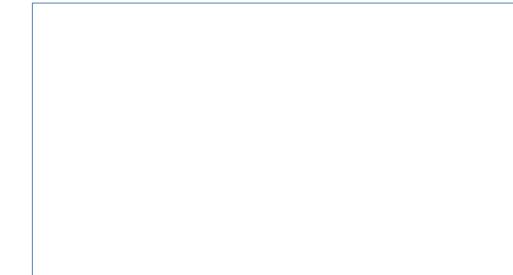


# Dependence: The Key to Power

The things below creates the dependence:

- **Importance** – It refers to the value of the resource. The key question here is “how important is this?” If the resources or skills you control are vital to the organization, you will gain some power. The more vital the resources that you control are, the more power you will have.
- **Scarcity** – It refers to the uniqueness of a resource. The more difficult something is to obtain, the more valuable it tends to be.
- **Non-substitutability**-The fewer viable substitutes for a resource, the more power control over that resource provides.

Source-<https://pressbooks.senecacollege.ca/organizationalbehaviour/chapter/chapter-13/>

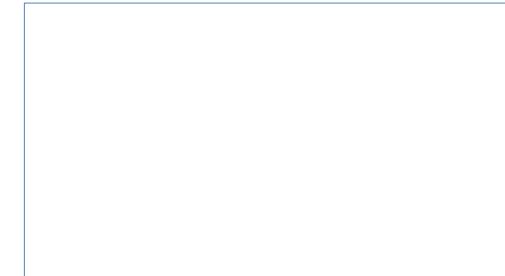


# Principles of Power in Interpersonal Relationships

There are many types of power and also have principles.

- Power as a Perception.
- Power as a Relational Concept.
- Power as a Resource-Based.
- Power as a Prerogative.
- Power as Enabling or Disabling.
- The Principle of Least Interest and Dependence Power.

Source- <https://pressbooks.senecacollege.ca/organizationalbehaviour/chapter/chapter-13/>

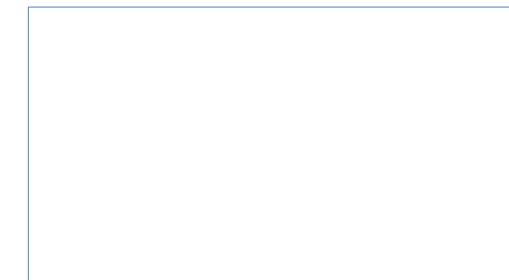


# Need for Power Motive

- People vary in their motivation to influence or control others. McClelland called this the **need for power**, and individuals with a high need for power derive psychological satisfaction from influencing others.
- They seek positions where they can influence others, and they are often involved concurrently in influencing people in many different organizations or decision-making bodies.

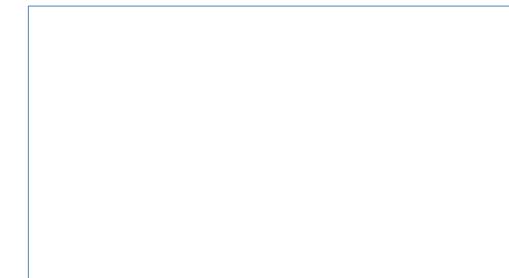
## Two Types of Power Motive

- Personalized Power Motive
- Socialized Power Motive



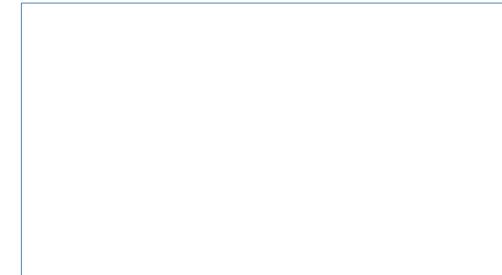
# TWO TYPES OF POWER MOTIVE

- **Personalized power**
  - Individuals who have a high need for personalized power are relatively selfish, impulsive, uninhibited, and lacking in self-control. These individuals exercise power for their own needs, not for the good of the group or the organization.
- **Socialized power**
  - Socialized power is exercised in the service of higher goals to others or organizations and often involves self-sacrifice toward those ends. It often involves an empowering, rather than an autocratic, style of management and leadership.



# MOTIVATION TO MANAGE

- Individuals vary in their motivation to manage in terms of six composites:
  1. Maintaining good relationships with **authority figures**.
  2. Wanting to **compete** for recognition and advancement.
  3. Being **active** and **assertive**.
  4. Wanting to **exercise influence** over subordinates.
  5. Being **visibly different** from followers.
  6. Being **willing** to do **routine** administrative tasks.



# RESEARCH PAPER



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DOI 10.1108/IJLPS-07-2014-0011

# Power and transformational leadership in public organizations

Faye Barth-Farkas and Antonio Vera

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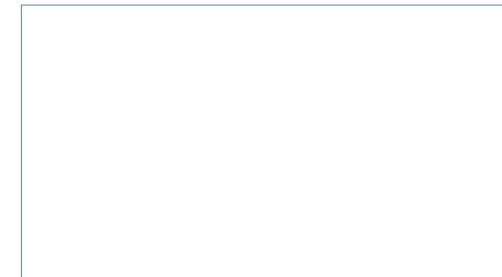
Received 28 July 2014

Revised 14 October 2014

Accepted 11 November 2014

## Purpose

The purpose of this paper is to examine the relationship between perceived power and transformational leadership in the public sector.



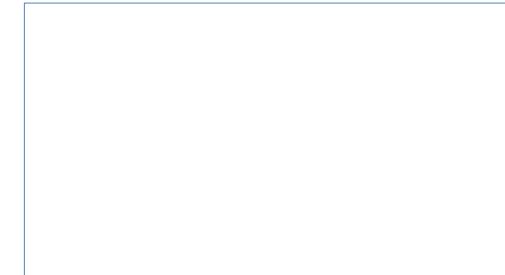
# RESEARCH PAPER

## Design/methodology/approach

The authors investigate this topic empirically in the context of German police forces using a between-groups design, manipulating power and statistically analyzing the results on the multifactor leadership questionnaire.

## Findings

Police officers with a high perception of power achieve significantly lower scores on transformational leadership compared to their low power counterparts.



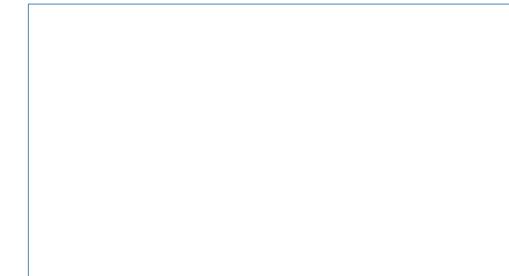
# RESEARCH PAPER

## Research limitations/implications

The study contributes to advancing public leadership theory by showing that transformational leadership, which is considered as particularly useful in public organizations, is likely to be adversely affected by leaders' power. Furthermore, it also extends on the literature on power by providing first empirical evidence that power has a significant impact not only on factors such as the pursuit of a goal, social behavior, or affect, but also on leadership.

## Practical implications

The results suggest either to control power accumulation in leadership positions of public organizations, for instance by implementing flat hierarchies, or to come to terms with more authoritative leadership styles in top management.



# FOCUS ON POWER: THE CASE STUDY OF STEVE JOBS

- In 2007, Fortune named Steve Jobs the “**Most Powerful Person in Business.**” In 2009, the magazine named him “CEO of the Decade.” Jobs, CEO of Apple Inc. (NASDAQ: AAPL), has transformed no fewer than five different industries: computers, Hollywood movies, music, retailing, and wireless phones.
- His Apple II ushered in the personal computer era in 1977, and the graphical interface of the Macintosh in 1984 set the standard that all other PCs emulated. His company Pixar defined the computer-animated feature film. The iPod, iTunes, and iPhone revolutionized how we listen to music, how we pay for and receive all types of digital content, and what we expect of a Mobile phone.

# FOCUS ON POWER: THE CASE STUDY OF STEVE JOBS

- How has Jobs done it?
- Jobs draws on all **five types of power: legitimate, expert, reward, coercive, and referent**. His vision and sheer force of will helped him succeed as a young unknown. But the same determination that helps him succeed has a darker side—an autocracy and drive for perfection that can make him tyrannical. Let's take each of these in turn.
- **Legitimate power.** As CEO of Apple, Jobs enjoys unquestioned legitimate power.
- **Expert power.** His success has built a tremendous amount of expert power. Jobs is renowned for being able to think of markets and products for needs that people didn't even know they had.

- **Reward power.** As one of the richest individuals in the United States, Jobs has reward power both within and outside Apple. He also can reward individuals with his time and attention.
- **Coercive power.** Forcefulness is helpful when tackling large, intractable problems, says Stanford social psychologist Roderick Kramer, who calls Jobs one of the “great intimidators.” Robert Sutton notes that “the degree to which people in Silicon Valley are afraid of Jobs is unbelievable.” Jobs is known to berate people to the point of tears.
- **Referent power.** But at the same time, “He inspires astounding effort and creativity from his people.” Employee Andy Herzfeld, the lead designer of the original Mac operating system, says Jobs imbues employees with a “messianic zeal” and can make them feel that they’re working on the greatest product in the world

# BOOK RECOMMENDATION:

## When Execution Isn't Enough: Decoding Inspirational Leadership

**Authors:** Claudio Feser, Manfred F.R. Kets de Vries  
**Publisher:** WILEY Publication (2016)  
**Language:** English  
**Paperback:** 208 Pages  
**ISBN:** 978-1-119-30265-0

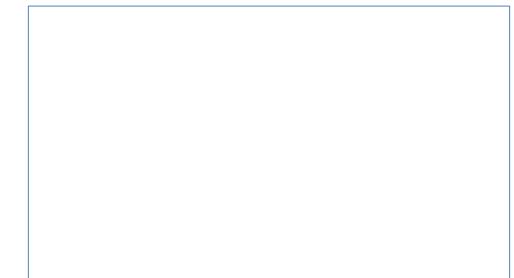
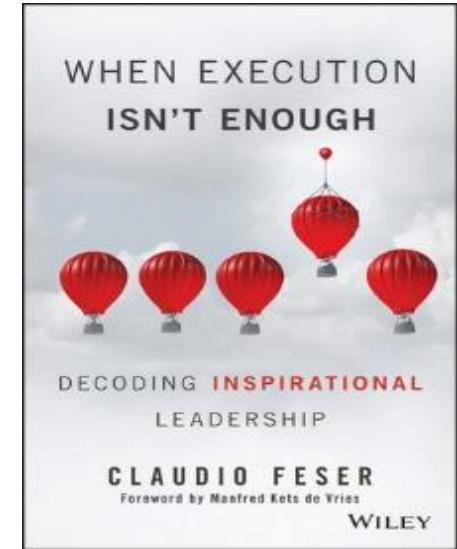


Image Source: <https://www.amazon.in/When-Execution-Isn%20t-Enough-Inspirational/dp/111930265X>

# BOOK RECOMMENDATION

This book describes the behaviors to inspire that can be learned—to turn a *good* leader into a *great* leader.

Understand the neuroscience of inspiration.

Tailor your inspirational approach to different leadership scenarios.

Initiate an inspiration cascade to influence people at scale

The picture of leadership has changed over time. Today's great leaders are authentic, enthusiastic decision-makers with engaging visions, who are quick to communicate and take action. Less than half of all CEOs believe that their training investments will pay off, yet everyone agrees that leadership drives performance—where is the disconnect? It's in the belief that simple leadership behaviors equal results, forgetting that exceptional results only come from inspiration.

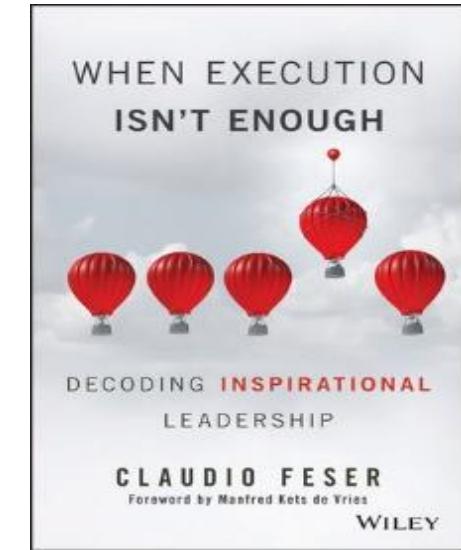
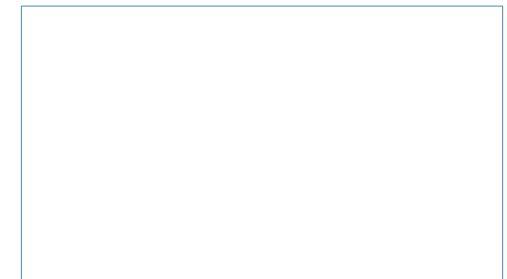


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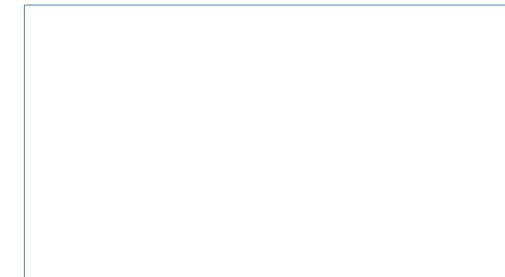
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- <https://pressbooks.senecacollege.ca/organizationalbehaviour/chapter/chapter-13/>



# Thank You



IIT ROORKEE



NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 19

### The Art of Influence in Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Definition of Influence
- Power Vs Influence Vs Influence Tactics
- Consequences of Influence Methods
- Types of Outcome
- Four Generalization about Power and Influence
- The Nine Influence Tactics
- Tactics to Increase Influence
- Research Paper
- Case Study
- Book Recommendation
- References



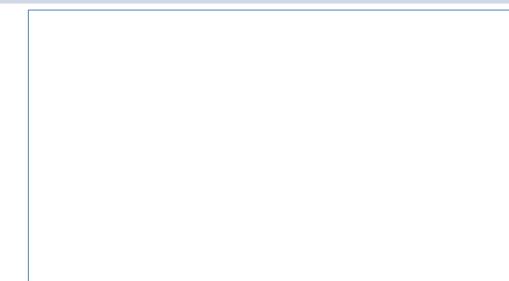
Image Source: [https://www.insidehighered.com/sites/default/server\\_files/media/cini\\_influence.jpg](https://www.insidehighered.com/sites/default/server_files/media/cini_influence.jpg)

# DEFINITIONS OF INFLUENCE

Author Name	Definition
Susan Jeffers	Influencing as “not the ability to get someone to do what you want them to do, it’s the ability to get yourself to do what you want to do”
Jeffrey W. Lucas and Amy R. Baxter	Influence—defined as compelling behavior change without threat of punishment or promise of reward—results largely from the respect and esteem in which one is held by others.
Brian Solis	Influence is the ability to cause desirable and measurable actions and outcomes.

# POWER Vs INFLUENCE Vs INFLUENCE TACTICS

Power	Influence	Influence Tactics
<p><b>Power</b> has been defined as the capacity to produce effects on others or the potential to influence others.</p>	<p><b>Influence</b> can be defined as the change in a target agent's attitudes, values, beliefs, or behaviors as the result of influence tactics.</p>	<p><b>Influence tactics</b> refer to one person's actual behaviors designed to change another person's attitudes, beliefs, values, or behaviors.</p>



# POWER Vs INFLUENCE Vs INFLUENCE TACTICS

Power	Influence	Influence Tactics
Power is the capacity to cause change	Influence is the degree of actual change in a target person's attitudes, values, beliefs, or behaviors.	Influence can be measured by the behaviors or attitudes manifested by followers as the result of a leader's influence tactics.

# Consequences of Influence Methods

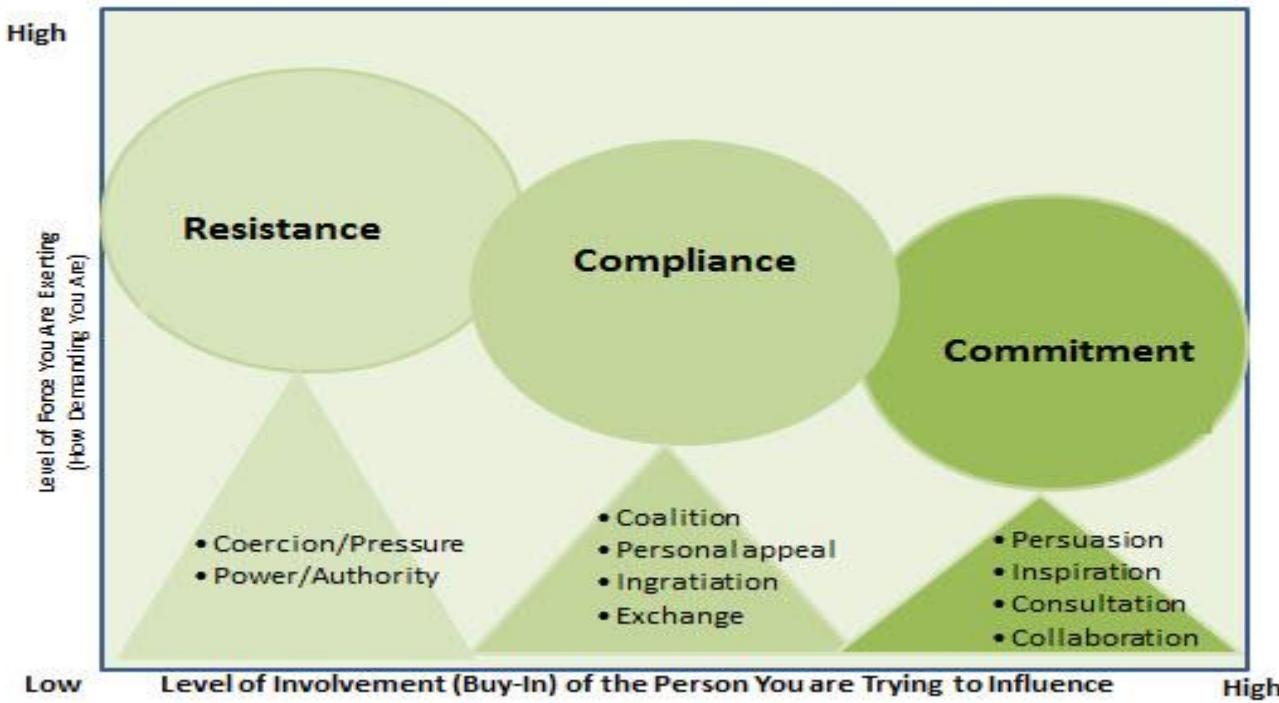


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# TYPES OF OUTCOME

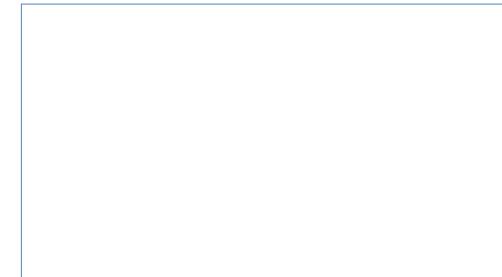
SOURCES OF LEADER INFLUENCE	TYPES OF OUTCOME		
	Commitment	Compliance	Resistance
<b>Referent Power</b>	Likely, if the request is believed to be important to the leader	Possible, if the request is perceived to be unimportant to the leader	Possible, if the request is for something that will bring harm to the leader
<b>Legitimate Power</b>	Possible, if the request is polite and very appropriate.	Likely, if request or order is seen as legitimate	Possible, if arrogant demands are made or request does not appear proper.

SOURCES OF LEADER INFLUENCE	TYPES OF OUTCOME		
	Commitment	Compliance	Resistance
<b>Expert Power</b>	Likely, if the request is persuasive and subordinates share the leader's task goals.	Possible, if the request is persuasive but the subordinates are apathetic about task goals.	Possible, if the leader is arrogant and insulting, or the subordinates oppose task goals
<b>Coercive Power</b>	Very unlikely	Possible, if used in a helpful, non-punitive way	Likely, if used in a hostile or manipulative way.
<b>Reward Power</b>	Possible, if used in a subtle, very personal way.	Likely If used in a mechanical, impersonal way.	Possible If used in a manipulative, arrogant way.

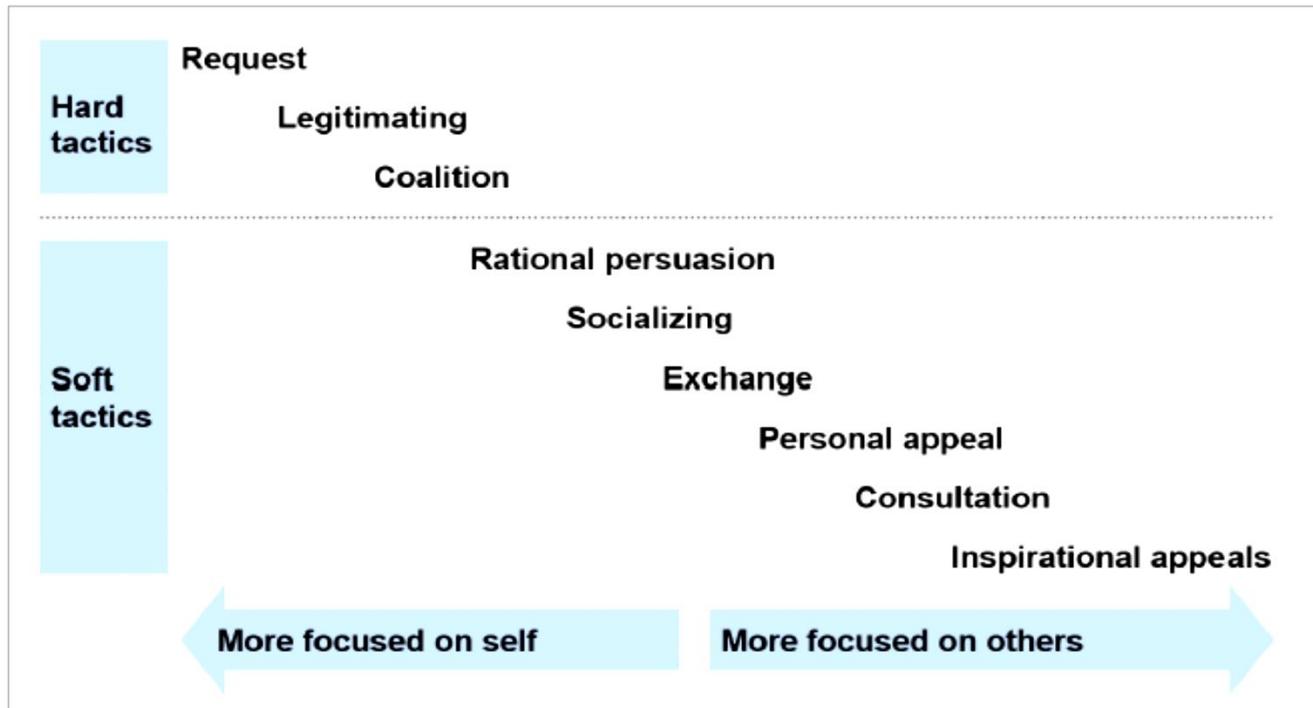
Source: <https://www.iedunote.com/power>

# Four Generalization about Power and Influence

1. Effective leaders typically take advantage of all their sources of power.
2. Leaders in well-functioning organizations are open to being influenced by their subordinates
3. Leaders vary in the extent to which they share power with subordinates.
4. Effective leaders generally work to increase their various power bases or become more willing to use their coercive power.



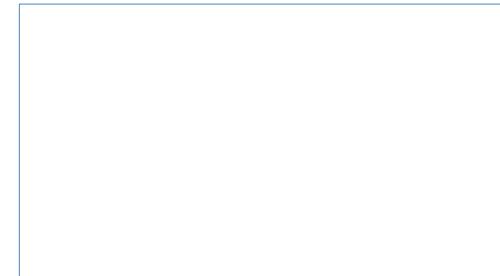
# THE NINE INFLUENCE TACTICS



Source: Feser, C., & Kets, . V. M. F. R. (2016). *When Execution Isn't Enough: Decoding Inspirational Leadership*. Newark: Wiley.

# HARD vs. SOFT TACTICS

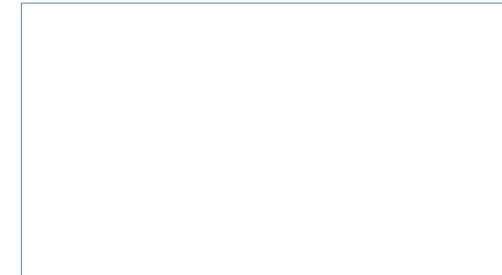
- The **Hard tactics** on the left are simple and straightforward. Leaders carry them out simply by building on their own perspectives.
- The **Soft tactics** on the right are more complex and require the ability to influence based on the followers' perspectives, characteristics, and *inner motivators*. We review them in turn.



# HARD TACTICS

1. **REQUESTING** is probably the simplest influence approach. Requesting is when the leader uses simple demands to get others to take action. It is the influence approach at the core of “command and control” leadership.

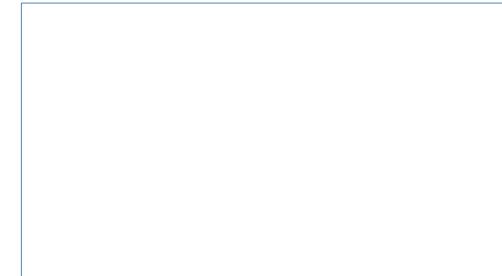
- Requesting—often referred to as “**pressure tactics**” in academic papers—is based on the principle of authority, meaning that people tend to obey authority figures.
- Typical statements by a leader using requesting are:
  - “I want you to inform Jack that. . . .”
  - “Could you please call Frank and . . . ?”
  - “I did ask you to inform him. Have you had a chance to do it?”



# HARD TACTICS (Cont.)

2. **LEGITIMIZING TACTICS** occur when agents make requests based on their position or authority. For instance, when leaders show that what they want is consistent with policy, procedure, or company culture.

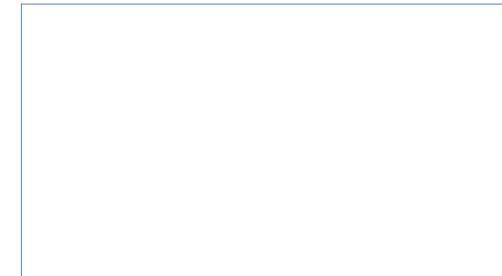
- Typical statements by a leader using legitimating tactics include:
  - “According to policy, all air travel must be. . . .”
  - “The CEO has asked me to look into. . . .”
  - “As you know, it is a standard practice that. . . .”



# HARD TACTICS (Cont.)

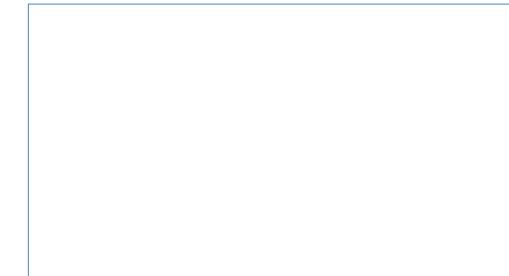
3. **COALITION TACTICS** differ from consultation in that they are used when agents seek the aid or support of others to influence the target. Coalition tactics include creating a network of supporters to extend the leader's power base, building consensus, defining a group position, or creating an "us-versus-them" situation.

- Typical statements by a leader using coalition tactics are:
  - “Jack and I both think that. . . .”
  - “Everyone on the finance team says. . . .”
  - “As a team, we have decided that. . . .”



# SOFT TACTICS

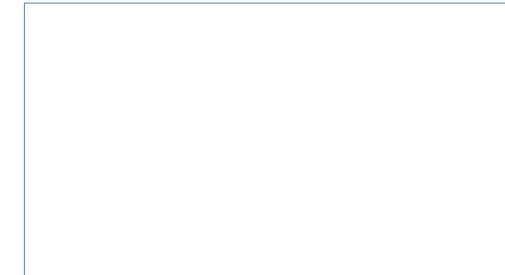
4. **Rational persuasion:** It occurs when an agent uses logical arguments or factual evidence to influence others. To make a case using rational persuasion, leaders rely on having the knowledge or expertise to present facts analytically or they provide charts, graphs, data, statistics, photographs, or other forms of proof.
- Typical statements by a leader using rational persuasion tactics are:
  - “The company’s transformation is necessary to achieve growth, to reduce costs, and to beat the competition.”
  - “Given the data available, the most logical approach is.”
  - “I want you to take action. The facts suggest three reasons for moving ahead. . . .”



# SOFT TACTICS (Cont.)

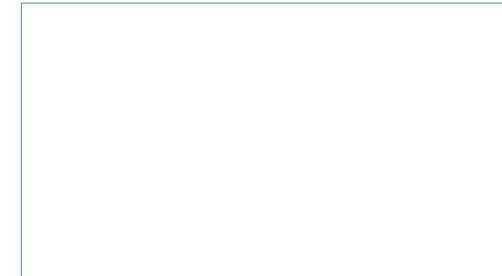
5. **SOCIALIZING:** It occurs when an agent attempts to get you in a good mood before making a request. Socializing uses praise and flattery before or during an attempt to get others to carry out a request or support a proposal. Academic papers sometimes refer to socializing as “ingratiation.”

- Typical statements by a leader using socializing tactics are:
  - “I am very impressed by what you have achieved. That really shows lots of commitment and dedication. It would be great if you could.
  - “I see the problem exactly the same way. . . .”



# SOFT TACTICS (Cont.)

6. **EXCHANGE:** influencing a target through the exchange of favours is labelled **exchange**. With exchanging, leaders give something of value to the people being led in return for getting something they want. Exchanging is based on the concept of reciprocity.
- Typical statements by a leader using exchanging tactics are:
    - “In return for participating in this employee survey, I will send you the aggregated results.”
    - “If you support the decision, I will support your request. . .”



# SOFT TACTICS (Cont.)

**7. PERSONAL APPEALS:** Agents use **personal appeals** when they ask another to do a favour out of friendship.

- Typical statements by a leader using personal appeals are:
  - “You and I go back a long time in this company. I’d really like your help on.”
  - “I need to ask you for a favour. . . .”
  - “Can I count on you guys making . . . ?”

**8. CONSULTATION** is even more focused on others.

Participative leadership is a form of consultation.

Consultation means asking others to help the leader arrive at an acceptable solution, appealing to others' expertise, asking for input, probing for feedback, inviting others to participate or become involved in a process.

# SOFT TACTICS (Cont.)

Typical statements by a leader using consultation tactics are:

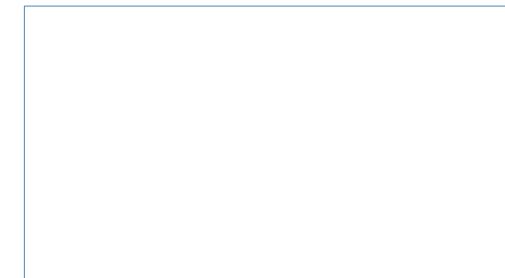
“My suggestion is that we do XYZ. What would you suggest?”

“In your opinion, what would be the advantages and disadvantages?”

“Knowing the industry, do you see a merger as the best choice?”

**9. INSPIRATIONAL APPEALS:** Last come inspirational appeals, the core ingredient of inspirational leadership. Leaders using this tactic appeal to people's values and ideals or seek to arouse their emotions to gain commitment for a request or proposal.

- A leader using inspirational appeals might say:
  - “You're the best one to handle this negotiation because you care about being both business like and environmentally sensitive.”



# Tactics to Increase Influence

- **Offer assistance**

- Decrease workload, improve quality of work, help with goal attainment, or make others feel appreciated

- **Stand out as a source**

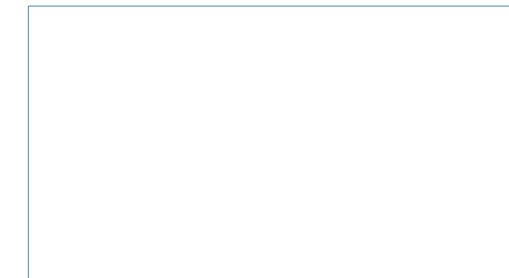
- Offer valuable information, resources, or expertise

- **Step in to resolve conflicts**

- Guide the team toward a common goal; solve problems to keep the team on track

- **Persuade team members think differently**

- Frame issues in different ways to lead to discovery of alternate solutions or new opportunities



Source- <https://guides.himmelfarb.gwu.edu/c.php?g=389282&p=2641498>



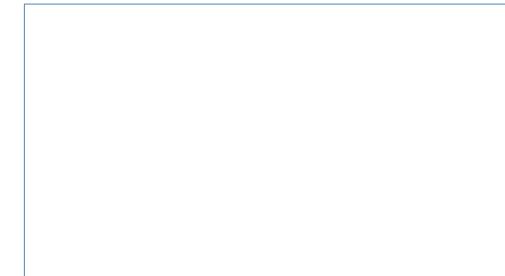
# Tactics to Increase Influence

- **Go above and beyond**

- Collaborate, contribute to individuals, and support the team

- **Show interest in others**

- Indicate your understanding of other people's needs and interest



Source- <https://guides.himmelfarb.gwu.edu/c.php?g=389282&p=2641498>



# RESEARCH PAPER



## CONSEQUENCES FOR MANAGERS OF USING SINGLE INFLUENCE TACTICS AND COMBINATIONS OF TACTICS

CECILIA M. FALBE

GARY YUKL

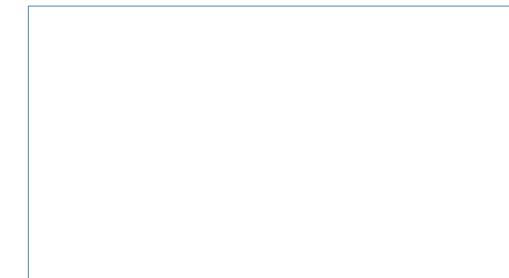
State University of New York at Albany

### Purpose

- The study involved analyses of incidents described from the perspective of the targets of influence attempts. We coded influence behaviour in the incidents into nine tactics and classified outcomes as Commitment, Compliance, or Resistance. Author conducted the study to learn more about the likely outcomes of using different influence tactics alone in various combinations.

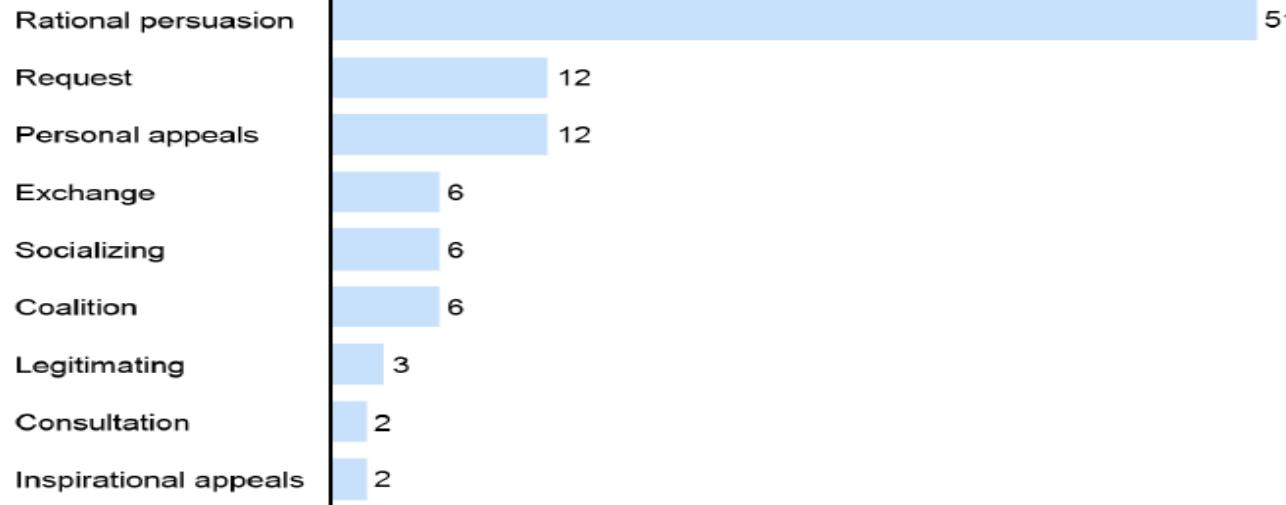
# Design and Methodology

- Yukl and Falbe analysed the frequency of influencing approaches by gathering (n=504) influence-related incidents from 95 evening MBA students at a large state university.
- The students worked in regular jobs during the day at a variety of large and small private companies and public agencies. Nearly half the students were managers, and most of the rest were non-managerial professionals.
- Critical Incidents were used to investigate the outcomes of influence attempts. In contrast to analysis based on questionnaire, analysis of individual influence attempts makes it possible to assess the effectiveness of each tactics used alone or in combinations



# Which of the nine influencing approaches do people use most?

Percentage

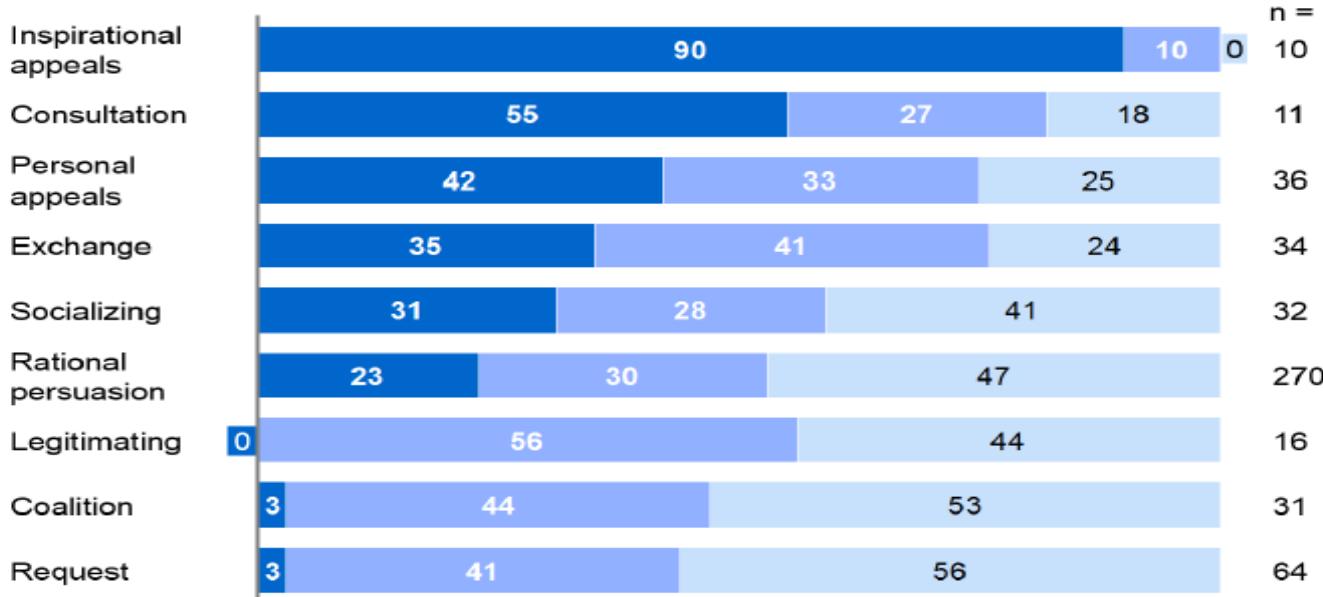


Source: C. M. Falbe and G. Yukl, "Consequences for Managers of Using Single Influence Tactics and Combinations of Tactics," *Academy of Management Journal* 35, no. 3 (1992): 638–652.

# RESULTS: OUTCOME OF INFLUENCING TACTICS

n = 504

Commitment    Compliance    Resistance



Source: C. M. Falbe and G. Yukl, "Consequences for Managers of Using Single Influence Tactics and Combinations of Tactics," *Academy of Management Journal* 35, no. 3 (1992): 638–652.

# Case Study: The Persuasion Imperative

At one point in time, bosses gave orders and subordinates followed them without question. Those of you who have seen the AMC series Mad Men—based on Madison Avenue marketing executives in the 1960s—will know this image of deference to authority, obedience to those higher up in the hierarchy, and relationships between supervisors and employees that are highly paternalistic. With time comes change. shifting cultural values is the way managers use their power. Commandments are out. Persuasion is in.

When IBM manager Kate Riley Tenant needed to reassign managers and engineers to form a database software team, she had to persuade IBM employees from all corners of the globe, none of whom directly reported to her.

# Case Study: The Persuasion Imperative

According to Tenant, it's a big change from when she started in the field 20 years ago. "You just decided things, and people went off and executed," she said. Now, "not everybody reports to you, and so there's much more negotiation and influence." John Churchill, a manager with Florida-based Gerdau Ameristeel Corporation, agrees. The question now, he says, is, "How do I influence this group and gain credibility?" At IBM, the challenge of persuading employees across reporting relationships has become so significant that the firm developed a 2-hour online course to help managers persuade other employees to help with projects crucial to its business.

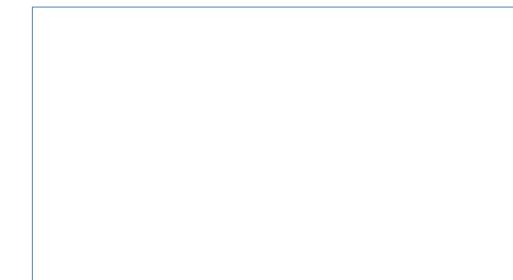
IBM's tips for managers include the following:

- Build a shared vision.
- Negotiate collaboratively.
- Make trade-offs.
- Build and maintain your network.

# Case Study: The Persuasion Imperative

Despite meeting initial resistance, after completing the training program, Tenant was able to persuade most IBM managers and engineers to join the team. This doesn't mean authority has lost all its power. Robert Cialdini, a social psychologist who has studied persuasion for decades, lists authority as one of his keys to influence. Even more important may be "social proof"—Cialdini and others have found that people are often deeply persuaded by observing what others are doing. From his research, no message more effectively got hotel guests to reuse their towels than citing statistics that others were reusing their towels.

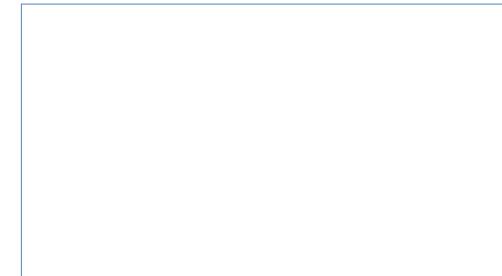
So, if you're a manager who needs to persuade, present the vision behind the request and be collaborative, but it also wouldn't hurt to tell those you're trying to persuade about others who have already agreed to your request.



# Case Study: The Persuasion Imperative

## Question:

1. Again based on the chapter, are there other keys to persuasion and influence that might be added to the IBM program?
2. If you had a manager who wanted you to do something against your initial inclination, which of IBM's elements would work best on you? Why?



# BOOK RECOMMENDATION:

## Influence, New and Expanded: The Psychology of Persuasion

**Authors:** Robert B. Cialdini

**Publisher:** Harper Business; Expanded ed. edition  
(May 4, 2021)

**Language:** English

**Paperback:** 592 Pages

**ISBN:** 0062937650

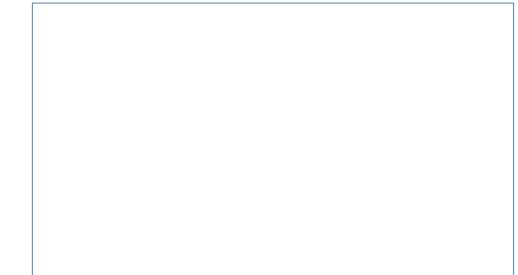
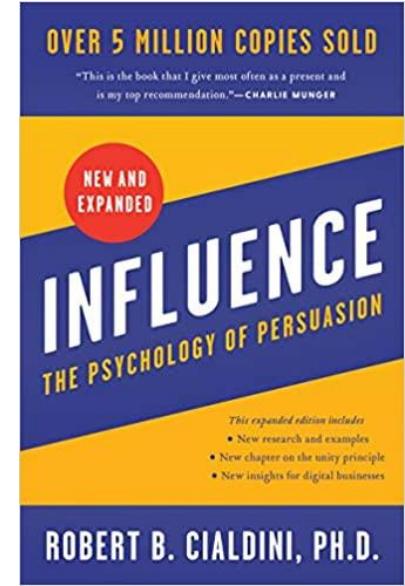


Image Source: [https://images-na.ssl-images-amazon.com/images/I/51LBPCyw0qL.SX327\\_BO1,204,203,200.jpg](https://images-na.ssl-images-amazon.com/images/I/51LBPCyw0qL.SX327_BO1,204,203,200.jpg)

# BOOK RECOMMENDATION:

In the new edition of this highly acclaimed bestseller, Robert Cialdini—*New York Times* bestselling author of *Pre-Suasion* and the seminal expert in the fields of influence and persuasion—explains the psychology of why people say yes and how to apply these insights ethically in business and everyday settings.

You'll learn Cialdini's Universal Principles of Influence,

1. Reciprocation
2. Commitment and Consistency
3. Social Proof
4. Liking
5. Authority
6. Scarcity
7. Unity, the newest principle for this edition

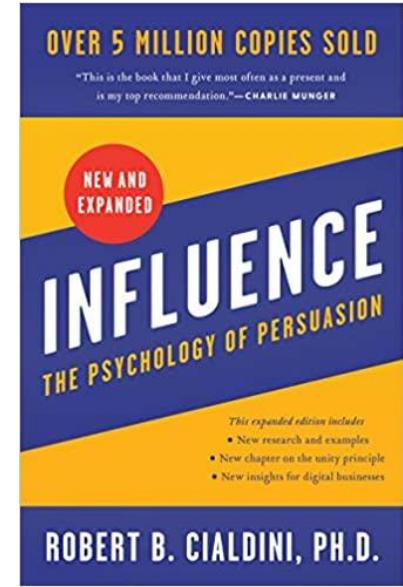
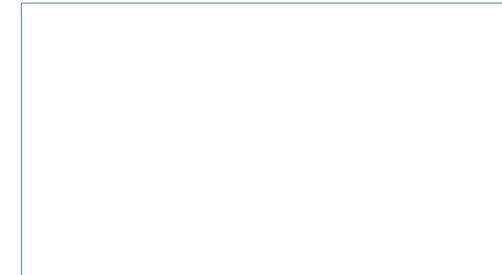


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- Source: <https://guides.himmelfarb.gwu.edu/c.php?g=389282&p=2641498>
- Source: Feser, C., & Kets, . V. M. F. R. (2016). *When Execution Isn't Enough: Decoding Inspirational Leadership*. Newark: Wiley.



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 20

### Leadership and “Doing the Right Things”

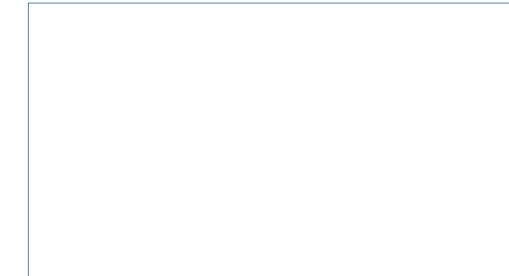
PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



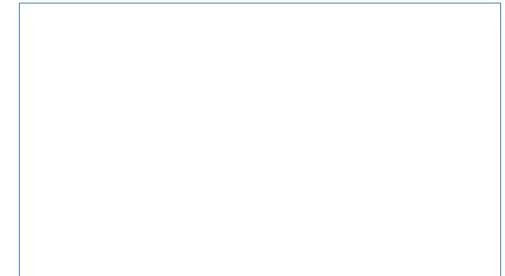
# Content

- Leadership and “Doing the Right Things
- Moral Leadership
- Five Ways to Develop Moral Leadership
- The state of moral leadership today
- Inclusive Leadership
  - Six traits of an Inclusive leader
  - Tips to boost inclusive leadership at work
- Understanding Theory X and Theory Y
- Shared Leadership
- Research Paper
- Case Study
- Book Recommendation
- References



Leadership cannot just go along to get along . . .  
Leadership must meet the moral challenge of the day.

**Jesse Jackson**



# Leadership and “Doing the Right Things”

- There is a distinction between leaders and managers that says leaders do the right things whereas managers do things right.
- The phrase *doing what is right* sounds deceptively simple. Sometimes it takes great moral courage to do what is right, even when the right action seems clear.
- Leaders set a moral example to others that becomes the model for an entire group or organization, for good or bad.
- Leaders who themselves do not honor truth do not inspire it in others.

# Moral Leadership

- Moral leaders, are the individuals who direct, motivate, organize, creatively manage, or in other ways move groups towards morally valuable goals.
- Leaders might be in position of authority within a corporation, or they might not be.
- Leadership can be shown by individuals participating at all levels of organizations.
- Moral leadership is providing values or meaning for people to live by, inspiration to act and motivation to hold oneself accountable.

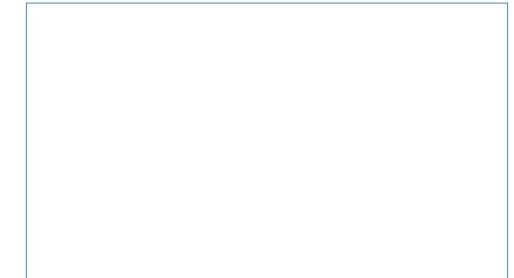


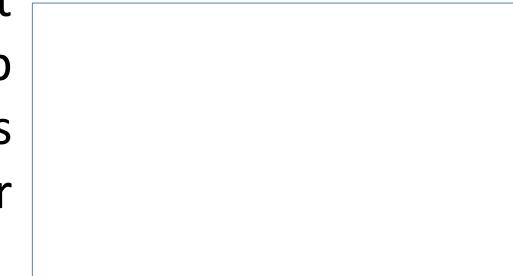
Image source: [https://www.tutorialspoint.com/engineering\\_ethics/engineering\\_ethics\\_moral\\_leadership.htm](https://www.tutorialspoint.com/engineering_ethics/engineering_ethics_moral_leadership.htm)

# Five Ways to Develop Moral Leadership:

## 1. Identity a set of values

- Moral leaders guide themselves with values and ethics that they develop over time and with experience.
- Examples of values include integrity, respect, accountability, community, inclusion, fairness and service.

**2. Manage your ego-** Moral leaders have a sense of self and are not threatened by others. But they also recognize that their self is not the most important thing and that leadership is not about them. Leadership is about serving others. It is not about you or your interests. True leaders value other people and put the interest of others first.



Source: <https://www.weforum.org/agenda/2019/08/5-ways-moral-leader>

# Five Ways to Develop Moral Leadership:

## 3. Consider diverse groups of people, and include their views

- Leaders do not impose their values on others. They consider other people's values. They interact with and understand others. The combination of their values and the values of diverse groups inform a vision for a better future.

## 4. Embrace change

- People seek moral leadership when they want change. Leaders don't fear change. They have the courage and conviction to share a vision to try and bring about positive change.

Source: <https://www.weforum.org/agenda/2019/08/5-ways-moral-leader>

# Five ways to develop moral leadership:

## 5. Build consensus, and establish unity

- It is rare that everyone will be onboard with your opinion or views (learn about the 20-60-20 rule). A leader listens to people with different views.
- A leader knows not to try and win everyone over.
- Leaders also know not to create divisions.
- Moral leaders do their best to communicate a purpose that can inspire as many people as possible to want to take part in enacting positive change for the greater good.
- Moral leadership is something everyone can strive for. It can be difficult to attain, but it is worth the challenge for yourself and those around you.

Source- <https://www.weforum.org/agenda/2019/08/5-ways-moral-leader>

# The state of moral leadership today

## Innovation and Creativity:

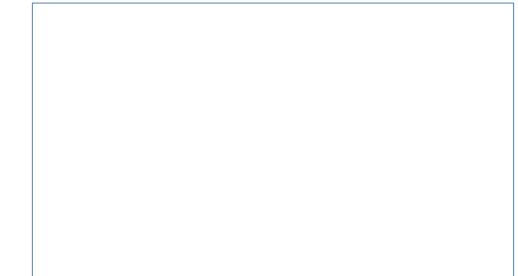
- Employees say managers who behave like moral leaders (treating people with dignity, showing humility so others can shine, etc.) are eight times better at encouraging innovation and creativity.
- **Lower Risk:** We have not always recognized that the wrong kind of leadership is a measurable risk area in business. Yet, employees recognize things go wrong when those in positions of formal authority don't have moral authority.
- **Better Performance:** Employees want moral leadership because they believe it helps them perform better.

Source-<https://www.weforum.org/agenda/2019/08/moral-leadership-future-of-work-lrn/>

# The state of moral leadership today

- **Expectation for Moral Action:** Moral leadership is not just behaving ethically and standing up for a moral cause. This year, 45% of employees say their CEOs are taking stands on moral issues, but only a quarter of CEOs exhibit the behaviors of moral leadership that generate better performance.
- **A Culture of Doing the Next Right Thing:** Building moral leadership is a company-wide effort. The maximum impact is realized when people across the organization behave as moral leaders in their roles. This requires not only modeling the right behaviors at the top, but also training and reinforcement.

<https://www.weforum.org/agenda/2019/08/moral-leadership-future-of-work-lrn/>



# Inclusive Leadership

- The capacity to manage and lead a heterogeneous group of people efficiently, while respecting their uniqueness in an empathetic, bias-free way.
- It's an authentic leadership style that rules out discrimination, bias and favor based on color, race and other protected characteristics and allows employees to feel valued for their own input.
- They see diverse talent as a source of competitive advantage and inspire diverse people to drive organizational and individual performance towards a shared vision.

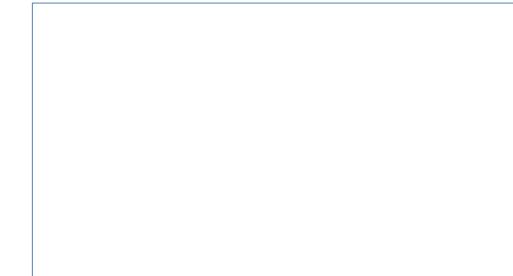
Inclusive Leadership



[https://www.businesshorsepower.com/six-ways-become-inclusive-leader/?doing\\_wp\\_cron=1627569303.8959500789642333984375](https://www.businesshorsepower.com/six-ways-become-inclusive-leader/?doing_wp_cron=1627569303.8959500789642333984375)

# Six traits of an Inclusive leader

- **Commitment:** Treat everyone with fairness and respect.
- **Courage:** Engage in tough conversations when necessary.
- **Cognizance of bias:** Be aware of unconscious biases so decisions can be made in a transparent, consistent, and informed manner.
- **Curiosity:** Listen attentively and value the viewpoints of others.
- **Cultural intelligence:** Seek out opportunities to experience and learn about different cultures.
- **Collaboration:** Create teams that are diverse in thinking.

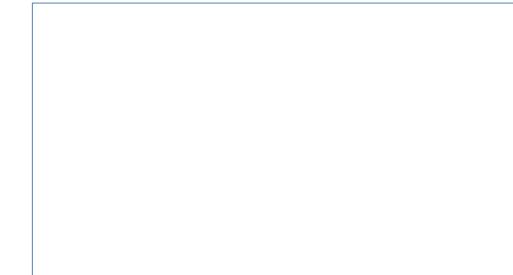


# Tips to boost inclusive leadership at work

Here are some best practices for inclusive leaders:

- **Attend an inclusive leadership training:** Through certain activities (e.g. storytelling) you can learn what the most triggering biases are for you and ways to overcome them. You can recall and practice them on a regular basis to stay bias-free.
- **Find a mentor:** Talk to someone with more experience in the area, and who has excelled in managing diverse teams.
- **Ask for feedback:** You can use your 1:1 meetings to discuss openly with your teammates how inclusive your managerial approach is.

<https://resources.workable.com/what-is-inclusive-leadership>



# Understanding Theory X and Theory Y

- Theory X and Theory Y were first explained by McGregor in his book, "The Human Side of Enterprise," and they refer to two styles of management – authoritarian (Theory X) and participative (Theory Y).
- The approach that you take will have a significant impact on your ability to motivate your team members. So, it's important to understand how your perceptions of what motivates them can shape your management style

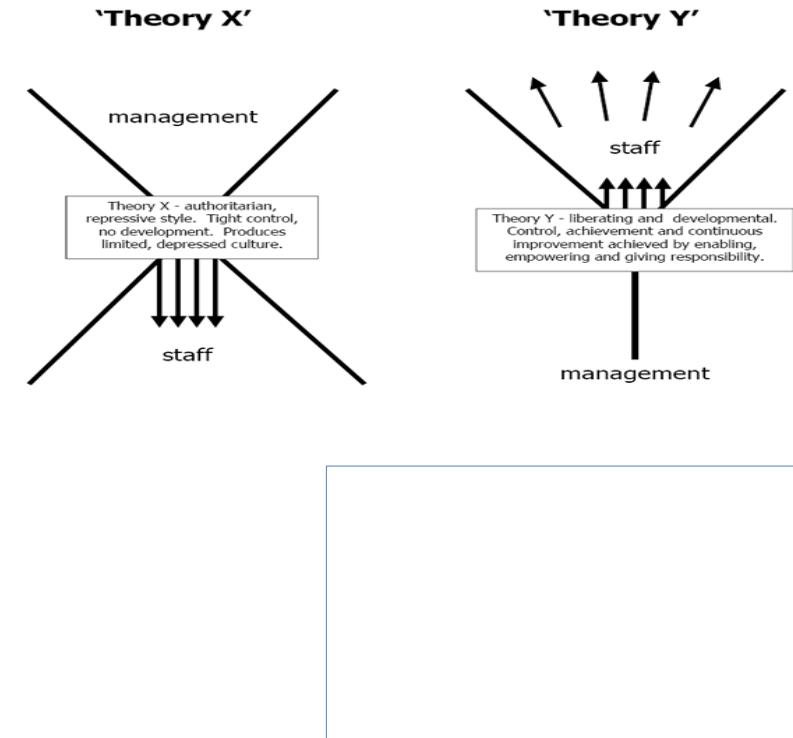


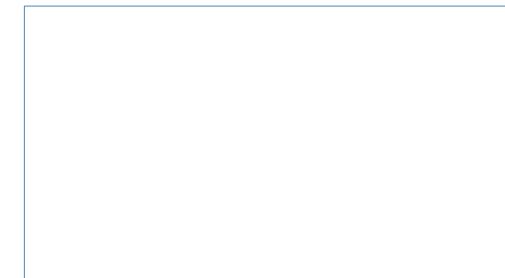
Image Source: <https://research-methodology.net/theory-x-and-theory-y/>

# Theory X

- The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.
- Theory X managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work.
- Work in organizations that are managed like this can be repetitive, and people are often motivated with a "carrot and stick" approach.

This style of management assumes that workers:

- Dislike their work.
- Avoid responsibility and need constant direction.
- Have to be controlled, forced and threatened to deliver work.
- Need to be supervised at every step.



Source: [https://www.mindtools.com/pages/article/newLDR\\_74.htm](https://www.mindtools.com/pages/article/newLDR_74.htm)

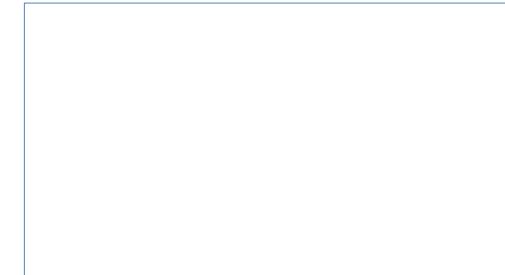
# Theory Y

- The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction
- Theory Y managers have an optimistic, positive opinion of their people, and they use a decentralized, participative management style.

This style of management assumes that workers are:

- Happy to work on their own initiative.
- More involved in decision making.
- Self-motivated to complete their tasks.
- Seek and accept responsibility and need little direction.
- View work as fulfilling and challenging.
- Solve problems creatively and imaginatively.

[https://www.mindtools.com/pages/article/newLDR\\_74.htm](https://www.mindtools.com/pages/article/newLDR_74.htm)



# SHARED LEADERSHIP

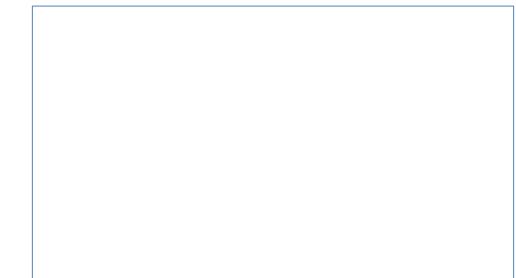
- An emergent state where team members collectively lead each other.
- Shared leadership occurs when two or more members engage in the leadership of the team in an effort to influence and direct fellow members to maximize team effectiveness.
- Shared leadership is the sharing of power and influence, with one person remaining in charge.
- Shared leadership leads to better organizational performance.
- Shared leadership is developed by being transparent, encouraging autonomy and being open to others' ideas.



<https://kanbanize.com/lean-management/shared-leadership>

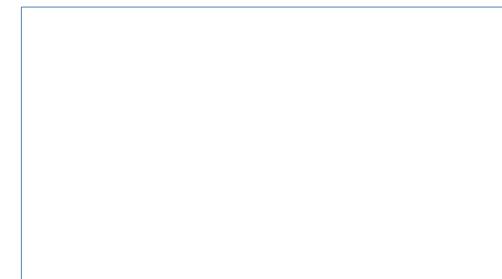
# SHARED LEADERSHIP

- A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both.
- Shared leadership can be viewed as a property of the whole system, as opposed to solely the property of individuals, effectiveness in leadership becomes more a product of those connections or relationships among the parts than the result of any one part of that system.
- Highly shared leadership is broadly distributed within a group or a team of individuals rather than localized in any one individual who serves in the role of supervisor.



# Shared leadership: Future focus required

- Research is needed to examine potential moderators such as the distribution of cultural values, task interdependence, task competence, task complexity and the team life cycle.
- Future research also needs to examine how external team leaders affect the team's ability and motivation to be self-directed and share in leadership.
- Team environment that enables shared leadership should consists of three “highly inter-related and mutually reinforcing” dimensions:
  - shared purpose
  - social support
  - Voice



# RESEARCH PAPER



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DOI [10.1108/IJEM-06-2020-0290](https://doi.org/10.1108/IJEM-06-2020-0290)

## Inclusive leadership and extra-role behaviors in higher education: does organizational learning mediate the relationship?

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Management, Islamic University of Gaza, Gaza, Palestinian Authority, and*

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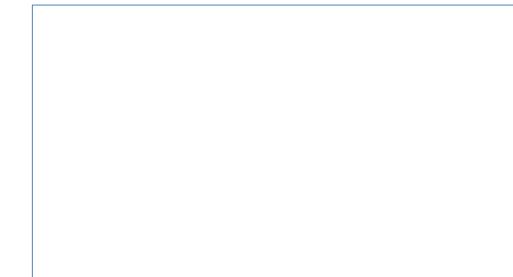
Received 5 June 2020

Revised 6 October 2020

Accepted 23 November 2020

### Purpose

Building on social exchange theory and relational leadership theory, this paper proposes a model of inclusive leadership in higher education institutions. Together with an attempt to examine the impact of inclusive leadership on extra-role behaviors of academic staff, the paper aims to test the intervening mechanism of organizational learning among the aforementioned relationships.



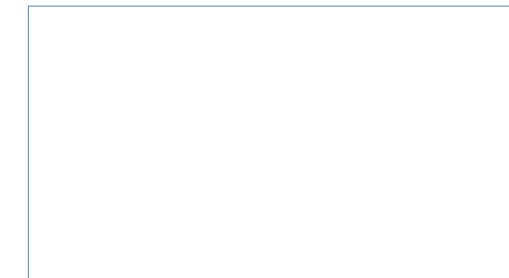
# RESEARCH PAPER

## Design/methodology/approach

The sample used in this study consists of 181 salespeople and 83 sales managers. The model entails a cross-level mediation process that was tested using dyadic data and multilevel structural equation modeling.

## Findings

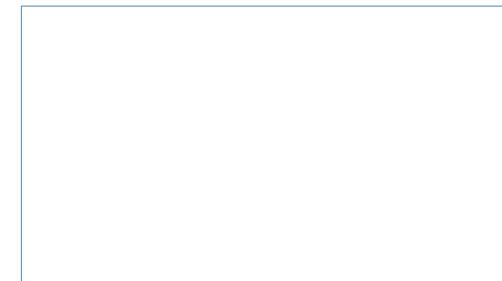
Findings show that sales managers' servant leadership is directly and positively related to salespeople's organization member performance. In addition, sales managers' servant leadership is indirectly related to salespeople's organization member performance through the salespeople's perceived organizational support – salespeople's OID chain.



# RESEARCH PAPER

## Practical implications

In order to increase employee's organizational member performance, employees with a "we" mentality and who feel the need to serve should be selected for and promoted to supervisors. To enhance employees' perceived organizational support and OID is also important, as these factors will encourage employees to behave in the best interest of the organization.



# Case Study: Leadership Mettle Forged in Battle

In 2008, facing a serious shortage of leadership-ready employees at the store management level, Walmart decided to recruit from the U.S. military. The company sent recruiters to military job fairs and hired 150 junior military officers, pairing them with store mentors to learn on the job. The result: Walmart claims that it's been able to bring in world-class leaders who were ready to take over once they had learned the retail business that Walmart could easily teach them. Other organizations that have heavily recruited from the military in recent years include GE, Home Depot, Lowe's, State Farm Insurance, Merck, and Bank of America.

It's not really surprising to see companies turn to the military for leadership potential. A long tradition of books and seminars advises leaders to think like military leaders ranging from Sun Tzu to Norman Schwarzkopf.

# Case Study: Leadership Mettle Forged in Battle

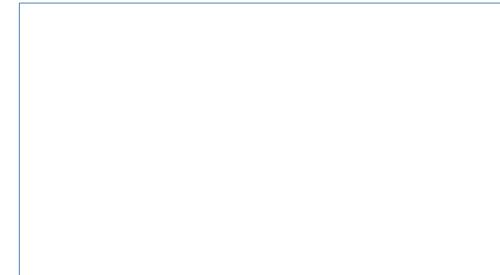
And military veterans do have a variety of valuable skills learned through experience. General David Petraeus notes, “Tell me anywhere in the business world where a 22- or 23-year-old is responsible for 35 or 40 other individuals on missions that involve life and death . . . They’re under enormous scrutiny, on top of everything else. These are pretty formative experiences. It’s a bit of a crucible-like experience that they go through.” Military leaders are also used to having to make due in less than optimal conditions, negotiate across cultures, and operate under extreme stress.

However, they do have to relearn some lessons from the service. Some may not be used to leading someone like an eccentric computer programmer who works strange hours and dresses like a slob, but who brings more to the company’s bottom line than a conventional employee would.

- Indeed, in some companies like Google, there is nothing like the chain of command military leaders are used to. Still, most forecasts suggest there will be an ample supply of battle-tested military leaders ready to report for corporate duty in the near future, and many companies are eager to have them.

## Questions

- Do you think leaders in military contexts exhibit the same qualities as organizational leaders? Why or why not?
- In what ways not mentioned in the case would military leadership lessons not apply in the private sector? What might military leaders have to re-learn to work in business?
- Are specific types of work or situations more likely to benefit from the presence of “battle-tested” leaders?  
List a few examples.



# BOOK RECOMMENDATION:

## Moral Leadership in Business: Towards a Business Culture of Integrity

**Authors:** Dr. Sebastian A. Văduva, Dr. Sebastian A. Văduva, Dr. Andrew R. Thomas, Dr. Călin D. Lupițu & Daniel S. Neagoie

**Publisher:** Springer; 1st ed. 2016 edition (14 September 2016)

**Language:** English

**Paperback:** 138 Pages

**ISBN:** 978-3319428802

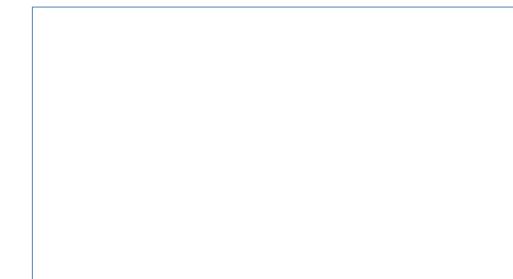
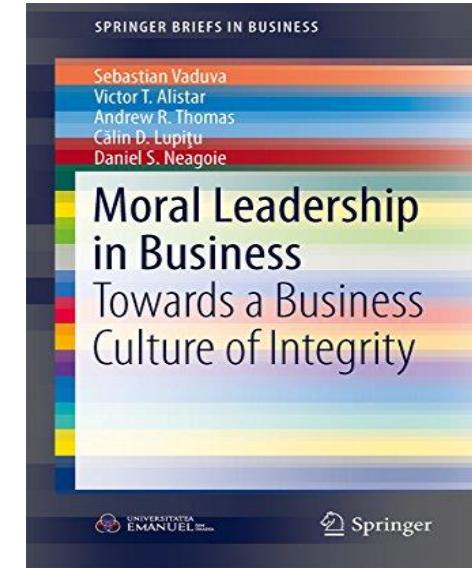


Image Source: [https://m.media-amazon.com/images/P/B01LWV8RGR.01.\\_SCLZZZZZZZ\\_SX500\\_.jpg](https://m.media-amazon.com/images/P/B01LWV8RGR.01._SCLZZZZZZZ_SX500_.jpg)

# BOOK RECOMMENDATION:

In the current global economy, we have never before been more tightly-knit and never before has it been easier to distribute goods as well as ideologies. However, in the global marketplace we are only as good as our word, or our reputation, proves to be.

Successful businesses cannot afford to simply remain materially successful; they have to consider their community impact and become moral leaders before they can be world leaders in their respective field.

Featuring innovative tools, recommendations, case studies and checklists, this brief will be of interest to students, academics, scholars, practitioners and policymakers alike in the fields of leadership, corporate governance, business ethics and corporate social responsibility.

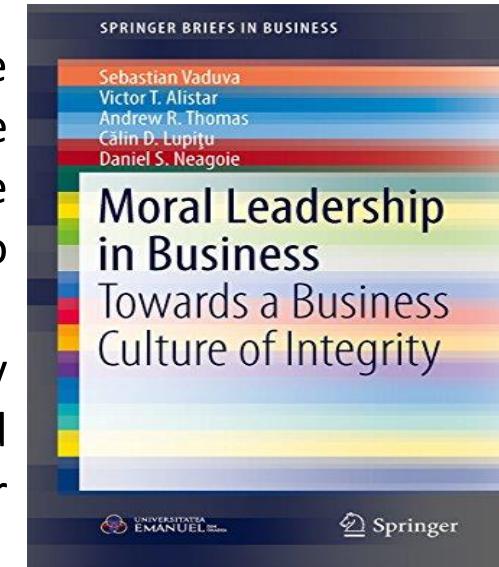
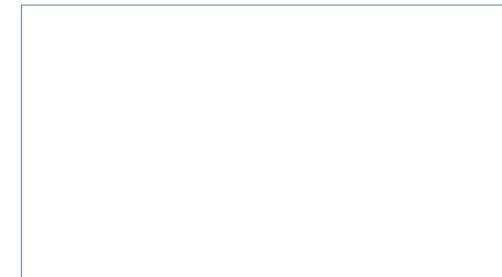


Image Source: [https://m.media-amazon.com/images/P/B01LWV8RGR.01.\\_SCLZZZZZZZ\\_SX500\\_.jpg](https://m.media-amazon.com/images/P/B01LWV8RGR.01._SCLZZZZZZZ_SX500_.jpg)

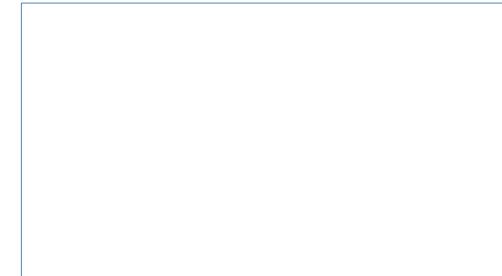
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- Source-<https://www.weforum.org/agenda/2019/08/moral-leadership-future-of-work-lrn/>
- Source-<https://resources.workable.com/what-is-inclusive-leadership>
- [https://www.mindtools.com/pages/article/newLDR\\_74.htm](https://www.mindtools.com/pages/article/newLDR_74.htm)



# Thank You



IIT ROORKEE



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 21

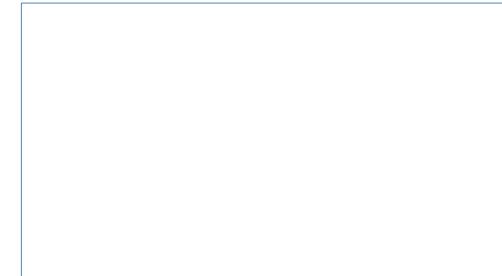
### Character Based Approach to Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Content

- Character Based Approach to Leadership
- Authentic leadership
- What is authentic leadership theory?
- Socialized Charismatic Leadership
- Principle-Centered Leadership
- Servant Leadership
- Traditional Leaders Vs Servant Leaders
- The Art of War Vs. Bhagavad Gita Philosophy
- Research Paper
- Case Study
- Book Recommendation
- References



# Character Based Approach to Leadership

- Avolio and his associates have defined ethical leadership as having two core components: the **moral person** and the **moral manager** .
- The moral person is seen as a principled decision maker who cares about people and the broader society. The actions of such people indicate they try to do the right things personally and professionally, and they can be characterized as honest, fair, and open.
- More than being just moral people, ethical leaders are moral managers who “make ethics an explicit part of their leadership agenda by communicating an ethics and values message, by visibly and intentionally role modeling ethical behavior.”
- Two prominent approaches are discussed in detail:
  - Authentic Leadership
  - Servant Leadership

# AUTHENTIC LEADERSHIP

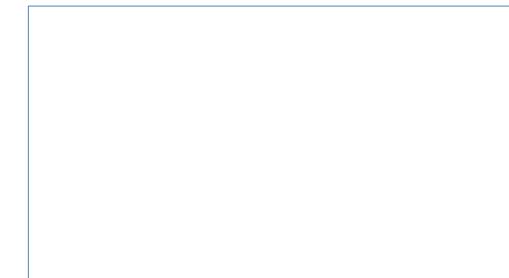
- Authentic leaders know who they are, know what they believe in and value, and act on those values and beliefs openly and candidly.
- Their followers consider them ethical people.
- The primary quality produced by authentic leadership, therefore, is trust. Authentic leaders share information, encourage open communication, and stick to their ideals. The result: people come to have faith in them.



Source-<https://sites.psu.edu/leadership/2013/04/07/authentic-leadership-4/>

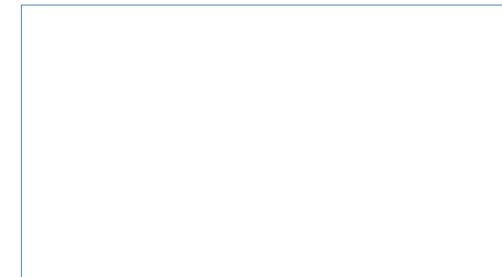
# AUTHENTIC LEADERSHIP

- Authentic leaders exhibit a consistency between their values, their beliefs, and their actions.
- Authentic leaders have strong ethical convictions that guide their behaviour not so much to avoid doing “wrong” things as to always try to do the “right” things, including treating others with respect and dignity.
- Transformational or charismatic leaders can have a vision and communicate it persuasively, but sometimes the vision is wrong (as in the case of Hitler), or the leader is more concerned with his or her own needs or pleasures,



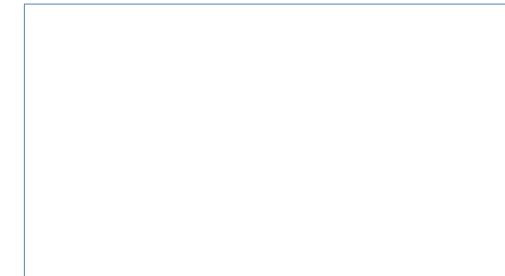
# AUTHENTIC LEADERSHIP

- According to Fredrickson, “ those individuals who have more positive psychological resources are expected to grow more effectively or to broaden themselves and build out additional personal resources to perform .”
- Four factors that cover the components of authentic leadership:
  - balanced processing
  - internalized moral perspective
  - relational transparency
  - self-awareness



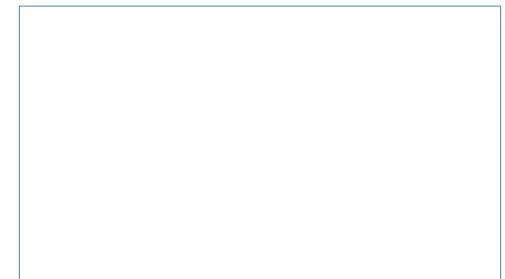
## Cont..

- The study of authentic leadership has gained considerable momentum in the last decade because of beliefs that
  1. Enhancing self-awareness can help people in organizations find more meaning and connection at work;
  2. Promoting transparency and openness in relationships—even between leader and followers—builds trust and commitment; and
  3. Fostering more inclusive structures and practices in organizations can help build more positive ethical climates.



# Authentic leadership: future focus required

- There is a need to examine how authentic leadership is viewed across situations and cultures and whether it is a universally prescribed positive root construct - meaning it represents the base of good leadership regardless of form, e.g., participative, directive, or inspiring.
- A great deal of energy and interest is emerging in the leadership development literature that suggests there will be a lot more activity in trying to discover what impacts genuine leadership development at multiple levels of analysis, from cognitive through to organizational climates



# What is authentic leadership theory?

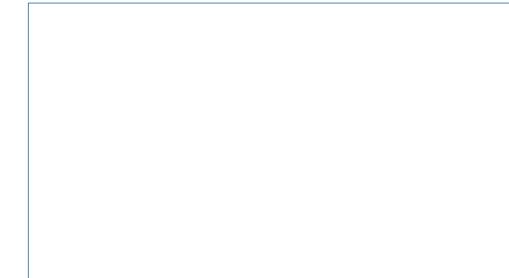
- Authentic leadership theory defines the top most desirable qualities a leader can have as actionable behaviors anyone can develop over time.
- Authentic leadership theory is a set of qualities, values, and skills someone should possess.

**The four key components of authentic leadership theory include:**

- **Self-awareness**

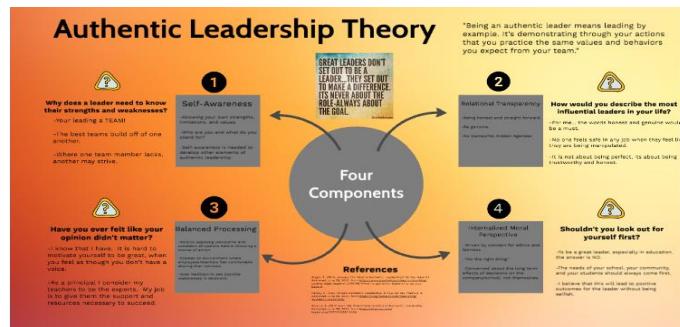
A leader should be familiar with both how they view themselves and how others see them. And perhaps most importantly, how their actions affect those around them for better or worse

<https://www.wrike.com/blog/how-authentic-leadership-theory-work/>

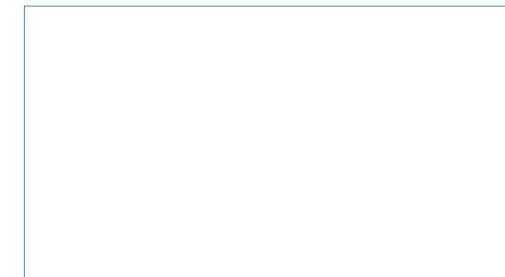


# What is authentic leadership theory?

- **Transparency-** Having clear motives for every action is very important for authentic leadership. Strong communication skills are essential, along with tact.
- **Balance-** Being able to navigate the dynamics of teams, tasks, and project needs are essential in authentic leadership so that each area is served to the fullest without sacrificing another.
- **Strong sense of morality-** An inner compass that guides decision-making helps keep workplace discussions fair and equitable.

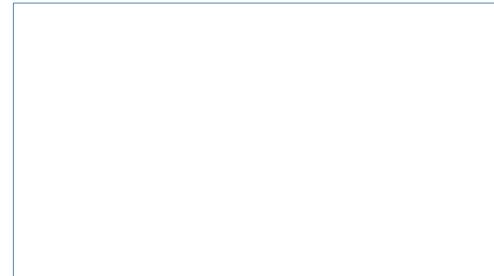


<https://prezi.com/p/ntgubp5uv0vz/authentic-leadership-theory/>



# Socialized Charismatic Leadership

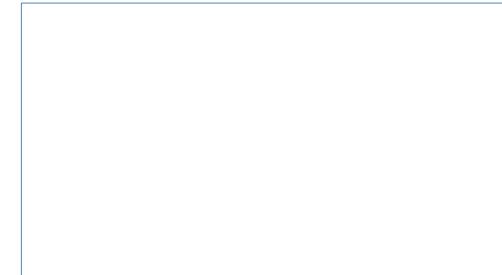
- Scholars have tried to integrate ethical and charismatic leadership by advancing the idea of **socialized charismatic leadership** —leadership that conveys other-centered (not self-centered) values by leaders who model ethical conduct.
- Socialized charismatic leaders are able to bring employee values in line with their own values through their words and actions.



<https://www.technofunc.com/index.php/leadership-skills-2/leadership-theories/item/charismatic-theory>

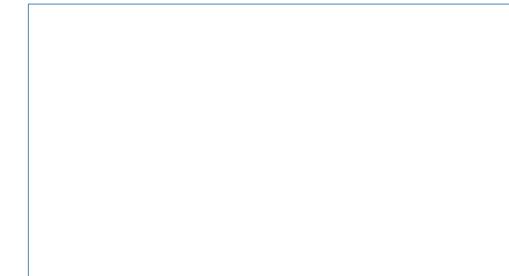
# Principle-Centered Leadership

- This approach has developed and popularized by Covey.
- It postulates a fundamental interdependence between the personal, the interpersonal, the managerial, and the organizational levels of leadership.
- The unique role of each level may be thought of like this:
  - **Personal:** The first imperative is to be a trustworthy person, and that depends on both one's character *and* competence. Only if one is trustworthy can one have trusting relationships with others.
  - **Interpersonal:** Relationships that lack trust are characterized by self-protective efforts to control and verify each other's behavior.



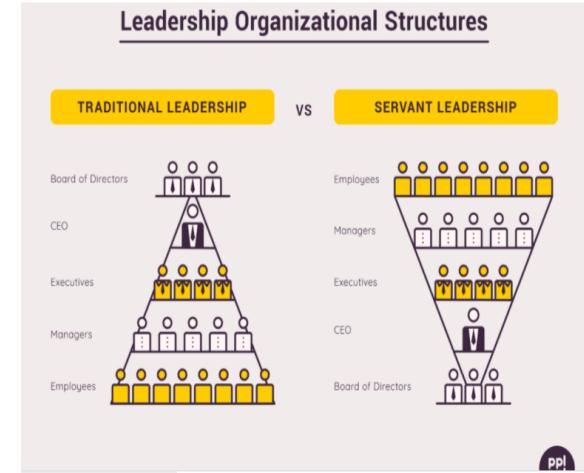
# Principle-Centered Leadership(Cont.)

- **Managerial:** Only in the context of trusting relationships will a manager risk empowering others to make full use of their talents and energies. But even with an empowering style, leading a high-performing group depends on skills such as team building, delegation, communication, negotiation, and self-management.
- **Organizational:** An organization will be most creative and productive when its structure, systems (training, communication, reward, and so on), strategy, and vision are aligned and mutually supportive. Put differently, certain organizational alignments are more likely than others to nurture and reinforce ethical behavior.



# Servant Leadership

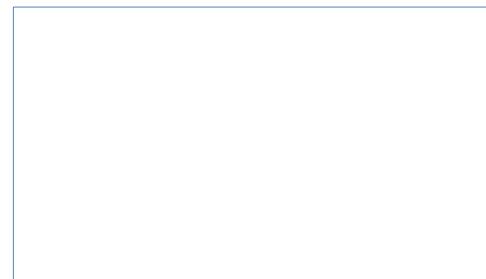
- The phrase "servant leadership" was coined by Robert K. Greenleaf when he used it for the first time in his essay that was published in 1970.
- Servant leaders go beyond their own self-interest and focus on opportunities to help followers grow and develop.
- They don't use power to achieve ends; they emphasize persuasion.
- Characteristic behaviors include listening, empathizing, persuading, accepting stewardship, and actively developing followers' potential.



<https://peoplemanagingpeople.com/articles/what-it-really-takes-to-do-servant-leadership/>

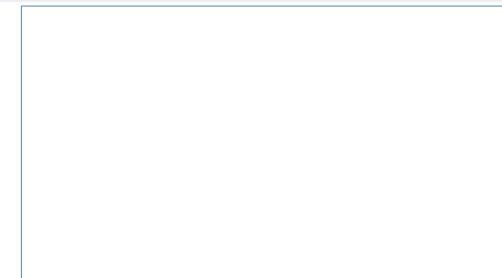
# SERVANT LEADERSHIP: ORIGIN

Author Name	Year	Definition
Lao Tzu	600 B.C.	The greatest leader forgets himself and attends to the development of others.
Chanakya's Arthashastra	375 B.C.	The leader shall consider as good, not what pleases himself but what pleases his subjects.



# SERVANT LEADERSHIP: ORIGIN

Author Name	Year	Definition
Jesus of Nazareth	First century A.D.	But the greatest among you shall be your servant (Mathew 23:11); The one who is the greatest among you must become like the youngest, and the leader like the servant.
Robert K. Greenleaf	1970	The servant leader is servant first...it begins with the natural feeling that one wants to serve, to serve first.



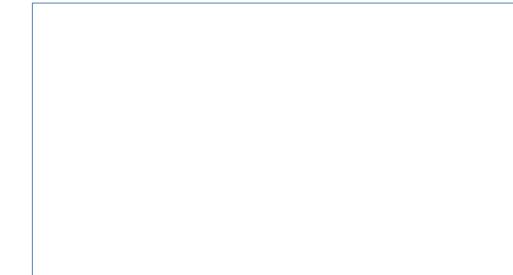
# How can one become a servant leader?

Anyone can become a servant leader by demonstrating certain characteristics.

Here's how:

- **Be a good listener-** Servant leaders always listen to people before they speak their minds.
- **Have empathy-** Servant leaders feel for their people and don't turn a blind eye toward their problems and issues.
- **Heal those around you-**A servant leader is capable of healing people with a focus on their emotional health and a feeling of completeness.
- **Be aware-**Servant leaders are fully aware of themselves and their people.

<https://www.forbes.com/sites/forbescoachescouncil/2020/03/11/traditional-leadership-vs-servant-leadership/?sh=7a3cf6ba451e>



# How can one become a servant leader?

- **Persuade without being forceful**-A good leader is capable of convincing people in different ways.
- **Conceptualize and communicate a vision**-A servant leader can help build a concept for people.
- **Commit**-Good servant leaders are those whose main focus is the people, and this makes the leader fully committed to their growth and development.
- **Build a community**-The leader should be able to walk with and among the people, so that the leader can help them by serving and building a community.
- **Channel foresight**-A good leader can anticipate future events and how they will impact everyone.
- **Practice stewardship**-Stewardship refers to accountability.

<https://www.forbes.com/sites/forbescoachescouncil/2020/03/11/traditional-leadership-vs-servant-leadership/?sh=7a3cf6ba451e>



# **Myths and misconceptions of servant leadership**

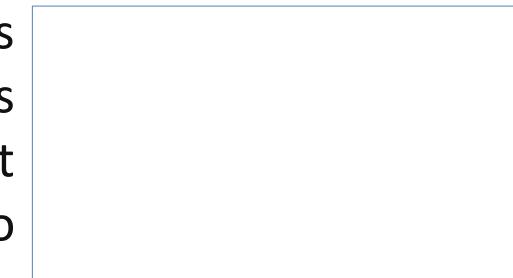
Following are just a few of the myths and misconceptions about servant leadership.

## **Myth 1: Servant leadership means giving up power to employees**

servant leaders empower their people, coach, and train them on how to use that power, and hold them accountable for their actions and decisions. They also work to understand what their people are capable of and realize that some individuals may need more coaching and support than others.

## **Myth 2: A servant leader is abdicating responsibility for**

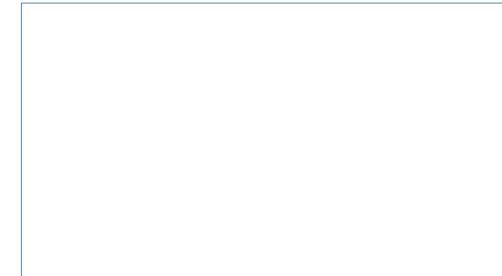
**success.** A servant leader understands that they are ultimately responsible for the success of their employees and the success of their business. If an organization's goals and objectives aren't met, a servant leader will look first at themselves and what they could have done better to support their people in achieving them.



# Myths and misconceptions of servant leadership

## **Myth 3: Servant leaders don't care about customers or shareholders.**

- Some people think that because servant leaders focus first on the needs and interests of their employees, they don't care about what the business's customers or shareholders need.
- In fact, servant leaders believe the opposite: that customer and shareholder expectations can only be met (or exceeded) by creating motivated, engaged, and high-performing employees.



<https://peoplemanagingpeople.com/articles/what-it-really-takes-to-do-servant-leadership/>

# Traditional Leaders Vs Servant Leaders

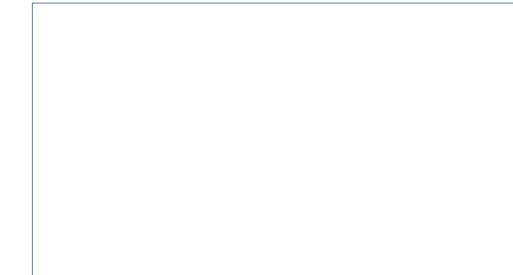
## Traditional Leader

- Sees leadership as a rank to obtain
- Uses power & control to drive performance.
- Measures success through output
- Speaks
- Believes its about them.

## Servant Leader

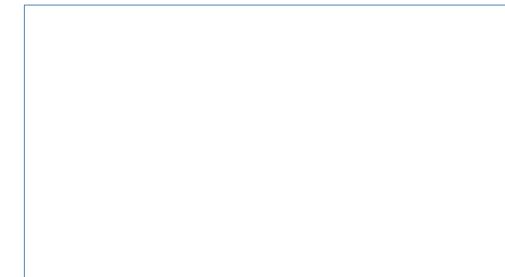
- Sees leadership as an opportunity to serve others
- Shares power & control to drive engagement.
- Measures success through growth and development.
- Understands its not about them

<https://www.attendancebot.com/blog/servant-leadership/>



# The Art of War Vs. Bhagavad Gita Philosophy

	The Art of War	Bhagavad Gita
<b>On Material Incentives</b>	People need extrinsic incentives to be motivated. Give your soldiers shares of the booty and conquered territory.	Never act for material rewards only. Focus instead on doing well, and good things will follow.
<b>On the Ultimate Goal</b>	Winning requires cleverness and sometimes even deception.	Success means satisfying multiple stakeholders.



# The Art of War Vs. Bhagavad Gita Philosophy

	The Art of War	Bhagavad Gita
<b>On Handling Followers</b>	<p>Rule with iron discipline.</p> <p>Maintain your authority over them, knowing that too much kindness toward your followers could make them useless.</p>	<p>Enlightened leaders are selfless and compassionate toward others.</p> <p>Followers who are treated as equals are more motivated to enthusiastically support their leader.</p>

Source: Adapted from *BusinessWeek*, October 30, 2006.

# RESEARCH PAPER



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Revised 8 June 2015  
29 September 2015  
Accepted 29 September 2015

## Purpose

The purpose of this paper is to explore whether employee's perceived organizational support and organizational identification (OID) have a mediating role in the relationship between supervisor's servant leadership and employee's organization member performance.

# Supervisory servant leadership and employee's work role performance

## A multilevel mediation model

Carmen Otero-Neira

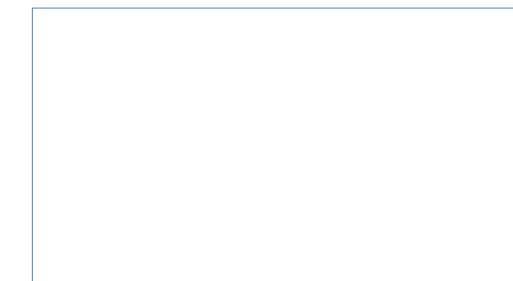
*Facultad de Ciencias Económicas y Empresariales,  
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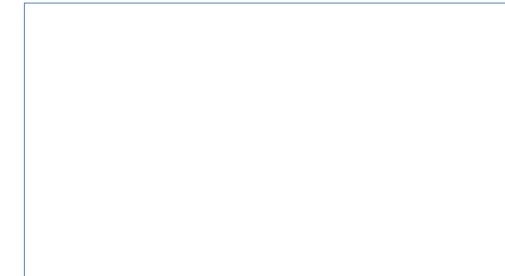
# RESEARCH PAPER

## Design/methodology/approach

The sample used in this study consists of 181 salespeople and 83 sales managers. The model entails a cross-level mediation process that was tested using dyadic data and multilevel structural equation modeling.

## Findings

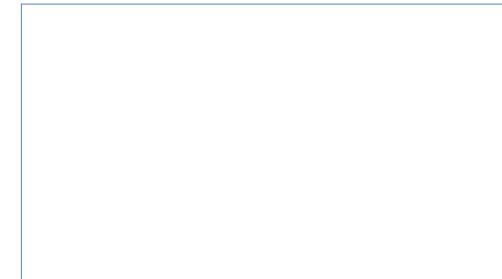
Findings show that sales managers' servant leadership is directly and positively related to salespeople's organization member performance. In addition, sales managers' servant leadership is indirectly related to salespeople's organization member performance through the salespeople's perceived organizational support – salespeople's OID chain.



# RESEARCH PAPER

## Practical implications

In order to increase employee's organizational member performance, employees with a "we" mentality and who feel the need to serve should be selected for and promoted to supervisors. To enhance employees' perceived organizational support and OID is also important, as these factors will encourage employees to behave in the best interest of the organization.



## Case Study: Do Unethical Decisions Come from Bad Character?

Why would former New York Attorney General and then Governor Eliot Spitzer decide to use a prostitution service? Why would highly respected attorney Marc Dreier, with degrees from Harvard and Yale and a successful Park Avenue law firm, decide to impersonate people in order to swindle others? From Tiger Woods to Bernie Madoff, it's not hard to find examples of unethical behavior. But what causes people to make unfortunate choices?

Behavioral genetics research has taught us that virtually every human characteristic has genetic origins and that genetic differences are a central reason people differ in their behavior.

Thus, some personality traits probably predispose people toward unethical behavior. One study of white-collar criminals, for example, showed they were significantly lower on a conscientiousness scale than the general population.

## Case Study (Cont.)

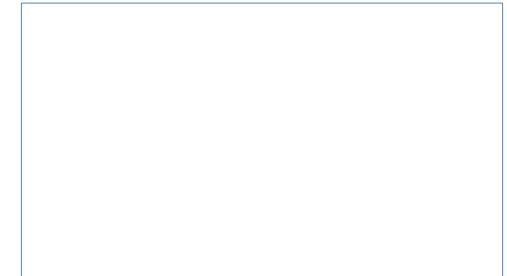
On the other hand, recent research shows that all of us perform unethical behavior to some degree while subconsciously fooling ourselves about it. We may bend a rule to help a colleague, overlook information that might damage a case we want to make, or lie to avoid a negative consequence—blithely unaware that others might view this behavior as unethical. Why do we do this? Evidence suggests that when we fail to notice a decision has an ethical component, it enables us to behave in a self-interested manner without having to feel badly about it. No wonder, then, that people tend to believe they are more ethical than they are.

Many think that transparency and accountability increase ethical behavior. Behavioral ethics research, however, shows us that often these actions increase unethical behavior, because they cause individuals to think disclosure absolves them of ethical responsibilities to be objective, or to deny to an even greater degree the ethical components of their decisions.

- The first step toward behaving more ethically is, ironically, admitting to ourselves that we adhere to ethical standards less well than we admit.

## Questions

1. Do you think people see themselves as more ethical than they really are? And you?
2. The authors of one study noted that “disclosures can exacerbate [unethical behavior] by causing people to feel absolved of their duty to be objective.” Do you agree? Why or why not?
3. Do you think if we admitted it to ourselves times when we behaved unethically we would be less likely to behave unethically in the future?



# BOOK RECOMMENDATION:

## Servant Leadership in Action: How You Can Achieve Great Relationships and Results

**Authors:** Ken Blanchard, Renee Broadwell

**Publisher:** Berrett-Koehler Publishers; 1st edition  
(6 March 2018)

**Language:** English

**Paperback:** 288 Pages

**ISBN:** 152309396X

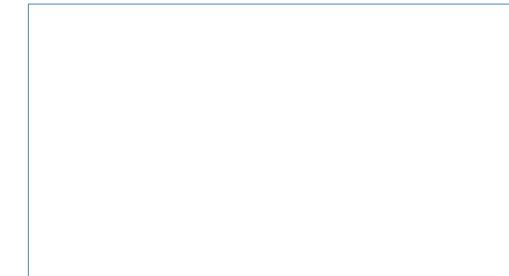
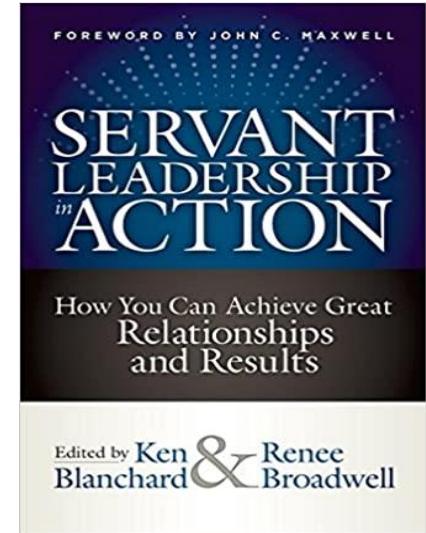


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# BOOK RECOMMENDATION:

We've all seen the negative impact of self-serving leaders in every sector of our society. Not infrequently, they end up bringing down their entire organization. But there is another way: servant leadership.

Servant leaders lead by serving their people, not by exalting themselves. This collection features forty-four renowned servant leadership experts and practitioners--prominent business executives, bestselling authors, and respected spiritual leaders--who offer advice and tools for implementing this proven, but for some still radical, leadership model. Edited by legendary business author and lifelong servant leader Ken Blanchard and his long-time editor Renee Broadwell, this is the most comprehensive and wide-ranging guide ever published for what is, in every sense, a better way to lead.

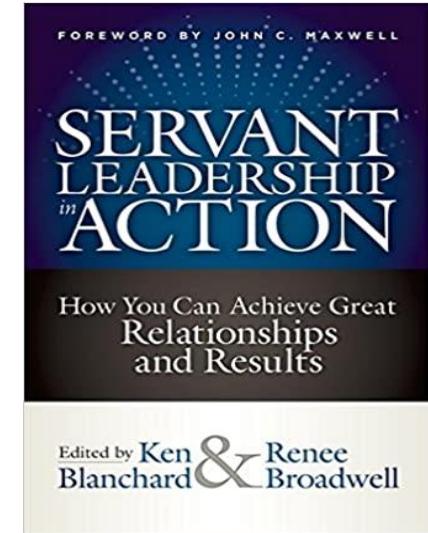
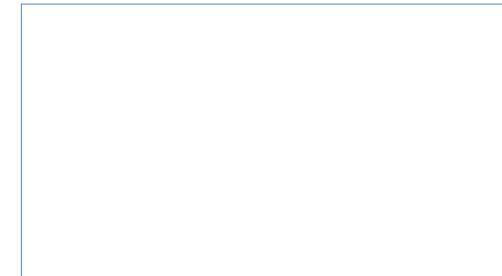


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Source-<https://www.attendancebot.com/blog/servant-leadership/>

**Source:** Adapted from *BusinessWeek*, October 30, 2006.

Source-<https://www.mindtools.com/pages/article/servant-leadership.htm#:~:text=Greenleaf%20first%20coined%20the%20phrase,before%20you%20consider%20your%20own.>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 22

### Role of Ethics and Values in Organizational Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Values
- Definitions of values
- Sources of values
- Types of values
- Definitions of ethics
- Ethical leadership
- Four ethical dilemmas
- Ethical vs. Unethical climate
- Research paper
- Case study
- Book recommendation
- References

# VALUES

- Values are basic and fundamental beliefs that guide or motivate attitudes or actions.
- Basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.
- Many of the values we hold are established in our early years- by parents, teachers, friends, and others.



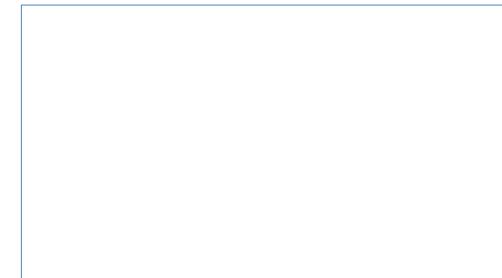
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# DEFINITIONS OF VALUES

Author Name	Definition
R.K. Mukherjee	“Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations”.
T. W. Hippie	T. W. Hippie, “Values are conscious or unconscious motivators and justifiers of the actions and judgment”
M. Haralambos	“A value is a belief that something is good and desirable”.

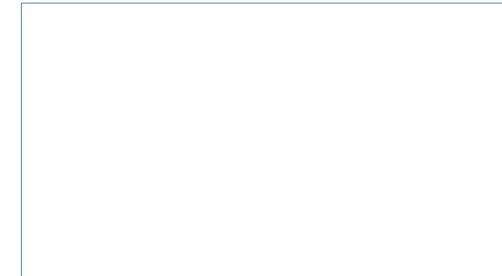
# IMPORTANCE OF VALUES

- A powerful force affecting behaviour.
- Values contain a judgement element in that they carry an individual's ideas as to what is right or desirable.
- Provides a way to understand organization.
- Help to differentiation.
- Determine the retention.



# SOURCES OF VALUES

- Our homes,
- School,
- Society,
- Friends,
- TV,
- Church,
- Music,
- Books,
- Families,
- Culture,
- Employers,
- Time-period in which you were raised (70's anti-establishment, peace, individuality. 80's money, prestige, don't get caught, etc. 90's earth, green peace, health and fitness), etc.



# TYPES OF VALUES

- The values that are important to people tend to affect the types of decisions they make, how they perceive their environment, and their actual behaviors.

There are two types of values;

1. Terminal Values.
2. Instrumental Values.

***People Vary in the Relative Importance they place on Values.***

Source: Adapted from M. Rokeach, *The Nature of Human Values* (New York: Free Press, 1973).

# TERMINAL VALUES

## Terminal Values

- An exciting life
- A sense of accomplishment
- A world at Peace
- A world of Beauty
- Family security
- Social recognition
- Friendship
- Freedom
- Happiness
- Pleasure
- Wisdom

- **Terminal Values:**
- Desirable End States of existence; the goals that a person would like to achieve during his or her lifetime.

# INSTRUMENTAL VALUES

## Instrumental Values

- Ambition
- Broad-Mindedness
- Capability
- Cheerfulness
- Cleanliness
- Courage
- Forgiveness
- Helpfulness
- Honesty
- Imagination
- Politeness

- **Instrumental Values:**
- Preferable modes of behaviour or means of achieving one's terminal values

# FOUR GENERATIONS

- Zemke is another researcher who has looked at differences in values across generations and how those value differences affect their approaches to work and leadership.



Image Source: [https://www.ngc-group.com/uploads/media\\_resized/5361\\_primary\\_image\\_Generations\\_2019.jpg](https://www.ngc-group.com/uploads/media_resized/5361_primary_image_Generations_2019.jpg)

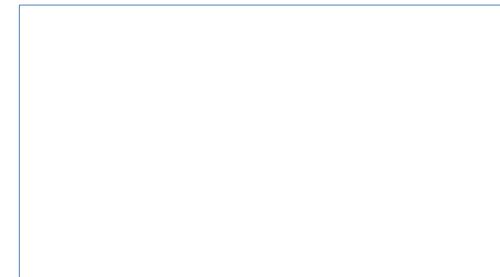
# Dominant Work Values in Today's Workplace

Cohort	Entered the Workforce	Approximate Current Age	Dominant Work Values
Veterans	1950s or early 1960s	60+	Hard working, conservative, conforming; loyalty to the organization
Boomers	1965–1985	40–60	Success, achievement, ambition, dislike of authority; loyalty to career
Xers	1985–2000	25–40	Work-life balance, team-oriented, dislike of rules; loyalty to relationships
Nexters	2000 to present	Under 25	Confident, financial success, self-reliant but team-oriented; loyalty to both self and relationships

<https://hillcart.wordpress.com/2014/11/26/values/>

# DEFINITIONS OF ETHICS

Author Name	Year	Definition
Philip Wheel Wright	1935	Ethics is a branch of philosophy which is systematic study of selective choice of the standards of right and wrong and by which it may be ultimately directed.
Richard William Paul and Linda Elder	2006	“a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures”.



# ETHICAL LEADERSHIP

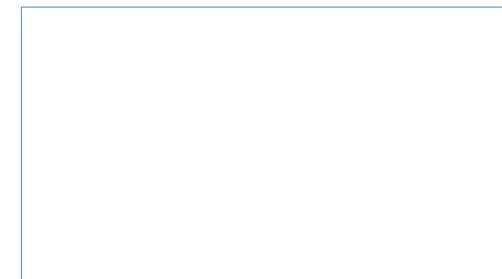
- Leaders who treat their followers with fairness, especially by providing honest, frequent, and accurate information, are seen as more effective.
- Leaders rated highly ethical tend to have followers who engage in more organizational citizenship behaviors and who are more willing to bring problems to the leaders' attention.
- Ethical leaders use it in a socially constructive way to serve others



Source-<https://d9g3mju4iidx1.cloudfront.net/wp-content/uploads/2019/08/19014333/framework-copy.png>

# DEFINITIONS OF ETHICAL LEADERSHIP

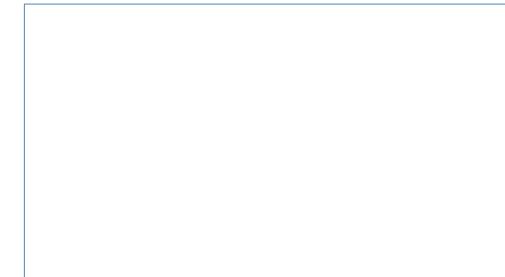
Author Name	Year	Definition
Yukl	2006	Ethical leader as one who promotes honesty, and mirrors his or her actions with their values and beliefs
(Freeman & Stewart	2006	Define ethical leadership as “simply a matter of leaders having good character and the right values or being a person of strong character”



# ETHICAL LEADERSHIP CHARACTERISTIC

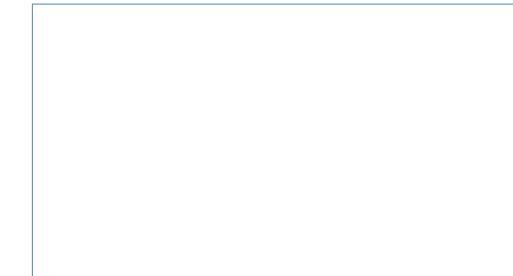
1. Justice
2. Respect others
3. Honesty
4. Humane
5. Focus on teambuilding
6. Value driven decision-making
7. Encourages initiative
8. Leadership by example
9. Value awareness
10. No tolerance for ethical violations

<https://yscouts.com/10-ethical-leadership-characteristics/>



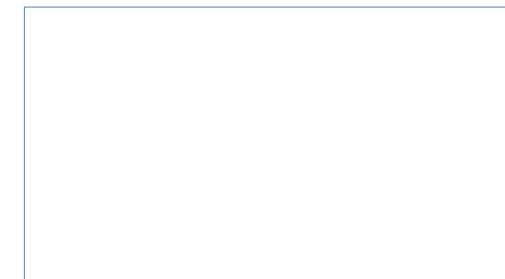
# FOUR ETHICAL DILEMMAS

1. **Truth versus loyalty**, such as honestly answering a question when doing so could compromise a real or implied promise of confidentiality to others.
2. **Individual versus community**, such as whether you should protect the confidentiality of someone's medical condition when the condition itself may pose threat to the larger community.
3. **Short-term versus long-term**, such as how a parent chooses to balance spending time with children now as compared with investments in a career that may provide greater benefits for the family in the long run.
4. **Justice versus mercy**, such as deciding whether to excuse a person's misbehaviour because of extenuating circumstances or a conviction that he or she has "learned a lesson."



# THREE PRINCIPLES FOR RESOLVING ETHICAL DILEMMAS

- **Ends-based thinking** is often characterized as “do what’s best for the greatest number of people.” It is also known as utilitarianism in philosophy, and it’s premised on the idea that right and wrong are best determined by considering the consequences or results of an action.
- **Rule-based thinking** is consistent with Kantian philosophy and can be colloquially characterized as “following the highest principle or duty.”
- **Care-based thinking** describes what many think of as the Golden Rule of conduct common in some form to many of the world’s religions: “Do what you want others to do to you.” In essence, this approach applies the criterion of reversibility in determining the rightness of actions.



# Four sources of Unintentional Unethical Decision Making

## 1. Implicit prejudice:

Bias that emerges from unconscious beliefs

Mental associations may not be true

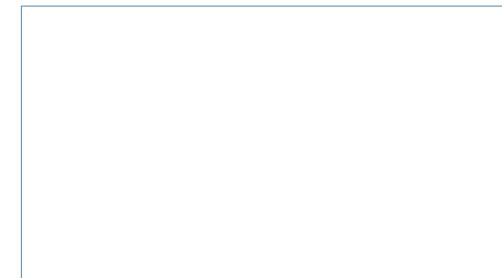
Biases can be costly. They may lead to wrong decisions (e.g., in hiring a firing decisions)

## 2. In-group favouritism:

Bias that favors your group

Results in discrimination against others and the misallocation of resources

It erodes the bottom line and may lead to losses or lower profits



# **Cont..**

## **3. Over claiming credit :**

Bias that favors you

People tend to over-estimate their contributions

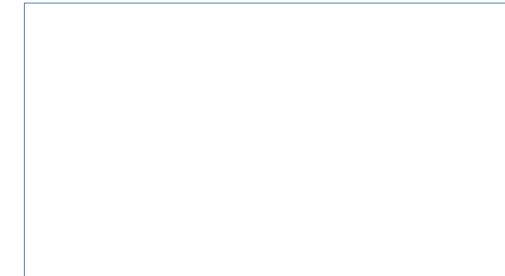
Claiming too much credit can destabilize alliances

May also reduce performance and the longevity of groups

## **4. Conflicts of interest:**

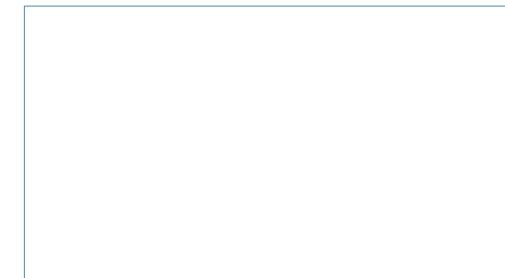
Bias That Favours Those Who Can Benefit You

Conflict of interest can lead to intentionally corrupt behaviour.



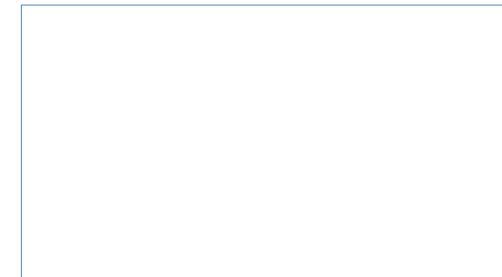
# ETHICAL VS. UNETHICAL CLIMATE

- **Ethical climates** refer to those in which ethical standards and norms have been consistently, clearly, and pervasively communicated throughout the organization and embraced and enforced by organizational leaders in both word and example.
- **Unethical climates** are those in which questionable or outright unethical behaviour exists with little action taken to correct such behaviour, or (worse) where such misbehaviour is even condoned. It's likely that employees experience some degree of moral distress whenever a manager is perceived to behave unethically, but the distress is usually greater in unethical climates.



# CREATING AND SUSTAINING AN ETHICAL CLIMATE

- Formal ethics policies and procedures
- Core ideology
- Integrity
- Structural reinforcement
- Process focus



# RESEARCH PAPER



Personnel Review  
© Emerald Publishing Limited  
0048-3486  
DOI [10.1108/PR-09-2019-0522](https://doi.org/10.1108/PR-09-2019-0522)

## Linking ethical leadership and ethical climate to employees' ethical behavior: the moderating role of person–organization fit

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Kent A. Williams

*Faculty of Management, Dalhousie University, Halifax, Canada*

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*Universiti Sains Malaysia, Penang, Malaysia;*

Luigi Aldieri and Concetto Paolo Vinci

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Received 27 September 2019

Revised 29 September 2019

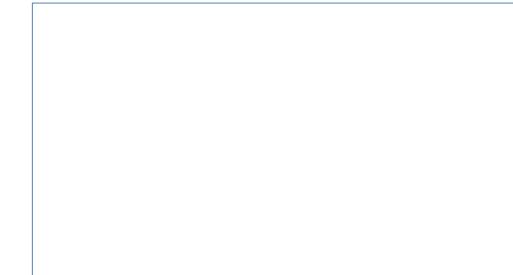
22 November 2019

Accepted 29 March 2020

### Purpose

With the growing demand for ethical standards in the prevailing business environment, ethical leadership has been under increasingly more focus.

Based on the social exchange theory and social learning theory, this study scrutinized the impact of ethical leadership on the presentation of ethical conduct by employees through the ethical climate. Notably, this study scrutinised the moderating function of the person-organisation fit (P-O fit) in relation of ethical climate and the ethical conduct of employees.



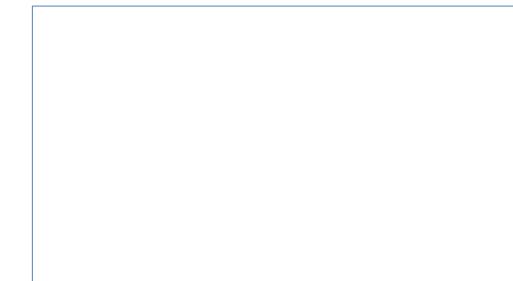
## **Design/methodology/approach**

To evaluate the research hypotheses, two-wave data were collected from 295 individuals who are currently employed in various Iraqi organizations (i.e. manufacturing, medical and insurance industries).

## **Findings**

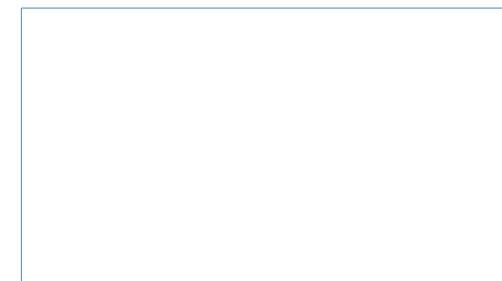
In line with the hypotheses, the outcomes from a sample of 295 workers working in different Iraqi entities exhibited a positive relation between the ethical behaviour of leaders and the ethical conduct of employees in the ethical climate.

Moreover, it was observed that the P-O fit of employees moderated the relationship between ethical climate and the ethical conduct of employees such that the relationship was more robust for those with a high P-O fit in comparison to those with a low P-O fit.



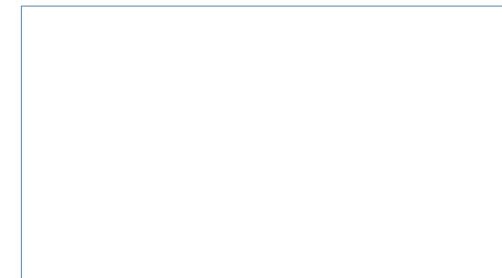
## Practical implications

This study has important practical implications. First, this study determined that ethical leadership (here, of the supervisors) positively influences the behaviour of subordinates (refers to the supervisors here); this in turn further improves the ethical behaviour of employees. It is vital that managers or supervisors are motivated to practice ethical leadership because they directly influence the employees. It has been suggested that top managers, especially chief executive officers, have the ability to shape the ethical climate, which also influences the ethical behaviour of employees further.



# CASE STUDY: Balancing Priorities at Clif Bar

- Gary Erickson is a man of integrity and avid cyclist. He founded Clif Bar Inc. in 1990 after finishing the 175-mile long ride longing for an alternative to the tasteless energy bars he had brought along. “I couldn’t make the last one go down, and that’s when I had an **epiphany—make a product that actually tasted good.**” He decided he could make better. He called on his experience in his family’s bakery, and after a year in the kitchen, the Clif Bar—named for Erickson’s father—was launched in 1992.
- Within five years sales had skyrocketed to \$20 million. He realized that his vision would be compromised once he lost control, so he walked away from the \$100 million deal (Had an offer from food co. for his Cliff Bar ).

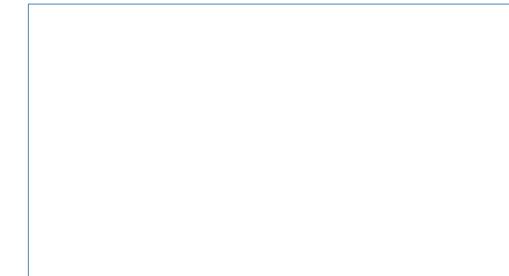


## Cont..

His commitment to environmental and social issues are evident. His company has a staff ecologist who is charged with reducing Clif Bar's ecological footprint on the planet. 70 percent of the ingredients in Clif Bars are organic. A change in packaging has saved the company (and the planet) 90,000 pounds of shrink-wrap a year.

On the social side, He launched a project called the 2,080 program (2,080 is the total number of hours a full-time employee works in one year). This program encouraged employees to do volunteer work on company time.

Erickson is also committed to his team. He strives to make Clif Bar Inc.'s offices a fun place to be—there are plenty of bikes around; a gym and dance floor; personal trainers; massage and hair salon; an auditorium for meetings, movies, and music; and great parties.



# Cont.

As the company grows, however, maintaining such values may not be easy. Clif Bar already has 130 employees, and revenue has been rising by more than 30 percent a year since 1998, according to Erickson. "We're at a point where we have to find a way to maintain this open culture while we may be getting bigger," says Shelley Martin, director of operations. "It's a balancing act."

## Questions

Q1: Without knowing Gary Erickson's age where would you guess he falls in the four generations of workers as delineated by Zemke?

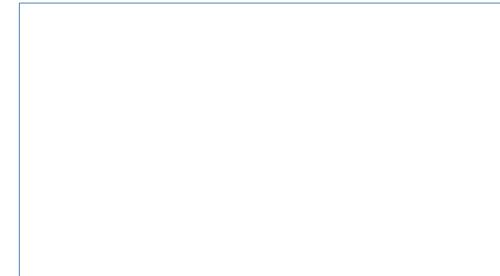
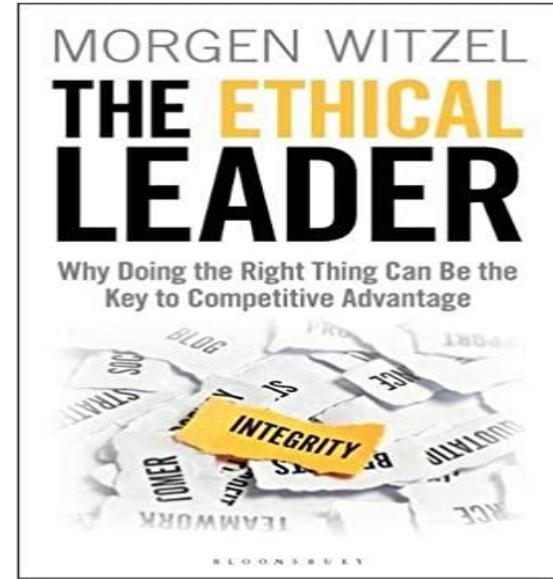
Q2: Consider the terminal and instrumental values. Recalling that leaders are motivated to act consistently with their values, what values appear to be most important to Gary Erickson?

Sources: <http://www.fortune.com/fortune/smallbusiness/managing/articles/0,15114,487527,00.html>; <http://www.clifbar.com>; *The Costco Connection*, "Marathon Man," July 2004, p. 19.

# **BOOK RECOMMENDATION:**

# The Ethical Leader: Why Doing the Right Thing Can Be the Key to Competitive Advantage

- **Authors:** [Morgen Witzel](#)
  - **Publisher:** [Bloomsbury Publishing](#) (2018)
  - **Language:** English
  - **Paperback:** 240 Pages
  - **ISBN:** 9781472956583, 1472956583

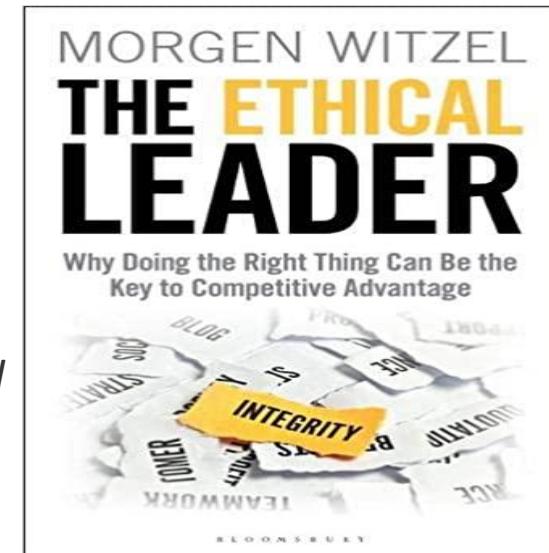


# BOOK RECOMMENDATION:

Ethical behavior in and by businesses is often seen as a bolt-on extra--something that is nice-to-do but not must-do.

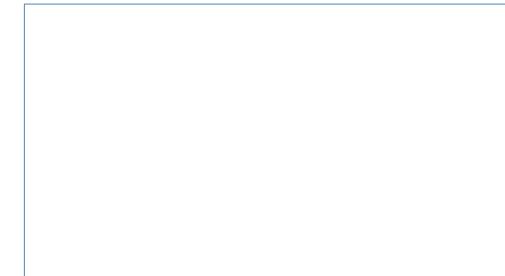
Trust and respect among key stakeholder groups, especially employees and customers, cannot be overstated in their importance to an organization's success. Trust engenders loyalty and good reputation, which in turn builds brand value. *The Ethical Leader* provides a practical introduction to some key concepts in ethics, including how to deal with ethical paradoxes and how to make ethical decisions.

Ethical behavior is the key to trust-building, but it needs to go deeper than something managers do out of a sense of moral duty. *The Ethical Leader* show why ethics needs to be the platform from which to build a strong and enduring business, and it provides the necessary tools and insights for how to make this happen.



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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 23

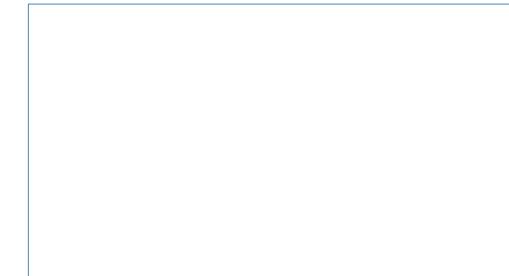
### Leadership Behavior

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



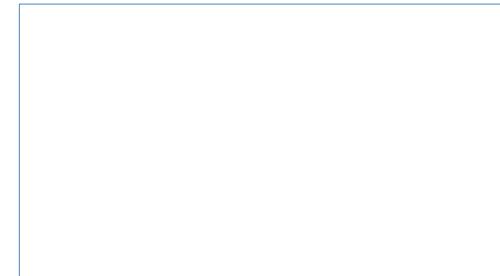
# Contents

- Introduction
- Why study Leadership behavior
- Effective vs. Ineffective leaders
- Behaviors and Skills
- Three-dimensional theories
- Leadership Continuum
- Ohio and Michigan leadership Studies
- Managerial grid
- Research Paper
- Case Study
- Book Recommendation
- References



No institution can possibly survive if it needs geniuses or supermen to manage it. It must be organized in such a way as to be able to get along under a leadership composed of average human beings.

**Peter Drucker,  
Management expert**



# Introduction

- Differentiating between effective and ineffective leaders requires looking at their behaviors and results.
- Leadership behavior can be observed and measured.
- Personality traits, values, and intelligence can not be directly observed, but they may contribute to effective leadership behaviors.
- Two other factors that influence leadership behavior are the followers and the situations.
  - Follower and situational factors can help determine whether a particular leadership behavior is “good” or “bad”.

# Why Study Leadership Behavior?

- Many people in positions of authority either cannot build and motivate teams or do not realize the negative impact of their behavior.
- Leadership behaviors are a function of intelligence, personality, traits, emotional intelligence values, attitude, interests, knowledge, and experience.
- Over time, leaders learn and discern the most appropriate and effective behaviors.
- Individual differences, followers, and situational variables play a pivotal role in a leaders' actions.

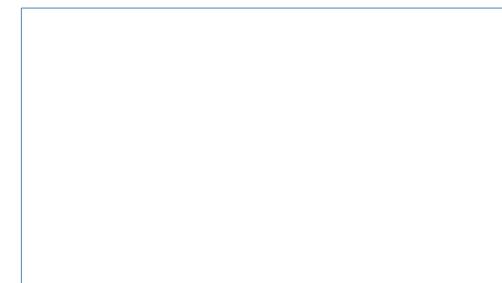
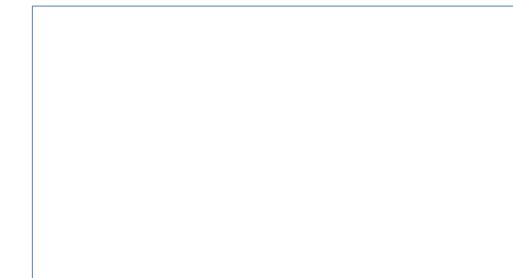


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# Effective vs. Ineffective leaders

Effective Leaders	Ineffective leaders
Strong people skills	Ineffective interaction style
Visionary	Not a team player
Team Builder	Team not fully developed
Personable/Approachable	Over-Demanding
Lead by example	Micromanages
Passion and Drive	Team not held accountable
Good listener	Inattentive/Poor listener
Develops people	Too self-centric
Empower people	Lacks emotional control
Positive attitude	Impatient



<https://therightreflection.com/book-reviews/what-separates-a-great-leader-from-an-ineffective-leader/>

# Behavior vs. Skills

Leadership behaviors differ somewhat from leadership skills.

- A **leadership behavior** concerns a specific action, such as “setting specific performance goals for team members.”
- A **leadership skill** consists of three components, which include a well-defined body of knowledge, a set of related behaviors, and clear criteria of competent performance.

Leadership skills, such as delegating, can be seen much the same way. Good leaders know when and to whom a particular task should be delegated (knowledge); they effectively communicate their expectations concerning a delegated task (behavior); and they check to see whether the task was accomplished in a satisfactory manner (criteria). Thus a leadership skill is knowing when to act, acting in a manner appropriate to the situation, and acting in such a way that it helps the leader accomplish team goals.

# Three-dimensional theory – Kurt Lewin

## Autocratic

Take decisions on their own. Effective when there is no need for involvement of people in decision making and their motivation would lower down if they are not involved.

## Democratic

Involve people in decision making, can be difficult when options differ widely and is difficult to arrive at one conclusion.

## Laissez-faire

Minimum level of involvement of people in decision making.. At times may create chaos.

# Early Leadership Studies

Early Leadership Studies – Likert : Behaviour on a continuum. Four main styles of leadership are:

- **Exploitive authoritative:** Responsibility lies in the hands of the people at the upper echelons of the hierarchy. The superior has no trust and confidence in subordinates.
- **Benevolent authoritative:** In a Benevolent Authoritative system, responsibility also lies at the upper echelons of the organisation. However, instead of inducing performance through the threat of punishment, and therefore fear, employees are instead motivated through a reward system. Superiors have more trust in their employees than do managers in an Exploitative Authoritative system.

Source: <https://www.managementstudyguide.com/likerts-management-system.htm>

# Early Leadership Studies

- **Consultative:** Responsibility is spread widely through the organizational hierarchy. The superior has substantial but not complete confidence in subordinates. Some amount of discussion about job related things takes place between the superior and subordinates. There is a fair amount of teamwork, and communication takes place vertically and horizontally.
- **Participative:** Responsibility for achieving the organizational goals is widespread throughout the organizational hierarchy. There is a high level of confidence that the superior has in his subordinates. There is a high level of teamwork, communication, and participation.

Source: <https://www.managementstudyguide.com/likerts-management-system.htm>

# Leadership Continuum

Tannenbaum and Schmidt (1969) indicated that leadership behaviour could exist on a continuum reflecting different degrees of employee participation. One leader might be autocratic (boss-centred), another democratic (subordinate) centred and a third, a combination of the two styles.

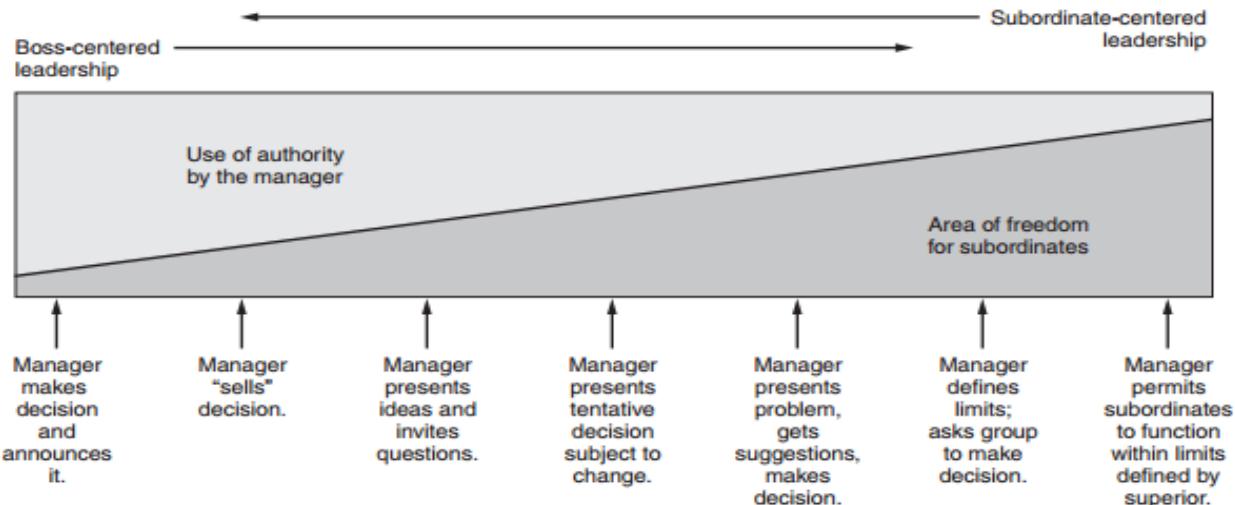
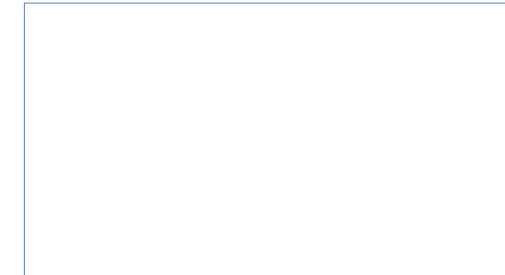


Image Source: <https://culcj15020110.files.wordpress.com/2016/03/sa.png?w=1000>

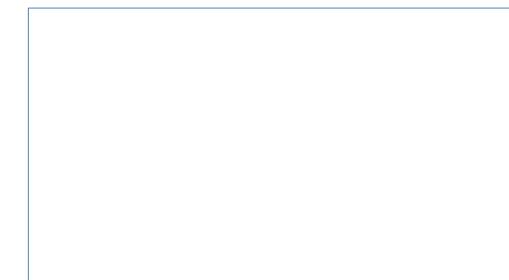
# Leadership Continuum (Cont.)

- The **boss-centred leadership style** refers to the extent to which the leader takes charge to get the work done. The leader directs subordinates by communicating clear roles and goals, while the manager tells them what to do and how to do it as they work towards goal achievement.
- The **employee-centred leadership style** refers to the extent to which the leader focuses on meeting the human needs of employees whilst building relationships. The leader is sensitive to subordinates and communicates to develop trust, support, and respect, while looking out for their welfare.



# Ohio state: Leadership Studies

- Ohio state university developed the **Leader Behavior Description Questionnaire (LBDQ)** and identified two independent dimensions of behaviors.
- **Consideration** is how friendly and supportive a leader is toward subordinates. Leaders high in consideration show concern by speaking up for subordinates' interests and expressing appreciation for work.
- This leadership style is People-Oriented.
- Some of the statements used to measure this factor:
  - Friendliness
  - Mutual trust
  - Respect
  - Supportiveness
  - Openness
  - Concern for the welfare of employees

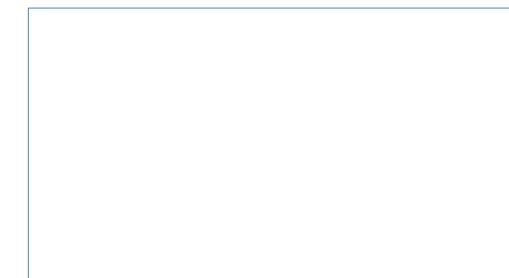


# Ohio state: Leadership Studies

- **Initiating structure** is how much a leader emphasizes meeting work goals and accomplishing tasks. Leaders high in initiating structure engage in task-related behaviors like assigning deadlines and monitoring performance levels.
- This leadership style is Task-Oriented.

Some of the statements used to measure are –

- Letting group members know what is expected of them
- Maintaining definite standards of performance
- Scheduling the work to be done
- Asking that group members must follow the standard rules & regulations
- These dimensions are independent continuums.



# Ohio state: Leadership Studies

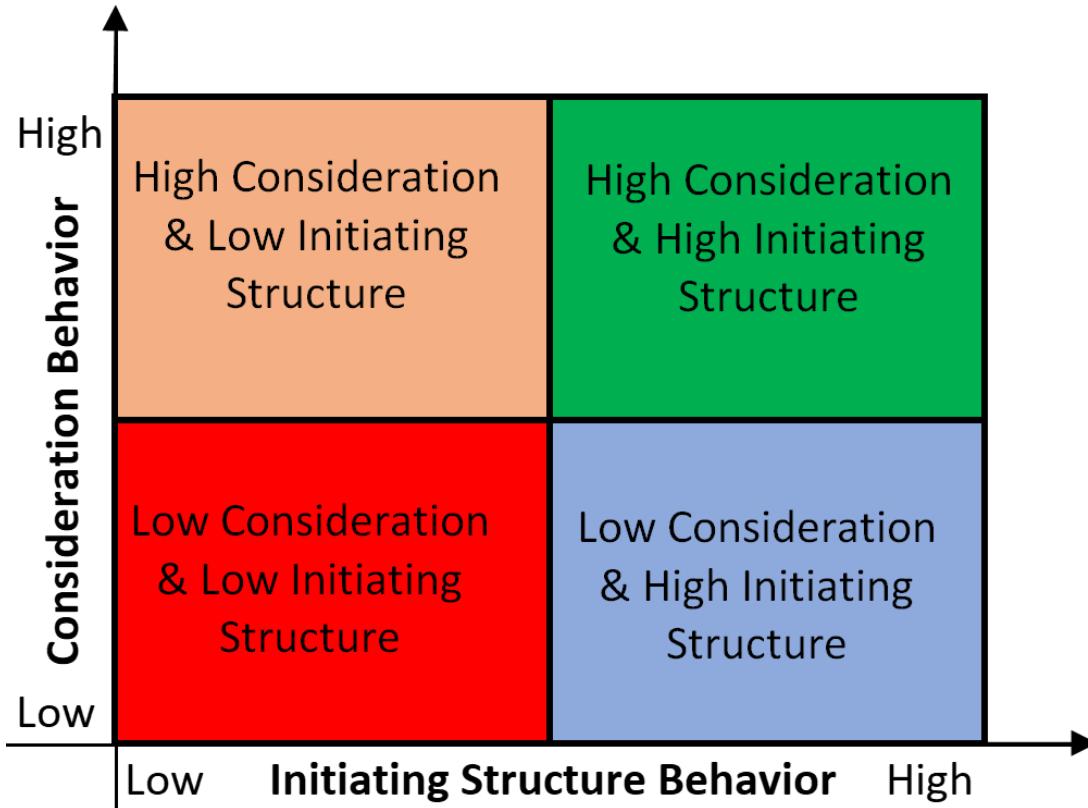
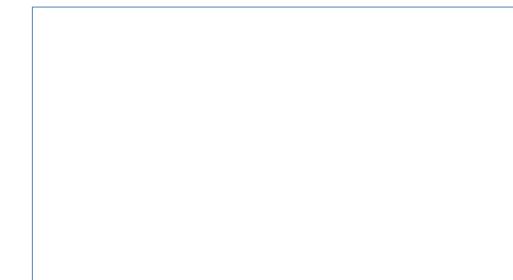


Image Source: <https://www.leadershipahoy.com/wp-content/uploads/2021/04/Ohio-State-Leadership-Studies-1.png>

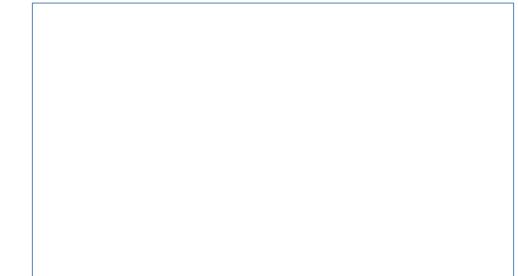
# University of Michigan

- University of Michigan identified four categories of leadership behaviors that are related to effective group performance.
- **Goal emphasis** and **work facilitation** are **job-centered dimensions** similar to the LBDQ initiating structure behaviors.
- **Leader support** and **interaction facilitation** are **employee- centered dimensions** similar to LBDQ consideration dimensions.
- Job centered and employee centered behaviors are at opposite ends of single continuum.
- Findings of both university studies suggest that no universal set of leader behaviors is always associated with leadership success.



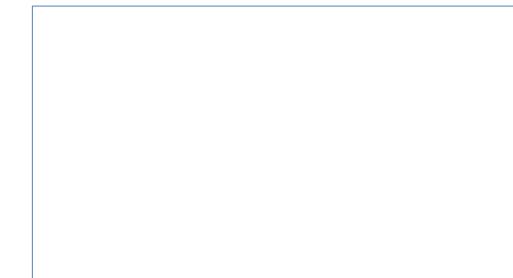
# The Leadership Grid

- Blake and Mouton developed a two-dimensional leadership theory called "The Leadership Grid" that builds on the work of the Ohio State and the Michigan studies.
- The Leadership Grid profiles leader behavior on two dimensions:
  - **Concern for people and**
  - **Concern for production.**
- The word “concern” reflects how a leader’s underlying assumptions about people at work and the importance of the bottom line affect leadership style. In that sense, then, the Leadership Grid deals with more than just behavior.



# The Leadership Grid

- Researchers rated leaders on a scale of one to nine, according to the following two criteria: concern for people and concern for production.
- **Concern for people:** 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
- **Concern for production:** The degree to which a leader emphasizes organizational efficiency and high productivity when deciding how best to accomplish a task. The scores for these criteria were plotted on a grid with an axis for each criteria.
- The most effective leaders are said to have high concern for both people and for production.



# The Leadership Grid

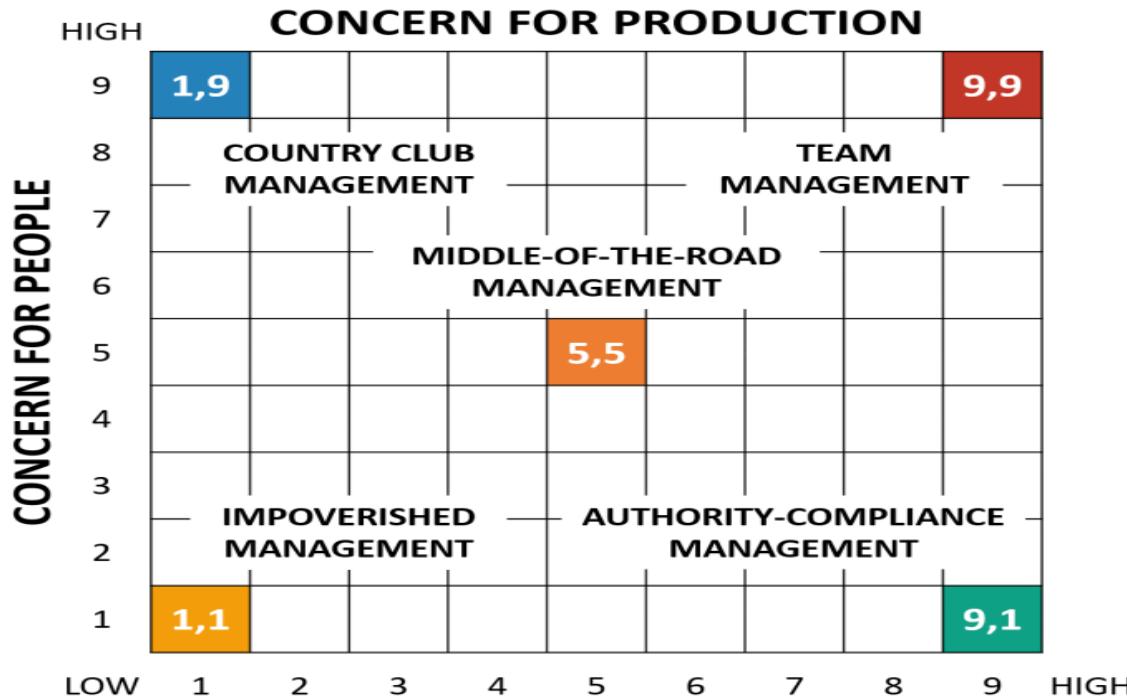


Image Source: <https://www.business-to-you.com/blake-mouton-managerial-grid/>

# The Leadership Grid

## 1. Impoverished Management (Indifferent) (1,1)

In this style, the manager shows less concern for both production and people. It implies the manager's less interest in the position. In this situation minimum effort is needed for getting the work done and sustaining organisation membership. The leader acts as an observer, avoiding controversy and confrontation.

## 2. Country Club (1-9) Management Style

Under this style the leader is highly concerned with' the people. He tries to establish close personal relationship.

Adequate attention to the needs of people leads to a comfortable organisation environment and work culture. The leader has maximum concern for people and minimum concern for production.

# The Leadership Grid

## 3. Middle of the Road (5-5) Management Style

In this case, the leader gives emphasis on both production and relationship with the people. Proper organisation performance is possible through balancing the necessity of getting work done through maintaining morale of the people at a satisfactory level. The leader balances tasks with concern for people through compromise.

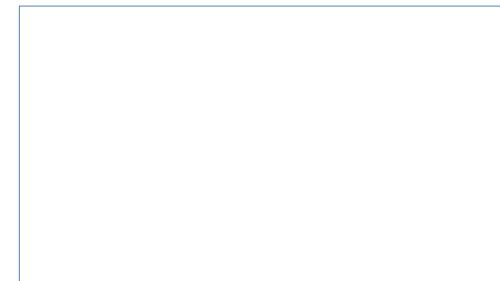
## 4. Authority-compliance (9-1) Management Style:

In this situation, the leader is mainly concerned with production and has little concern for people. He gives emphasis on getting the tasks done to increase production. The task is well-planned and the authority is well-defined. This is the task-oriented or autocratic style of leadership. The leader leads the people with instructions and discipline.

# The Leadership Grid

## 5. Team (9-9) Management Style

In this case, the leader has maximum concern for both production and people. This is the team leadership style in which the leader consults with his team and harmonies organisational goals. Work performed by committed people and inter-dependence through common organisational goals leads to the relationships of trust and respect. This style is considered to be the best leadership style.



# Research Paper



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DOI 10.1108/PR-10-2018-0386

## Leadership influences? It depends on followers! The relationship between the Ohio State leader behaviors, employee self-regulatory focus, and task performance

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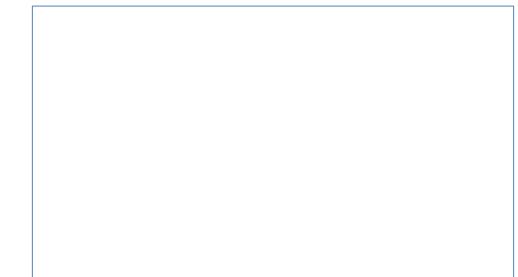
Received 5 October 2018

Revised 10 May 2019

Accepted 9 July 2019

### Purpose

Building on self-expansion theory, this study suggest the effects of leader consideration and initiating structure on employee task performance. Integrating self-expansion theory and regulatory fit theory, the purpose of this paper is to propose and examine the moderating role of employee regulatory focus on the relationship between the Ohio State leadership behaviors and employee task performance, which was mediated by employees' creative behavior as well as citizenship behavior.

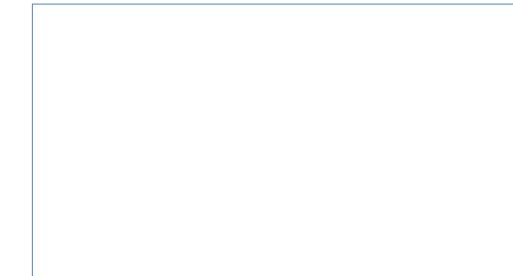


## **Design/methodology/approach**

Pairs of survey packages, which included group-member surveys and a group-leader survey, were handed out to employees in organizations. The authors collected data from 47 groups and 143 group members in 25 private companies in the Republic of south Korea, including from financial, technology, manufacturing, and research and development organizations.

## **Findings**

The results showed that leader consideration exerts significant effects on employee task performance. Also, the authors found the moderating role of employee regulatory promotion focus on the relationship between leader consideration/initiating structure and employee task performance, which were mediated by creative behavior and citizenship behavior.



## **Practical implications**

study has a practical implication for leaders: leaders should pay attention to followers in terms of what they really want and what kinds of behavior can be beneficial for them. Otherwise, both leaders and followers may be prone to the wasteful expenditure of time and resources. Moreover, given that regulatory focus has a dispositional nature to a large extent (Higgins, 1997, 1998), it is more reasonable to expect leaders to change their behavior than to expect followers to change their regulatory focus.

## **Originality/value**

This study contributes to the advancement of the Ohio State leadership approach by integrating self-expansion theory and regulatory fit theory to investigate the distinct mechanisms and boundary conditions of its leadership process.

# Case Study: Ratan Tata

- Ratan Tata recently retired after 20 years as the Chairman and CEO of Tata Group, an Indian-based holding company made up of more than 100 different firms in seven different business sectors. As India's largest privately held business, this portfolio of companies generated over \$100 billion in revenues in 2012 and represents 7 percent of the Indian Stock Market. The companies in the portfolio are quite diverse and include Tata Steel, Tata Motors, Tata Consultancy Services, Tata Global Beverages, Tata Power, Tata Hotels, and Tata Communications, which together employ more than 450,000 people and operate in 80 different countries.

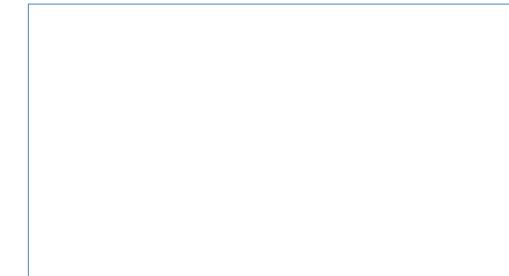


Image Source: <https://www.forbes.com/profile/ratan-tata/?sh=1267eca11027>

# Case Study (Cont.)

- Ratan Tata grew up in Mumbai and went to college at Cornell to get an undergraduate degree in architecture. Tata returned to India after college and started his career at Tata Group, as a fifth-generation family member, shoveling limestone and handling blast furnaces at one of the Tata Steel facilities. He quickly rose through the ranks and in 1991 became Chairman and CEO of the Tata Group. With a love for mechanics and a streak of perfectionism, Ratan Tata engineered several major acquisitions, including Jaguar and Land Rover car companies and Tetley Teas.
- Under his reign Tata Group has been able to develop a reputation for honesty, has stood up to crony capitalism and corporate corruption, and has kept its distance from politics. Ratan Tata was the king of the Indian corporate scene and the company grew considerably under his leadership.

"Ratan Tata's Legacy," *The Economist*, December 1, 2012, p. 12; "From Pupil to Master: A New Bass at Tata," *The Economist*, December 1, 2012, pp. 69–70;

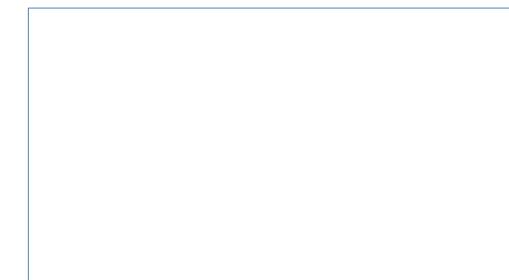


# Case Study (Cont.)

- Like many other portfolios, however, whereas some subsidiaries consistently reported strong business results, others have not been very good.
- When asked by shareholders to take a more Western approach to the portfolio by “killing, curing, or selling” underperforming companies to improve stock prices, Tata Group dismissed these criticisms as comically machismo and short-sighted. According to Ratan, the purpose of Tata Group was to foster nation-building, employment, and acquiring technical skills rather than achieving quarterly financial goals.

## Questions

1. What behaviors did Ratan Tata exhibit that made him an effective or ineffective leader?
2. What emerging entrepreneur/leaders can learn from behaviour of Ratan Tata?



# BOOK RECOMMENDATION

## Leadership Behavior DNA: Discovering Natural Talents and Managing Differences

**Authors:** Lee Ellis, Hugh Massie

**Publisher:** FreedomStar Media (January 7, 2020)

**Language:** English

**Paperback:** 360 Pages

**ISBN:** 0983879397

FOREWORD BY ANDREW G. STRICKER, PHD,  
USAF SR. ADVISOR FOR HUMAN DEVELOPMENT AND LEARNING

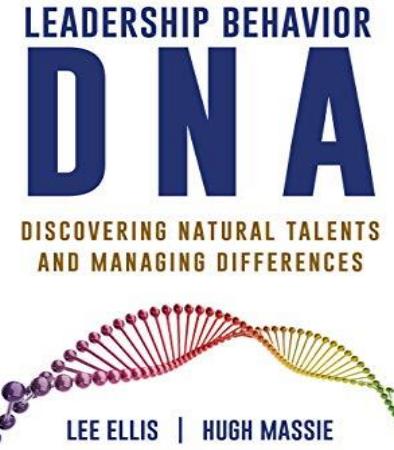


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# BOOK RECOMMENDATION

Based on more than 45 years of hands-on human behavioral research and data working with millions of clients, Lee Ellis and Hugh Massie reveal in Leadership Behavior DNA®: Discovering Natural Talents and Managing Differences their personal stories on how they've successfully helped organizations achieve their goals by applying practical insights on human design.

Readers are empowered to:

- Grow by capitalizing on strengths and managing struggles.
- Improve communication and collaboration with people who are different.
- Develop the full potential of each person by leading them uniquely.
- Unify diverse teams by building trust based on understanding, acceptance and respect.

FOREWORD BY ANDREW G. STRICKER, PHD,  
USAF SR. ADVISOR FOR HUMAN DEVELOPMENT AND LEARNING

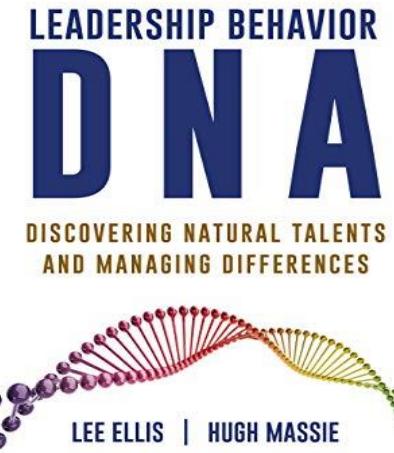


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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 24

### Leadership Pipeline

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Competency Model
- Leadership Pipeline
- Leadership Pipeline Model
- Potential/Performance Matrix
- Five Leadership Pipeline Mistakes
- Rules for Developing Leadership Pipeline
- Research paper
- Case study
- Book recommendation
- References

# **Competency Model: Hogan and Warrenfeltz Domain Model**

Competency Models describe the behaviors and skills needed for organizational success. All organizational competency models fall into one of four major categories.

**Interpersonal Skills** - Interpersonal skills concern building and sustaining relationships. Interpersonal skills can be described in terms of three components: (a) an ability to put oneself in the position of another person, (b) an ability to accurately perceive and anticipate other's expectations, and (c) an ability to incorporate information about the other person's expectations into subsequent behavior.

**Intrapersonal Skills** – Intrapersonal skills develop early in childhood and have important consequences for career development in adulthood. Core components include core-self esteem, resiliency, and self-control. Intrapersonal skills form the foundation on which careers develop.

# Competency Model: Hogan and Warrenfeltz Domain Model

**Technical Skills (Business skills/work skills)** - Technical skills differ from Intrapersonal and Interpersonal skills in that they are (a) the last to develop, (b) the easiest to teach, (c) the most cognitive, and (d) the least dependent upon dealing with other people. Technical skills involve comparing, compiling, innovating, computing, analysing, coordinating, synthesizing, and so on.

**Leadership Skills** - Leadership skills can be understood in terms of five components that depend upon intrapersonal, interpersonal, and technical skills. First, leadership skills entail an ability to recruit talented people to join the team.

Second, one must be able to retain talent once it has been recruited. Third, one must be able to motivate a team. Fourth, effective leaders are able to develop and promote a vision for the team. Finally, leadership skill involves being persistent and hard to discourage.

Source: [https://info.hoganassessments.com/hubfs/EL\\_Hogan\\_Comp\\_Model.pdf](https://info.hoganassessments.com/hubfs/EL_Hogan_Comp_Model.pdf)

# Brief about Leadership Pipeline

- A systematic, visible system of identifying employees for succession, combined with the processes for their development.
- This is having a pool of prepared leaders and not just a list of prospective candidates across all organizational levels to fill vacancies in key positions when needed.



Image Source: <https://i.ytimg.com/vi/lRe5MN7cimc/hqdefault.jpg>

# BUILDING LEADERS AT EVERY LEVEL: A LEADERSHIP PIPELINE

- The Leadership Pipeline model shows where leaders should spend time, what behaviors they need to exhibit, and what challenges are likely at different organizational levels.
- It outlines leader development through organizational levels from the first-line supervisor to functional manager to CEO.
- The pipeline offers a roadmap for individuals who want to chart their career progression.
- It provides a useful framework for considering how leadership competencies change as people are promoted through organizations.

# BUILDING LEADERS AT EVERY LEVEL: A LEADERSHIP PIPELINE Model

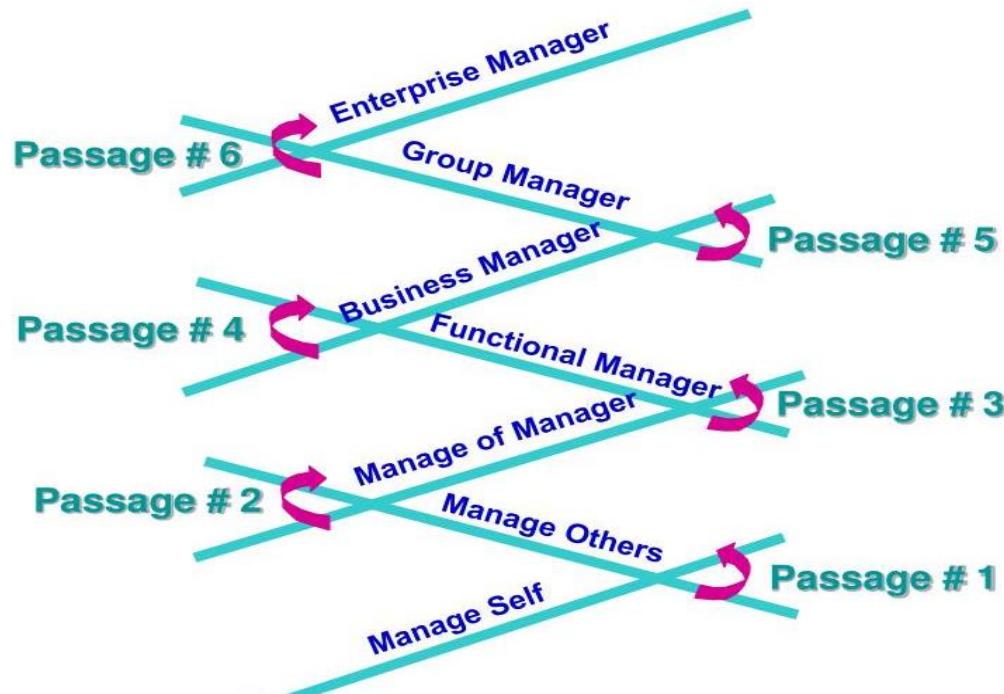
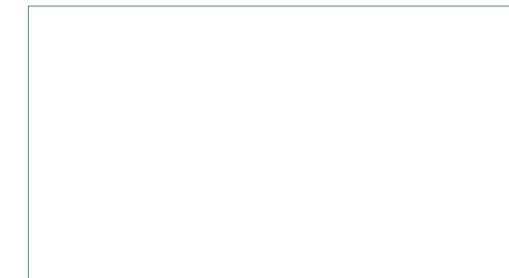


Image Source: <https://www.slideserve.com/cathleen-brown/the-leadership-pipeline-at-bnl>

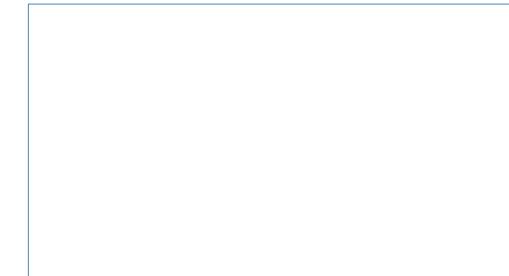
# PASSAGE 1: Managing Self to Managing Others.

- First-time managers need to learn how to reallocate their time so that they not only complete their assigned work but also help others perform effectively. They must shift from doing work to getting work done through others. This is especially difficult for first-time managers.
- Part of the problem is that they still prefer to spend time on their old work, even as they take charge of a group. Yet the pressure to spend less time on individual work and more time on managing will increase at each passage.
- If people don't start making changes in how they allocate their time from the beginning, they're bound to become liabilities as they move up. It's a major reason why pipelines clog and leaders fail.



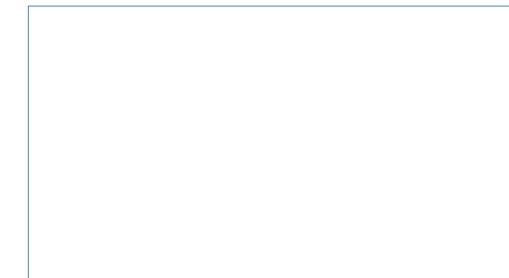
## PASSAGE 2: Managing Others to Managing Managers.

- **Managers at Passage Two** need to be able to identify value-based resistance to managerial work, a common reaction among first-line managers.
- They need to recognize that the software designer who would rather design software than manage others cannot be allowed to move up to a leadership role. No matter how brilliant he or she might be at designing software, the individual will block the leadership pipeline if he or she does not derive satisfaction from managing and leading people.
- In fact, one of the tough responsibilities for managers of managers is to return people to individual contributor roles if they don't shift their behaviour and values.



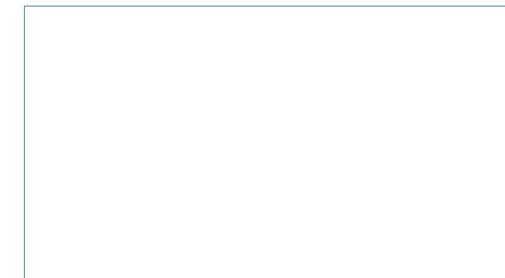
## PASSAGE 3: Managing Managers to Managing Functions.

- Succeeding in the **third leadership passage** also requires increased managerial maturity. In one sense, maturity means thinking and acting like a functional leader rather than a functional member.
- But it also means that managers need to adopt a broad, long-term perspective. Long-term strategy, especially applied to their own function, is usually what gives most managers trouble at this stage.
- At this level, effective leadership entails creating a functional strategy that enables them to do something better than the competition. Whether it's coming up with a method to design more innovative products or reach new customer groups, these managers must push the functional envelope



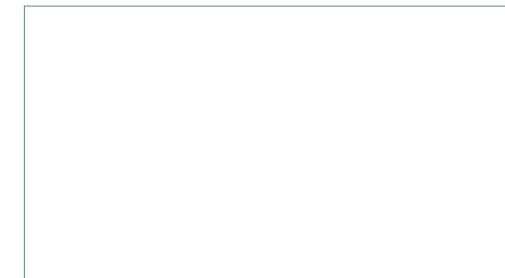
## PASSAGE 4: Functional Manager to Business Manager

- **This passage represents a sharp turn:** A major shift in skills, time application and work values must take place. This is not simply a matter of thinking more strategically. Rather than consider the feasibility of an activity, a business manager must examine it from a short- and long-term profit perspective.
- For people who have only been in one function their entire careers, the position of business manager represents unexplored territory.
- Not only do they have to learn to manage different functions, but they also need to become skilled at working with a wider variety of people than ever before; they need to become more sensitive to functional diversity issues and able to communicate clearly and effectively.



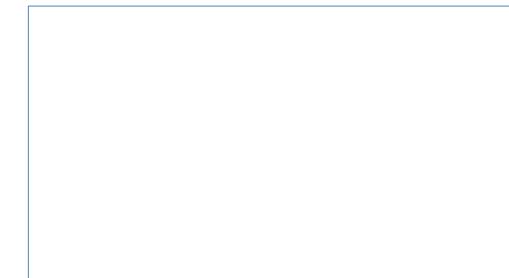
## PASSAGE 5: Business Manager to Group Manager

- A business manager values the success of his own business; a group manager values the success of other people's businesses. The distinction is critical because some people derive satisfaction only when they're the ones receiving the lion's share of the credit. As you might imagine, a group manager who doesn't value the success of others will fail to inspire and support the business managers who report to him.
- Group managers must master four skills:
  1. Evaluate strategy in order to allocate and deploy capital.
  2. Develop business managers.
  3. Develop and implement a portfolio strategy.
  4. Assess whether they have the right core capabilities to win.



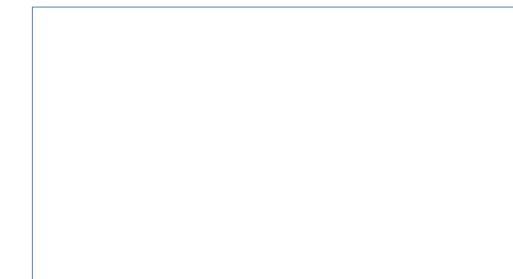
## PASSAGE 6: Group Manager to Enterprise Manager

- **The transition during the sixth passage** is much more focused on values than skills. To an even greater extent than at the previous level, people must reinvent themselves as enterprise managers. They must set direction and develop operating mechanisms to know and drive quarter-by-quarter performance that is in tune with longer-term strategy.
- Enterprise leaders need to come to terms with the fact that their performance as a CEO will be based on three or four high-impact decisions each year. There's a subtle but fundamental shift in responsibility from strategic to visionary thinking, and from an operating to a global perspective.



# A well-defined leadership pipeline delivers important benefits

1. By establishing appropriate requirements for the six leadership levels, companies can greatly facilitate succession planning, and leadership development and selection processes in their organizations.
2. Individual managers can clearly see the gap between their current performance and the desired performance. They can also see gaps in their training and experience, and where they may have skipped a passage (or parts of a passage) and how that's hurting their performance.
3. Leadership passages provide companies with a way to improve selection. Rather than basing their selection decisions on past performance alone, personal connections or preferences, managers can be held to a higher, more effective standard.



## Cont.

4. A defined pipeline provides organizations with a diagnostic tool that helps them identify mismatches between individuals' capabilities and their leadership level. Therefore, remedying the situation or, if necessary, removing the mismatched person, which is more likely.
5. It helps organizations move people through leadership passages at the right speed. People who ticket-punch their way through jobs don't absorb the necessary work values and skills. The pipeline provides a system for identifying when someone is ready to move to the next leadership level.
6. It reduces the time needed to prepare an individual for the top leadership position in a large corporation. Because the pipeline clearly defines what is needed to move from one level to the next, there's little or no wasted time on jobs that merely duplicate skills.

# Leadership Pipeline: Potential/Performance Matrix

POTENTIAL

**Turn Potential**  
able to do the work at the next level in three to five yrs or sooner

**Growth Potential-**  
able to do the work of bigger jobs at the same level in the near term

**Mastery Potential**  
able to do the same kind of work, only better

	Exceptional Performance	Full Performance	Not Yet Full Performance
Exceptional / Turn TALENT	<b>1 Exceptional/Turn EXCEPTIONAL TALENT</b> Exceptional performer ready to turn i.e. to move to the next passage or higher leadership layer  Move now	<b>3 Full/Turn TALENT</b> Full Performer with turn potential. Do not ask them to make a leadership turn until they have significantly improved performance Stretch Performance	<b>6 Not Yet Full /Turn POTENTIAL TALENT</b> Recently (within last six months) moved/promoted to a new job. They require some time and experience Stretch performance wait and see
High Performer with Potential	<b>2 Exceptional / Growth HIGH PERFORMER WITH POTENTIAL</b> Exceptional performer capable of continued growth along current path  Develop for next layer	<b>5 Full/Growth PERFORMER WITH POTENTIAL</b> These persons should be considered for bigger jobs along current path if they can deliver better results Stretch performance	<b>8 Not Yet Full /Growth POTENTIAL PERFORMER</b> Performs parts of the job well, other parts poorly Get the whole job done
High Performer	<b>4 Exceptional /Mastery HIGH PERFORMER</b> These exceptional performers are likely to remain at current levels, but their contributions should be recognized  Reward and recognize	<b>7 Full/Mastery PERFORMER</b> Full performer – not likely to grow beyond the scope of current position Stretch performance	<b>9 Not Yet Full/ Mastery UNDERPERFORMER</b> These individuals are frequently working at the wrong leadership level Performance manage and coach tightly for improved performance

SUSTAINED PERFORMANCE

Image Source: <https://slideplayer.com/slide/6191622/18/images/30/II.+Your+Tailored+Leadership+Pipeline.jpg>

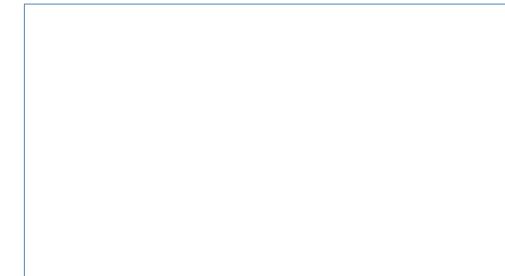
# Five Leadership Pipeline Mistake

## 1: Not Building From The Bottom Up

When we built our pipeline we had the spots labelled and though through but when we started filling out the pipeline we put people in place too fast. We knew we needed more leaders but we promoted people too fast.

## 2: Too Many Skills & Expectations

When we first started listing the different skills and expectations needed to be successful at each level we made the mistake of having too many, way too many!



# Five Leadership Pipeline Mistake (Cont.)

## 3: Not Resourcing Coaches Enough

The 2nd leadership transition in the pipeline is the most difficult. In this transition a leader goes from leading others to leading leaders. There is a shift in values, from doing ministry to getting ministry done through others. The leader also has to shift where they see their greatest impact in the ministry. Before their impact was found in their individual task but now their greatest impact is found in the relationships of those they lead.

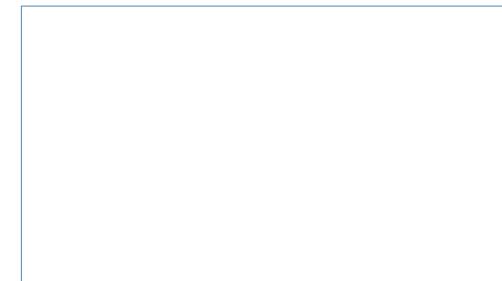
## 4: Ignoring On-Going Training

We built the pipeline with an unintentional focus on training new leaders (On-Boarding) but we did almost no training once they were on the team (On-Going).

# Five Leadership Pipeline Mistake (Cont.)

## 5: Not Building Future Development Into The Pipeline

At first we were focused on quality control, building in ways to ensure that each ministry would be run well in our absence. After a few years we had built a system that had a high bar of execution but we weren't reproducing leaders. We were doing things well but our leaders were burning out! So we had to tweak our pipeline.



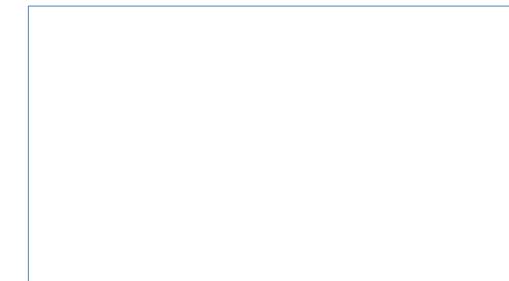
Source: <https://www.ministrylibrary.com/5-leadership-pipeline-mistakes-hope-youre-not-making/>

# Rules for Developing Leadership Pipeline: HBR Study

**Five rules** for setting up a succession management system that will build a steady, reliable pipeline of leadership talent.

## Rule One: Focus on Development

The fundamental rule—the one on which the other four rest—is that succession management must be a flexible system oriented toward developmental activities, not a rigid list of high-potential employees and the slots they might fill. By marrying succession planning and leadership development, you get the best of both: attention to the skills required for senior management positions along with an educational system that can help managers develop those skills.



# Rules for Developing Leadership Pipeline (Cont.)

## Rule Two: Identify Linchpin Positions

Succession management systems should focus intensively on lynchpin positions—jobs that are essential to the long-term health of the organization. They're typically difficult to fill, they are rarely individual-contributor positions, and they usually reside in established areas of the business and those critical for the future.

## Rule Three: Make It Transparent

A transparent succession management system is not just about being honest. Employees are often the best source of information about themselves and their skills and experiences. And if they know what they need to do to reach a particular rung on the ladder, they can take steps to do just that.

Source: <https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world>

## **Rule Four : Measure Progress Regularly**

When you meld leadership development and succession planning—and thus move away from the “replacement” mind-set of the past—measuring success becomes a long-term matter. No longer is it sufficient to know who could replace the CEO; instead, you must know whether the right people are moving at the right pace into the right jobs at the right time.

## **Rule Five: Keep It Flexible**

Old-fashioned succession planning is fairly rigid—people don’t move on and off the list fluidly. By contrast, the best-practice organizations we studied follow the Japanese notion of kaizen, or continuous improvement in both processes and content. They refine and adjust their systems on the basis of feedback from line executives and participants, monitor developments in technology, and learn from other leading organizations.

Source: <https://hbr.org/2003/12/developing-your-leadership-pipeline>

# RESEARCH PAPER



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Vol. 30 No. 4, 2011  
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© Emerald Group Publishing Limited  
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DOI 10.1108/0262171111126837

## Purpose

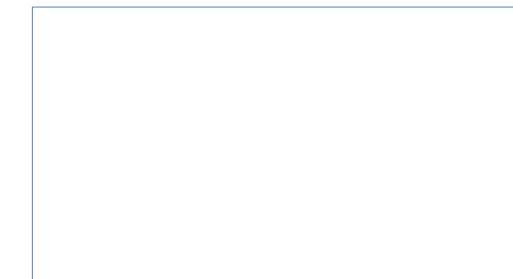
The leadership pipeline approach for leadership development will help organizations improve their succession systems. Leadership competencies have become widely used by organizations, and competency has become a common language when talking about leadership skills.

This paper aims to test the pipeline model of leadership development by investigating how the competency profile change across position levels.

# Leadership competencies across organizational levels: a test of the pipeline model

Guangrong Dai, King Yii Tang and Kenneth P. De Meuse  
*Korn/Ferry Leadership & Talent Consulting, Minneapolis, Minnesota, USA*

Received 12 February 2010  
Revised 9 May 2010  
Accepted 28 July 2010

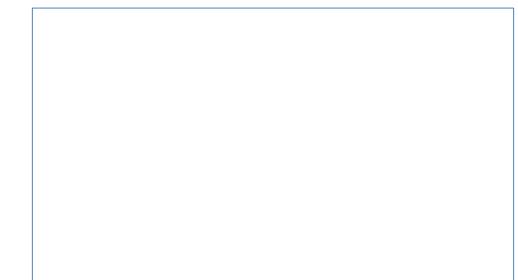


## **Design/methodology/approach**

The skill and importance ratings in leadership competencies were compared between four position levels. The data were from an archive 360 degree feedback ( $n=770$ ). Six SMEs were also employed to rate the importance of the competencies.

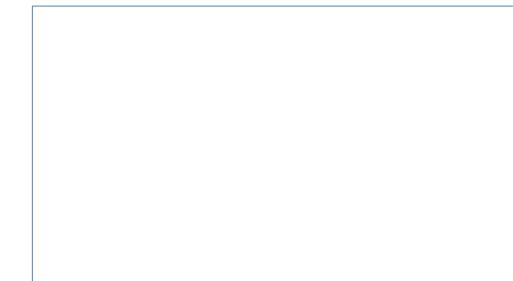
## **Findings**

The study found that the difference between two positions in terms of the relative importance of the competencies increases as the organizational hierarchical distance between the two positions increases. Comparing the skill ratings yielded similar results. Further, the correlation between the skill and importance ratings for the same position level was higher than correlations of the two types of ratings for different position levels.



## Practical implications

- One of the essential tasks in a succession system is to clearly define critical leadership skills at different levels of management. By defining the leadership pipeline, companies will be able to get their best people the right developmental experiences to help them transition from one position level to another.
- Knowing how people develop certainly will help organizations in designing their succession system and leadership development pipeline. By identifying the crucial leadership competencies for different position levels and matching these competencies with the right developmental experiences, organizations can reduce the time needed to prepare an individual for various management positions, because there is little or no wasted effort on jobs that merely duplicates skills.



# Case Study: Indra Nooyi

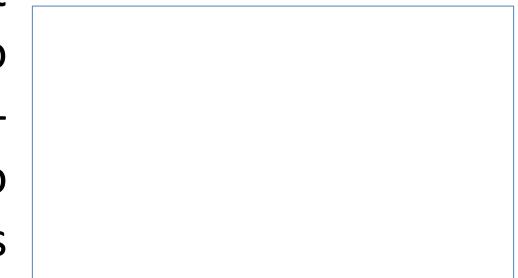
- PepsiCo is commonly acknowledged as having one of the best leadership talent management systems in the world. Pepsi's talent management systems make extensive use of competency models, 360-degree feedback tools, personality and intelligence assessments, in-basket simulations, and unit performance indexes. One of the people who has benefited from this in-depth assessment and development is Indra Nooyi.
- Nooyi is currently the chief executive officer of PepsiCo and is ranked by Forbes as the twelfth most powerful woman in the world and the second most powerful businesswoman in the world.



Image Source: <https://www.beveragedaily.com/Article/2018/10/03/Indra-Nooyi-Five-lessons-I-ve-learned-as-PepsiCo-CEO>

# Case Study (Cont.)

- Nooyi grew up in India and received an undergraduate degree from Madras Christian College and a postgraduate diploma in management from the Indian Institute in Management. She also has a degree from the Yale School of Management. While in college Nooyi fronted an all-female rock band, and she is refreshingly funny and candid when speaking in public.
- Before emigrating to the United States in 1978, Nooyi was a product manager for Johnson and Johnson and the textile firm Mettur Beardsell in India. Her first job after graduating from Yale was to work as a consultant with The Boston Consulting Group.
- She then took senior leadership positions at Motorola and Asea Brown Boveri before moving to PepsiCo in 1994. While at Pepsi Nooyi played a vital role in the spin-off of Tricon, which is now known as Yum! Brands Inc. (Taco Bell and Kentucky Fried Chicken are some of the franchises in Yum! Brands Inc.)



# Case Study (Cont.)

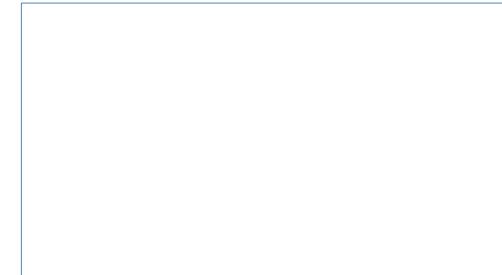
- Nooyi was promoted to chief financial officer in 2001 and to the CEO position in 2006. As the head of PepsiCo, Nooyi heads up a company of 300,000 employees that generate \$66 billion in annual revenues through the worldwide sales of products such as Pepsi, Mountain Dew, Tropicana, Gatorade, Aquafina, Dole, Lipton, Doritos, Ruffles, Lays, Quaker Oats, Life cereal, and Rice-A-Roni.
- Under Nooyi, Pepsi has developed new products and marketing programs through the liberal use of cross-cultural advisory teams and now manages 22 brands that each generate over \$1 billion in annual revenues.
- Given Pepsi's global reach and emphasis on brand management, Nooyi's background seems well-suited for a recent leadership challenge. In 2006 a group of individuals in India claimed that both Coke and Pepsi products were tainted with pesticides. Later investigations disproved these allegations.

# Case Study (Cont.)

- But the surrounding publicity damaged Pepsi's brand in a large, developing market. Nooyi worked hard to restore the Indian public's confidence in the safety of PepsiCo's products and has more recently spent time developing healthier beverages and snacks.

## Questions

1. How do you think Indra Nooyi's career matches up to the Leadership Pipeline?
2. What lessons do you think she learned as she travelled through the Leadership Pipeline that help her be a more effective CEO for PepsiCo?



# BOOK RECOMMENDATION:

## The Leadership Pipeline: How to Build the Leadership Powered Company

- **Authors:** Ram Charan, Stephen Drotter, & James Noel
- **Publisher:** Jossey-Bass; 2nd edition (January 11, 2011)
- **Language:** English
- **Paperback:** 352 Pages
- **ISBN:** 0470894563

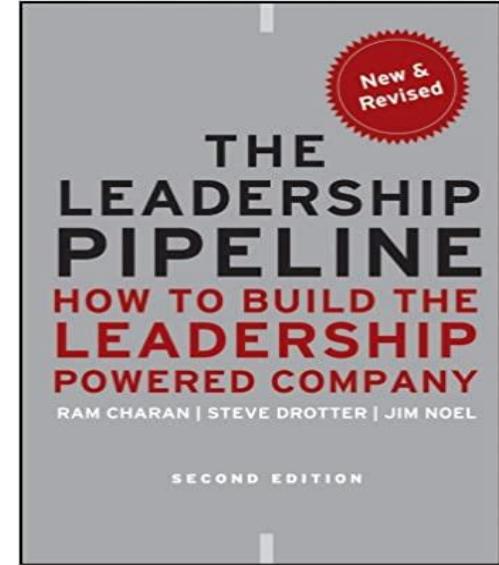


Image Source: [https://images-na.ssl-images-amazon.com/images/I/41jxs0APCDL.\\_SX339\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/41jxs0APCDL._SX339_BO1,204,203,200_.jpg)

# BOOK RECOMMENDATION:

In business, leadership at every level is a requisite for company survival. Yet the leadership pipeline –the internal strategy to grow leaders – in many companies is dry or non-existent. Drawing on their experiences at many Fortune 500 companies, the authors show how organizations can develop leadership at every level by identifying future leaders, assessing their corporate confidence, planning their development, and measuring their results.

New to this edition is 65 pages of new material to update the model, share new stories and add new advice based on the ten more years of experience. The authors have also added a "Frequently Asked Questions" section to the end of each chapter.

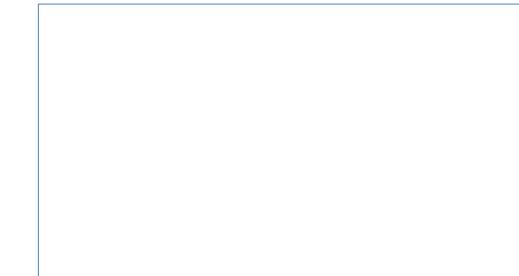
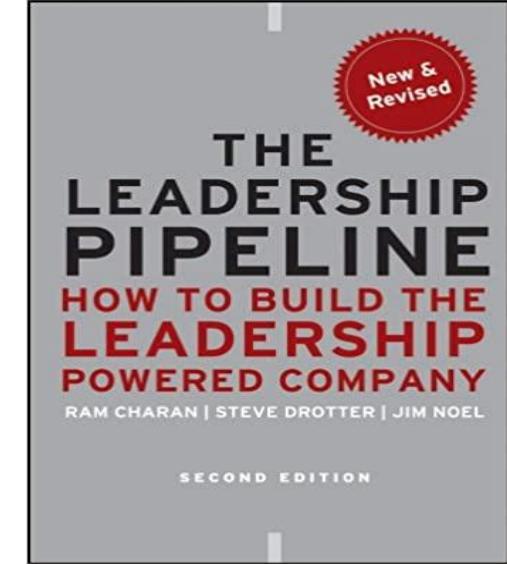


Image Source: [https://images-na.ssl-images-amazon.com/images/I/41jxs0APCDL.\\_SX339\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/41jxs0APCDL._SX339_BO1,204,203,200_.jpg)

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<https://doi.org/10.1108/02621711111126837>
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- <https://www.ministrylibrary.com/5-leadership-pipeline-mistakes-hope-youre-not-making/>
- <https://iveybusinessjournal.com/publication/building-leaders-at-every-level-a-leadership-pipeline/>
- <https://www.igi-global.com/dictionary/leadership-pipeline/16737>

# Thank You



IIT ROORKEE



NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 25

Assessing Leadership Behavior: Multi-rater feedback instruments

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Leadership Assessment
- How to evaluate effectiveness as a leader
- Leadership Behavior Model
- 360-Degree Feedback
- 720-Degree Feedback
- Research Paper
- Case Study
- Book Recommendation
- References

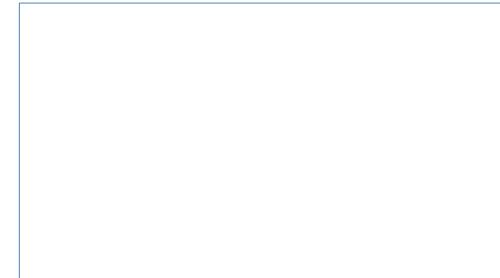
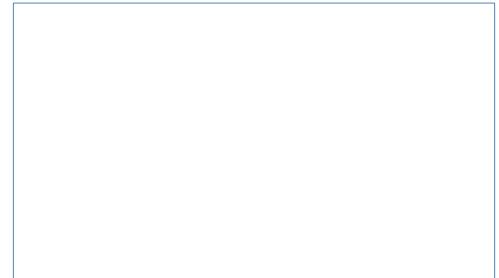


Image: <https://bernardmarr.com/img/Measuring%20Employee%20Performance%20with%20360%20Degree%20Feedback.png>

**When you know yourself, it is beginning  
of all wisdom.**

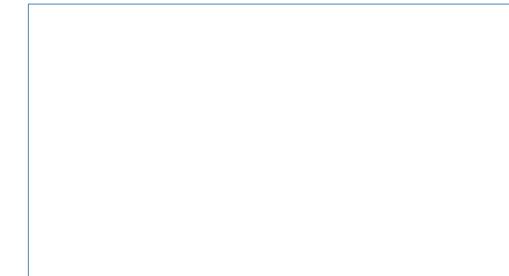
-Aristotle



# What is Leadership Assessment?

- Leadership Assessment is a process for identifying and describing an individual's unique characteristics as they pertain to leading, managing, and directing others and how such characteristics fit into a given position's requirements.
- The Leadership Assessment process describes a candidate's way of leading others with reference to a specific position, present or future.
- This information helps the employer in selection, placement, and development decisions.

Source: <https://aai-assessment.com/services/leadership-assessment>



# Uses of Leadership Assessments

- Leadership Assessments can be useful for a number of applications:
- **Selection, Placement, and Promotion Decisions** – Objectively assess the candidate's leadership capabilities compared to the position's requirements.
- **Development** – Enhance development by increasing ability to fully utilize employee capacities.
- **Succession Planning** – Identify leaders early and create a continuous flow of effective leaders within the organization.
- **Organization Effectiveness** – Assessment provides an objective means of researching and identifying the precise capabilities that drive organizational success.

Source: <https://aaai-assessment.com/services/leadership-assessment>

# How to Evaluate Your Effectiveness as a Leader

- Assessing your leadership skills is about understanding your strengths and weaknesses.
- Below are some tips, methods, and strategies to incorporate when evaluating your strengths and weaknesses.

## Identifying Your Strengths

- Identifying your strengths will be a crucial part of your evaluation, as it will allow you to understand where you truly excel and how you can best put those strengths to use.
- For those who find self-reflection difficult, another way to evaluate your strengths is to gather input from other coworkers, higher management, and customers through surveys or face-to-face meetings.

# Cont.

## Identifying Your Weaknesses

To become a more effective leader, you also need to acknowledge where your current leadership skills might fall short.

Some common weaknesses for aspiring leaders may include:

- **Communication**

Are you properly defining your goals? Furthermore, are you effectively communicating those goals to your coworkers, management, and clients?

- **Empathy**

Can you understand the problems or challenges clients, or customers may have?

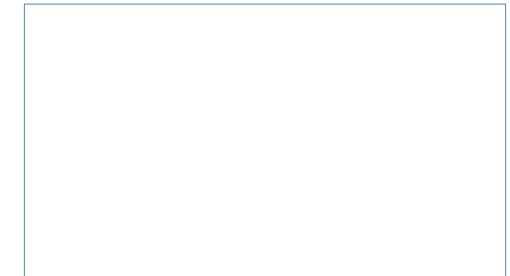
- **Adaptability**

Are you adapting your skills to match the demands of the modern business world?

# Cont.

## Developing Your Leadership Skills

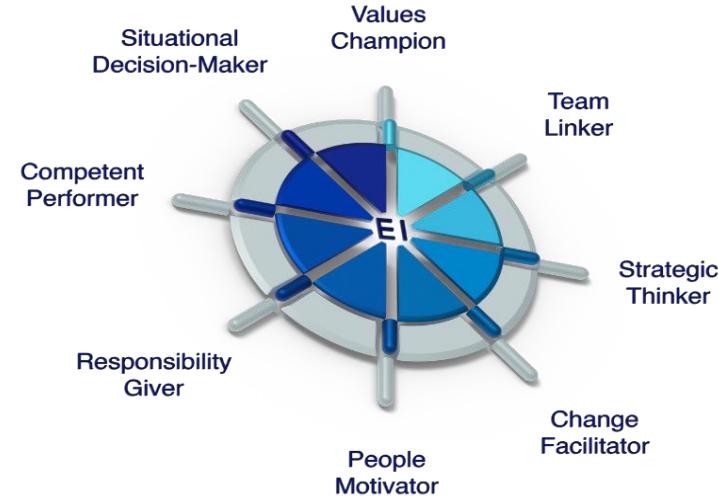
- Once you have identified your strengths and weaknesses, you can feel confident in creating a leadership development plan for yourself.
- Some potential solutions available to help you start building and exercising these skills include
- Utilizing free resources** like books, podcasts, and events geared toward aspiring leaders.
- Networking** with others who share your aspirations and building relationships that could help you down the line.
- Attend a workshop or seminar**
- Ask for additional responsibilities at work**



Source: <https://www.northeastern.edu/bachelors-completion/news/how-to-assess-your-leadership-skills/>

# The Leadership Behaviours Model

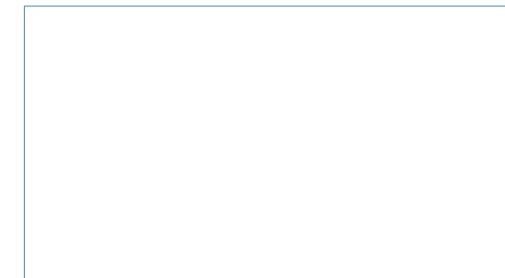
- The Leadership Behaviors Model symbolizes a leader with people responsibility, competence and integrity who provides direction and guidance in an emotionally intelligent way.
- It groups these various aspects of leadership into eight core factors which can be used as a framework to review an individual's leadership performance.



Source: <https://www.tmsdi.com/site/userfiles/LBP-1200x1200.png>

# Factors of Leadership Behaviours Model

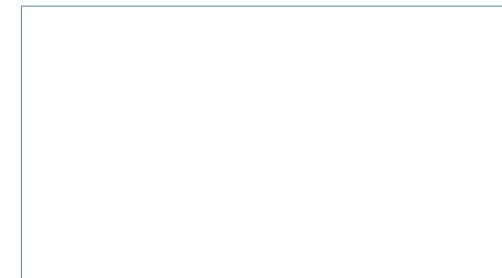
- **Values Champion** – lives and promotes the values
- **Team Linker** – links work, people and processes
- **People Motivator** – gives positive encouragement of team and individual performance.
- **Situational Decision-Maker** – makes effective decisions contingent on the situation and the people.



Source: <https://www.tmsdi.com/leadership-behaviours-profile>

# Factors of Leadership Behaviours Model

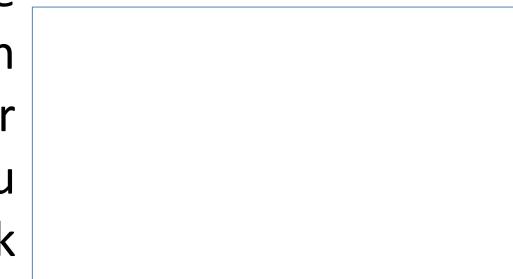
- **Strategic Thinker** – develops and progresses a future vision
- **Change Facilitator** – paces self and team through change
- **Responsibility Giver** – empowers within clear roles
- **Competent Performer** – matches personal strengths and effort with what needs doing



Source: <https://www.tmsdi.com/leadership-behaviours-profile>

# Assessing Leadership Behaviors: (360-Degree Feedback)

- 360 degree feedback is a tool that provides staff with assessments of their work-based behaviours coming from the perspectives of people who work with them. It is named 360 degree because the responses are collected from people all-around the employees- their supervisors, their colleagues or their clients. All of them can play an integral part in providing the leaders and employees with more insights of how they are perceived and how they can improve their performance.
- 360-degree feedback is a well-known concept and a powerful model for leaders' assessment and performance improvement. It differs from performance appraisal which solely comes from the views of their supervisors/managers. It answers the question "how you do things" instead of "what you do". Such feedback results in a better-informed discussion.



# Sources for 360-Degree Feedback

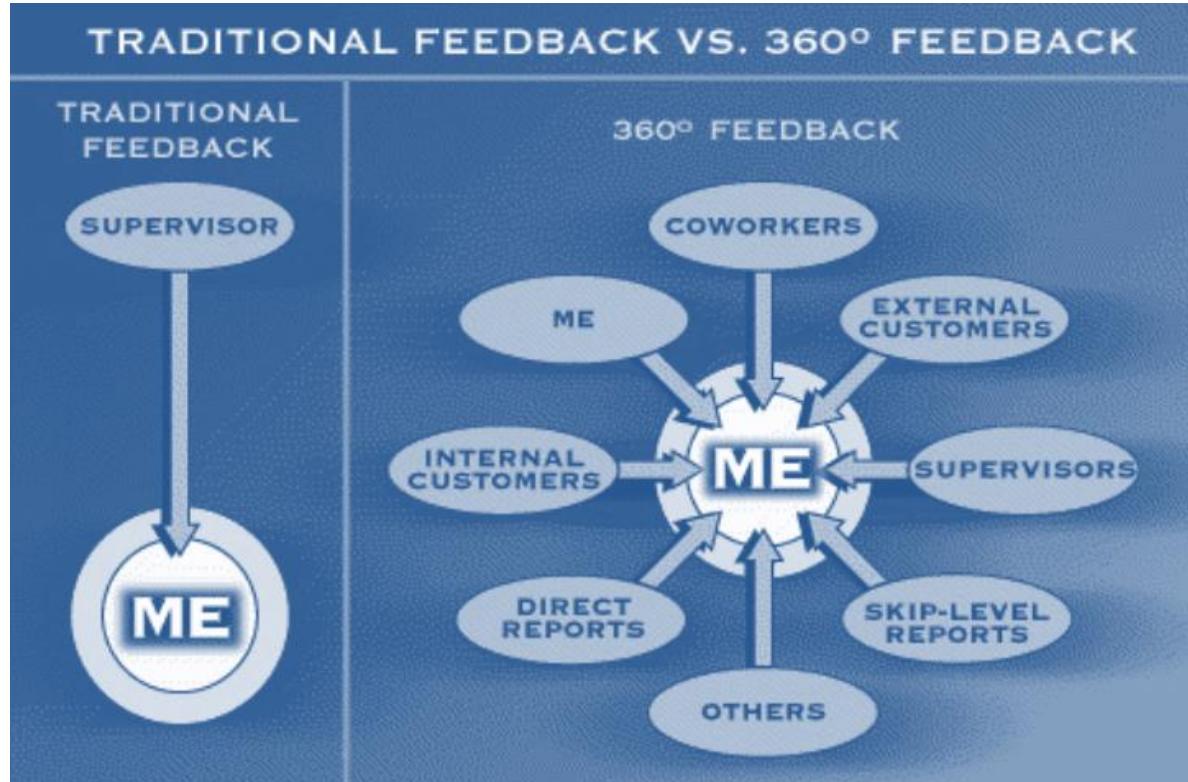
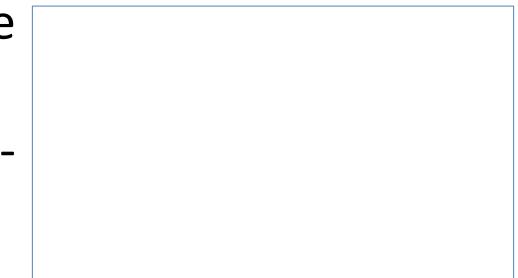


Image Source: <https://image.slidesharecdn.com/360degreefeedback-091121151133-phpapp02/95/360-degree-feedback-8-728.jpg?cb=1258816330>

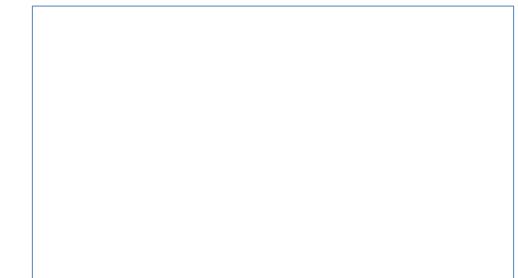
# Assessing Leadership Behaviors: Multirater Feedback Instruments (360-Degree Feedback)

- 360-Degree, or Multirater feedback tools allow managers to gather accurate information from peers and direct reports about their on-the-job behaviors and leadership effectiveness.
- Questionnaire construction is very important.
- Leaders who received 360-degree feedback had higher performing work units.
- 360-degree systems should tell leaders about their strengths and development needs rather than make comparisons between people.
- 360-degree feedback provides insights into self-perceptions and others' perceptions of leadership skills.



# Assessing Leadership Behaviors: Multirater Feedback Instruments (360-Degree Feedback)

- The key to high observer ratings is to develop a broad set of leadership skills that help groups accomplish goals.
- Research shows that it is possible to change others' perceptions of a leaders' skills over time.
- Leaders must set development goals and commit to a development plan to improve skills.
- Societal or organizational culture, race, and gender play key roles in the accuracy and utility of the 360-Degree feedback process.
- 360-degree feedback should be built around a competency model.



# Example of 360-Degree Feedback

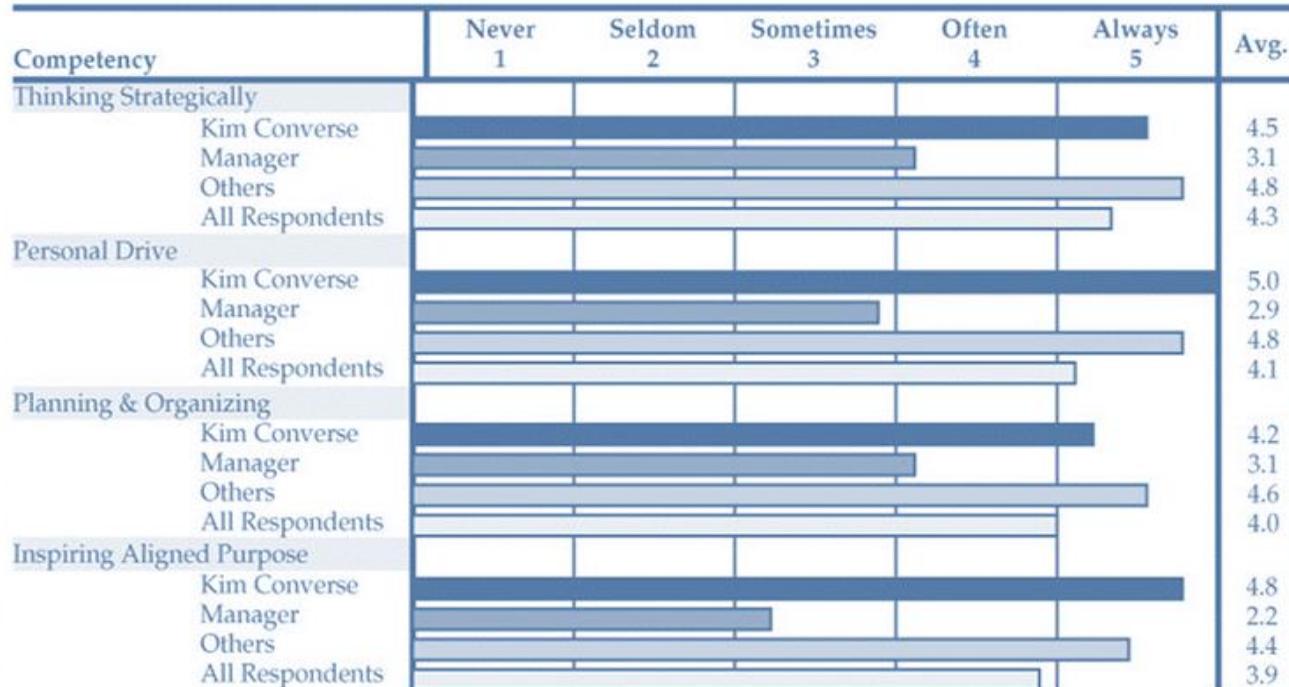


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# Example of 360-Degree Feedback (Cont.)

Average Ratings for Each Item and Respondent Type

Items	Self	Manager	Others	All Respondents
1. Communicates a compelling vision of the future.	5.0	1.0	4.5	3.8
2. Provides a clear sense of purpose and direction for the team.	5.0	3.0	4.3	4.0
3. Sets challenging goals and expectations.	5.0	4.0	4.5	4.4
4. Fosters enthusiasm and buy-in for the direction of the team/organization.	5.0	1.0	4.8	4.0
5. Supports initiatives of upper management through words and actions.	4.0	2.0	4.0	3.2

## Inspiring Aligned Purpose

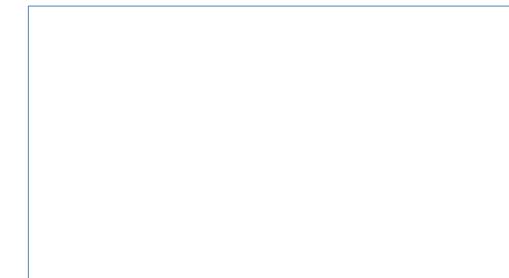
Successfully engages people in the mission, vision, values, and direction of the organization; fosters a high level of motivation.

Image Source: : : <https://slideplayer.com/slide/7669717/25/images/19/Example+of+360-Degree+Feedback.jpg>

# Getting 360 Degree Reviews Right: HBR Study

How do top organization implement 360 Degree feedback that makes the difference?

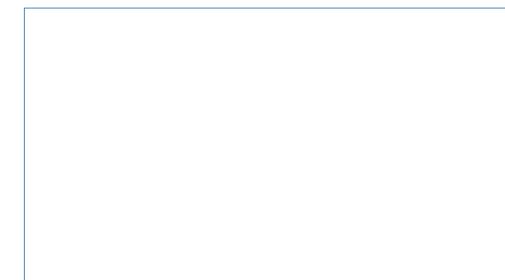
- They begin by measuring the right skills, relying on empirical research to determine which leadership competencies really make a difference to the performance of their firm, rather than on some senior executive's beliefs about what makes a good manager.
- They take the time to properly explain, both to participants and to the people giving feedback about those participants, why they're going through the exercise and how the data will be used for the participant's development.
- They take the time to properly explain, both to participants and to the people giving feedback about those participants, why they're going through the exercise and how the data will be used for the participant's development.



# Getting 360 Degree Reviews Right: HBR Study

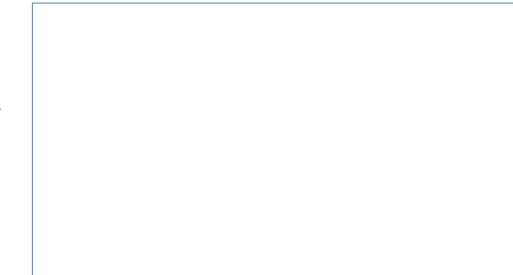
How do top organizations implement 360 Degree feedback that makes the difference?

- They tailor the results to each individual and to his or her position. Everyone doesn't need to be good at the same things.
- They present each person's results in a way that enables them to digest them constructively and use the data to create a personal plan of development. They make the feedback report itself simple to read, presenting data in a graphical format that is easy to absorb.
- They include a mini-employee survey that shows managers the impact of their behavior on their subordinates.



# 720 Degree Feedback

- Considered an “all-round” appraisal, the 720 degree performance appraisal gives an employee more than feedback from one person.
- This appraisal gives the employee a lot of feedback generally from anywhere from 5 to 8 people, to provide the employee with an all round assessment of his or her on the job performance.
- 720 Degree Performance Appraisal 720 degree as the name suggests is 360 degree twice It provide for two round of feedback (a pre and post ) or a feedback approach which is done again after nine to twelve months.



Source: <https://www.slideshare.net/mayankbaheti1/720-degree-performance-appraisal>



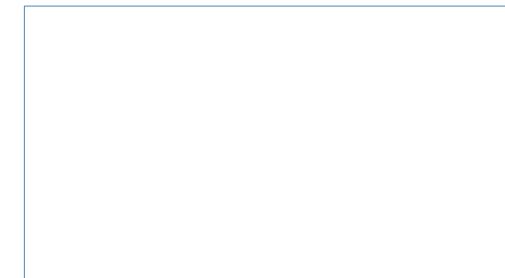
# 720 Degree Feedback (Cont.)

**Seven stages make up the 720-degree performance appraisal process.**

**1. Pre appraisal feedback:** Before a manager or supervisor sits down with their employee, feedback is collected from all the notable and worthy touchpoints. Managers and HR work to define who these valuable points of feedback are and also work to set targets and goals to go over in the official appraisal.

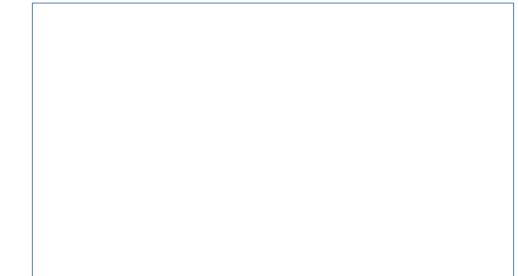
**2. Self-appraisal:** How an employee sees themselves matters. Using a self-report questionnaire, employees fill out a performance review on themselves, ranking and rating their strengths, weaknesses, performance, and more.

**3. Co-worker/colleague appraisal:** Feedback from peers can be very useful in helping employees understand their team impact and contribution to the team dynamic.



# 720 Degree Feedback (Cont.)

- 4. Customer appraisal:** What do customers think of your employee? Customer satisfaction is key to the success of any organization, and having an understanding of your employee's ability to relate well with and serve their customer base is indicative of their overall success in meeting your company goals.
- 5. Direct report and subordinate appraisal:** Getting feedback from the people that your employee manages or oversees is useful in analysing the organizational, communication, motivational, leadership, and delegation skills.
- 6. Manager or supervisor appraisal:** This is one of the most common parts of any performance appraisal system – the performance, responsibilities, and attitude of an employee being assessed by those who oversee their projects and ultimately their job success.



## 720 Degree Feedback (Cont.)

**7. Post appraisal feedback:** Researchers of the 720-degree appraisal method note that this is its key differentiator between this method and others. This step includes additional guidance to help employees meet their goals and stay in regular communication with their managers.

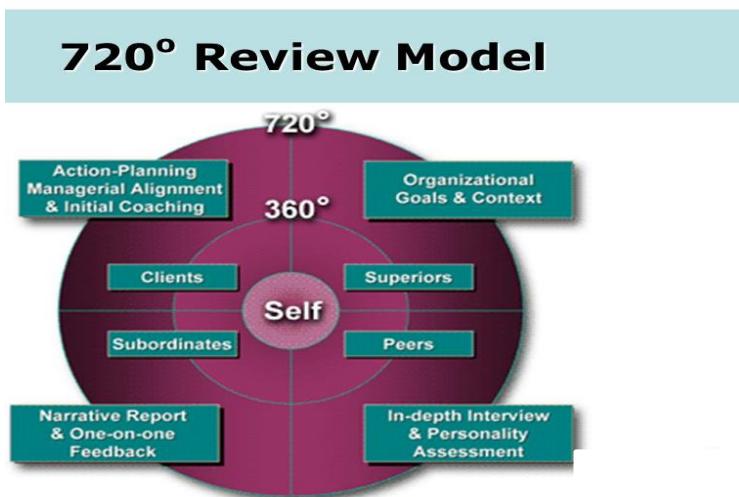


Image Source: <https://slideplayer.com/slide/5946810/>

# Research Paper



Journal of Management Development  
Vol. 28 No. 7, 2009  
pp. 581-592  
© Emerald Group Publishing Limited  
0262-1711  
DOI 10.1108/02621710910972698

# A “360” degree view for individual leadership development

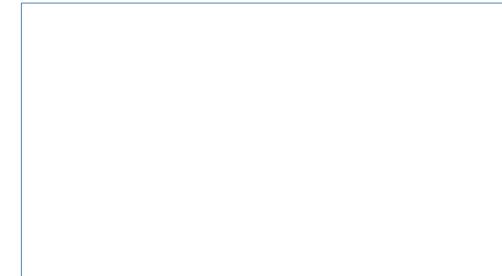
Received 17 December 2007  
Revised 7 December 2008  
Accepted 10 March 2009

Glenys Drew

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Brisbane, Australia*

## Purpose

The intention of the study was to investigate how 360-degree feedback might best play a role in leadership preparation and practice improvement. Specifically, the goal was to discover more about how leaders respond to 360-degree feedback exercises and how, from the insights of the sample group, 360-degree processes might be strengthened for maximum impact.

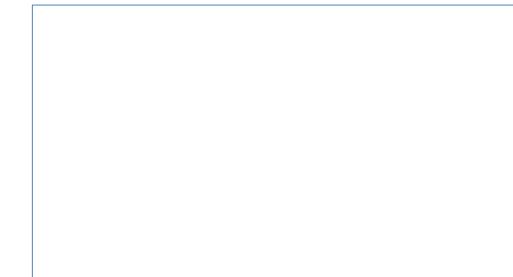


## **Design/methodology/approach**

The paper includes a sample of eight new and emergent leaders at one university in Australia who complete a 360-degree feedback survey. Through semi-structured interviews, they are asked to report on their learning as a result of undertaking the 360-degree exercise. A constant comparison method of data analysis is used to analyse the participants' responses.

## **Findings**

The findings support an incremental theory approach in that participants see the feedback exercise as an opportunity to improve their capabilities and pursue learning goals over time by acting on development items suggested by the feedback. It is posited that support received by participants in undertaking the feedback activity as part of a program of development contributes to the positive response.



## Practical implications

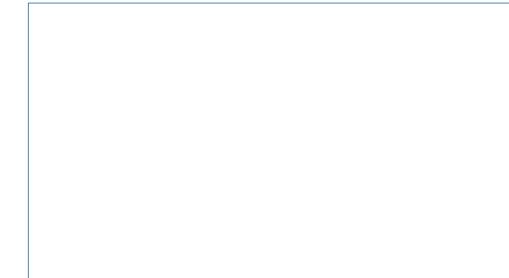
An implication from the findings is that senior staff as participants enter into a feedback process more willingly if they know that the process “counts” (is valued by) the organisation. The study suggests that, whether the feedback largely affirms current practice for the ratee, or identifies areas for improvement, it is most important that the ratee feels comfortable to gain the feedback and to act upon it.

Findings implies a duty of care for organisations using a multi-source feedback tool to ensure the instrument’s relevance, contextual clarity, strategic positioning for the process, and a quality of facilitation capable of fostering self-efficacy and growth in participants.

# Case Study: Starwood Hotels

Starwood Hotels & Resorts Worldwide, Inc. owns, manages and franchises some of the most well-known brands in the hotel industry. With over 1,000 properties and approximately 145,000 employees, Starwood is one of the world's largest hotel companies and one of the well-respected in the industry. Starwood wanted to provide a valuable developmental offering for all leaders across the global organization. The first step in the 360 feedback implementation process was to make sure the 360 survey items not only included core leadership skills but also those constructs such as critical thinking, emotional intelligence and global perspective.

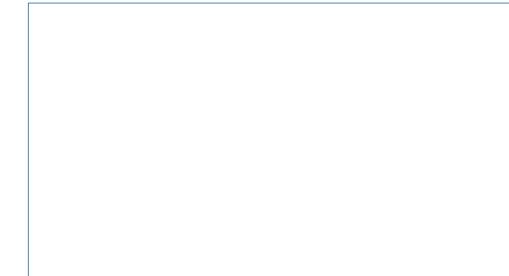
Image Source: <https://hospitality-on.com/en/investissements/starwood-hotels-receives-takeover-bid-13-billion>



## Case Study:

The Human Resources team at Starwood wanted the 360 degree feedback data to provide their leaders and the overall organization with a solid foundation for making leadership development decisions. The 360 degree feedback data allowed the team to address a variety of individual and organizational aspects.

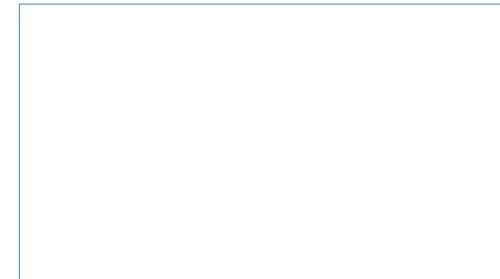
The HR leadership team, along with other executives at Starwood, now has actionable talent data from which to create many different leadership development initiatives such as specific development programs targeted at common opportunity areas.



# **Case Study:**

Questions:

- Q1) How the 360 degree evaluation have helped Starwood hotels? Discuss
- Q2) If the company want know to move forward with 720 degree evaluation for leadership development. How would you suggest the company to do so?



# BOOK RECOMMENDATION

## The Power of 360 Degree Feedback

**Authors:** T V RAO, RAJU RAO

**Publisher:** SAGE Publications IndiaPvt Ltd

**Language:** English

**Paperback:** 292 Pages

**ISBN:** 9788132119692

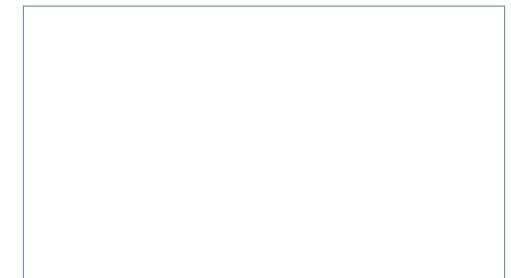
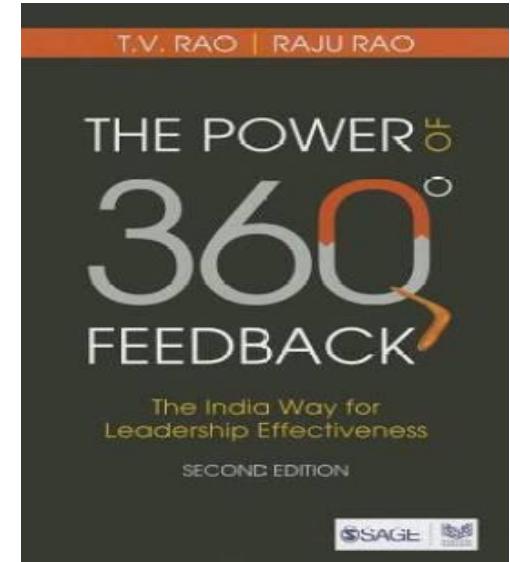


Image Source: <https://rukminim1.flixcart.com/image/416/416/book/6/9/2/the-power-of-360-degree-feedback-original-imaeb7wtd7h2ghyj.jpeg?q=70>

# BOOK RECOMMENDATION

360 Degree Feedback, or multi-rater feedback, is an established HR methodology used in organizations across the world. This book presents in-depth details about the process of developing managers into leaders and outlines methodologies for designing and using a 360 Degree Programme for managers at all levels.

This second edition draws extensively from the authors' own experiences in the last decade since the first edition was published. The book also includes research done using over 8,000 top-level managers whose leadership roles and qualities were profiled using the authors' Roles, Styles, Delegation and Qualities (RSDQ) model.

Lessons from their stories and practices of some of the HR award-winning organizations are presented in this edition. The book also presents a section on the various tools of 360 Degree Feedback for a variety of groups. It is hoped that this edition will give an update of the 360 Degree Feedback the Indian way.

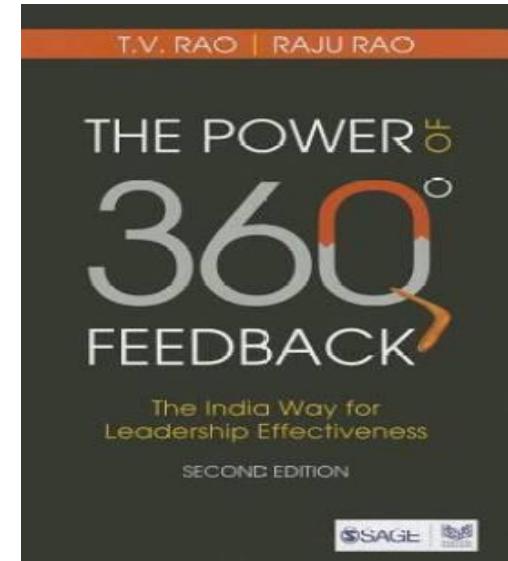
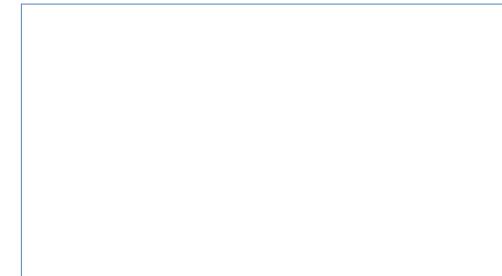


Image Source: <https://rukminim1.flixcart.com/image/416/416/book/6/9/2/the-power-of-360-degree-feedback-original-imaeb7wtd7h2ghyj.jpeg?q=70>

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  - <https://hbr.org/2012/09/getting-360-degree-reviews-right>
  - <https://silo.tips/download/case-analysis-of-360-degree-feedback>



# Thank You



IIT ROORKEE



NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 26

### The Dark Side of Leadership - Destructive Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Destructive Leadership
- Destructive Leadership in different domains
- Toxic Triangle
  - Destructive Leaders
  - Suspectable Followers
  - Conducive Environment
- Preparing against Destructive Leadership
  - Toxic to Transformative Triangle
- Research paper
- Case study
- Book recommendation
- References

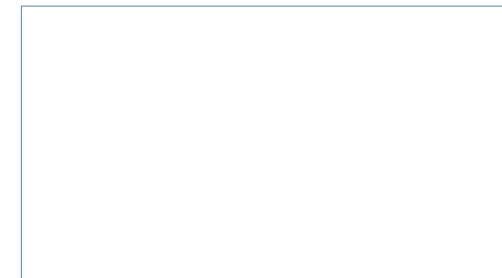


Image Source: <https://flightsafety.org/asw-article/the-ceo-as-a-top-level-hazard/>

# Destructive Leadership

**Destructive leadership** is associated with individuals who are effective at building teams and getting results through others, but who obtain results that are morally or ethically challenged or undermine organizational or community success.

An example here might be Adolf Hitler. Hitler was clearly able to rally an entire country around a common cause and conquered a number of countries, yet the end result was a continent in ruins and the death of over 20,000,000 people.

“ Only 8 % of Fortune 1000 executive directors rate their leadership capacity as excellent, while 47% rated their leadership capacity as fair to poor”

-The Conference Board

# **Destructive Leadership - Definitions**

“A complex process of influence between flawed, toxic, or ineffective leaders, susceptible followers, and conducive environments, which unfolds over time and, on balance, culminates in destructive group or organizational outcomes that compromise the quality of life for internal and external constituents and detract from their group-focused goals or purposes.”

**(Thoroughgood, C., Sawyer, K., Padilla, A. and Lunsford, L., 2018)**

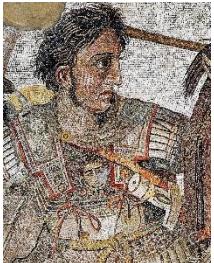
“A process in which over a longer period of time the activities, experiences and/or relationships of an individual or the members of a group are repeatedly influenced by their supervisor in a way that is perceived as hostile and/or obstructive.”

**(Schyns and Schilling, 2013)**

# Destructive Leadership in different Domains

## • Government and Political

Some of leaders are among the most infamous in history and include:



**Alexander the Great**

Source:

[https://en.wikipedia.org/wiki/Alexander\\_the\\_Great](https://en.wikipedia.org/wiki/Alexander_the_Great)



**Genghis Khan**

Source:

[https://en.wikipedia.org/wiki/Genghis\\_Khan](https://en.wikipedia.org/wiki/Genghis_Khan)



**Saddam Hussein**

Source:

<https://www.biography.com/dictator/saddam-hussein>



**Napoleon Bonaparte**

Source:

<https://www.britannica.com/biography/Napoleon-I>



**Adolf Hitler**

Source:

<https://www.onthisday.com/people/adolf-hitler>



**Joseph Stalin**

Source:

[https://the-soviet.fandom.com/wiki/Joseph\\_Stalin](https://the-soviet.fandom.com/wiki/Joseph_Stalin)

No one could argue about whether these individuals had a major impact on their countries and societies, but their collective influence killed hundreds of millions of innocent people.

# Destructive Leadership in different domains

- **Military Settings**

The massacres at My Lai, Serbia, Bosnia, Croatia, Rwanda, Darfur, and Syria show that destructive leadership also occurs in military settings. In the spirit of seeking revenge or ethnic cleansing, military commanders will rally the troops to kill everyone in particular villages and towns— even those who are not military combatants.



Jallianwala Bagh Massacre

In Indian Context, **General Dyer**, who ordered the Jallianwala Bagh Massacre of April 13 1919, was a destructive leader in the British Army during British Raj before Independence

Image Source: <https://www.bookedforlife.in/beyond-books/jallianwala-bagh-massacre-a-100-years-on/>

# Destructive Leadership in different domains

- **Religion**

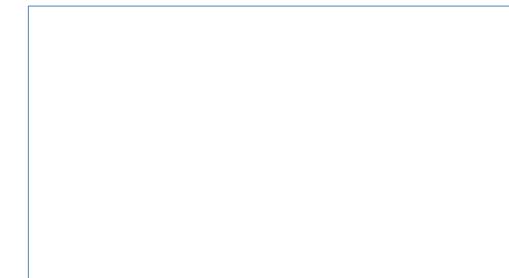
Religious leaders can also exhibit destructive leadership. Jim Jones and David Koresh are two examples of highly charismatic religious leaders who developed cultlike followings and lead their adherents to commit suicide.

- **Finance**

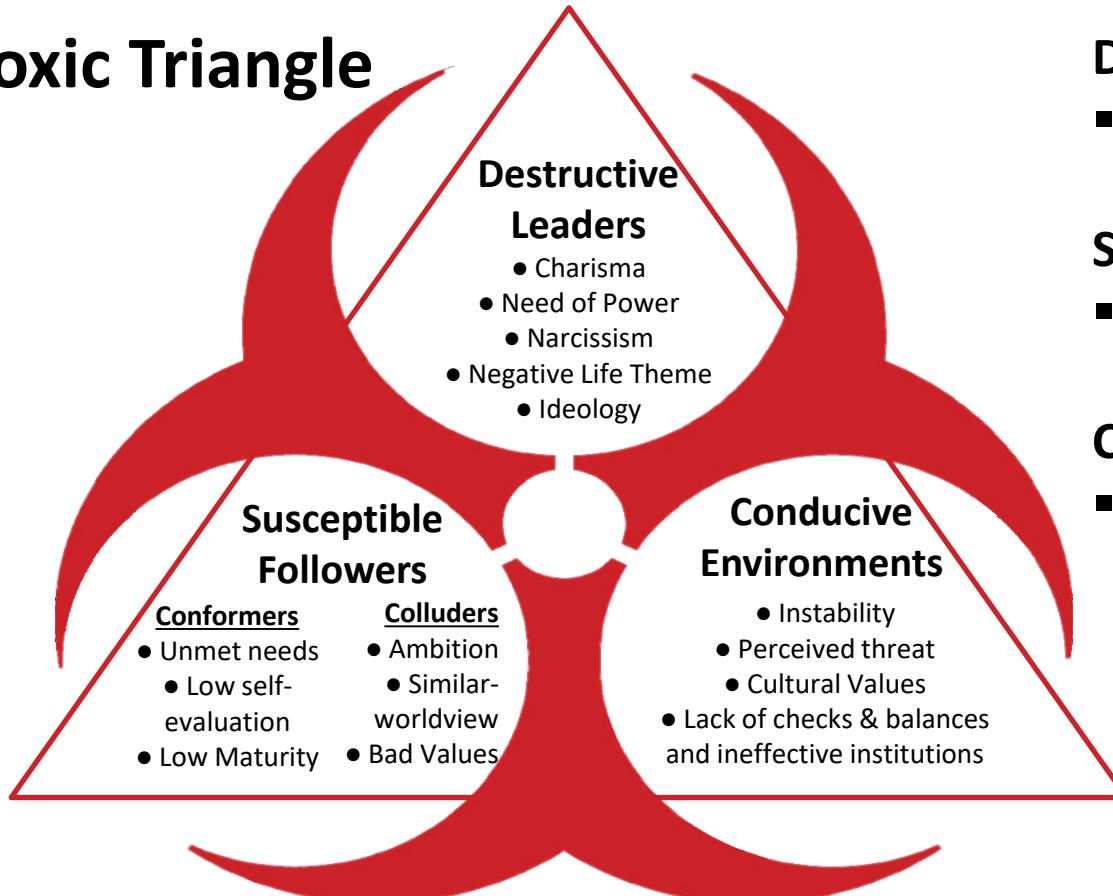
The recession of 2008 to 2010 can be partially attributed to a number of destructive leaders in the financial services industry. Many greedy bank and insurance executives did a good job of building teams and generating profits, but the profits were gained by cooking the books, selling financial products that were doomed to fail. The problem was so widespread that it almost caused the collapse of the entire global economy.

# Destructive Leadership in different domains

- **Organisations**
- Destructive leadership can occur at a variety of levels in organizations.
- Sometimes first-line supervisors, midlevel managers, and executives who disagree with company policies and strategies will motivate their followers to pursue courses of action that are not aligned with organizational interests.
- These actions and their subsequent results often lead to poor customer service, duplicative efforts, high levels of team conflict, and ultimately suboptimal financial performance.
- Although these leaders and followers may believe they are doing the right thing, their actions harm their organizations.



# Toxic Triangle



## Destructive Leaders

- Individuals in power acting in their own self-interests

## Susceptible Followers

- Others that permit the destructive leader to operate

## Conducive Environment

- Contexts that promote Toxic Leadership

Image Source: <http://www.hart.ro/en/resources/news/toxic-leadership-jarrett-shalhoop-senior-consultant-global-alliances-hogan-assessment-usa/>

# Destructive Leaders

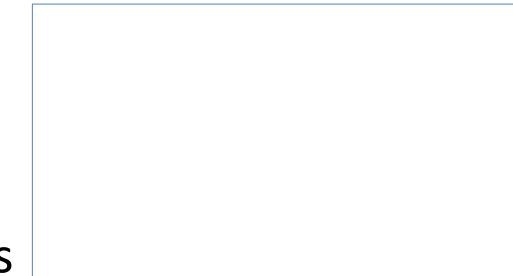
There are five Characteristics that are frequently present with Destructive Leadership.

## 1. Charisma

- Are outgoing and charismatic
- Have engaging personalities
- Are socially skilled
- Advocate popular ideologies

## 2. Need for Power

- Are Ambitious
- Desire positions of power and influence
- Demonstrate focus, energy and stamina toward goals



# Destructive Leaders (Cont.)

## 3. Narcissism

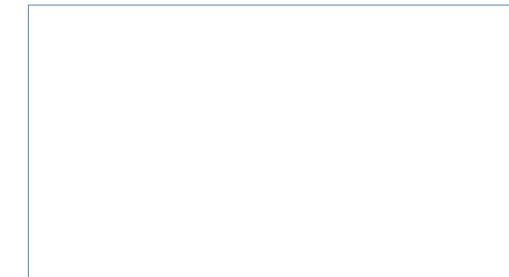
- Have inflated views of self importance
- Possess tremendous self-esteem and self efficacy
- Ignore inputs from others

## 4. Negative life themes

- Experienced significant challenges/ traumatic events in formative periods
- Weave a narrative of overcoming hardship or long odds

## 5. Ideology of Hate

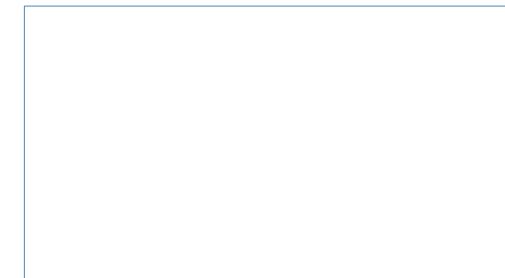
- Have inflated views of self importance
- Possess tremendous self-esteem and self efficacy
- Ignore inputs from others



# Susceptible Followers

Followers pursue personal well-being by being seen as industrious, enthusiastic, and loyal to leadership.

- **Conformers** passively permit Destructive leadership
  - Unmet needs
  - Poor self – evaluations
  - Immaturity
- **Colluders** actively assist Destructive leadership
  - Personal ambitions
  - Congruent values/beliefs
  - Unsocialized values



# Conducive Environments

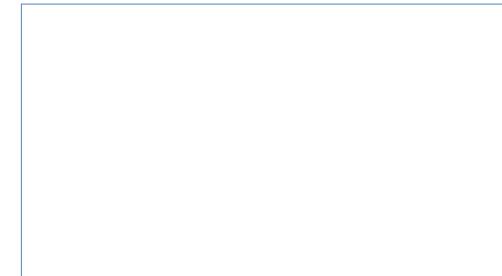
Contextual factors can facilitate or hinder the rise of Destructive Leaders to positions of influence.

## 1. Instability

- Periods of Change or uncertainty
- Need for quick, decisive action

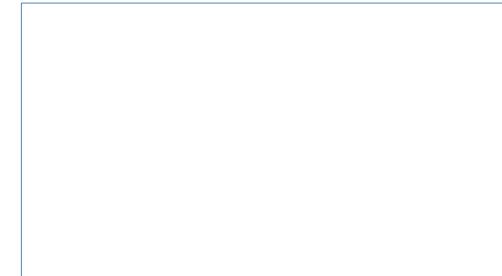
## 2. Perceived Threat

- External Threats
- Common enemies
- Need for protection



# Conducive Environments

3. Absence of Checks & Balances
  - Emerging organizations
  - Poor institutional oversight
  
4. Cultural Values
  - Collectivist cultures
  - High power distance
  - Need for stability and security



# Consequences of Destructive Leadership

Destructive Leadership is associated with various negatives outcomes.

- **Negative view of the Leader**

Follower resistance

- **Negative view of the Job**

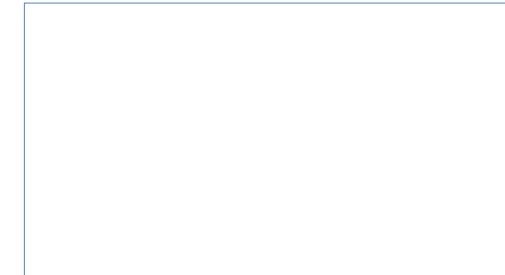
Decreased motivation, dedication and satisfaction

- **Negative View of the Individual Followers**

Stress, Well Being, Performance

- **Negative View of the Organisation**

Turnover and counter productive work behaviour



# Preparing against Destructive Leadership

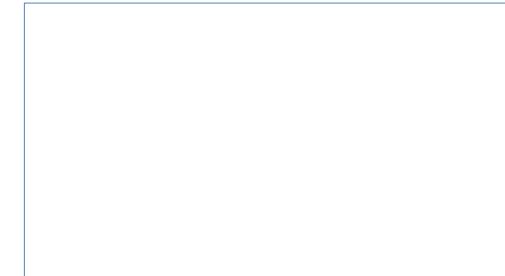
Given that destructive leadership could impact your organization at some point, you may benefit from preparing for this challenge. To do so, you may want to.

- **Increase your Awareness**

Leadership assessments, performance appraisals, or general employee satisfaction surveys may be helpful to flag leaders that could become destructive leaders

- **Have a plan**

Develop a clear response to destructive leadership when it is identified, focusing not only on the leader (e.g., coaching, training, development plans) but also supporting employees as suggested by **(Mackey et. al., 2015)**



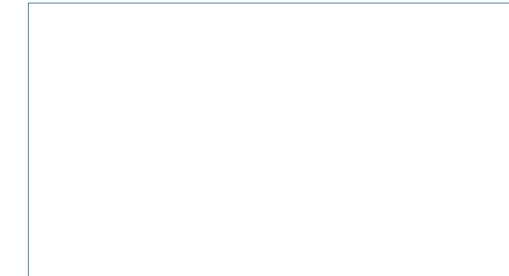
# Preparing against Destructive Leadership

- **Know thyself**

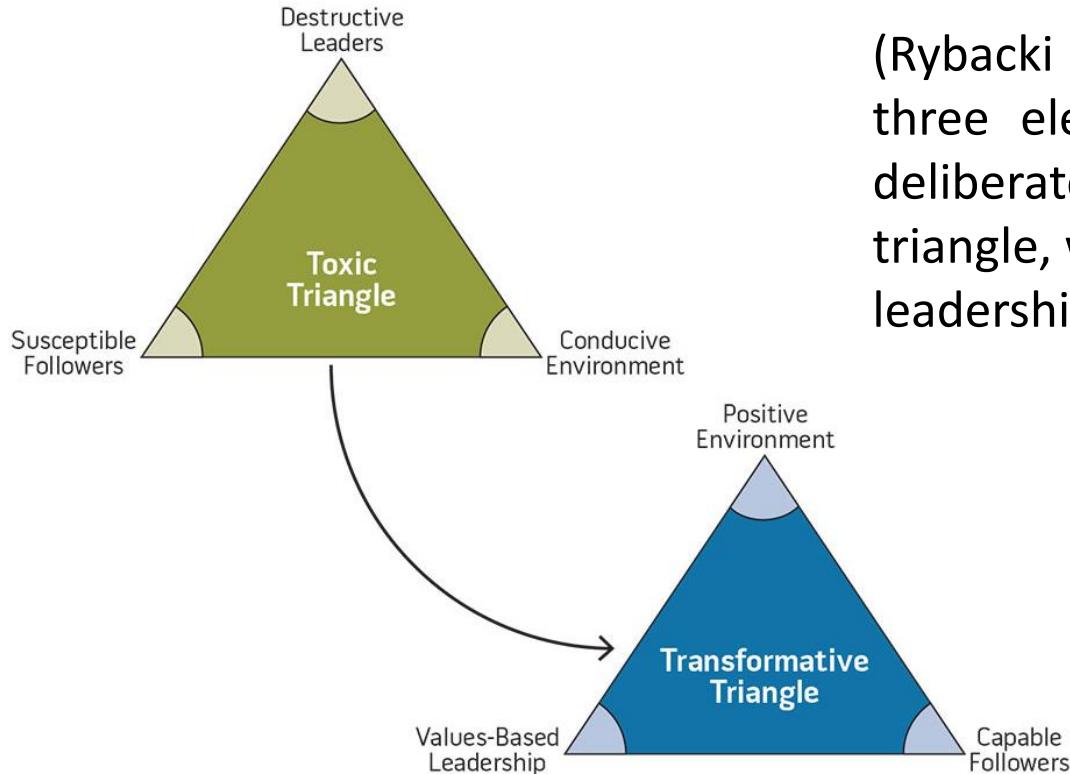
Leaders should consider how their behavior and tactics may affect staff. In addition, leadership teams may benefit from discussions of acceptable and unacceptable behavior — what types of behavior are you willing to tolerate amongst colleagues at the leadership level? Is this the type of behavior you would like imitated throughout the organization?

- **Consider your context**

Addressing the behavior of the destructive leader is just a start. Consider the aspects of your organizational environment or culture that may enable or allow destructive leadership to take place, as suggested in the models referenced above.



# Toxic to Transformative Triangle



(Rybacki & Cook, 2016) proposed that the three elements of toxic triangle can be deliberately converted to transformative triangle, which would lead to a constructive leadership rather than destructive.

Image Source: <https://ndupress.ndu.edu/Publications/Article/793235/switching-the-paradigm-from-reactive-to-proactive-stopping-toxic-leadership/>

# Toxic to Transformative Triangle (Cont.)

Positive Environment	Values-Based Leadership	Capable Followers	
<ul style="list-style-type: none"><li>• Empowerment</li><li>• Transformational and transactional balance</li><li>• Diplomacy</li><li>• Respectful and candid forum</li><li>• Active listening</li></ul>	<ul style="list-style-type: none"><li>• Character</li><li>• Reasonable and restrained standards-based approach</li><li>• Super-ordinate thoughts and actions</li><li>• Selfless intent</li><li>• Close match between espoused and enacted values</li></ul>	<ul style="list-style-type: none"><li>• Upstanders</li><li>• Lower level leadership</li><li>• Pechant for proper dissent</li><li>• Unity of effort</li><li>• Equal loyalty to mission, leadership, and organization</li></ul>	

Image Source: <https://ndupress.ndu.edu/Publications/Article/793235/switching-the-paradigm-from-reactive-to-proactive-stopping-toxic-leadership/>

# Research Paper



The  
**Leadership  
Quarterly**

ELSEVIER

[www.elsevier.com/locate/lequa](http://www.elsevier.com/locate/lequa)

The Leadership Quarterly 18 (2007) 207–216

## Purpose

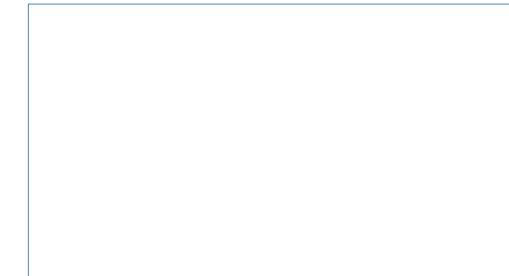
The purpose of this paper is twofold: (1) to propose a definition of destructive leadership behaviour that captures the different destructive behaviours described within this research field, and (2) to propose a conceptual model of leadership behaviour that incorporates the notion that a destructive leader may simultaneously show both destructive and constructive behaviour.

# Destructive leadership behaviour: A definition and conceptual model

Ståle Einarsen \*, Merethe Schanke Aasland, Anders Skogstad

*University of Bergen, Norway, Department of Psychosocial Science, Christiesgate 12, N-5015 Bergen, Norway*

1048-9843/\$ - see front matter © 2007 Elsevier Inc. All rights reserved.  
doi:[10.1016/j.lequa.2007.03.002](https://doi.org/10.1016/j.lequa.2007.03.002)



# **Research Paper**

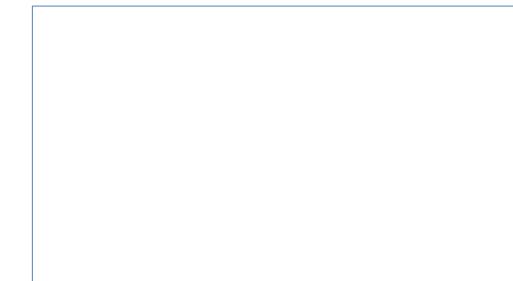
## **Design/methodology/approach**

The authors investigate this topic with help of review of literature in the fashion of developing new theory

## **Findings**

“The systematic and repeated behaviour by a leader, supervisor or manager that violates the legitimate interest of the organisation by undermining and/or sabotaging the organisation's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of subordinates.”

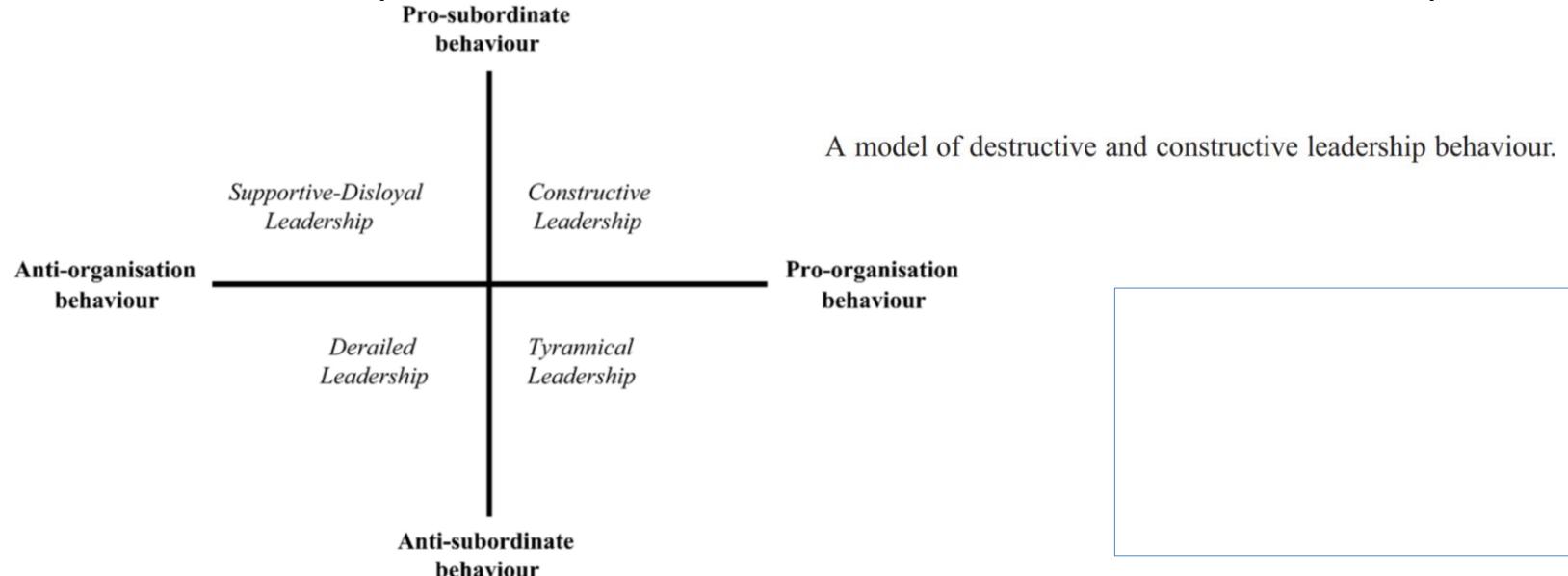
Assuming an inclusive concept of destructive leadership should account for destructive behaviour aimed at both subordinates and at the organisation, paper propose the above definition of destructive leadership



# Research Paper

## Findings (Cont.)

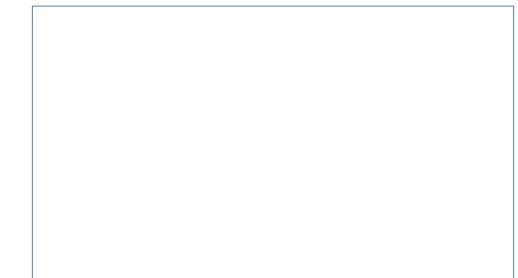
By extending the two dimensions to include destructive behaviours, authors propose a model that captures both constructive and destructive leadership.



# Research Paper

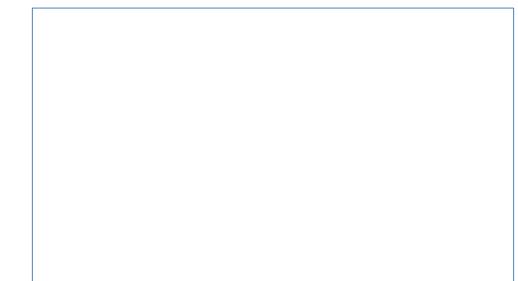
## Implications

- First, the proposed definition and the accompanying model contributes to understanding of destructive leadership by offering a broad and inclusive concept of destructive leadership behaviour, including behaviours directed both towards subordinates and toward the larger organisation.
- Second, the proposed model presents a nuanced picture of destructive leadership behaviour, pointing out that destructive leaders may display destructive and constructive behaviours simultaneously.
- Third, the model presents a taxonomy of destructive behaviours that clearly defines and differentiates the main forms of such behaviours.



# Case Study From Riches to Rags: The Story of Vijay Mallya

- Vijay Mallya, an Indian business baron, multibillionaire, was Chairman of the Conglomerate- United Breweries Holdings (UB). He was one of the most talked about and prominent business personalities of India. After the death of his father, Mallya became the Chairman of United Breweries Group in 1983 at the age of 28.
- Afterwards, the group has grown into a multi-national conglomerate of over 60 companies. Mallya was also a member of the Rajya Sabha, the upper house of the Parliament of India. Popularly known for having
- Vijay Mallya is known for his extravagant lifestyle and is popularly termed, as called the "King of Good Times"

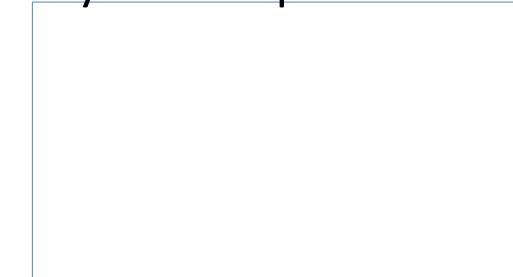


Source: (Gupta and Gupta, 2017)

## Case Study (Cont.)

- In 2005, Vijay Mallya launched Kingfisher. Kingfisher Airlines began its operations in 2005 with its inaugural flight from Mumbai to Delhi. Kingfisher Airlines was soon becoming an airline synonym with five star air travel and was becoming famous among business travelers. In 2006, Kingfisher announced to offer its passengers with live in flight entertainment which was first of its kind.
- He bid for the Air Sahara in 2006 but he could not buy it as it was bought by Jet. Jet bought Air Sahara and rebranded it as JetLite. Then, in 2007, he bought the bleeding Air Deccan, India's first low-fare carrier, promoted by G.R. Gopinath.
- In the end of 2007 Kingfisher Airlines had acquired entire 46% of Deccan Aviation in Air Deccan. 2008 was good year for the airlines as things went well.

Source: (Gupta and Gupta, 2017)



# Case Study (Cont.)

- The year 2012 was the most turbulent year of all for Kingfisher Airlines. Just in the beginning of the year 2021. SBI declared Kingfisher as a non performing Asset. After incurring huge loses and failing to pay its employees, Kingfisher was grounded and October 2012 and its license was canceled in December 2012.

## Reasons behind the failure of Kingfisher Airlines

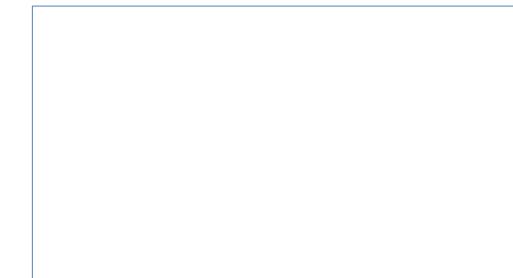
- Lack of Delegation** Mr. Mallya was too involved in the business and unlike his other two major businesses – the spirits and beer segments- which were running smoothly under the managing directors. Airlines Had no long term CEO.

Source: (Gupta and Gupta, 2017)

## Case Study (Cont.)

- **Lavishing Expenditures** The Airlines was spending loads of money on maintain the premium services even when it was hit by the recession of 2008. Not only this Mr. Mallya also spend handsome amount of money on buying a formula one team “Sahara Force India F1 team” in this time. Along with Owning IPL team Royal Challengers Bangalore.
- **Frequent Changes in Business Model** Kingfisher was launched as an all economy, single-class configuration aircraft in 2005. However a year later it shifted its focus from economy to luxury. After acquiring Air Deccan it again started to go with Economy flights with Brand “Kingfisher Red” which didn’t provide Kingfisher Time to stabilize in the market.

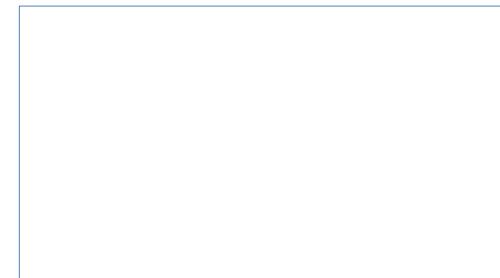
Source: (Gupta and Gupta, 2017)



# Case Study (Cont.)

## Questions

- Q1)** Do you think Vijay Mallya as a Destructive Leader in making decision as per own wishes?
- Q2)** Did acquiring of Air Deccan, a low cost Airline by a premium brand ‘kingfisher’ was a right decision by the leader?
- Q3)** Discuss the case of Kingfisher Airlines as a prey of the “Toxic Triangle”



# Book Recommendation

## Destructive Leaders and Dysfunctional Organizations: A Therapeutic Approach

**Authors:** Alan Goldman

**Publisher:** Cambridge University Press;  
(10 December 2009)

**Language:** English

**Paperback:** 240 Pages

**ISBN-10:** 0521717345

**ISBN-13:** 978-0-521-71734-2

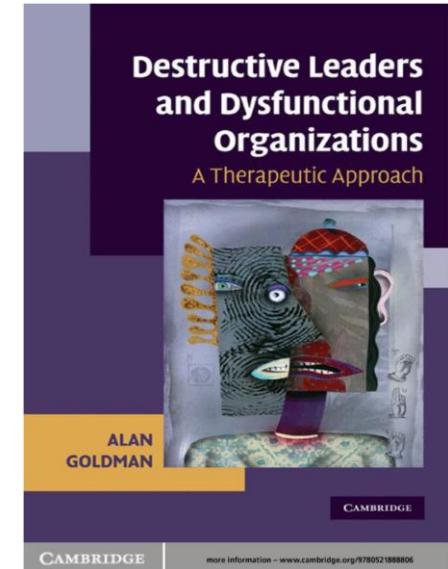
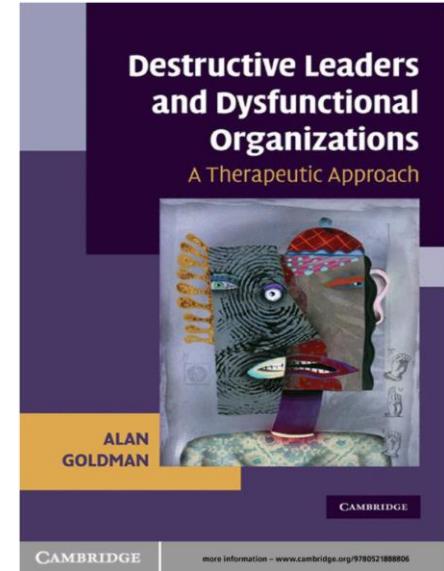


Image Source: [https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)

# Book Recommendation

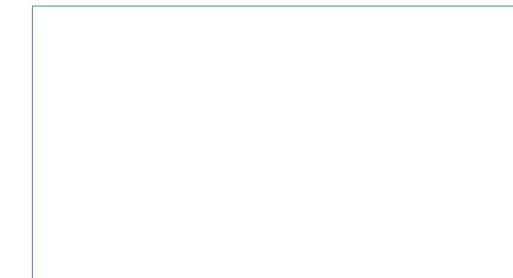
- In *Destructive Leaders and Dysfunctional Organizations*, Alan Goldman draws on his extensive experience as a management consultant and executive coach to provide a fascinating behind-closed-doors account of troubled leaders and the effect they have on their organizations.
- Featuring clinical case studies, ranging from the fashion industry to an aeronautical engineering corporation, the book explores the damaging effects of destructive leadership on organizations and provides the tools necessary for early recognition, assessment, and treatment.

Image Source: [https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)



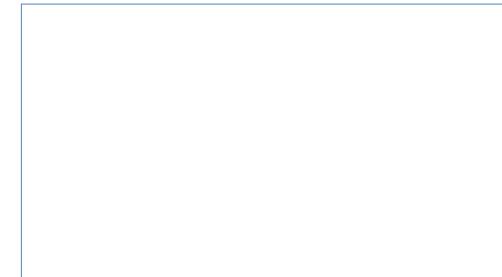
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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 27

### Managerial Incompetence and Derailment

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Managerial Incompetence
- Managerial Derailment
  - Situational and follower factors
  - Lack of organisational fit
  - Lack of situational and self awareness
  - Lack of Intelligence or Skills
  - Poor Fellowship
  - Dark-side personality traits
- Research paper
- Case study
- Book recommendation
- References

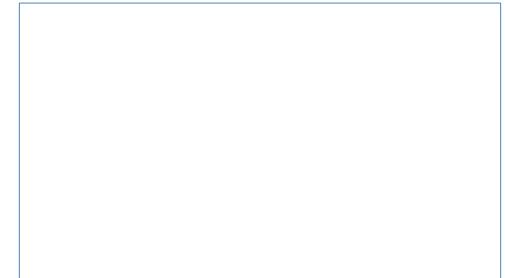


Image Source: <https://timetracking.screenish.com/2016/06/06/type-of-managers-that-will-ruin-your-business/>

# Managerial Incompetence

**Managerial incompetence** concerns a person's inability to build teams or get results through others. A majority of people in positions of authority can :

- Build teams but not get results
- Get results but destroy team morale and cohesiveness
- Neither build teams nor get results

Incompetent managers have difficulties building loyal followings or getting anything done. Research shows that there may be more incompetent than competent managers; the base rate of managerial incompetence may be 50 to 75 percent.

**(Kellerman,2004)**

# Type of Managers based on Competency

- **Competent managers** are good at building teams and getting results through others. Although they are the types of leaders most people aspire to be, most people in positions of authority fall into one of the other three categories.
- **Taskmasters** are often good at achieving results, such as financial targets or win-loss records, but tend to treat followers so poorly that these results are generally short-lived.

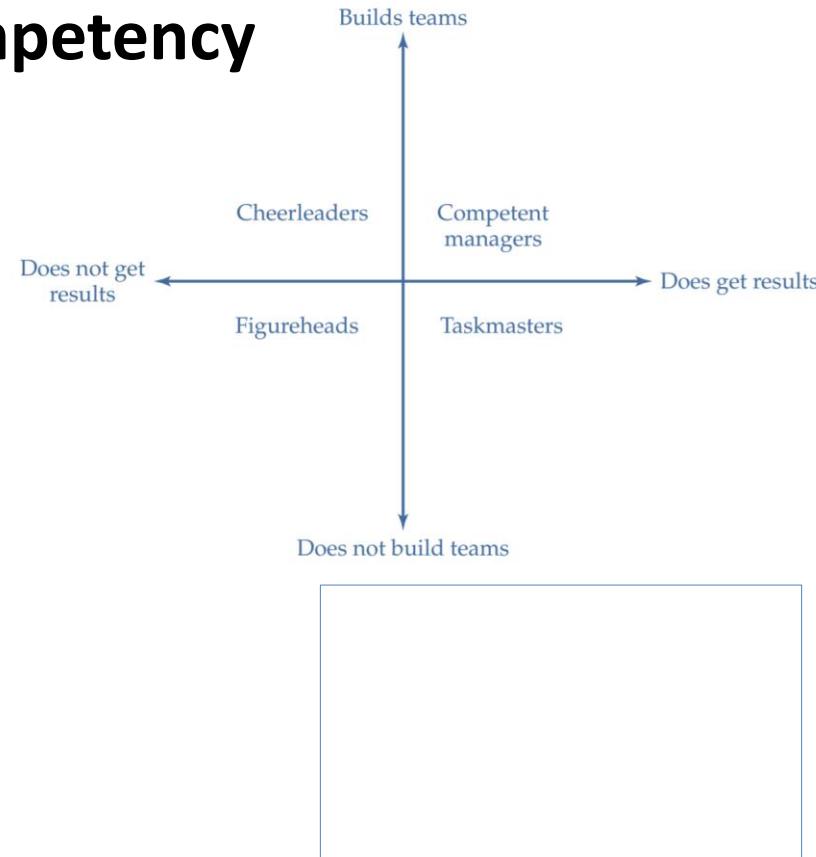
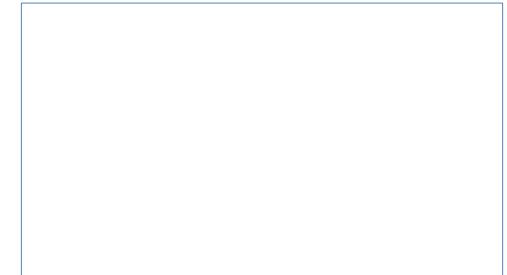


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Type of Managers based on Competency

- **Cheerleaders** are people in positions of authority who are people-centered and make a point of getting along with everyone. Thanks to their focus on making the workplace warm and fun, most people like working for cheerleaders
- **Figureheads** do not play to win; they play to not lose. They may not be complete failures at building teams and getting results, but they could be a lot better at both of these endeavors. Many times figureheads do just enough to stay out of trouble and avoid the spotlight.



# Managerial Derailment

- The term "management derailment" refers to the failure of individuals who hold executive-level positions within a company.
- Many people mistakenly assume that executives do not experience similar job or career turmoil to lower-level employees.
- However, failure at the executive level is actually a relatively common occurrence.
- Management derailment can occur because of either personal failure or external conditions
- Managerial derailment describes the common reasons why people in positions of authority have difficulties building teams or getting results through others.

# Managerial Derailment (Cont.)

- Initial research on managerial derailment—whereby individuals who at one time were on the fast track only to have their careers derailed—was conducted in the early 1980s by researchers at the Center for Creative Leadership.
- The researchers went to the human resources departments in a number of Fortune 100 companies seeking lists of their high-potential managers. (*McCall and Lombardo defined high potentials as individuals who had been identified as eventually becoming either the CEO/president or one of his or her direct reports sometime in the future.*)
- They waited for three years and then returned to these organizations to ask what had happened to the people on the lists.

# Managerial Derailment (Cont.)

- They discovered that roughly a quarter of the high potentials had been promoted to one of the top two levels in the organization, and an equal percentage had not yet been promoted but would be as soon as a position became available.
- Another 25 percent had left the companies; some had quit to form their own companies, and others were given better offers somewhere else.
- Finally, about a quarter of the people on the list were no longer being considered for promotion. Most of these individuals were let go or demoted to less influential and visible positions.
- This last group of individuals represented cases of **managerial derailment**.

# Root Causes of Managerial Derailment



# Situational and Follower Factors

Situational and follower factors significantly affect a person's ability to build teams and get results. Some of the situational factors that can interfere with a person's ability to be seen as a competent manager are:

- New competitive threats, globalization, technology, changing customer preferences, unreliable suppliers, new governments or government regulations, unfavorable media coverage, natural disasters, and wars.

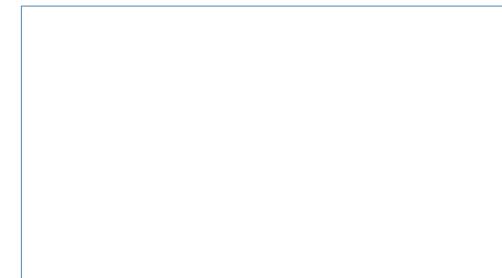


Image Source: <https://www.linkedin.com/pulse/embrace-change-three-reasons-why-important-any-industry-chomley/>

# Situational and Follower Factors

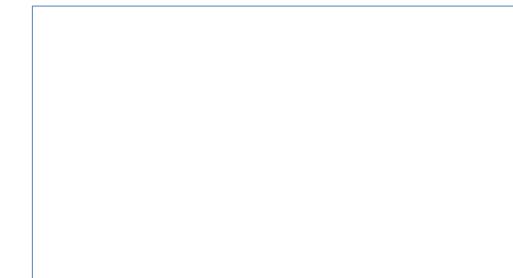
- Mergers, acquisitions, divestitures, bankruptcies, new strategies, reorganizations, major change initiatives, incidents of workplace violence, or environmental disasters.
- New bosses, peers, direct reports; disengaged or disgruntled employees; disruptive worker cliques; and strikes or dysfunctional turnover.
- New jobs, responsibilities, or projects.

A second point concerns the concepts of **episodic incompetence Vs. chronic incompetence**.



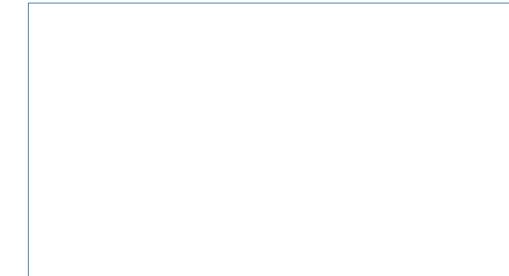
# Situational and Follower Factors

- **Episodic managerial incompetence** occurs when people in positions of authority face extremely tough situational or follower events that temporarily interfere with their ability to build teams and get results. However, once they have reflected upon and taken action to cope with the event, they quickly regain their ability to successfully build teams and get results.
- **Chronic managerial incompetence** occurs when taxing situational or follower events permanently disrupt a person's ability to build teams or get results. Given their preferred ways of dealing with challenging events, cheerleaders, taskmasters, and figureheads seem to exemplify chronic managerial incompetence.



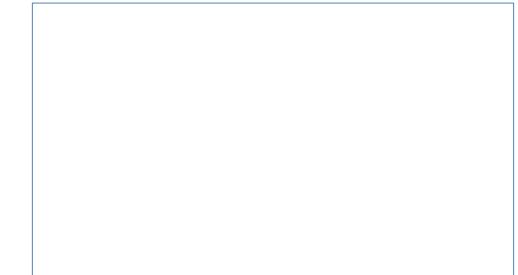
# Lack of Organizational Fit

- All organizations have cultures, but the content and strength of the beliefs underlying these cultures can vary dramatically.
- Organizational culture is not one of those pervasive situational factors that doom managers to fail, but a person's fit with an organization's culture can cause him or her to be seen as incompetent.
- Organizational fit can be defined as the degree of agreement between personal and organizational values and beliefs. If a person does not share the values or beliefs of the majority of members, then in all likelihood this person will be a poor fit with the organization.



# Lack of Organizational Fit

- Organizations often realize that continuing to do things the same way will eventually result in failure, and one approach to fostering new ways of thinking is to hire people from the outside with different work experiences.
- New hires may have good ideas to remedy a situation, but whether they and their ideas are accepted will depend to a large extent on an organization's culture.
- The farther these ideas stray from the organization's prevailing values and beliefs, the more likely they are to be dismissed.
- It also happens when companies hire new CEOs or acquire other organizations.



# Lack of Organizational Fit

- Determining an organization's culture may not be straightforward, however, because the underlying beliefs, norms, stories, and values are often unwritten.
- Those who do not fit run the risk of being seen as incompetent and may find that working elsewhere can help them be seen as competent managers.
- **“Culture eats strategy for breakfast.”**

- Peter Drucker

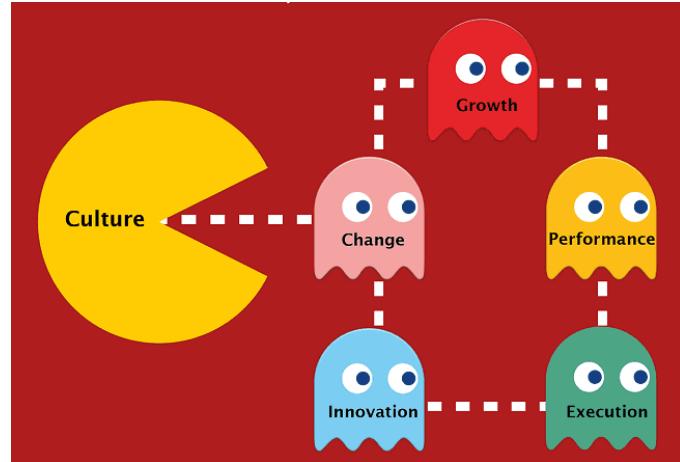
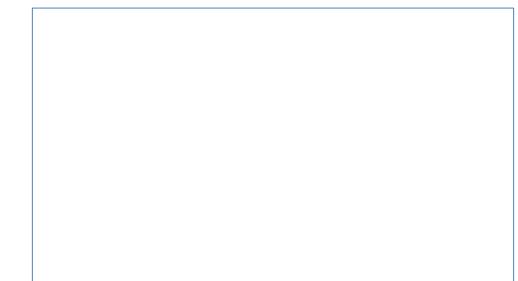


Image Source: <https://www.torbenrick.eu/blog/culture/organisational-culture-eats-strategy-for-breakfast-lunch-and-dinner/>

# Lack of Situational and Self-Awareness

- Competent managers must accurately read the situational and follower factors affecting their teams and remain vigilant for changes. Competent managers not only have high levels of situational awareness—they also have high levels of self-awareness.
- Individuals who are keenly aware of their own strengths and shortcomings often find ways to either manage or staff around their personal knowledge and skill gaps. In contrast, cheerleaders, figureheads, and taskmasters can have major situational and self-awareness blind spots.
- They either are unaware of or discount the impact of key situational or follower events and overestimate their ability to build teams and get results

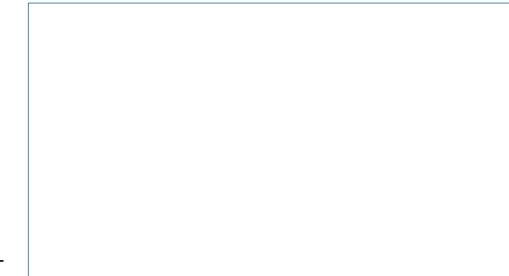


# Lack of Situational and Self-Awareness

- It is imperative that people wanting to be competent managers get regular feedback on their performance, ideally in the form of 360-degree feedback.
- It is also imperative that people in positions of authority regularly ask team members for ideas on improving team performance and find ways to stay abreast of important situational and follower events.

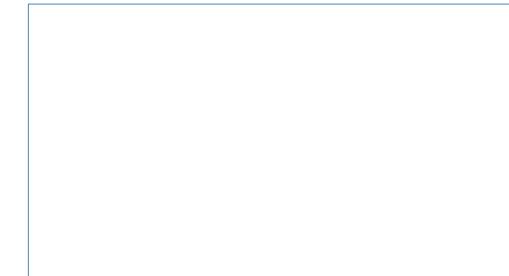


Image Source: [https://www.123rf.com/photo\\_29760397\\_a-man-is-looking-into-the-mirror-asking-himself-who-am-i-in-his-face-there-is-a-big-question-mark-to.html?vti=ncom8q4xylizn6yd70-1-19](https://www.123rf.com/photo_29760397_a-man-is-looking-into-the-mirror-asking-himself-who-am-i-in-his-face-there-is-a-big-question-mark-to.html?vti=ncom8q4xylizn6yd70-1-19)



# Lack of Intelligence or Skills

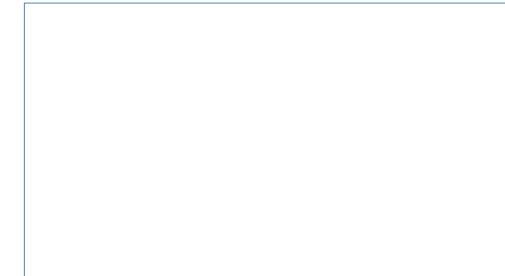
- **Team-building know-how** can be defined as the degree to which a leader knows the steps and processes needed to build high performing teams. Most people spend their careers working in groups but lack a fundamental understanding of what it takes to build cohesive, goal-oriented teams.
- **Subject matter expertise** can be defined as the relevant knowledge or experience a person can leverage to solve a problem.
- **Intelligence** can be defined as the ability to think clearly. Although research has shown that people in positions of authority are generally brighter than others, the intelligence of managers varies greatly.



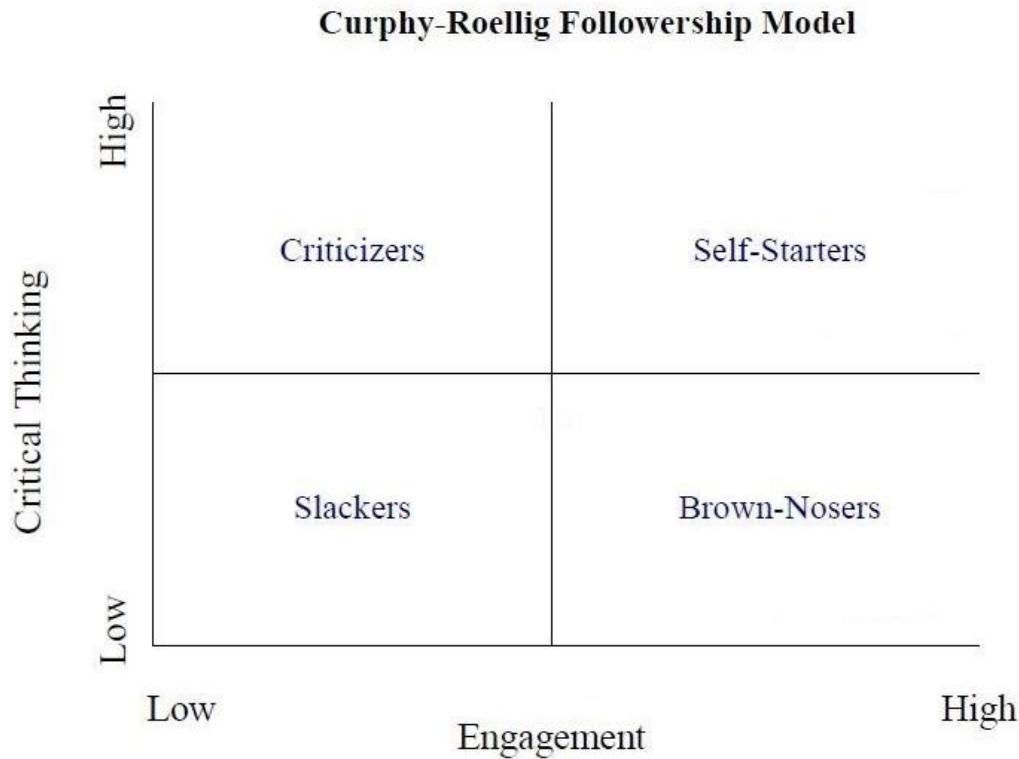
# Poor Followership

The Curphy and Roellig Followership model states that followers vary on two dimensions, which are **critical thinking and engagement**.

- **Self-starters** are followers who seek forgiveness rather than permission, offer solutions, and make things happen.
- **Brown-nosers** work hard but are loyal sycophants who never challenge their bosses.
- **Slackers** do all they can to get out of work.
- **Criticizers** believe their purpose in life is to point out all the things their bosses and organizations are doing wrong.



# Poor Followership



People in positions of authority who are **criticizers** often become incompetent managers. People in positions of authority who are **brown-nosers and slackers** are also likely to be seen as incompetent managers

Image Source: <https://www.linkedin.com/pulse/followership-new-perspective-leadership-coaching-the-shift>

# Dark-Side Personality Trait

- Dark-side personality traits are irritating, counterproductive behavioral tendencies that interfere with a leader's ability to build cohesive teams and cause followers to exert less effort toward goal accomplishment.
- Research has identified a total of 11 such Dark Traits (Hogan, 2017)

<b>Excitable</b>	Leader with these tendencies have difficulties building teams because of their dramatic mood swings, emotional outbursts and inability to persist on projects
<b>Skeptical</b>	Leaders with this dark side trait have an unhealthy mistrust of others, are constantly questioning their motives and challenging the integrity of their followers, and are vigilant for signs of disloyalty

# Dark-Side Personality Trait

<b>Cautious</b>	Because these leaders are so fearful of making “dumb” mistakes, they alienate their staff by not making decisions or taking action on issues
<b>Reserved</b>	During times of stress these leaders become extremely withdrawn and are uncommunicative and unconcerned about the welfare of their staff.
<b>Leisurely</b>	These passive-aggressive leaders will exert effort only in the pursuit of their own agenda and will procrastinate on or not follow through with requests that are not in line with their agendas
<b>Bold</b>	Because of their Narcissistic tendencies, these leaders often get quite a bit done. But their feelings of entitlement, inability to share credit for success, tendency to blame their mistakes on others, and inability to learn from experience often lead results in trials of bruised followers

# Dark-Side Personality Trait

Mischievous	These leaders tend to be quite charming but take pleasure in seeing if they can get away with breaking commitments, rules, policies and laws
Colorful	These leaders have a need to be center of attention.
Imaginative	These leaders think in eccentric ways, often change their minds, and make strange or odd decisions
Diligent	Because of their perfectionist tendencies, these leaders frustrate and disempower their staff through poor prioritization and inability to delegate.
Dutiful	These leaders deal with stress by showing ingratiating behaviour to superiors. They lack spines, are unwilling to refuse unrealistic requests, won't stand up for their staff, and burn them out as a result.

# Research Paper



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DOI 10.1108/02621710710819348

Received May 2006  
Revised August 2006  
Accepted August 2006

# A study of managerial derailment characteristics and personality preferences

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Scott P. Mondore

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*Department of Psychology, Auburn University, Auburn, Alabama, USA*

## Purpose

This research has the purpose of examining whether personality preferences and type from the Myers-Briggs Type Indicator (MBTI) are related to managerial derailment

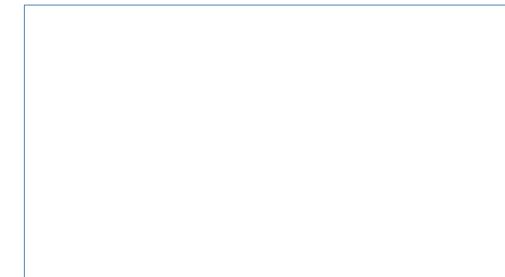
# **Research Paper**

## **Design/methodology/approach**

This study is within the context of field research, using 6,124 managers undergoing leadership development processes. Survey methodology was used to assess a manager's self-ratings of MBTI type and preference, and observer ratings (peer, boss, direct report) of managerial derailment characteristics.

## **Findings**

Different MBTI preferences of managers are likely to display derailment characteristics as judged by observer perspectives. In an exploratory manner, the MBTI preferences and types are also examined in accordance with different managerial derailment clusters.



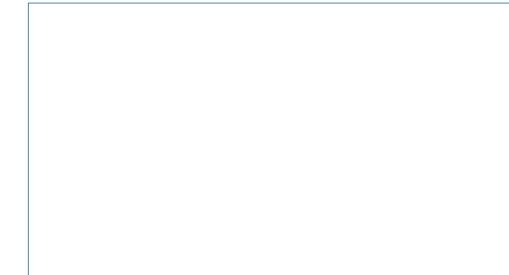
# **Research Paper**

## **Research Limitations/implications**

The MBTI's conceptual foundation and psychometrics may be viewed as a limitation, and other personality theories like "The Big Five" could be used. Limitations of the study also include the fact that managers going through a leadership development process may be different to managers in general, and derailment characteristics do not necessarily mean actual managerial derailment.

## **Practical implications**

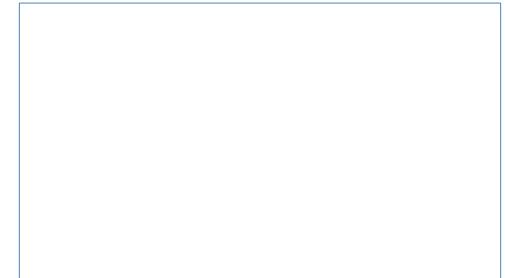
Regardless of MBTI type or preference, managers can decrease their chances of managerial derailment through examining job fit, increasing self-awareness, and through other mechanisms mentioned in the paper.



# Research Paper

## Originality/value

This study is unique, since MBTI preferences and types could signal whether managers display derailment characteristics to their co-workers. Additionally, this paper gives insight into how managers can prevent derailment, regardless of their MBTI type and preference, thereby having special value for managers and those who study managerial development.



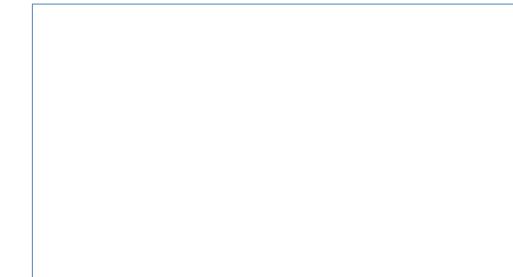
# Case Study : Ready Food Company

Ready Foods is a regional packaged food company that makes and sells food products in supermarkets.

The company's most popular brands have traditionally been nonperishable foods that are easy to prepare, often with little regard for nutritional value.

For the last 20 years, these brands have made the company highly profitable & its employees have become accustomed to big paychecks and generous benefits, including three week annual paid holiday, a well-funded retirement program, and college tuition reimbursement for children of employees.

However, in recent years, company sales and profits have declined because consumer preferences have shifted to favor fresher, healthier foods not currently provided by the company.

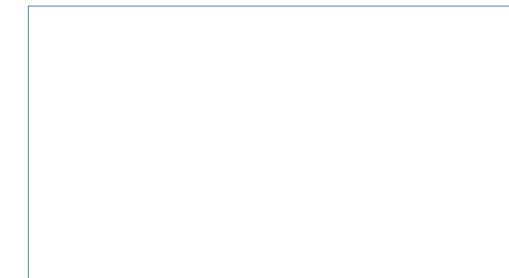


Source: (Yukl and Garden, 2020)

## Case Study (Cont.)

Bruce Berry has been the CEO of the company for five years, and the shift in customer preferences to healthier options has been his major management problem. Over the past few years Bruce has made incremental changes to the company's products, but none of these changes have reduced the decline in sales and profits. He knew that for the company to survive, it would be necessary in the coming year to make more significant changes in the company's products and marketing strategy.

After considerable marketing research, Bruce determined that the company needed to expand its offerings and invest in a program to develop and offer fresh, organic foods to support the healthier lifestyle of many potential customers.



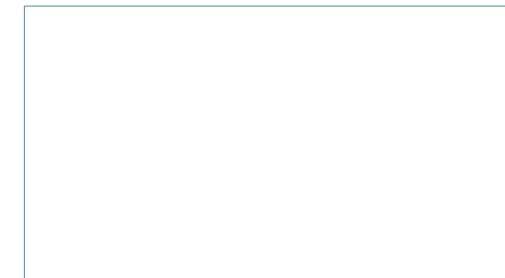
Source: (Yukl and Garden, 2020)

## Case Study (Cont.)

However, this program would require funds that would not be available as the company's profits continued to decline. Bruce did not like the idea of employee layoffs as a means of securing the necessary funds, and he decided instead to cut some employee benefits that seemed excessive and unnecessary for his type of company.

He assumed that most employees would be willing to lose these benefits to enable the company to pay for the new fresh foods program without having to lay off any employees.

However, he did not try to explain the need for his decision or seek the suggestions and support of employees.



Source: (Yukl and Garden, 2020)

## **Case Study (Cont.)**

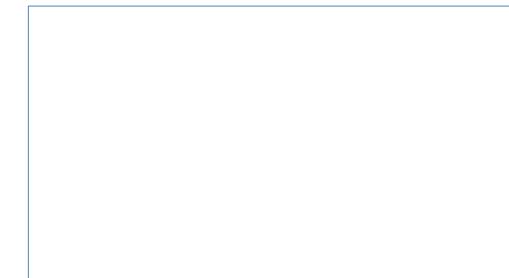
When the changes were announced, many employees were very upset that their benefits were being cut. Most employees believed the fresh foods program was unnecessary.

They saw it as an overreaction to a temporary change in customer preferences, and they believed company sales and profits would recover to the levels achieved for many years without such a program.

Many employees believed the cut in benefits was excessive and felt like the company did not value their years of service.

This resentment caused some employees to seek employment elsewhere, and others found ways to delay the development and implementation of the fresh foods program

Source: (Yukl and Garden, 2020)



# **Case Study (Cont.)**

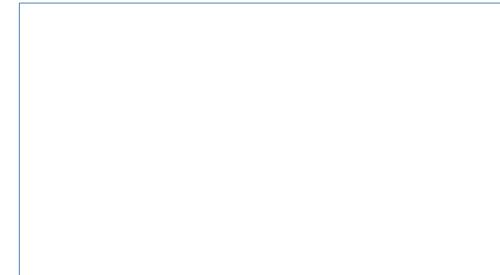
It took months to find qualified replacements for the employees who left and to regain employee trust. Meanwhile, the lack of healthier options continued to hurt company performance.

## **Questions**

**Q1)** Why did Bruce fail to successfully implement the changes?

**Q2)** If Bruce was an incompetent manager, what do you think were the underlying root causes of his incompetence?

**Q3)** Which Dark Personality Traits Does Bruce had?



# Book Recommendation

## The Incompetent Manager :

The causes, consequences and cures of managerial derailment

**Authors:** Adrian Furnham

**Publisher:** Wiley;  
(September, 2003)

**Language:** English

**Paperback:** 288 Pages

**ISBN-10:** 1861563701

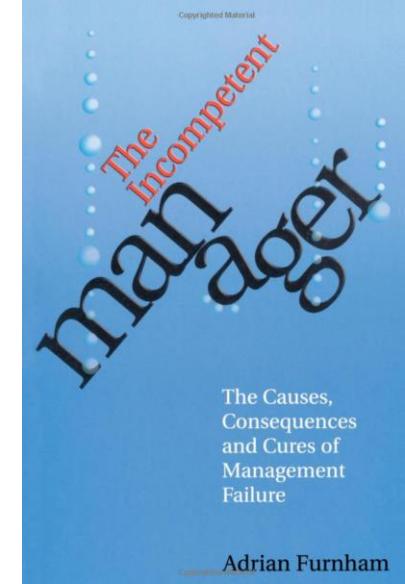
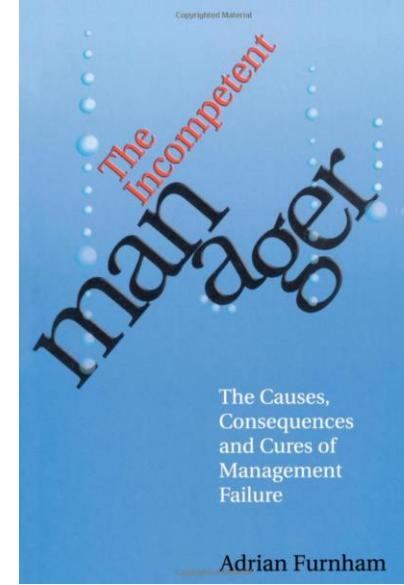


Image Source: <https://www.amazon.in/Incompetent-Manager-Adrian-Furnham/dp/1861563701>

# Book Recommendation

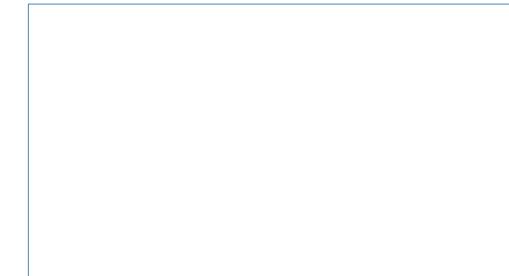
- This Book investigates normal and abnormal incompetence. The former is where people have a poor fit between themselves (personality and ability) and the job.
- The book looks also at personality disorders. Well-known psychiatric disorders are described in detail and how to spot these in managers. Thus, the paranoid or sociopathic, narcissistic or passive-aggressive types are described in everyday language as well as how to deal with them.
- The final section of the book attempts to help the reader correctly diagnose incompetence. It also offers various possible cures: the emphasis is that cure follows correct diagnoses.

Image Source: <https://www.amazon.in/Incompetent-Manager-Adrian-Furnham/dp/1861563701>



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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 28

### Negotiation and Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Negotiation
- Negotiation Process
  - Plan
  - Negotiations
  - Postponement
  - Agreement / No Agreement
- Negotiation Styles
- Negotiation Tips for Leaders
- Research paper
- Case study
- Book recommendation
- References

Image Source: <https://www.shapironegotiations.com/strategic-negotiations-essential-skills-and-knowledge/>



# Negotiation

- “Negotiating is a process in which two or more parties have something the other wants and attempt to come to an agreement”.
- We negotiate to secure a more favorable outcome, so negotiating is an essential career skill, because good negotiators get more favorable outcomes, such as more pay.
- Negotiation is a fact of life. People negotiate daily, often without considering it a negotiation.

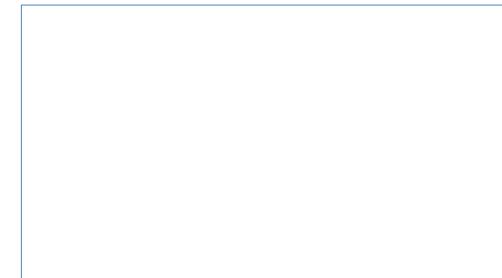
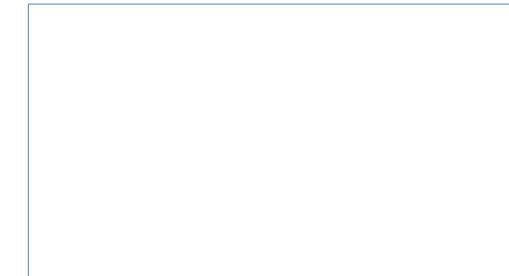


Image Source: <https://pmtips.net/article/the-art-of-negotiation-in-project-management>

# Negotiation (Cont.)

- Negotiation occurs in organizations, including businesses, non-profits, and within and between governments as well as in sales and legal proceedings, and in personal situations such as marriage, divorce, parenting, etc.
- Professional negotiators are often specialized, such as union negotiators, leverage buyout negotiators, peace negotiator.
- Any method of negotiation may be judged by 3 criteria
  - Should produce wise agreement (if it is possible)
  - Should be efficient
  - Should improve or at least not damage the relationship between the parties



# Negotiation Process

Plan →

Negotiations

Postponement

Agreement  
Close the deal.

No Agreement

Find out why for future negotiations.

1. Research the other party(ies).
2. Set objectives.
3. Try to develop options and trade-offs.
4. Anticipate questions and objections, and prepare answers.

1. Develop rapport and focus on obstacles, not the person.
2. Let the other party make the first offer.
3. Listen and ask questions to focus on meeting the other party's needs.
4. Don't be too quick to give in, and ask for something in return.

- Other party is postponing, and you may create urgency.
- You want to postpone, and the other party may create urgency.

Image Source: (Lussier and Christopher, 2016)

# Negotiation Process - Plan

The key to any negotiation is preparation, so develop a plan. Know what's negotiable and what's not.

**Step 1. Research the other party(ies).** Put yourself in the other party's shoes. Try to find out what the other parties want, and what they will and will not be willing to give up, before you negotiate. Find out their personality traits and negotiation style by networking with people who have negotiated with the other party before.

**Step 2. Set objectives.** Follow steps a, b, and c:

- a) Set a specific lower limit and be willing to walk away
- b) Set a target objective of what you believe is a fair deal.
- c) Set an opening objective offer that is higher than you expect

# Negotiation Process - Plan

**Step 3. Try to develop options and trade-offs.** If you have other offers, it is common practice to quote other offers and to ask if the other party can beat them. If you have to give up something, or cannot get exactly what you want, be prepared to ask for something else in return.

**Step 4. Anticipate questions and objections, and prepare answers.** You need to be prepared to answer the unasked question “What’s in it for me?” Don’t focus on what you want but on how your deal will benefit the other party.



Image Source: <https://atlanticlifequote.com/frequently-asked-questions/>

# Negotiation Process - Negotiations

After we have planned, we are now ready to negotiate the deal. Face-to-face negotiations are generally preferred because you can see the other person's nonverbal behavior and better understand objections.

**Step 1. Develop rapport and focus on obstacles, not the person** The first thing we sell in any negotiation is ourselves. The other party needs to trust us. Smile and call the other party by name as you greet them. Deciding on how much time to wait until you get down to business depends on the other party's style.

**Step 2. Let the other party make the first offer.** This usually gives you the advantage, because if the other party offers you more than your target objective, you can close the agreement.

# Negotiation Process - Negotiations

**Step 3. Listen and ask questions to focus on meeting the other party's needs.**

Create an opportunity for the other party to disclose reservations and objections. When you speak, you give out information, but when you ask questions and listen, you receive information that will help you overcome the other party's objections.

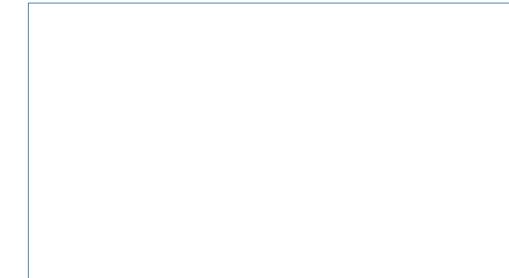
**Step 4. Don't be too quick to give in, and ask for something in return.** Those who ask for more get more. Be persistent, don't just give up. If our competitive advantage is service, and during negotiation we quickly give in for a lower price, we lose all the value in a minute. We want to satisfy the other party without giving up too much during the negotiation. Remember not to go below your minimum objective. If it is realistic, be prepared to walk away.

# Negotiation Process - Postponement

Take your time. When there doesn't seem to be any progress, it may be wise to postpone the negotiations.

**The Other Party Is Postponing, and You May Create Urgency** The other party says, "I'll get back to you." When we are not getting what we want, we may try to create urgency. For example, "I have another job offer pending; when will you let me know if you want to offer me the job?"

But what if urgency does not apply—or does not work—and the other party says, "I'll think about it?" You might say, "That's a good idea." Then at least review the major features the other party liked about our proposed deal and ask if it meets their needs.



# Negotiation Process - Postponement

**You Want to Postpone, and the Other Party May Create Urgency** Don't be hurried by others, and don't hurry yourself. If we are not satisfied with the deal, or want to shop around, tell the other party you want to think about it.

You may also need to check with your manager or someone else, which simply may be for advice, before you can finalize the deal. If the other party is creating urgency, be sure it really is urgent.

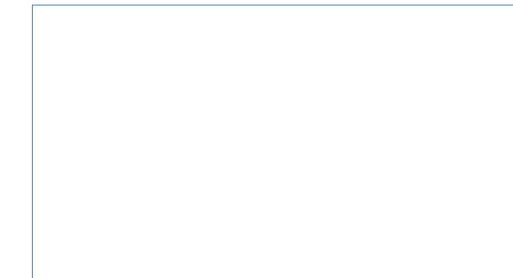
In many cases, we can get the same deal at a later date; don't be pressured into making a deal you are not satisfied with or may regret later. If we do want to postpone, give the other party a specific time that we will get back to them

# Negotiation Process – Agreement / No Agreement

**Agreement** Once the agreement has been made, restate it and/or put it in writing when appropriate. It is common to follow up an agreement with a letter of thanks, restating the agreement to ensure the other parties have not changed their mind about what they agreed to.

**No Agreement** Our goal is to come to an agreement, but rejection, refusal, and failure happen to us all, even the superstars. The difference between the also-rans and the superstars lies in how they respond to the failure.

The successful people keep trying, learn from their mistakes, and continue to work hard; failures usually don't persevere. When there is no agreement, analyze the situation and try to determine what went wrong to improve in the future.



# Negotiation Styles



Image Source: <http://www.hart.ro/en/resources/news/toxic-leadership-jarrett-shalhoop-senior-consultant-global-alliances-hogan-assessment-usa/>

# Negotiation Styles (Cont.)

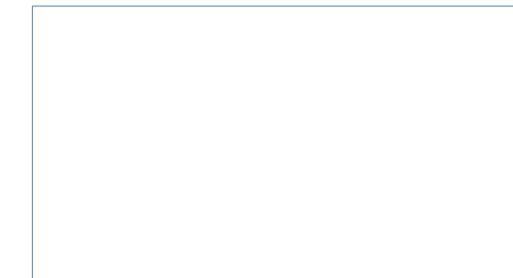
- **Avoidance (I Lose – You Lose)**

It involves indifference to the concerns of both parties. It reflects a withdrawal from or neglect of any party's interests.

This style is most often referred to as “passive aggressive”. We habitually use this style when we really dislike conflict. Rather than talk directly to others about the issue, we may instead try to take revenge without others knowing.

The avoid style can be a typical reaction to high compete negotiations.

**When to use:** When the value of investing time to resolve the conflict outweighs the benefit, or if the issue under negotiation is trivial to both parties.



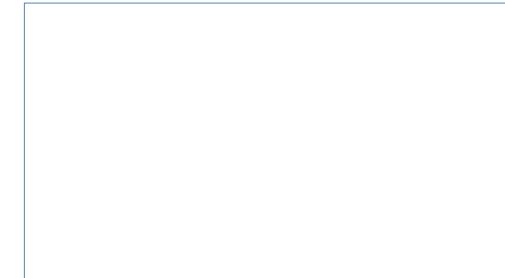
# Negotiation Styles (Cont.)

- **Competition(I Win – You Lose)**

It reflects a desire to achieve one's own ends at the expense of someone else. This is domination, also known as a win–lose orientation.

Competitive style negotiations tend to pursue our own needs. This is true even when the result is that others may suffer. These negotiations tend to be narrowly focused on short-term gains. This kind of negotiation often uses whatever power and tactics we have, including personality, position, economic threats, brand strength or size, and market share.

**When to use:** When we need to act or get results quickly. This negotiation style can be useful when we buy or sell something as a one-off.



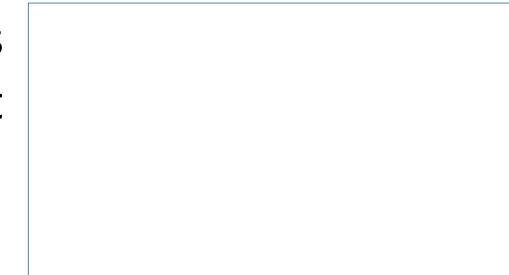
# Negotiation Styles

- **Accommodation (I Lose – You Win)**

It reflects a mirror image of competition—entirely giving in to someone else's concerns without making any effort to achieve one's own ends. This is a **tactic** of appeasement.

For accommodating style negotiations, the relationship is everything. Accommodating profiles win people over and give people what they want.

**When to use:** When we or our company are at fault, repairing the relationship is critical. We can also take this approach when we have nothing else that would benefit the other side, i.e. a gift to rebuild bridges.



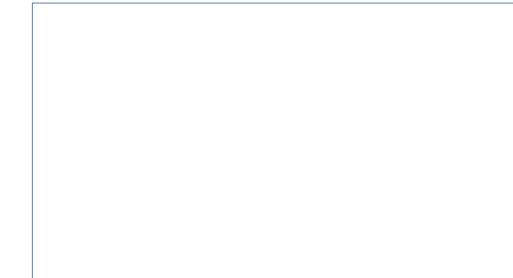
# Negotiation Styles

- **Compromise (Sharing) (I Lose / Win Some – You Lose / Win Some)**

It is an approach that represents a compromise between domination and appeasement. Both parties give up something, yet both parties get something. Both parties are moderately, but incompletely, satisfied.

Compromising often involves one or both settling for less than we want or need. This can result in an end position of roughly halfway between both sides' opening positions.

**When to use:** When we are pushed for time and we are dealing with someone who we trust. It also needs to be clear that it would not be in the other side's interest for them to "win" a cheap victory. Both sides win and lose. Make sure we win the right things and lose the right things.



# Negotiation Styles

- **Collaboration (I Win – You Win)**

It reflects an effort to fully satisfy both parties. This is a problem-solving approach that requires the integration of each party's concerns.

We often confuse Win/Win or collaboration, with compromise. However, these two styles are distinct from each other. Win/Win is about making sure both sides have needs or goals met while creating as much mutual value as time and resources allow.

**When to use:** Under most circumstances. Collaboration and partnership are the primary styles we should use for most goals in business-to-business negotiations.

# Negotiation Tips for Leaders

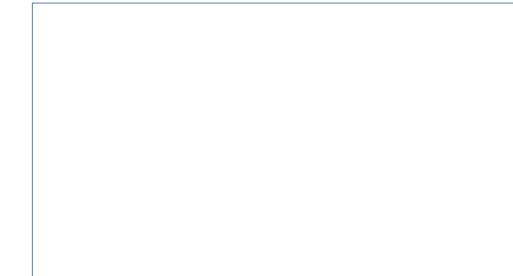
(Fisher, Uri & Patton, 2011) offer the following tips for negotiating for leaders

- **Prepare Well for the Negotiation**

To successfully resolve conflicts, leaders may need to spend considerable time in preparation for the negotiation. Leaders should anticipate each side's key concerns and issues, attitudes, possible negotiating strategies, and goals.

- **Separate the People from the Problem**

Negotiations involve substantive issues and relationships between negotiators, it is easy for these parts to become entangled. When that happens, leader may inadvertently treat the followers and the problem as though they were the same. Leaders can do several things to separate the people from the problem.



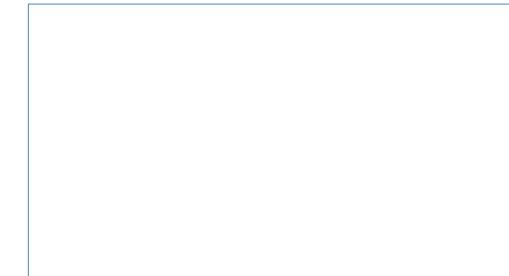
# Negotiation Tips for Leaders (Cont.)

- **Focus on Interests, Not Positions**

In negotiating, it is much more constructive to satisfy interests than to fight over positions. Furthermore, it is important to focus both on your follower's interests (not position) and on your own (leader's) interests (not position).

**E.g.** Say Ram has had the same reserved seats to the local symphony every season for several years, but he was just notified that he will no longer get his usual tickets. Feeling irritated, he goes to the ticket office to complain.

- One approach he could take would be to demand the same seats he has always had; this would be his position.
- A different approach would be to find alternative seats that are just as satisfactory as his old seats were; this would be his interest.



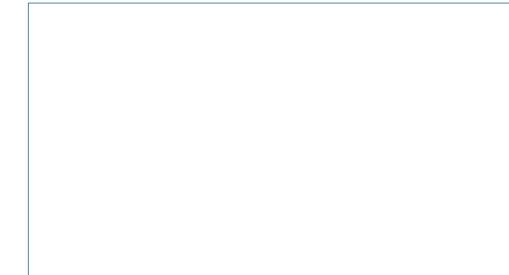
# Negotiation Tips for Leaders (Cont.)

- **All Parties Should Believe They Got a Good Deal**

Negotiation is often a zero-sum game in which one party's gain is the other party's loss. For example, every dollar less that you pay for a car is your gain and the seller's loss. But it doesn't have to be an "I win and you lose" negotiation.

Leader should not take advantage of others, it's about building relationships and helping each other get what we want.

To get what we want, we have to sell our ideas and convince the followers to give us what we want. However, negotiation should be viewed by all parties as an opportunity for everyone to win. When possible, make the pie larger rather than fight over how to split it.



# Negotiation Tips for Leaders (Cont.)

- **Focus on the obstacle, not the person**

It means never to attack the follower's personality or put follower down with negative statements like "You are being unfair to ask for such a price cut." If we do so, the follower will become defensive, we may end up arguing, and it will be harder to reach an agreement.

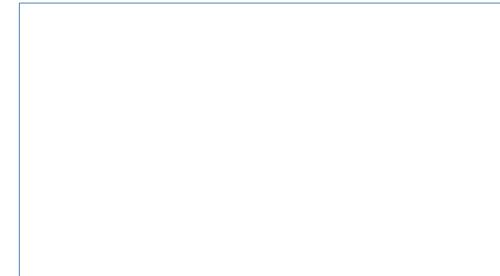


Image Source: [https://www.pngfind.com/mpng/ixoRxxJ\\_the-art-of-negotiation-negotiation-png-transparent-png/](https://www.pngfind.com/mpng/ixoRxxJ_the-art-of-negotiation-negotiation-png-transparent-png/)

# Research Paper



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Vol. 36 No. 7, 2017  
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DOI 10.1108/JMD-01-2016-0002

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Received 6 January 2016  
Revised 8 July 2016  
2 December 2016  
Accepted 23 February 2017

# A proposed model for effective negotiation skill development

Elizabeth Chapman

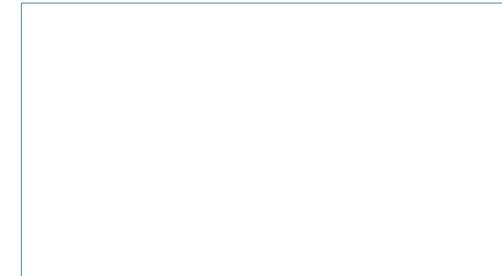
*Eugene W. Stetson School of Business and Economics, Mercer University,  
Atlanta, Georgia, USA, and*

Edward W. Miles and Todd Maurer

*J. Mack Robinson College of Business, Georgia State University, Atlanta,  
Georgia, USA*

## Purpose

The purpose of this paper is to develop an initial model from an intra-organizational perspective to outline the factors that contribute to the development of negotiation skills and behaviors by employees.



# **Research Paper**

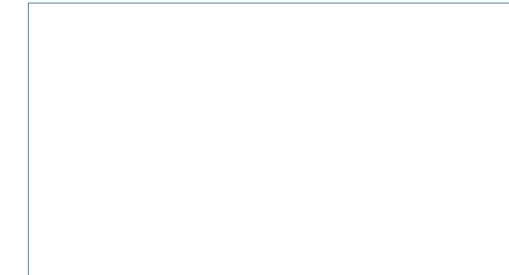
## **Design/methodology/approach**

This conceptual paper relies on prior research and existing theory to focus on the types of developmental and learning experiences and processes that lead to the acquisition of three specific types of key negotiation skills and behaviors.

## **Findings**

Distributive, integrative, and adaptable negotiation skills are developed most effectively via different learning and development activities, respectively.

Additionally, unique individual difference and situational variables could contribute to particular negotiation behaviors, either directly or via an interaction with developmental experiences.



# **Research Paper**

## **Originality/value**

This proposed holistic model provides new insights, structure, and suggestions for more research on factors that lead to negotiation skill development and exhibition of effective negotiation behaviors. This paper goes beyond description of negotiation tactics and addresses the various negotiation contexts and the unique skills needed for each. Most importantly, the paper addresses how those skills are uniquely and most effectively developed.

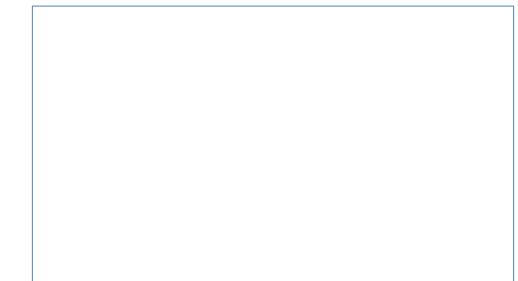
## **Practical implications**

The paper proposes a model for future testing in which results can provide support for tailored/customized training and development of employee negotiation skills. Providing the correct people with the correct tools in the correct manner is always desirable by practitioners.

# Case Study : Indian Labor Unions

- Indian labor union have seen a dramatic decline in memberships in the private sector. In India the unionization rate is low at 5 percent of the total workforce. This is due to the fact that 95 percent of people are employed in rural and informal sectors.
- Most unions are found in government-related sectors and in large enterprises. The situation is very different in the public sector, however, where 40 percent of government employees are unionized. These numbers are the results of very different trends.
- Research suggests two core reasons why public sector unions have grown.
  1. Changes in state and national labor laws
  2. Private Sector Jobs

Case Source: (Robbins, Judge & Vohra, 2016)

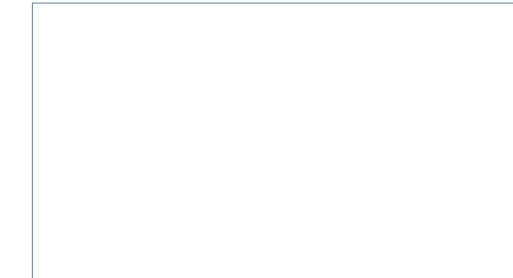


# Case Study : Indian Labor Unions

- Labour Union Negotiations has their own plus and minus
- **On the positive side**, by negotiating as a collective, unionized workers are able to earn, on average, roughly 15 percent more than their nonunion counterparts. Unions also can protect the rights of workers against capricious actions by employers. Consider the following **Example**:

*Lavanya criticized the work of four or five of her co-workers. They were not amused and posted angry message on a Facebook page.*

*Lavanya complained to her supervisor that the postings violated the employer's "zero tolerance policy against bullying and harassment". The employer investigated and agreeing that its policy had been violated, fired the five.*



Case Source: (Robbins, Judge & Vohra, 2016)

# Case Study : Indian Labor Unions

- Most of us would probably prefer not to be fired for Facebook posts. This is a protection unions can provide.
- **On the Negative side**, public-sector unions at times have been able to negotiate employment arrangement that are hard to sustain. The nexus of politics and unions has been detrimental to both workers and enterprises.
- It is often extremely difficult to fire a member of a public-sector union, even if performance is exceptionally poor. Consider other **Example**:

*Nandu shah, 46, a sports teacher in a government school in Gujarat, was pulled from the classroom for repeated sexual harassment of female students. There is an ongoing case against him. He has been suspended but continues to draw his suspension salary.*

Case Source: (Robbins, Judge & Vohra, 2016)

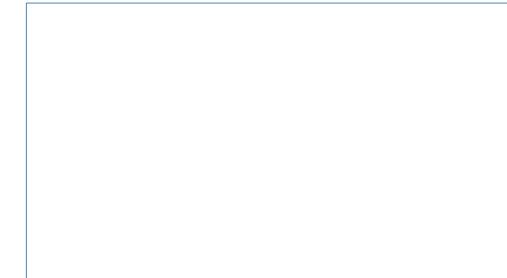
# Case Study : Indian Labor Unions

- Such protections exist for teachers in nearly every state, protecting even those who are involved in wrongdoing or who are not teaching effectively. Teachers are not alone. There are such safeguards for all union jobs
- Reasonable people can disagree about the pros and cons of unions and whether they help or hinder an organization's ability to be successful. There isn't any dispute, however, that they often figure prominently in the study of workplace conflict and negotiations strategies.



Image Source: <https://www.downloadclipart.net/browse/76488/labour-union-png-transparent-picture-clipart>

Case Source: (Robbins, Judge & Vohra, 2016)



# Case Study (Cont.)

## Questions

- Q1)** Labor management negotiations might be characterized as more distributive than integrative. Do you agree ? What do you think about this case?
- Q2)** If unions have negotiated unreasonable agreements, what responsibility does management or the administration bear for agreeing to these terms? Why do you think they do agree?
- Q3)** If you were advising union and management representatives about how to negotiate an agreement, drawing from the concepts of negotiation, what would you tell them?

# Book Recommendation

## Negotiation in the Leadership Zone

**Authors:** Ken Sylvester

**Publisher:** Academic Press;  
(September 2015)

**Language:** English

**Paperback:** 248 Pages

**ISBN-10:** 0128003405



Ken Sylvester



Image Source: [https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)

# Book Recommendation

- Book expertly addresses the question: **How do leaders become better negotiators?**
- This book successfully brings negotiation and leadership together for the first time, building separate insights about them into practical, applied lessons and tools that can be used immediately.
- Book has unique cases, examples, and insights for high-stakes and routine negotiations alike.
- The author's use of 50+ years of experience to convey the fundamental logic and strategies underlying negotiations

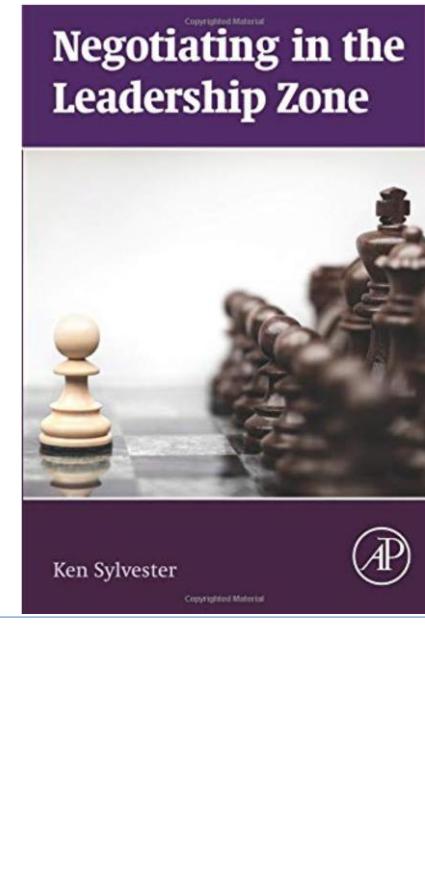


Image Source: [https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.in/Destructive-Leaders-Dysfunctional-Organizations-Therapeutic/dp/0521717345/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 29

### Leadership in Crisis Situation

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



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- The Five-Step Crisis Risk Assessment Model
- Research paper
- Case study
- Book recommendation
- References

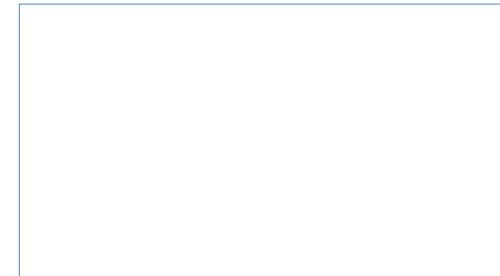


Image Source: <https://boardmember.com/the-first-30-days-the-new-rules-of-corporate-crisis-management/>

# Crisis

A Crisis is a low-probability but high-impact event that threatens the viability of an organization and is characterized by ambiguity of cause, effect, and means of resolution, as well as by a belief that decisions must be made swiftly.

**(Charmeli & Schaubroeck, 2008)**

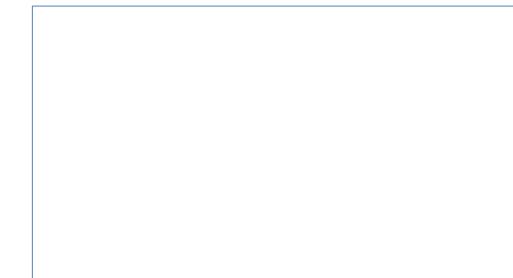
Crises are omnipresent in today's environment.

**(Bergeron & Cooren, 2012)**

Crises are indeed damaging to an organization if not properly managed.

**(Gerbe, 2013)**

Crises come in many forms. Regardless of the nature of the crises or the type of organization, what they all have in common is the stress and pressure they place on organizational resources and systems



# Crisis Leadership

- Crisis leadership is about being prepared with a plan to follow when a crisis occurs. It is about the role of corporate leaders in crisis prevention and preparedness. Effective crisis leadership is about having the foresight and proper pre-crisis planning for managing a crisis.
- There is a great need for leaders from all walks of life to show that they possess the skills and competence to lead during times of crisis
- Proactive organizations have found it prudent to designate a specific individual or unit with the task of scanning and monitoring the internal and external environments for potential threats or warning signs of a crisis.

(Jaques, 2012)

(Binns, Harreld & O'reilly, 2014)

# Crisis Leadership (Cont.)

Five essential competencies of crisis leaders, which are the ability to:

1. **Craft a vision.** Formulate an overarching vision of crisis management for the organization.
2. **Set objectives.** Establish strategic goals and program objectives for crisis management.
3. **Formulate, Execute, and Evaluate crisis plan.** Coordinate the creation of a crisis management plan.
4. **Communicate.** Establish a communication plan for notification and mobilization when needed.
5. **Manage people.** Develop a pre-crisis simulation and drill plan for the crisis team and the entire organization.

# Formulating a Crisis Plan

- Leaders who are able to overcome these psychological roadblocks and perceive risks realistically can approach crisis management planning in a logical and systematic way.
- The literature suggests that organizations with early crisis identification systems and crisis management plans already in place before the occurrence of a crisis are significantly better prepared to manage and survive a crisis event.
- In addition, these better prepared organizations have the opportunity to reposition themselves and turn a crisis event into a strategic opportunity.

**(Appelbaum et. al., 2012)**

# Formulating a Crisis Plan (Cont.)

- Organization's readiness to respond to a crisis is a function of the following:
  - ❖ The skills, abilities, and experience of a designated crisis leader
  - ❖ A trained and well-prepared crisis team
  - ❖ Organizational preparedness through regular drills and training
  - ❖ Adequate organizational resources
  - ❖ Top management support and commitment
- Crises by nature are not part of the regular work experience; therefore, effectively managing crisis situations requires leaders to be well prepared for the unknown

# Benefits of a Crisis Plan

Though suffering some loss is almost unavoidable, having a crisis plan in the event of an actual crisis has several benefits and having a crisis plan in place can:

- ❖ Reduce the duration of a crisis
- ❖ Enhance or retain a corporation's reputation
- ❖ Allow for quick and effective responses
- ❖ Improve communications
- ❖ Enhance coordination and cooperation
- ❖ Ensure ready and available resources
- ❖ Ensure fewer costly mistakes
- ❖ Ensure less panic
- ❖ Ensure quicker resolution of the crisis
- ❖ limit or protect financial loss

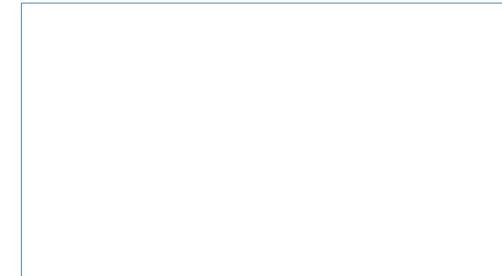


Image Source: <https://helpfuldigital.com/guides-templates-and-tools/how-to-develop-a-crisis-communications-plan/>

# The Three Stage Crisis Management Plan

## Pre Crisis Planning

- Form Crisis Response Team
- Develop Crisis Plan

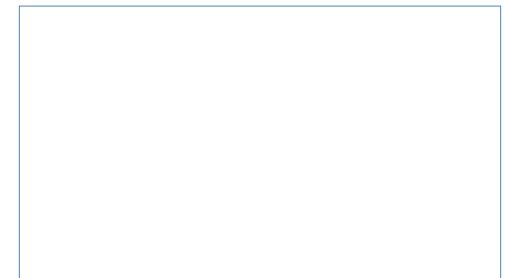
## Leading during a Crisis

- The Role of senior Leaders
- Effective Crisis Communication
- Crisis Resolution

## Adapting after a Crisis

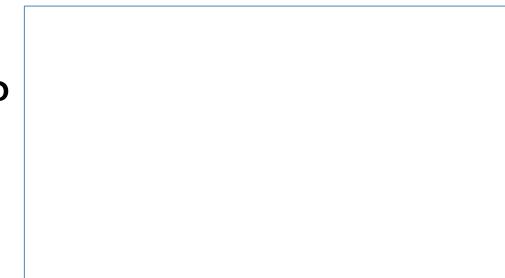
- Evaluation of a Crisis Response
- Lesson Learned
- Preventing a Future Crisis

Image Source: <https://www.timeretrievers.com.au/news/business-crisis-management-2/>



# Pre-Crisis Planning

- Every organization (large, small, for-profit, or nonprofit) should have a pre-crisis plan. Although no one can develop a pre-crisis plan that would accurately anticipate and address every possibility in the future, such a plan is still the best way to mitigate the negative consequences of any crisis.
- The message in pre-crisis planning is to **hope for the best and plan for the worst.**
- Pre-crisis planning addresses three key questions:
  1. Do we have a crisis response team and who is on it?
  2. What is our crisis plan of action?
  3. Do we have all the necessary resources in place?



# Pre-Crisis Planning (Cont.)

## 1) Do we have a crisis response team and who is on it?

- Having a standing crisis response team increases an organization's ability to respond to a crisis in a timely and effective manner.
- A crisis response team should involve a good mix of representatives from all parts of the organization. Diversity in the makeup of the crisis response team increases diverse input that contributes to better decisions.
- In the event of a crisis, a leader wants a team that has trained and worked together. During pre-crisis planning, questions on information flow and chains of command are addressed.



Image Source: [https://www.kindpng.com/imgv/mxRmxT\\_marketing-team-clipart-hd-png-download/](https://www.kindpng.com/imgv/mxRmxT_marketing-team-clipart-hd-png-download/)

# Pre-Crisis Planning (Cont.)

## 2) What is our crisis plan of action?

- It involves imagining the worst possible scenarios that could happen to the organization and the impact on employees, customers, and other stakeholders.
- To be well prepared, the crisis plan must incorporate as many potential emergency situations as possible. The crisis leader and the team should then assess the risk of these potential events, and evaluate their possible ramifications.
- For each crisis scenario, the crisis team tries to imagine the responses of different stakeholder groups which enhances preparation and reduces the level of confusion, anxiety, and frustration that often ensues.



Image Source: <https://www.qs.com/5-top-tips-to-help-international-offices-develop-a-crisis-management-plan/>

# Pre-Crisis Planning (Cont.)

~~UNPREPARED~~

## 3) Do we have all the necessary resources in place?

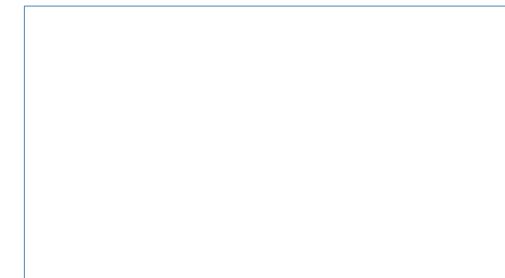
- Both financial and non-financial resources are needed to manage crisis and having the right quantity and quality of resources is critical for success.
- It is often the case that during a crisis, resources (people, technology, and equipment) that are brought to bear may never have been deployed to see how well they function together. This underscores the importance of training and drills that simulate actual crisis situations or scenarios.
- In the event of a crisis, the pre-crisis plan is put into action. The crisis leader and his team have to step forward and manage the crisis effectively.

Image Source: <https://www.techimage.com/blog/4-key-steps-to-successful-crisis-management/>

# Leading during a Crisis

When a crisis erupts, a rapid response is vital. The crisis leader must step forward and lead. The effective leader focuses on three key areas :

- **Goals** define the “What”—that is, the specific outcomes and objectives of the crisis intervention.
- **People** define the “Who”—getting the right people in the right positions with the right teams.
- **Resources** define the “how”—determining how resources will be allocated to the right people and how they will employ such resources.



# Leading during a Crisis (Cont.)

There are three key principles of crisis leadership:

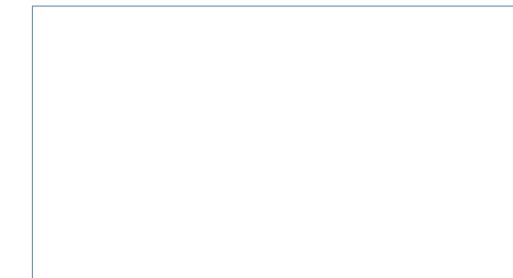
- (1) Stay engaged and lead from the front
- (2) Focus on the big picture and communicate the vision
- (3) Work with the crisis management team.

Another way of saying this is for the crisis leader to be mindful of the “three As”-

- **Acknowledge or Admit** the crisis.
- **Action** you are taking to contain or repair the damage.
- Tell the public what you are going to do to **Avoid** a repeat in the future.



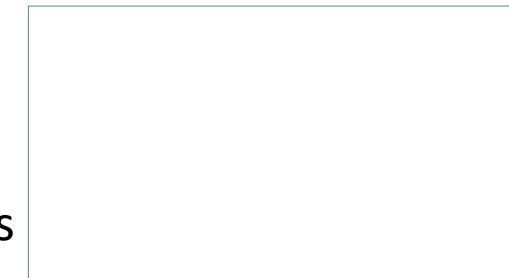
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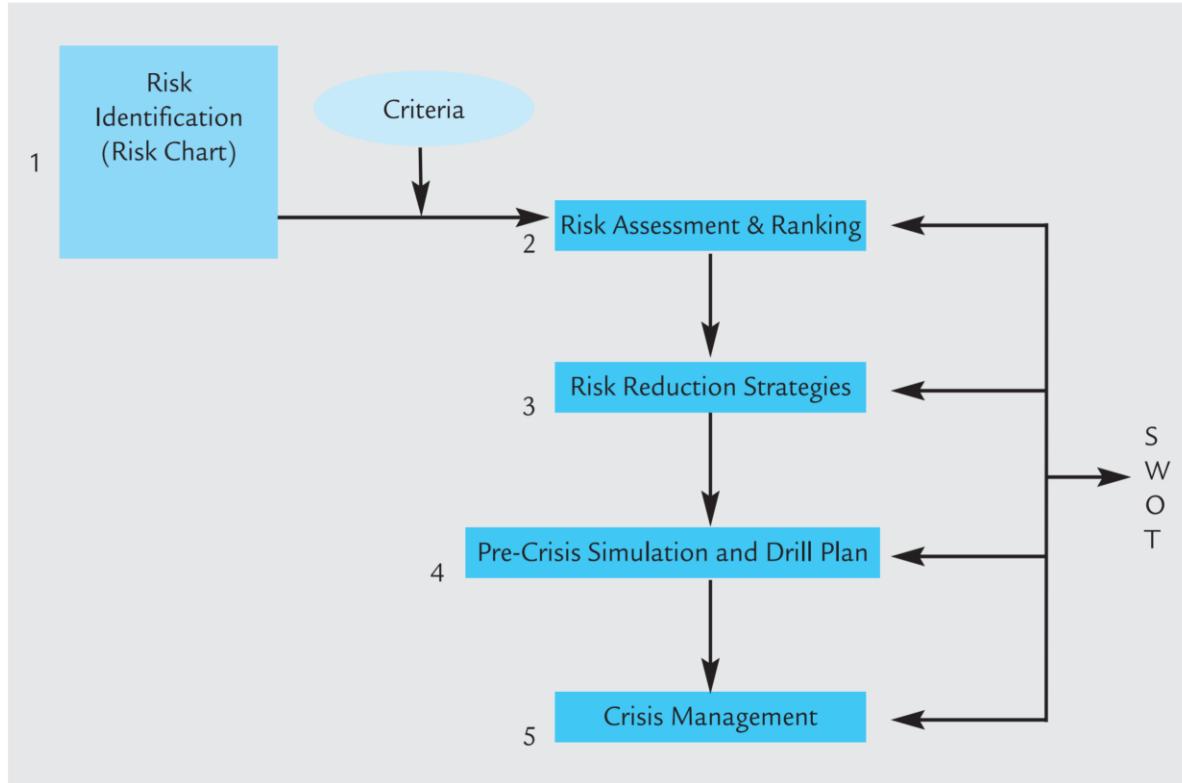
# Adapting after a Crisis

An effective post-crisis evaluation can turn a negative event into a growth and learning experience. Most forward-looking organizations do a postmortem. That is, in the aftermath of a crisis, top management authorizes a review and The review should include performance indicators such as the following:

- ❖ Effectiveness in communicating with key stakeholder groups
- ❖ Effectiveness in addressing the root cause(s) of the crisis
- ❖ Crisis team effectiveness
- ❖ Leadership effectiveness
- ❖ Effectiveness in dealing with victims and family members



# The Five-Step Crisis Risk Assessment Model



This model is a scenario analysis and planning tool that highlights different contingencies and put together crisis management action plan

Image Source: (Lussier and Christopher, 2016)

# Research Paper



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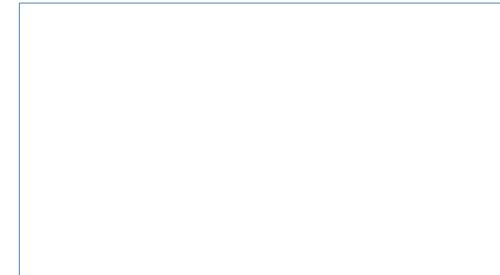
# Leveraging culture and leadership in crisis management

Raka M. Bhaduri

*Department of Educational Administration and Human Resource Development,  
Texas A&M University, College Station, Texas, USA*

## Purpose

The purpose of this paper is to explore the relationship of organizational culture, leadership and crisis management through exploration of these three constructs with respect to crisis management.

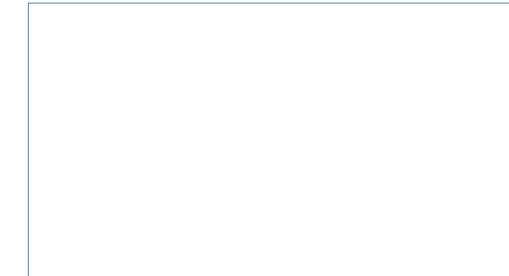


# **Research Paper**

## **Design/methodology/approach**

In this paper, a conceptual framework has been proposed that is based on the literature findings of organizational culture, leadership and crisis management. Two types of cultural elements are used; internal versus external focus and low versus high flexibility. Organizational crisis management process is explained through the five-stage life cycle, including signal detection, prevention, damage containment, recovery and learning.

Four types of leadership are included; directive, transactional, cognitive and transformational that are critical during crisis management. Five research propositions have been proposed for each stage of crisis management.



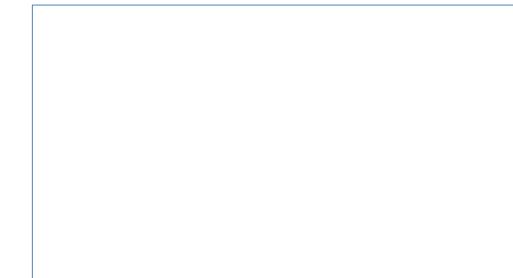
# Research Paper

## Findings

5 propositions have been proposed based on the stages of crisis management.

**P1a.** During an internal crisis, an internal focused with low flexibility organizational culture, along with a mix of cognitive and directive leadership styles and sensemaking, and perspective taking as competencies, can support organizations to detect signals and prevent crisis in the pre-crisis phase.

**P1b.** During an external crisis, an external focused with high flexibility organizational culture, along with a mix of transactional and directive leadership styles and issue selling, organizational agility and creativity as competencies, can support organizations to detect signals and prevent crisis in the pre-crisis phase.

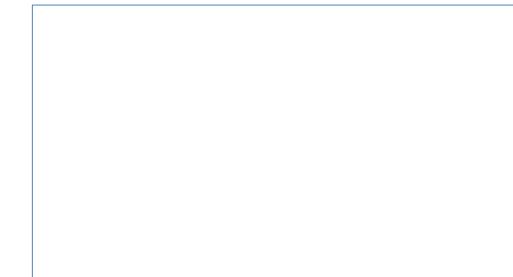


# Research Paper

## Findings (Cont.)

**P2a.** During an internal crisis, an organizational culture which is internally focused, with a high flexibility, along with a mix of transactional and transformational leadership styles and decision-making, communication and risk-taking as competencies, can contain damage and support the organization towards recovery during a crisis

**P2b.** During an external crisis, an organizational culture which is both internally and externally focused, with a reasonable degree of flexibility, mix of transactional and transformational leadership styles and decision-making, communication as competencies can contain damage and support the organization towards recovery during a crisis



# **Research Paper**

## **Findings (Cont.)**

**P3.** For either type of crisis (internal or external), an organizational culture which is both internally and externally focused along with high flexibility, transformational leadership and organizational resiliency, learning and reflection as competencies can support recovery and organizational learning in the post-crisis phase.

### **Research Limitations/implications**

The conceptual framework needs to be tested for validity. More research is needed on how changing demographics and technology affect these constructs. Organizations need to develop focus on leadership competencies and crisis-prone culture to tackle any crisis event.

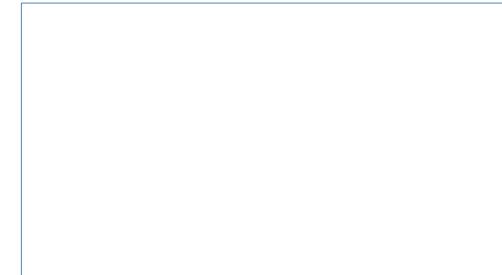
# **Research Paper**

## **Practical implications**

Organizations need to develop leadership competencies and crisis-prone culture.  
Organizations needs to be reflective on their practices

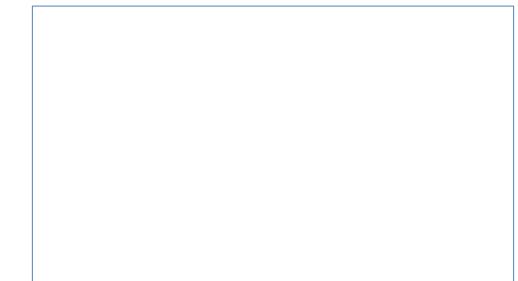
## **Originality/value**

The proposed conceptual framework is an expanded version of the crisis response leadership matrix (CRLM) model of Bowers et al. (2017). In this paper, an unique concept is presented by aligning leadership, culture and crisis management with respect to each stage of crisis management and types of crisis.



# Case Study : Antonio Perez—Eastman Kodak

- Antonio Perez, took over as chairman and CEO of Eastman Kodak in 2005. Perez is an American, born in Spain went on to graduate from college and start a career at Hewlett-Packard (HP), where he worked for 25 years before leaving to join Eastman Kodak in 2003.
- He was instrumental in transforming HP's inkjet printer business division from a money-losing to a moneymaking operation. HP increased its market share to over 60 percent around the world. Despite his accomplishments, Perez was passed over as a choice to the company's CEO position in 2003, so he resigned.
- Kodak, the once-innovative digital giant with 17,000 patents worth between \$2 and \$3 billion, was on a fast slide downward.



Source: (Lussier and Christopher, 2016)

## Case Study (Cont.)

- Its stock price, once worth around \$25, had plunged to just cents to the dollar. The company that gave birth to the first digital camera in 1975 was now being left behind in the digital revolution.
- Kodak had turned to a slow-moving bureaucratic company. It was losing ground to competitors like Sony, Nikon, Canon, and Olympus in the digital imaging business. These companies were much faster at innovating and responding to market demands.
- On January 19, 2012, Perez announced that Eastman Kodak was filing for Chapter 11 bankruptcy protection

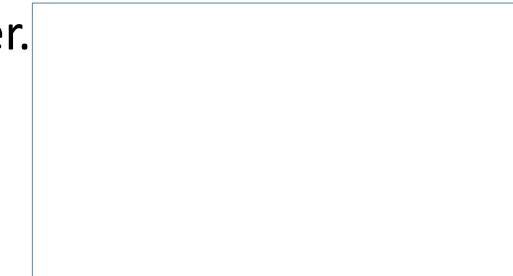


Source: (Lussier and Christopher, 2016)

Image Source: <https://en.wikipedia.org/wiki/Kodak>

## Case Study (Cont.)

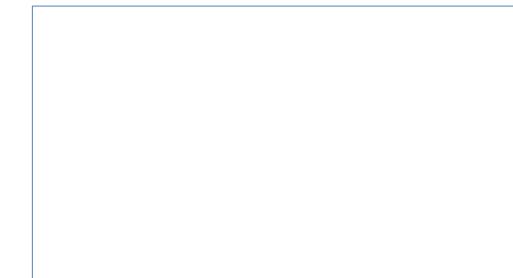
- Along with this filing, Perez embarked on an aggressive restructuring strategy to cut cost while diversifying into new business sectors to increase revenues.
- Despite these actions, many investors believe Perez was not acting fast enough in his transformation plans. He was criticized for acting too slow in winding down operations and making the layoffs that the company needed to survive before it was in an unavoidable bankruptcy.
- However, the board of directors thought differently. Perez, it said, will remain CEO for one year post-bankruptcy emergence, or until the postemergence board of directors elects his successor, whichever is sooner.
- Kodak emerged from bankruptcy and its restructuring on September 3, 2013.



Source: (Lussier and Christopher, 2016)

# Case Study (Cont.)

- Kodak has transformed into a business-to-business company focused on imaging. It describes itself as a company centered on disruptive technologies and breakthrough solutions for the product goods packaging, graphic communications, and functional printing industries.
- As a result of Perez's reorganization strategy, Kodak today is leaner, financially stronger, and ready to grow. The stock price that once traded for just cents to the dollar is now back over \$27 a share.
- It seems Perez is proving his critics wrong. For those who thought Perez was risking his own survival by taking a stake at Kodak's survival, time may prove them wrong.



Source: (Lussier and Christopher, 2016)

# Case Study (Cont.)

## Questions

- Q1)** Describe the nature of the crisis that Kodak has been going through since Perez took over as CEO in 2005?
- Q2)** In your opinion, could this crisis have been avoided?
- Q3)** How effective has CEO Perez been in managing the crisis so far?
- Q4)** In your opinion, has Mr. Perez been an effective communicator in the way he has handled the crisis?
- Q5)** What are some of the changes Mr. Perez has instituted to avoid a repeat of a similar crisis in the future?



# Book Recommendation

## 7 Lessons for Leading in Crisis

**Authors:** Bill George

**Publisher:** Jossey-Bass;  
(August, 2009)

**Language:** English

**Paperback:** 160 Pages

**ISBN-10:** 0470531878

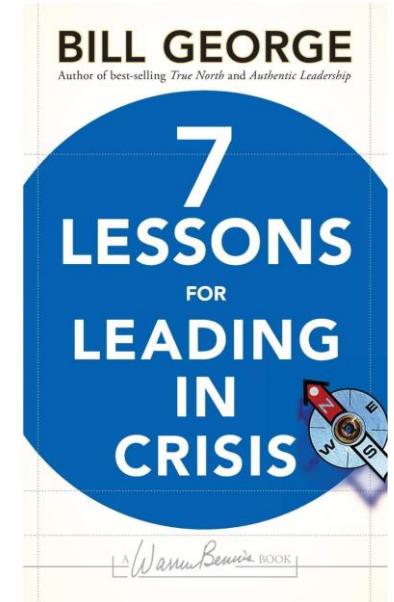


Image Source: <https://www.amazon.com/Lessons-Leading-Crisis-Bill-George/dp/0470531878>

# Book Recommendation

- Seven Lesson for Leading in Crisis is a survival kit for anyone in a leadership position.
- A concise handbook for applying proven leadership lessons in tough times
- Written by Bill George one of America's most trusted business leaders and author of True North and Authentic Leadership
- Offers realistic actions leaders can take to put their companies on the right long-term path
- Seven Lesson for Leading in Crisis gives leaders a solid strategy for staying the course.

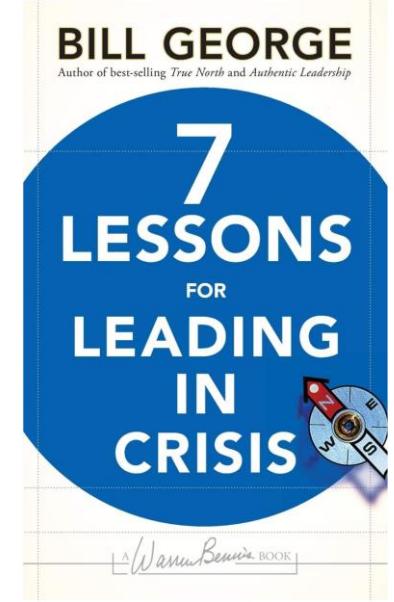


Image Source: <https://www.amazon.com/Lessons-Leading-Crisis-Bill-George/dp/0470531878>

# Book Recommendation

- The Seven Lessons Include:
  1. Face Reality, Starting with Yourself
  2. Don't Be Atlas; Get the World Off Your Shoulders
  3. Dig Deep for the Root Cause
  4. Get Ready for the Long Haul
  5. Never Waste a Good Crisis
  6. You're in the Spotlight: Follow the North
  7. Go on Offense, Focus on Winning Now

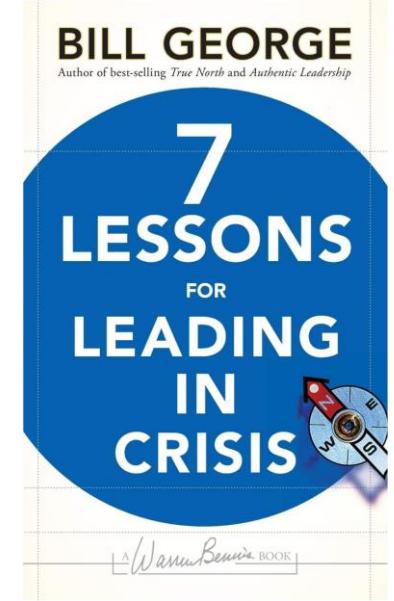


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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 30

### The Situation and The Environment

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Situation
- Situation Vs. Personality
- Task
- Organisation
  - Formal Aspects
  - Informal Aspects
- Environment
- Adaptive Leadership
- Research paper
- Case study
- Book recommendation
- References



Image Source: <https://ahseeit.com/?qa=105032/no-one-in-this-world-satisfied-meme>

# Situation

- According to Merriam-Webster Dictionary, “Situation is relative position or combination of circumstances at a certain moment.”
- According to Oxford learner’s dictionaries “All the circumstances and things that are happening in a particular time and in a particular place.”
- Sociologists **William I. Thomas** and **Florian Znaniecki** are credited with laying the theory and research groundwork for the concept that is known as the definition of the situation.



Image Source: <https://www.pinterest.com/pin/493847915383080291/>

# Situation (Cont.)

- In the book, titled “The Polish Peasant in Europe and America”, **William & Florian** wrote that a person “has to take **social meanings** into account and interpret his/her experience not exclusively in terms of his/her own needs and wishes but also in terms of the traditions, customs, beliefs, and aspirations of his social milieu.” By “**social meanings**,” they refer to the shared beliefs, cultural practices, and norms that become common sense to native members of a society.

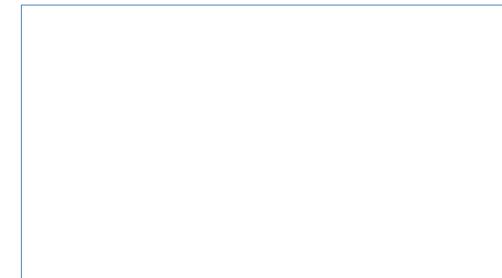
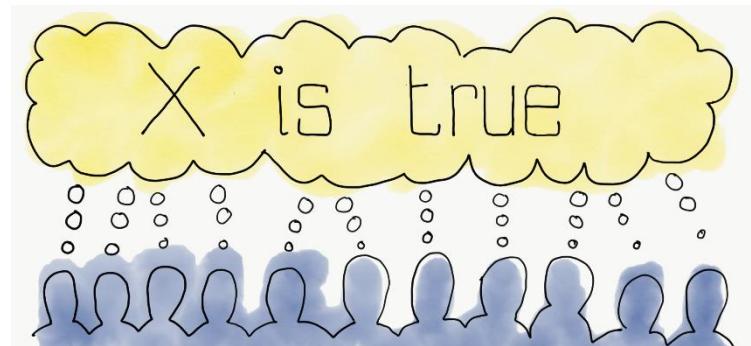


Image Source: <https://medium.com/@maxhelion/successful-companies-have-clear-shared-beliefs-about-their-world-a730e6c11c3a>

# Situation Vs. Personality

In studies of leadership effectiveness, the **situation** can and does **changes** vary dramatically. The **personal attributes** needed by an effective leader of a different jobs **may change** considerably.

Because the **situations facing leaders of such groups may be so variable**, it becomes quite obvious that studies of leader characteristics have yielded inconsistent results when looking at leadership effectiveness across jobs or situations. Thus the importance of the situation in the leadership process should not be overlooked.

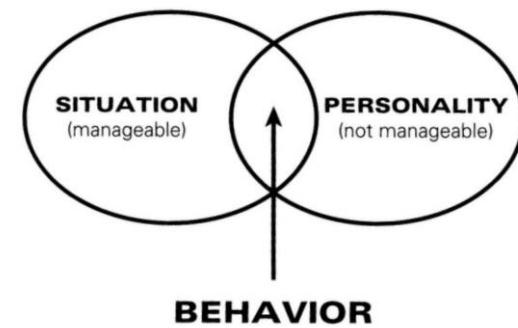


Image Source: <http://companyculture.com/132-to-understand-behavior-look-at-the-situation-the-culture/>

# Situation Vs. Personality (Cont.)

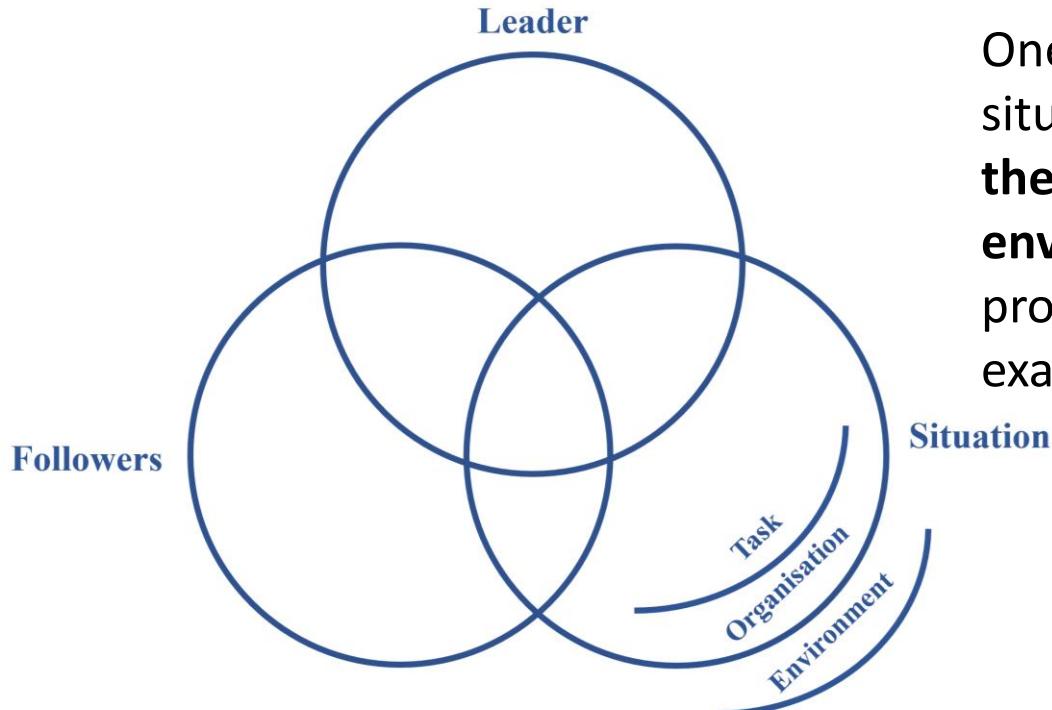
- Historically, some leadership researchers emphasized the **importance of the situation in the leadership process** in contrast to the Great Man theory of leadership.
- These researchers maintained that the **situation**, not someone's traits or abilities, **plays the most important role** in **determining** who emerges as a **leader**. (Murphy, 1941; Person, 1928; Spiller 1929).
- As support for the situational viewpoint, these researchers noted that great leaders typically emerged during economic crises, social upheavals, or revolutions; great leaders were generally not associated with periods of relative calm or quiet.

# Situation Vs. Personality (Cont.)

## Theories in Support of Situational Factors

- In **Role Theory**, a leader's behavior was said to depend on a leader's perceptions of several critical aspects of the situation: rules and regulations governing the job; role expectations of subordinates, peers, and superiors; the nature of the task; and feedback about subordinates' performance (Merton, 1957).
- In **Multiple-Influence Model**, Hunt and Osborn distinguished between micro variables (such as task characteristics) and macro variables (such as the external environment) in the situation. Hunt and Osborn believed macro variables have a pervasive influence on the ways leaders act. (Hunt and Osborn, 1982)

# Situation Vs. Personality (Cont.)



Expanded (Situation) Leader-Follower-Situation Model

One of the most basic abstractions is situational levels i.e. **the task level, the organizational level, and the environmental level**. Each of which provides a different perspective to examine the leadership process.

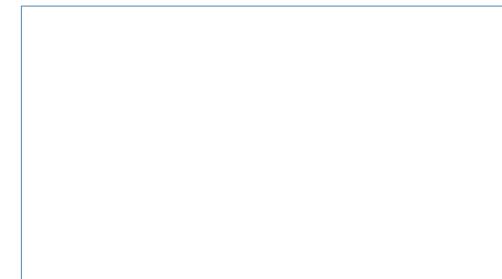
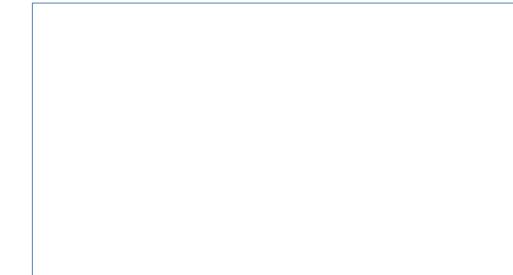


Image Source: (Hughes, Ginnett, & Curphy, 2015)

# Task

The most fundamental level of the situation involves the tasks to be performed by individuals or teams within the organisation. There are several ways in which tasks vary and are particularly relevant to leadership such as:

- **Task Autonomy** :- Task autonomy is the degree to which a job provides an individual with some control over what he does and how he does it.
- **Task Feedback** :- Task Feedback refers to the degree to which a person accomplishing a task receives information about performance from performing the task itself.
- **Task Structure** :- Task Structure basically is the degree to check up to which extent any task is structured or unstructured. (The more planned process, rules of governing the more structured a task is)



# Task (Cont.)

- **Task Interdependence** :- Task Interdependence concerns the degree to which tasks require coordination and synchronization for work groups or teams to accomplish desired goals.
- Task Interdependence differs from autonomy in that workers or team members may be able to accomplish their tasks in an autonomous fashion, but the products of their efforts must be coordinated for the group or team to succeed

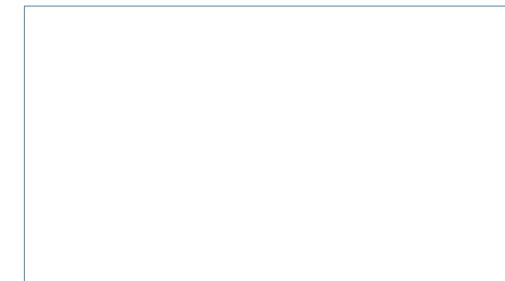
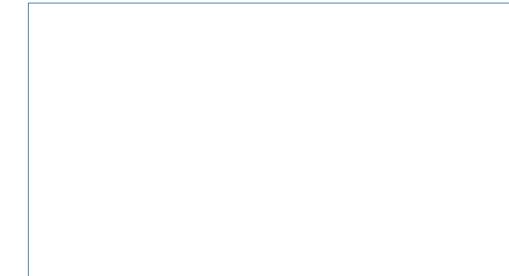


Image Source: <https://magemagazine.com/magento-2-vs-woocommerce/science-conclusion-clipart-7-1/>

# Task (Cont.)

There can be majorly two types of problems associated with tasks

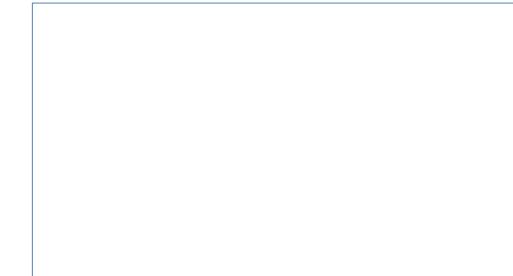
- **Technical Problems**
  - *What are these problems?* - Those problems which can be solved without changing the nature of the social system itself within which they occur.
  - *What's the Work?* – Applying current know-how
  - *Who does the Work?* -Authorities
- **Adaptive Problems**
  - *What are these problems?* - Those problems which can only be solved by changing the system itself.
  - *What's the Work?*- Discovering new ways
  - *Who does the Work?* -The people facing the challenge



# Organisation

(Kaplan and Norton, 1996) have described a set of operating assumptions underlying the information age and contrasted them with their predecessors in the industrial age. They described changes in the following ways companies operate that have affected its leadership.

- **Cross Functions:** Organisations must operate with integrated business process that cut across traditional business functions.
- **Link to Customers and Suppliers:** IT enables organisations to integrate supply, production and delivery process resulting in improvements in cost, quantity and response time.
- **Customer Segmentation:** Companies must learn to offer customized products and services to diverse customer segments.



# Organisation (Cont.)

- **Global Scale:** Companies today compete against the best companies throughout the world.
- **Innovation:** Product Life are shrinking, Companies must anticipate customers' future needs, innovate new products and services, rapidly deploy new technologies into operations.
- **Knowledge Workers:** All employees must contribute value by what they know and by the information they provide.



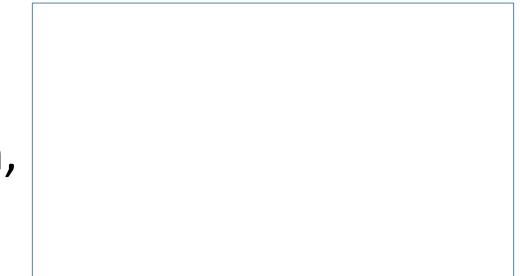
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# Organisation – Formal Aspects

Formal Organization's study involves the disciplines of management, organizational behavior, and organizational theory and can have a profound impact on leadership.

- **Level of Authority** :- It is the hierarchical level in a organisation.
- **Organisation Structure** :- Organisational Structure is the way an organisation's activities are coordinated and controlled. It represents another level of the situation in which leaders and followers must operate. It may vary in Complexity and Degree of Formalization
  - **Structure Varying in Degree of Formalization**
    - **Formalisation** is the degree of standardisation, which usually varies with size
    - **Centralisation** is the diffusion of decision making



# Organisation – Formal Aspects (Cont.)

- Structure varying in Complexity
  - **Horizontal Complexity** is the number of specialisations at any particular organisational level in an organisational chart
  - **Vertical Complexity** is the number of hierarchical levels appearing on an organisational chart
  - **Spatial Complexity** is the geographical dispersion of an organisation's members.

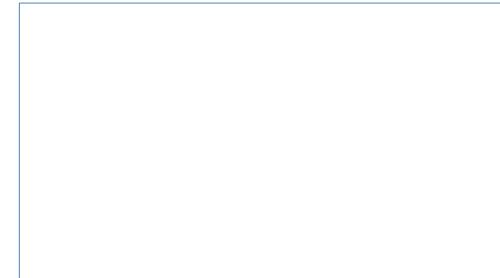
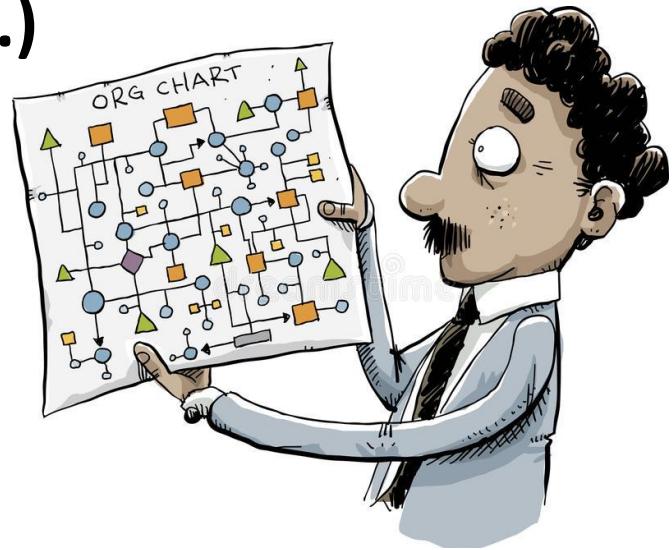


Image Source: <https://www.dreamstime.com/stock-illustration-tangled-org-chart-cartoon-office-worker-man-holds-confusing-image77168326>

# Organisation – Informal Aspects

Informal organization generally refer to organisational culture. Although most people probably think of culture in terms of very large social groups, the concept also applies to organizations.

- **Organisational Climate** concerns members' subjective reactions to the organization. (Kozlowski and Doherty, 1989)
- **Organisational Culture** has been defined as a system of shared backgrounds, norms, values, or beliefs among members of a group (Schein, 2017)

These two concepts are distinct such that organizational climate is partly a function of organizational culture. Our feelings or emotional reactions about an organization are affected by the degree to which we share the prevailing values, beliefs, and backgrounds of organizational members

# The Environment

- Ronald Heifetz argues that the leaders not only are facing crises than ever before but that a new mode of leadership is needed because we are in a permanent state of crisis.
- Change has become so fast and so pervasive that it impacts virtually every organisation everywhere, and everyone in them.
- VUCA coined by the Army War College U.S.A. for the new state of affairs, describes a world i.e.,
  - **Volatile**
  - **Uncertain**
  - **Complex**
  - **Ambiguous**

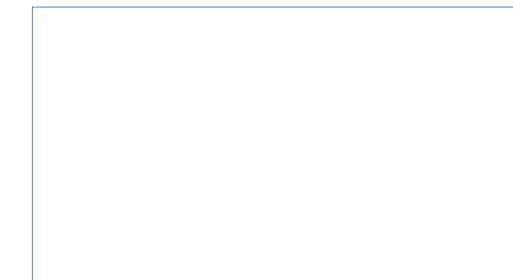
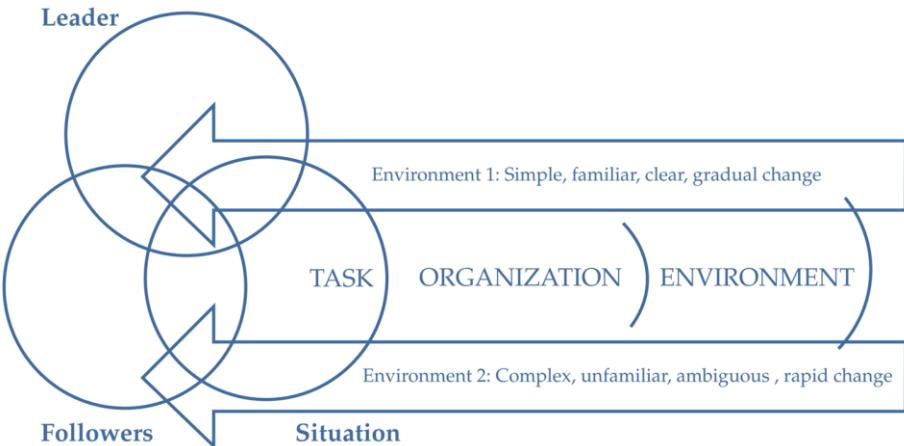


Image Source : <https://www.dreamstime.com/vuca-volatility-uncertainty-complexity-ambiguity-general-conditions-situations-concept-keywords-vuca-volatility-image133229555>

# The Environment (Cont.)

In the constantly changing environment, Leadership which was never easy, is appears to be growing more difficult

- Two vectors added to the original diagram, highlights how two contrasting and multidimensional kinds of environments affect leadership
- Two vectors do not imply there's a categorization of environments (either simple or complex); it is used just to represent in the figure, a range of possible environments.



## Contrasting Different Environments in the Situational Level

Image Source: (Hughes, Ginnett, & Curphy, 2015)

# The Environment - PESTEL

Leaders have to analysis the business environment to make wise decisions, taking into account the **situation** dimension of Leader-Follower-Situation Framework.

PESTEL Analysis is one of the Tools which Leader may use to analysis different aspects of business environment simultaneously.



Image Source: [https://stock.adobe.com/in/search/images?k=pestel&asset\\_id=369421426](https://stock.adobe.com/in/search/images?k=pestel&asset_id=369421426)

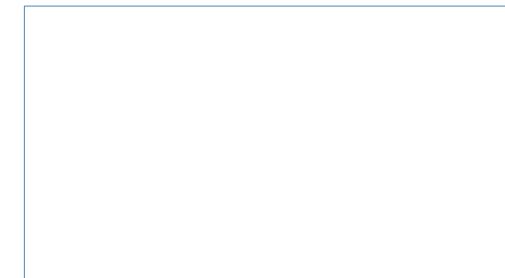
# The Environment (Cont.)

## Societal Culture

It is critical for leaders to have an understanding of societal culture and the associated beliefs, characteristics, and customs. Failure to do so can result in conflicts and misunderstandings.

**Societal Culture** refer to those learned behaviors characterizing the total way of life of members within any given society

Business leaders in the global context need to become aware and respectful of cultural differences and cultural perspectives.



# Adaptive Leadership

**Adaptive Leadership** is a process based on the principle of shared responsibility for the future success of the business or service.

Ron Heifetz and Marty Linsky, defines adaptive leadership as “**A practical leadership framework that helps individuals and organizations adapt and thrive in challenging environments.**” (Heifetz , Ronald and Linsky, 2002)

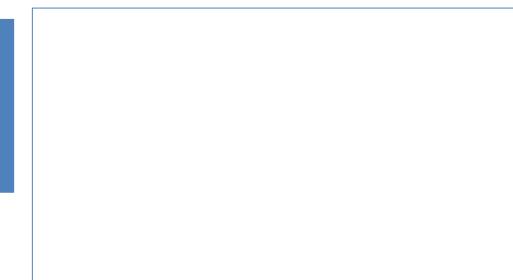
Thus Adaptive Leaders must have the four foundational traits:

Emotional  
Intelligence

Organizational  
Justice

Character

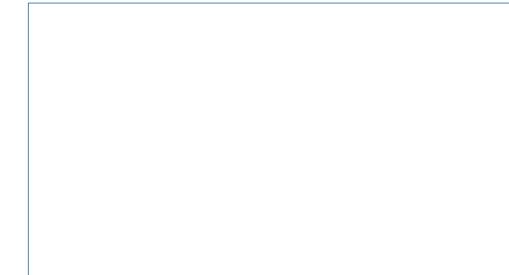
Development



# Adaptive Leadership

There are **Four A's of Adaptive Leadership** while responding to any situation

- **Anticipation** of likely future needs, trends and options.
- **Articulation** of these needs to build collective understanding and support for action.
- **Adaptation** so that there is continuous learning and the adjustment of responses as necessary.
- **Accountability**, including maximum transparency in decision making processes and openness to challenges and feedback.



# Adaptive Leadership

## Model of Adaptive Leadership

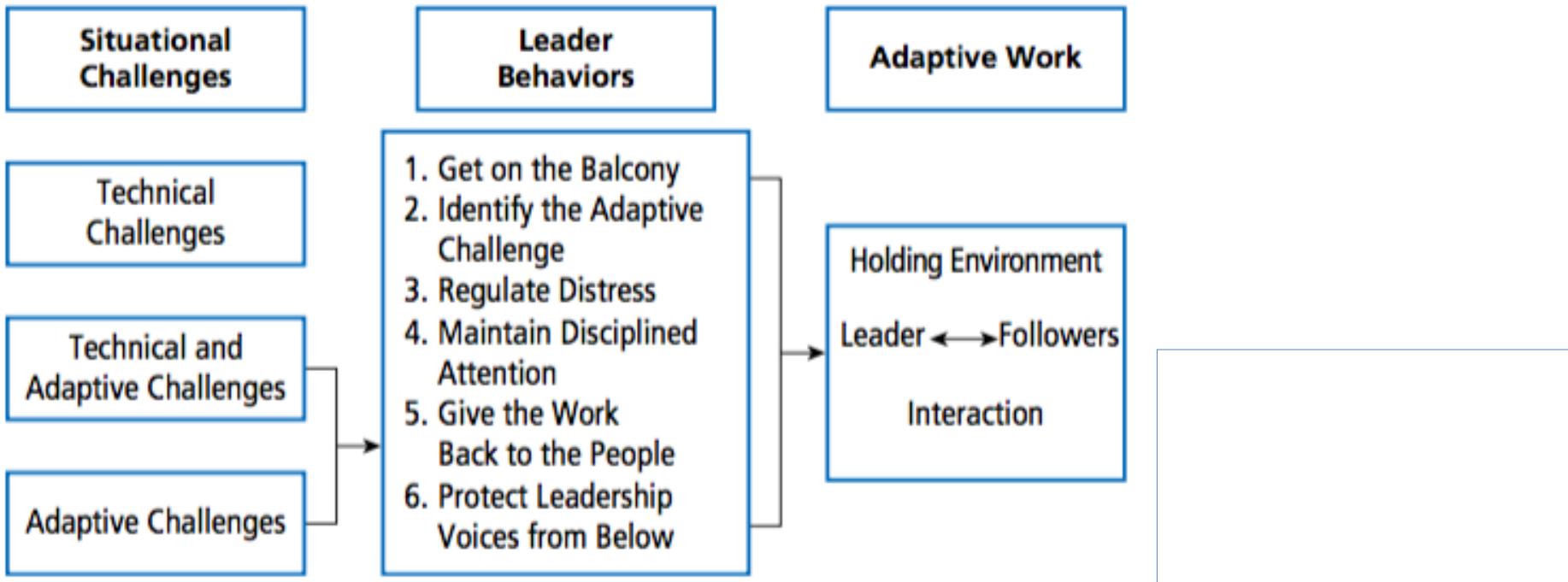


Image Source: <https://www.chegg.com/homework-help/questions-and-answers/figure-111-model-adaptive-leadership-situational-challenges-leader-behaviors-adaptive-work-q27100865>

# Research Paper



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

## The Role of the Situation in Leadership

Victor H. Vroom  
Arthur G. Jago

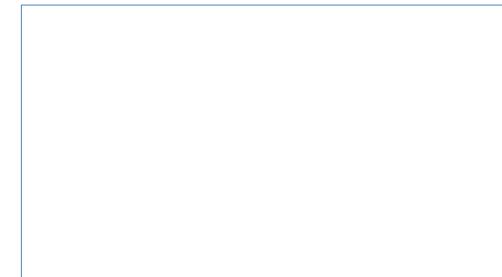
*Yale University*  
*University of Missouri—Columbia*

January 2007 • American Psychologist

Copyright 2007 by the American Psychological Association 0003-066X/07/\$12.00  
Vol. 62, No. 1, 17–24 DOI: 10.1037/0003-066X.62.1.17

### Purpose

The purpose of this paper is to do integrative examination of the different leadership theories to lay emphasis on role of situation in leadership by laying a taxonomy of situational effects on leadership



# Research Paper

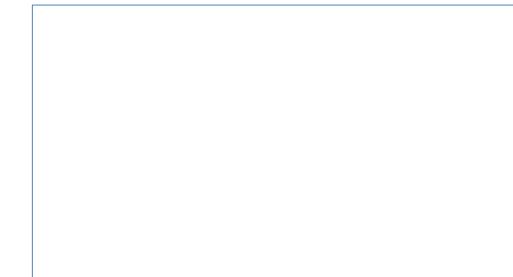
## Design/methodology/approach

This paper begins with defining of leadership. Then the role of situational factors in leadership is examined particularly in organizations rather than leadership in political, scientific or artistic realms with the help literature review.

## Findings

This paper had identified three distinct roles that situational variables play in the leadership process.

- Organizational effectiveness (*often taken to be an indication of its leadership*) is affected by situational factors not under leader control.
- Situations shape how leaders behave
- Situations influence the consequences of leader behavior.



# **Research Paper**

## **Originality/value**

This paper provides integrative view of different theories of leadership (including Fiedler's contingency theory, Path Goal Theory and Normative and descriptive model of leadership) viewed from the common perspective of role of situations in effective leadership

## **Practical implications**

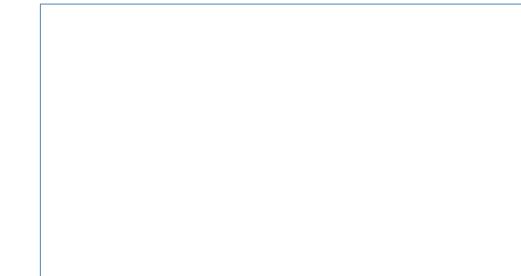
The most recent of these, contingency theories, is argued to be most consistent with existing evidence and most relevant to professional practice.

The Vroom, Yetton, and Jago contingency models of participation in decision making are described in depth, and their work provides the basis for identifying 3 distinct ways in which situational or contextual variables are relevant to both research on and the practice of leadership.

# Case Study : Virginia Tech Shooting (Hero in Midst of Horror)

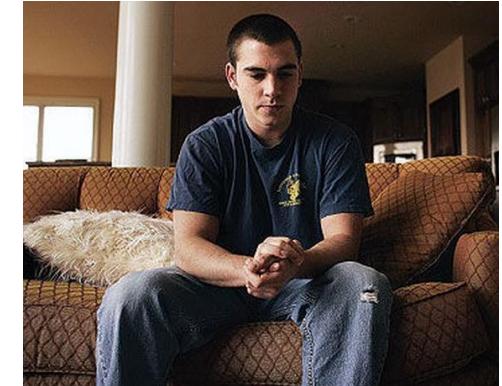
- **April 16, 2007**, was a dark day at **Virginia Tech**. On that day **Cho Seung Hui** went on a shooting rampage **that killed 32 students and faculty** and injured a host of others.
- He created a situation of terror. But in that same awful situation, **heroes were created**.
- One was **Zach Petkewicz**. Zach and his fellow classmates were in a classroom near the one where Cho initiated his massacre. Everyone experienced fear and hid behind whatever they could find for protection.
- But it occurred to Zach that “**there's nothing stopping him from coming in here. We were just sitting ducks.**” And that's when Zach and others took action.

Case Source : (Hughes, Ginnett, & Curphy, 2015)



# Case Study (Cont.)

- Zach grabbed a table and shoved it against the door. Seeing his plan, **other students joined him**, pinning the table against the cinderblock walls around the door frame.
- They were just in time. **Cho tried to get into their classroom next**. Having tried the door handle and then brute force, Cho emptied a clip of ammunition through the door before **giving up and moving on to another room**.



Zach Petkewicz, described how he and two classmates barricaded their classroom door at Norris Hall

Case Source : (Hughes, Ginnett, & Curphy, 2015)

# Case Study (Cont.)

- Days after the assault, Zach Petkewicz was interviewed by Matt Lauer on NBC's Today Show. Lauer asked Zach if he could have predicted, before the shooting, how he would react. The young hero, whose first reaction had been fear, said that's not possible for anyone. **"There's no way of telling what I would have done until you're put in that situation."**

**Q1)** With respect to the case, discuss how the situation influences leaders and followers?

**Q2)** Do Situational Leaders always have to be reactive to the situation?

Case Source: : (Hughes, Ginnett, & Curphy, 2015)

# Book Recommendation

## Grasp the Situation: Lessons Learned in Change Leadership

**Authors:** Glenn H Varney  
Scott Janoch  
James M. McFillen

**Publisher:** iUniverse;  
(July 2015)

**Language:** English

**Paperback:** 202 Pages

**ISBN-10:** 1491767219

**ISBN-13:** 978-1-4917-6721-4

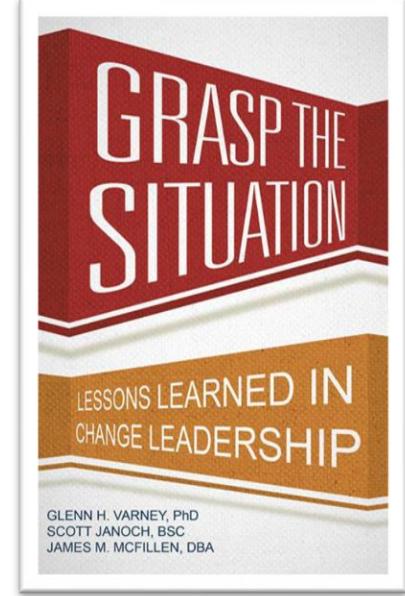


Image Source: <https://www.amazon.in/Grasp-Situation-Lessons-Learned-Leadership/dp/1491767219>

# Book Recommendation

- In this Book, you'll discover how to develop effective solutions by learning from the successes and failures of others.
- The authors present real-life scenarios so you can get better at diagnosing the problems plaguing your organization.
- Learn how to - identify the subtle symptoms that sicken your organization; - avoid placing your trust in the wrong people; - design training programs to fix problem behaviors; and - get leaders to lead and motivate the troops to change.

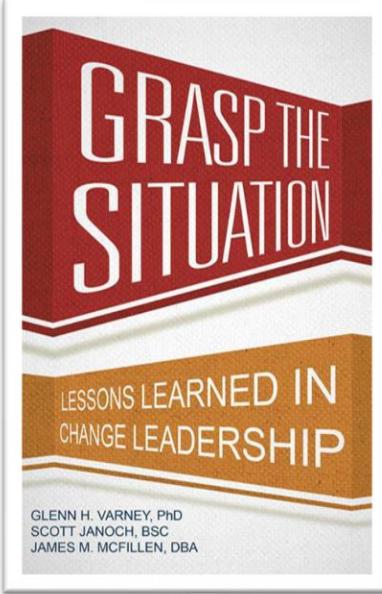
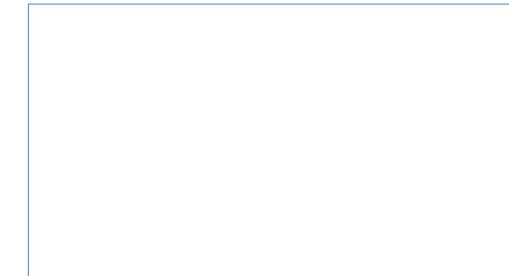


Image Source: <https://www.amazon.in/Grasp-Situation-Lessons-Learned-Leadership/dp/1491767219>

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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 31

### Culture and Leadership

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES

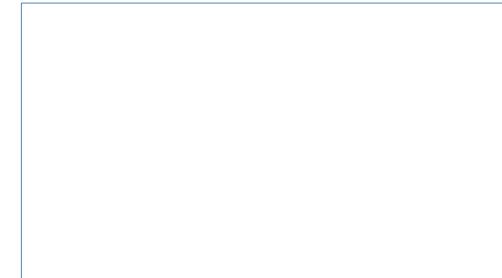


# CONTENTS

- About Organizational Culture
- Schein's Four Key Organizational Culture Factors
- Leaders and Culture
- What can Leaders do to create a more ethical culture?
- Three Types of Leadership Culture Development
- Theory of Organization Culture
- Research paper
- Case study
- Book recommendation
- References

A Leadership Culture is one where everyone thinks like an owner, a CEO or a managing director. It is one where everyone is entrepreneurial and proactive.

**-Robin Sharma**



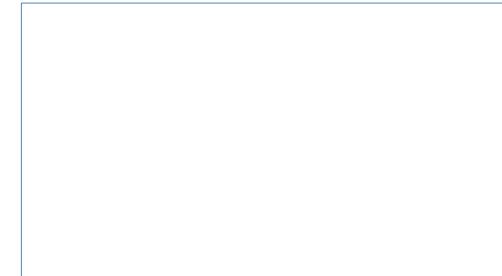
# About Organizational Culture

Culture is the tacit social order of an organization: It shapes attitudes and behaviors in wide-ranging and durable ways. Cultural norms define what is encouraged, discouraged, accepted, or rejected within a group. When properly aligned with personal values, drives, and needs, culture can unleash tremendous amounts of energy toward a shared purpose and foster an organization's capacity to thrive. **Seven primary** characteristics seem to capture the essence of an organization's culture:

- 1. Innovation and risk taking
- 2. Attention to detail
- 3. Outcome orientation
- 4. People orientation
- 5. Team orientation
- 6. Aggressiveness
- 7. Stability

# Some Questions That Define Organizational Culture

- What can be talked about or not talked about?
- How do people wield power?
- How does a person get ahead or stay out of trouble?
- What are the unwritten rules of the game?
- What are the organization's morality and ethics?
- What stories are told about the organization?



# Schein's Four Key Organizational Culture Factors

**Myths and stories** are the tales about the organization that are passed down over time and communicate a story of the organization's underlying values. Virtually any employee of Walmart can tell you stories about Sam Walton and his behavior—how he rode around in his pickup truck, how he greeted people in the stores, and how he tended to “just show up” at different times.

**Symbols and artifacts** are objects that can be seen and noticed and that describe various aspects of the culture. In almost any building, for example, symbols and artifacts provide information about the organization's culture.

# Schein's Four Key Organizational Culture Factors

**Rituals** are recurring events or activities that reflect important aspects of the underlying culture. An organization may have spectacular sales meetings for its top performers and spouses every two years. This ritual would be an indication of the value placed on high sales and meeting high quotas. Another kind of ritual is the retirement ceremony. Elaborate or modest retirement ceremonies may signal the importance an organization places on its people.

**Language** concerns the jargon, or idiosyncratic terms, of an organization and can serve several different purposes relevant to culture. First, the mere fact that some know the language and some do not indicates who is in the culture and who is not. Second, language can also provide information about how people within a culture view others. Third, language can be used to help create a culture.

# Leaders and Culture

- Leaders must realize that they can play an active role in changing an organization's culture, not just be influenced by it.
- Leaders can change culture by attending to or ignoring particular issues, problems, or projects.
- They can modify culture through their reactions to crises, by rewarding new or different kinds of behavior, or by eliminating previous punishments or negative consequences for certain behaviors. Their general personnel policies send messages about the value of employees to the organization (such as cutting wages to avoid layoffs).
- They can use role modeling and self-sacrifice as a way to inspire or motivate others to work more vigorously or interact with each other differently.
- Finally, leaders can also change culture by the criteria they use to select or dismiss followers.

# What can Leaders do to create a more ethical culture?

- **Be a visible role model:** Employees will look to the actions of top management as a benchmark for appropriate behavior. Send a positive message.
- **Communicate ethical expectations:** Minimize ethical ambiguities by sharing an organizational code of ethics that states the organization's primary values and ethical rules employees must follow.
- **Provide ethical training:** Set up seminars, workshops, and training programs to reinforce the organization's standards of conduct, clarify what practices are permissible, and address potential ethical dilemmas.

# What can Leaders do to create a more ethical culture?

- **Visibly reward ethical acts and punish unethical ones:** Appraise managers on how their decisions measure up against the organization's code of ethics. Review the means as well as the ends. Visibly reward those who act ethically and conspicuously punish those who don't.
- **Provide protective mechanisms:** Provide formal mechanisms so employees can discuss ethical dilemmas and report unethical behavior without fear of reprimand. These might include ethical counselors, ombudsmen, or ethical officers.

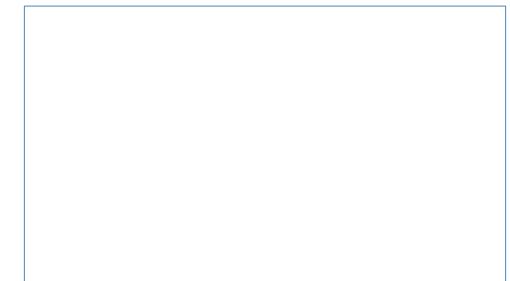
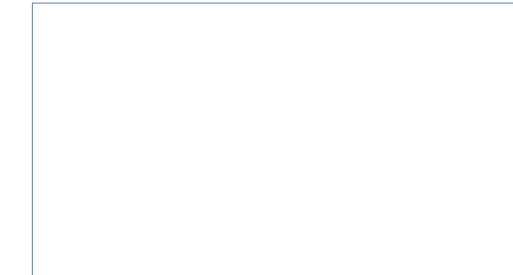


Image Source: <https://www.funteambuilding.com/wp-content/uploads/2015/07/corporate-culture.jpg>

# Positive Organizational Culture

- A positive organizational culture emphasizes building on employee strengths, rewards more than it punishes, and emphasizes individual vitality and growth. Let's consider each of these areas.
- **Building on Employee Strengths** Although a positive organizational culture does not ignore problems, it does emphasize showing workers how they can capitalize on their strengths.
- **Rewarding More Than Punishing** Although most organizations are sufficiently focused on extrinsic rewards such as pay and promotions, they often forget about the power of smaller (and cheaper) rewards such as praise. Part of creating a positive organizational culture is “catching employees doing something right.”



# Positive Organizational Culture

- **Emphasizing Vitality and Growth:** No organization will get the best from employees who see themselves as mere cogs in the machine. A positive culture recognizes the difference between a job and a career. It supports not only what the employee contributes to organizational effectiveness but also how the organization can make the employee more effective—personally and professionally.

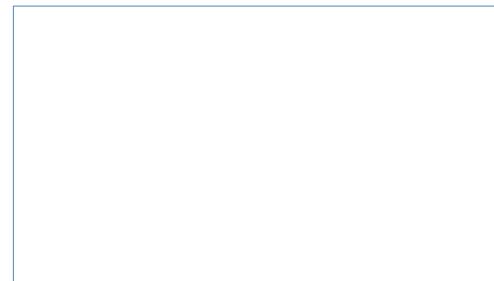


Image Source: <https://blog.readytomanage.com/wp-content/uploads/2014/01/creating-a-positive-organizational-culture.jpg>

# Three Types of Leadership Culture Development

Leadership culture is the way things are done; it's the way people interact, make decisions, and influence others. Leaders' own conscious and unconscious beliefs drive decisions and behaviors, and repeated behaviors become leadership practices. Because these practices eventually become the patterns of leadership culture, leaders must understand their responsibility in creating or changing it.

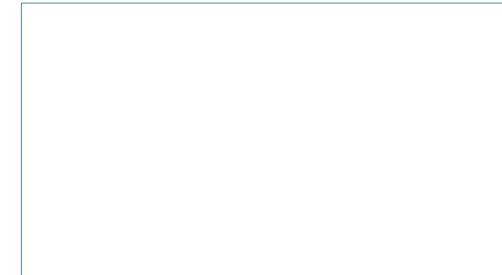


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# Dependent leadership cultures

Organizations that emphasize top-down control and deference to authority. In general, you can think of dependent cultures as “conforming” cultures. Other characteristics often associated with dependent cultures include these:

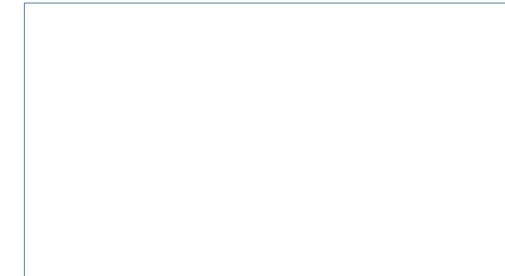
- There may be a command and control mind-set.
- Seniority and position levels are important bases of respect.
- There's great emphasis on keeping things running smoothly.
- Most people operate with the philosophy that it's usually safest to check things out with one's boss before taking a new direction.



# Independent leadership cultures

There's great emphasis on individual responsibility; decentralized decision making; and the promotion of experts, professionals, and individual contributors into positions of authority. In general, you can think of independent cultures as "achievement-oriented" cultures. Other characteristics associated with independent cultures include these:

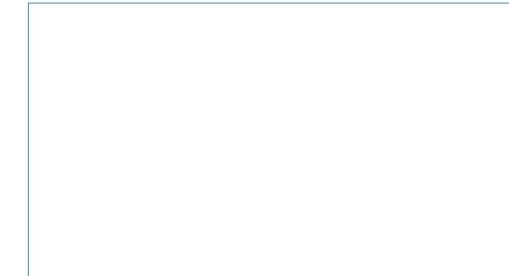
- The results that leaders achieve, whatever it takes, are an important basis of respect.
- Even during times of stress, there is great pressure not to let performance numbers go down.
- Bold and independent action that gets results is highly prized.
- The organization is successful because of its large number of highly competent and ambitious individuals.



# Interdependent leadership cultures

There's widespread use of dialogue, collaboration, horizontal networks, valuing of differences, and a focus on learning. In general, you can think of interdependent cultures as “collaborative” cultures. Other characteristics associated with interdependent cultures include these:

- Many people wear several hats at once, and roles change frequently as the organization continually adapts to changing circumstances.
- People believe it's important to let everyone learn from your experience, even your mistakes.
- There's a widely shared commitment to doing what it takes to make the entire organization be successful, not just one's own group.
- Openness, candor, and building trust across departments are valued.



# Leadership Culture Development

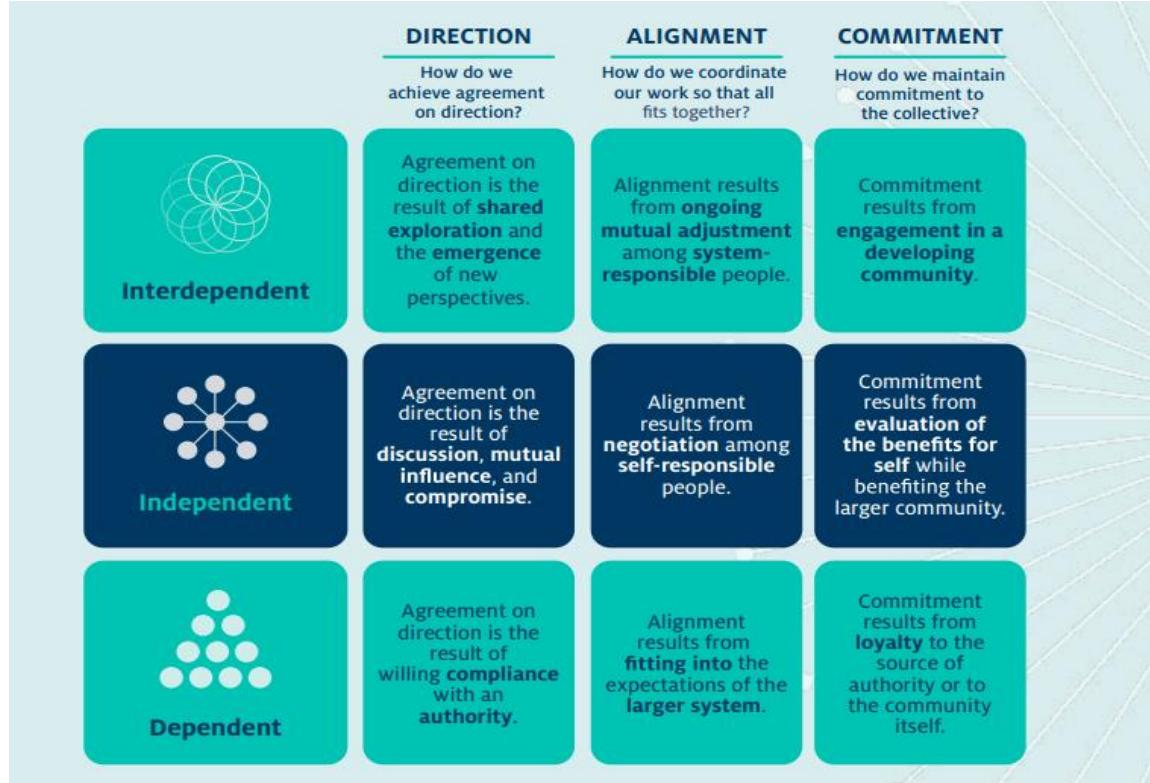
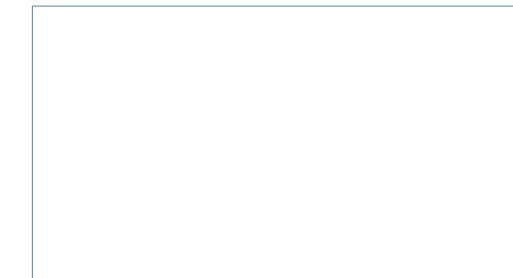


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# Theory of Organizational Culture

- **Competing Values Framework:** It derives its name from the fact that the values depicted on opposite ends of each axis are inherently in tension with each other.
- They represent competing assumptions about the desired state of affairs in the organization. The core values at one end of each axis or continuum are opposed to the core values at the opposite end.
- Thus it's impossible that an organization could be both extremely flexible and extremely stable all the time. An organization's culture represents a balance or trade-off between these competing values that tends to work for that organization in its particular competitive environment.
- The Competing Values Framework was designed to help organizations be more deliberate in identifying a culture more likely to be successful given their respective situations, and in transitioning to it.



# Theory of Organisation Culture

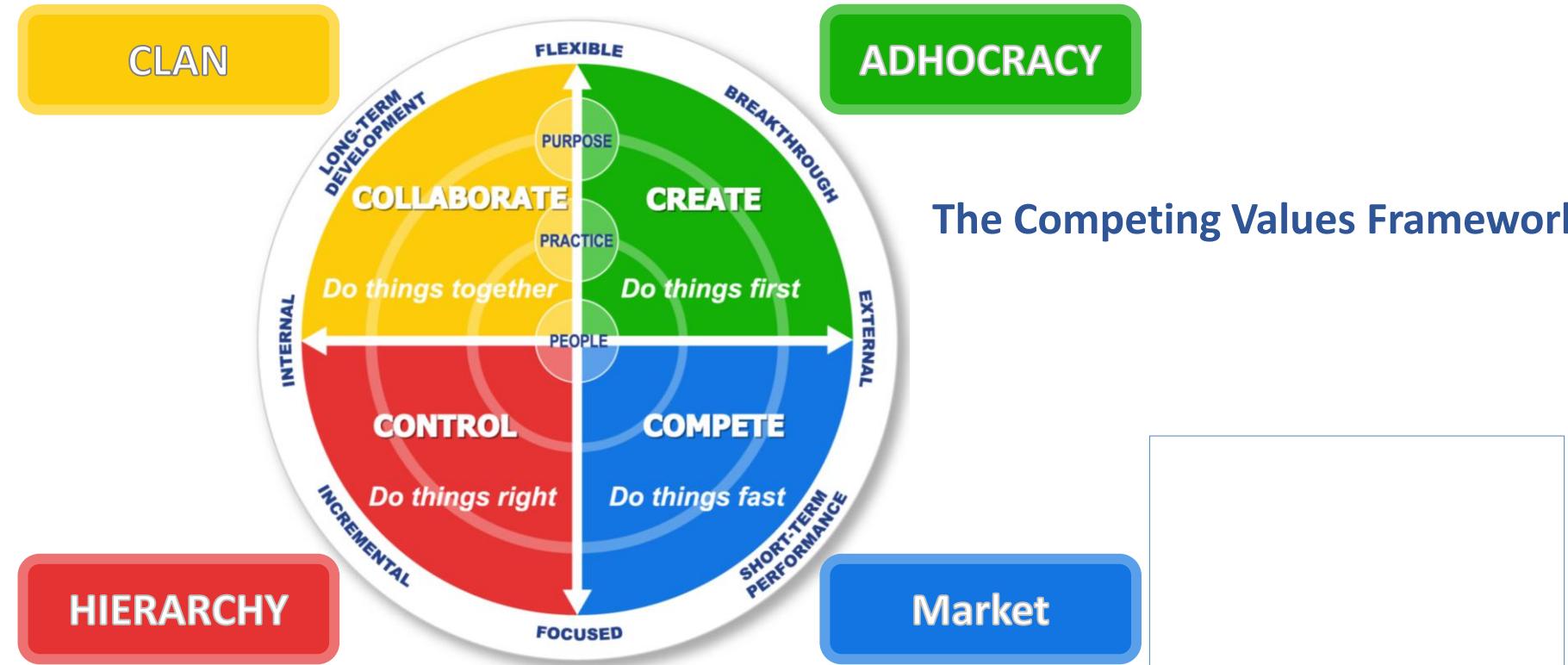
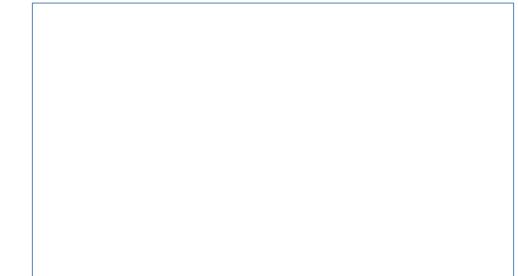


Image Source: [https://www.boomhogeronderwijs.nl/media/8/download\\_pdf\\_culture\\_assessment\\_workbook.pdf](https://www.boomhogeronderwijs.nl/media/8/download_pdf_culture_assessment_workbook.pdf)

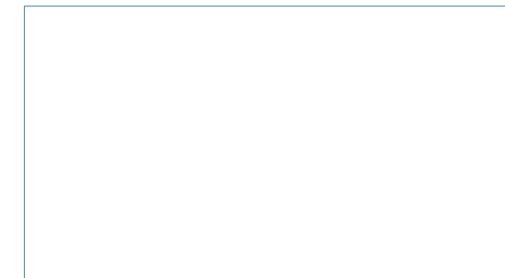
# Hierarchy culture.

- Organizations that emphasize stability and control, and also focus their attention inward (on how people within the organization interact with each other, on whether internal operating procedures are followed, and so forth), have a **hierarchy culture**.
- Organizations with a hierarchy culture tend to have formalized rules and procedures; they tend to be highly structured places to work.
- Following standard operating procedures, or SOPs, is the rule of the day. The emphasis is on ensuring continuing efficiency, smooth functioning, and dependable operations.  
**Examples of hierarchy cultures** are government agencies, fast-food chains, and traditional large manufacturing companies



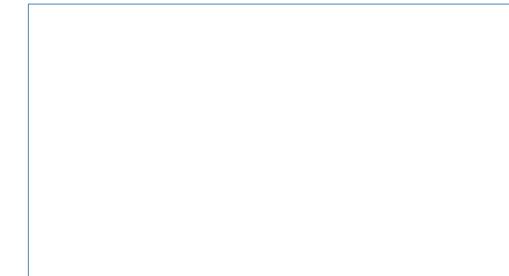
# Market Culture

- Organizations that, like hierarchy cultures, emphasize stability and control but focus their attention primarily on the external environment (outside the organization itself) are called **market cultures** .
- Their interest is more on interactions with external constituencies like customers and suppliers. Market cultures are competitive and results-oriented, and the results that count most are typically financial measures of success such as profit.
- To ensure discipline in achieving these ends, there is great emphasis on achieving measurable goals and targets.
- Fundamentally, what characterizes market cultures is a pervasive emphasis on winning, often defined simply as beating the competition.



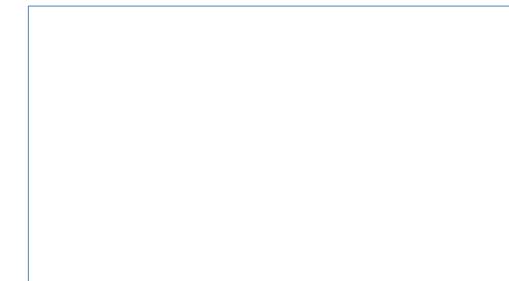
# Clan Cultures

- Organizations that emphasize having a high degree of flexibility and discretion, and that also focus primarily inward rather than outward, are known as **clan cultures** because in many ways they can be thought of as an extended family.
- A strong sense of cohesiveness characterizes clan cultures along with shared values and a high degree of participativeness and consensus building.
- Clan cultures believe their path to success is rooted in teamwork, loyalty, and taking care of people within the organization, including their continuing development. In a real sense clan cultures can be thought of as relationship cultures.



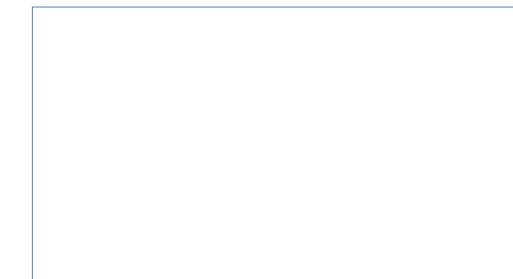
# Adhocracy Cultures

- Finally, organizations that emphasize having a high degree of flexibility and discretion, and that focus primarily on the environment outside the organization, are called **adhocracy cultures**.
- In many ways adhocracy cultures represent an adaptation to the transition from the industrial age to the information age. Organizational culture is most responsive to the turbulent and rapidly changing conditions of the present age.
- The name adhocracy has roots in the phrase ad hoc, which means temporary or specialized. Adhocracy cultures are by nature dynamic and changing so as to best foster creativity, entrepreneurship, and staying on the cutting edge. This requires a culture that emphasizes individual initiative and freedom.



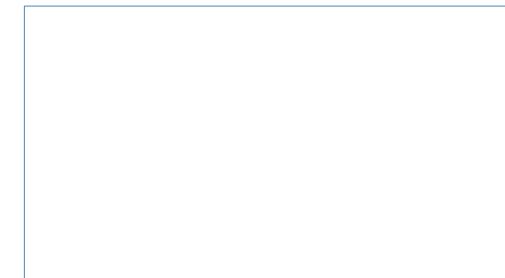
# Summary of Theory of Organizational Culture

- The complexities and necessities of organizational life and survival inevitably require that all cultures include elements from all four of the cultures (that is, all cultures put some value on all the competing values). What differentiates one culture from another, then, is the relative predominance of one culture type over the others.
- Nonetheless, it should be apparent that quite different approaches to leadership are called for based on which of these four distinctive cultures dominates any organization.
- Leadership in hierarchy cultures, for example, emphasizes careful management of information, monitoring detailed aspects of operations, and assuring operational dependability and reliability.



# Summary of Theory of Organizational Culture

- In contrast, leadership in market cultures places a premium on aggressiveness, decisiveness, productivity (which is not the same thing as stability or continuity), and outperforming external competitors.
- Leadership in a clan culture focuses on process more than output, especially as it pertains to minimizing conflict and maximizing consensus.
- A premium is placed on leadership that is empathetic and caring and that builds trust. And leadership in adhocracy cultures requires vision, creativity, and future-oriented thinking.



# RESEARCH PAPER



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DOI 10.1108/01437731111123933

## Leadership vision, organizational culture, and support for innovation in not-for-profit and for-profit organizations

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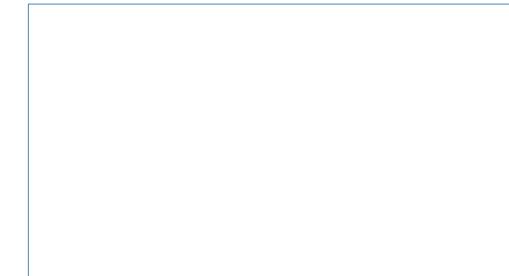
Received March 2010

Revised August 2010

Accepted August 2010

### Purpose

The purpose of this paper is to investigate the relationships among leadership vision, organizational culture, and support for innovation in not-for-profit (NFP) and FP (For Profit) organizations. It hypothesizes that in NFPs, a socially responsible cultural orientation mediates the relationship between leadership vision and organizational support for innovation, whereas in FPs, a competitive cultural orientation mediates this relationship..

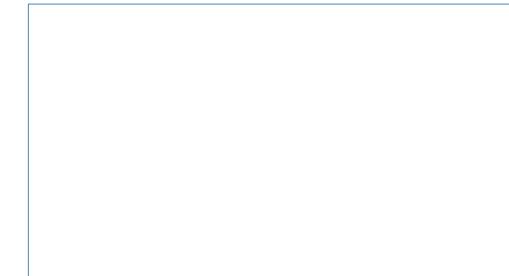


## **Design/methodology/approach**

This is an empirical study that draws upon a large survey of 1,448 managers and senior executives who are members of the Australian Institute of Management.

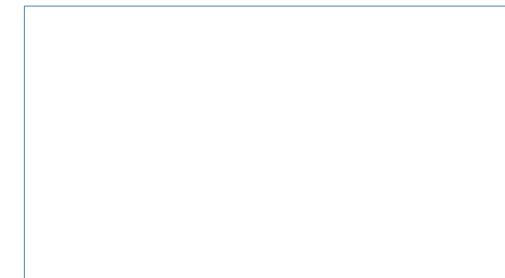
## **Findings**

Path analytic modelling provides partial support for the hypotheses. Although the predicted mediation effects occurred in NFPs and FPs, the strength of relationship between leadership vision and the two dimensions of organizational culture did not differ between the sectors. This was despite the observation that NFPs scored higher on a socially responsible cultural orientation than FPs, whereas FPs scored higher on a competitive cultural orientation.



# Practical Implications

- The implications of these findings are significant in the development of leaders responsible for sustaining organizational growth and competitiveness during times of substantial social and economic turmoil. When times are problematic and workers feel their job security threatened, transformational leaders able to articulate vision and engage workers in that vision also help build strong, creative, and competitive businesses, regardless of the organizational sector.
- The findings of the study suggest that helping leaders better articulate their organizational visions is a worthwhile endeavour, because these leaders engage their workers in the strategic orientation of their organizations and build innovative and creative enterprises as a result.



# Case Study: Did Toyota's Culture Cause Its Problems?

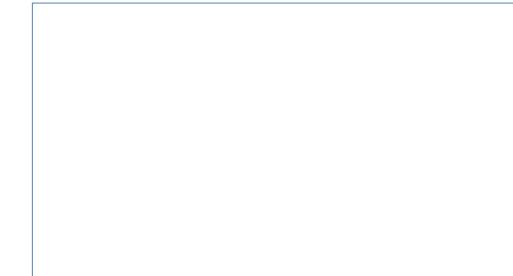
- You may be familiar with the problems that have recently plagued Toyota. However, you may not know the whole story. First the facts. In 2010 Toyota issued a series of recalls for various models. The most serious was for a defect called “unintended acceleration,” which occurs when a car accelerates with no apparent input from the driver. Investigations revealed that unintended acceleration in Toyota cars has been the cause of 37 deaths since 2000. When the problems first surfaced, however, Toyota denied it was the cause. Eventually, Toyota apologized and recalled more than 9 million cars.
- To many, the root cause of Toyota’s problems was its insular, arrogant culture. Fortune argued: “Like GM before it, Toyota has gotten smug. It believes the Toyota Way is the only way.” Time reported “a Toyota management team-



Image Source <https://reader012.docslide.net/reader012/html5/20180324/55cf9500550346f57ba5e27a/bg1.png>

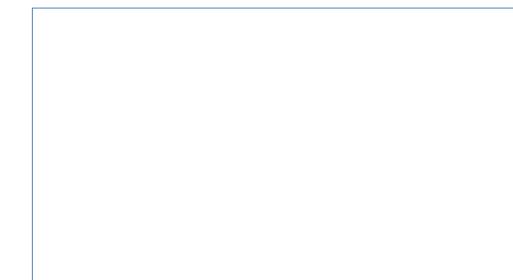
# Case Study (Cont.)

- -that had fallen in love with itself and become too insular to properly handle something like the current crisis.” Transportation Secretary Ray LaHood described Toyota’s culture as “safety-deaf.”
- But is this the reality? Increasingly, evidence suggests that Toyota’s culture—or even the cars it produces—is not the source of the problem.
- A 2011 report released by the U.S. National Highway Traffic Safety Administration (NHTSA) concluded that unintended acceleration was not caused by problems in the electronic circuitry. The Wall Street Journal wrote that “safety regulators, human-error experts and auto makers say driver error is the primary cause of sudden acceleration.” Forbes and The Atlantic commented that most of the incidents of sudden acceleration in Toyota cars occurred with elderly drivers, and elderly drivers are known to be more prone to confusing pedals.



# Case Study (Cont.)

- Many other independent investigations, including ones conducted by automobile experts at Popular Mechanics and Car and Driver , reached the same conclusion: the main cause of unintended acceleration was drivers mistaking the gas pedal for the brake pedal.
- There's a long history of misreporting on this issue. Audi was nearly driven into bankruptcy when 60 Minutes aired a report, "Out of Control," purportedly proving that defects in the car were behind six fatal sudden-acceleration accidents. As it turns out, 60 Minutes paid someone to tamper with the car—filling a canister of compressed air linked to the transmission—to cause the sudden acceleration shown in the segment. Further investigations never uncovered evidence that defects in Audi's cars were behind the incidents. Does Toyota have an insular and inbred corporate culture?

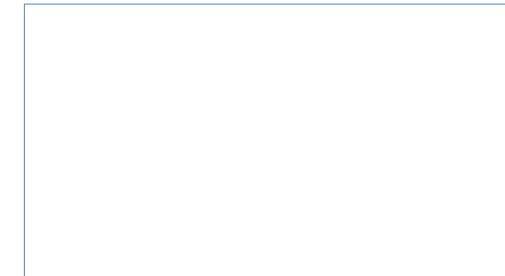


# Case Study (Cont.)

- Probably. But it's been that way for a long time, and it's far from clear that the culture, or even the company's cars, is responsible for the sudden acceleration problems.

## Questions

1. If you were the Leader/CEO of Toyota when the story was first publicized, how would you have reacted?
2. Is it possible to have a strong—even arrogant—culture and still produce safe and high-quality vehicles?



A. Taylor, "How Toyota Lost Its Way," Fortune (July 26, 2010), pp. 108–117; P. Allen, "Anatomy of Toyota's Problem Pedal: Mechanic's Diary," Popular Mechanics (March 3, 2010),

# BOOK RECOMMENDATION:

## Organizational Culture and Leadership (The Jossey-Bass Business & Management Series)

- Authors:** Edgar H. Schein
- Publisher:** John Wiley & Sons; 4th edition (27 August 2010)
- Language:** English
- Paperback:** 464 Pages
- ISBN:** 0470190604

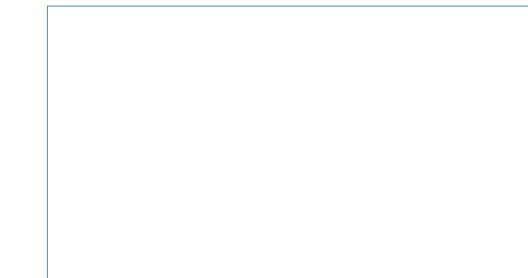
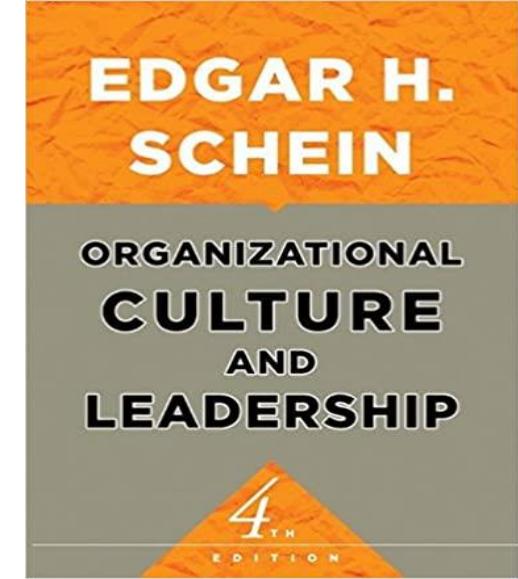


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# BOOK RECOMMENDATION:

Regarded as one of the most influential management books of all time, this fourth and completely updated edition of Edgar Schein's Organizational Culture and Leadership focuses on today's complex business realities and draws on a wide range of contemporary research to demonstrate the crucial role of leaders in applying the principles of culture to achieve their organizational goals. Edgar Schein explores how leadership and culture are fundamentally intertwined, and reveals key findings about leadership and culture including:

- Leaders are entrepreneurs and the main architects of culture
- Once cultures are formed they influence what kind of leadership is possible.

If elements of the culture become dysfunctional, it is the leader's responsibility to do something to speed up culture change. In addition, the book contains new information that reflects culture at different levels of analysis from national and ethnic macroculture to team-based microculture.

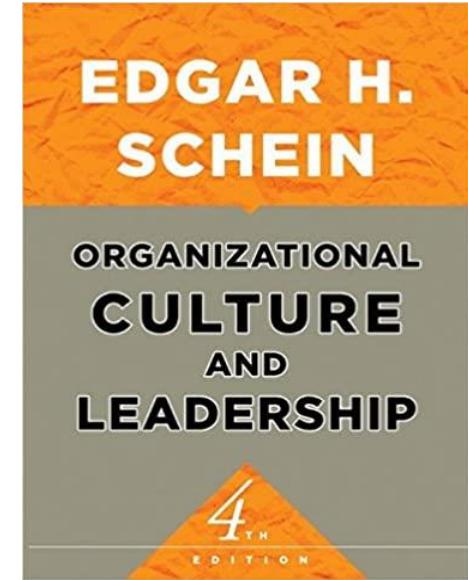


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- <https://iveybusinessjournal.com/publication/building-leaders-at-every-level-a-leadership-pipeline/>
- <https://www.igi-global.com/dictionary/leadership-pipeline/16737>

# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 32

### Global Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Global Leadership
- Global vs Domestic Leadership
- Four Dimensions of Complexity in the Global Context
- Global Leadership Essentials
- GLOBE study
- Research Paper
- Case Study
- Book Recommendation
- References

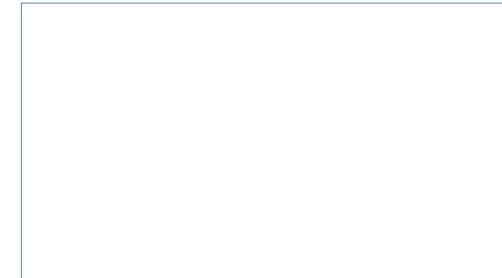
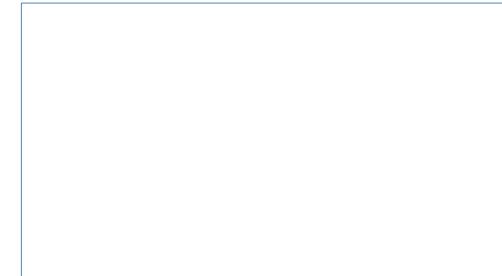


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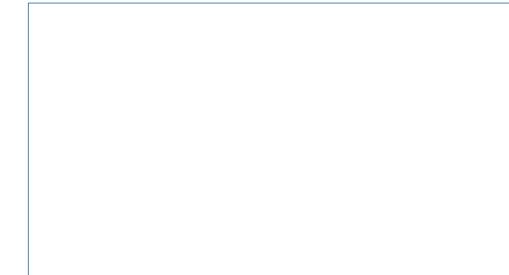
# There are four ingredients in true leadership: brains, soul, heart and good nerves.

Klaus Schwab (Founder, World Economic Forum)



# Global Leadership: Where Did It Come From?

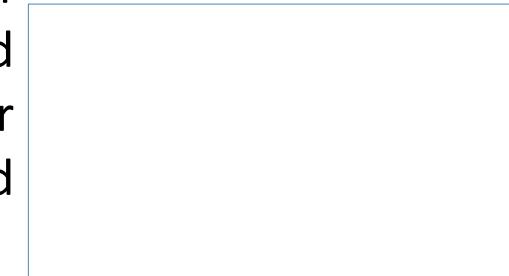
- The 1970s saw an increase in the number of studies done on expatriate managers (a person working abroad) and the challenges associated with managing subordinates from national cultures other than their own.
- The studies of expatriates in the 1980s and 90s raised awareness and insight regarding the role that culture plays as a significant variable in cross-cultural managerial leadership effectiveness.
- Much of this research was driven by the advent of globalization as a new reality in international business.



# What is Global Leadership?

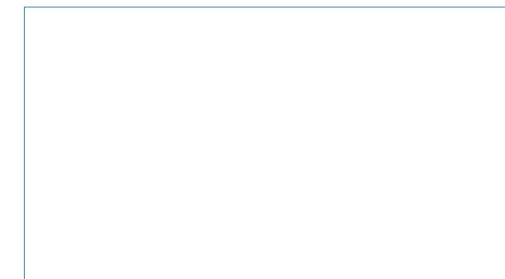
A **global** leader is an individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterized by significant levels of complexity, flow, and presence.

The **leadership** of individuals who influence and bring about significant positive changes in firms, organizations, and communities by facilitating the appropriate level of trust, organizational structures and processes, and involving multiple stakeholders, resources, cultures under the various conditions of temporal, geographical and cultural complexity.



# Global Leadership vs. Domestic Leadership

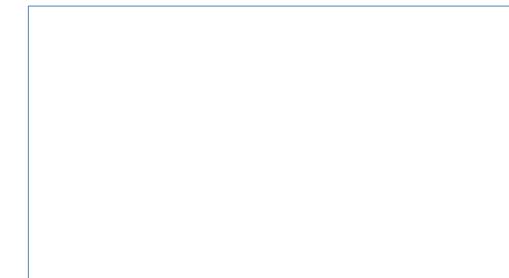
- Concerning international capability, global leadership has been defined as more complex than domestic by Maznevski and DiStefano (2000).
- Global leaders need to be explorers with a repertoire of alternate characteristics that differentiate themselves from “domestic” leaders (Minner, 2015, p. 123).
- Global leaders require not just emotional intelligence to work in different cultures and environments, but also cultural intelligence, or the “capability for successful adaptation to new cultural settings (Minner, 2015).
- Regarding multicultural research has shown that domestic leadership is quite different than global leadership because what works in one country does not always work in another country (Morrison, 2000).



# Four Dimensions of Complexity in the Global Context

**Multiplicity:** This reflects the geometric increase in the number and type of issues that global leaders must deal with compared to domestic leaders. It reflects the necessity of global leaders having to deal with more and different competitors, customers, governments, stakeholders, and non-governmental organizations (NGOs).

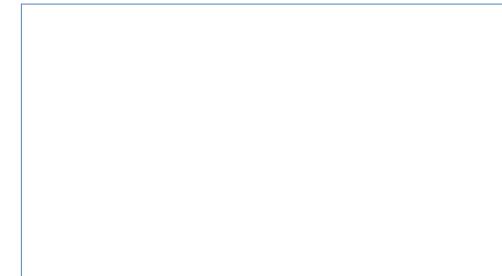
**Interdependence:** Interdependencies generate complexity that global leaders must be able to attend to. The increase of interdependencies in economies, ventures, virtual teamwork, etc., all create a higher bar for leaders in terms of performance and skill set acquisition.



# Four Dimensions of Complexity in the Global Context

**Ambiguity:** Lack of information clarity, unclear cause and effect relationships, and equivocality regarding information (multiple interpretations of the same facts) is increased in global work settings. Cross-cultural differences in norms in the interpretation of both qualitative and quantitative information add to the challenge of managing across borders.

And if multiplicity, interdependence, and ambiguity were not enough, the whole system is always in motion, **always changing**. And it seems to be changing at a faster rate all the time.



# Global Leadership Essentials

Solid Management and Leadership Skills

“Glocal” Mindset

Leadership Agility

Extra efforts to bridge distance

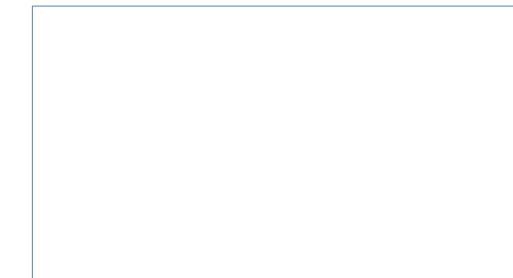
Interculture Competence

# Global Leadership Essentials

## 1. Solid Management and Leadership Skills

Management	Leadership
Management is Operation	Leadership is Development
<ul style="list-style-type: none"><li>• Act on defined goals</li><li>• Execution and control</li><li>• Resource planning</li><li>• Problem-solving</li><li>• Procedures</li></ul>	<ul style="list-style-type: none"><li>• Shape Future</li><li>• Transformation</li><li>• Ambiguity</li><li>• Opportunities</li><li>• Ideas and risks</li></ul>

Communication and Motivation



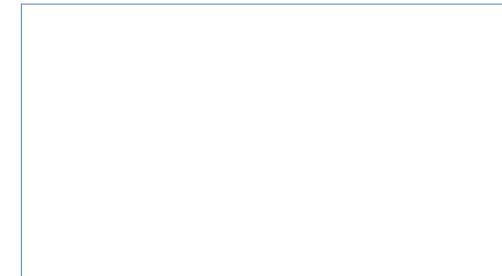
## 2. “Glocal” Mindset

**Ability to think and act both global and local:**

- A manager with a ‘glocal’ mindset understands the need for global integration and local responsiveness and works to optimize this duality.
- ‘Glocal’ mindset involves an appreciation for diversity as well as homogeneity and an openness to learn from everywhere.

A competence that can be developed. **‘Glocal’ mindset involves:**

- Cognitive skills to handle complexity and Cosmopolitan outlook
- Open, empathic, and curious about diverse people and situations
- Knowledgeable about world affairs
- Ability to appreciate different points of view
- Ability to bridge and merge ideas, i.e. merge global and local into ‘glocal’



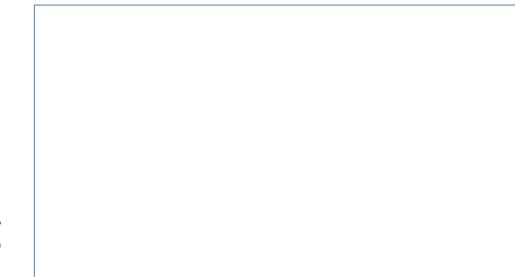
### **3. Leadership Agility**

Leadership agility Adjusting behavior without losing yourself. Leadership agility is supported by:

- Tolerance of ambiguity
- Resilience
- Humility
- Perspective-taking
- Being effective in a myriad of foreign situations requires more than mere knowledge.

**It requires the capacity**

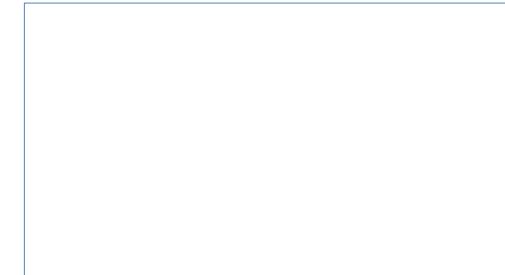
- To act on what you know
- Mold and shape your behavior so that you can be simultaneously be effective and appropriate in a setting without losing who you are in the process.



## 4. Extra effort to bridge distance

What does leader's role require in terms of bridging distance:

1. Geographical 2. Emotional 3. Cultural 4. Social
- Successful global leaders are those who are able to shift their communication style, leadership methods, and strategy to fit various contexts and bridge geographical as well as social and emotional distance.
  - They can move skillfully back and forth between differing business environments, even when these call for very different approaches.



<https://www.slideshare.net/lupro/what-is-global-leadership>

## 5. Intercultural Competence

- Set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.

### A Mindset-Cognitive Dimension

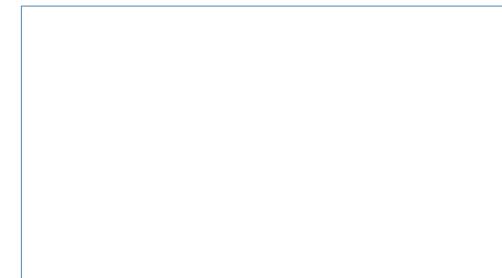
- Developing cultural self-awareness

### A Skill set-Behavioral Dimensions

- Adapting and Managing Social Interactions

### A Heart set-Affective Dimension

- Tolerance for ambiguity and risk-taking



(Source: Bennett, J.M., 2008) and Second Definition Darla K. Deardorff. Based on first study to document definition consensus among leading intercultural experts.)

# Developing intercultural competence: Four levels of cultural awareness

Moving people from 1) Unconscious incompetence to 2) conscious incompetence to 3) conscious competence, and finally, to 4) unconscious competence.



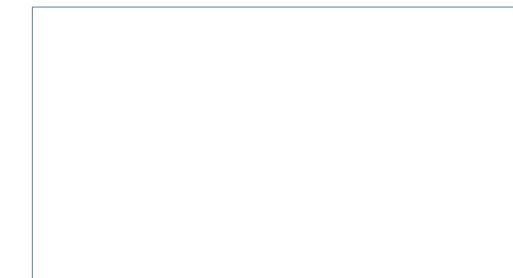
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# The Intercultural Development Continuum

The Intercultural Development Continuum describes a set of knowledge/attitude/skill sets or orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation.

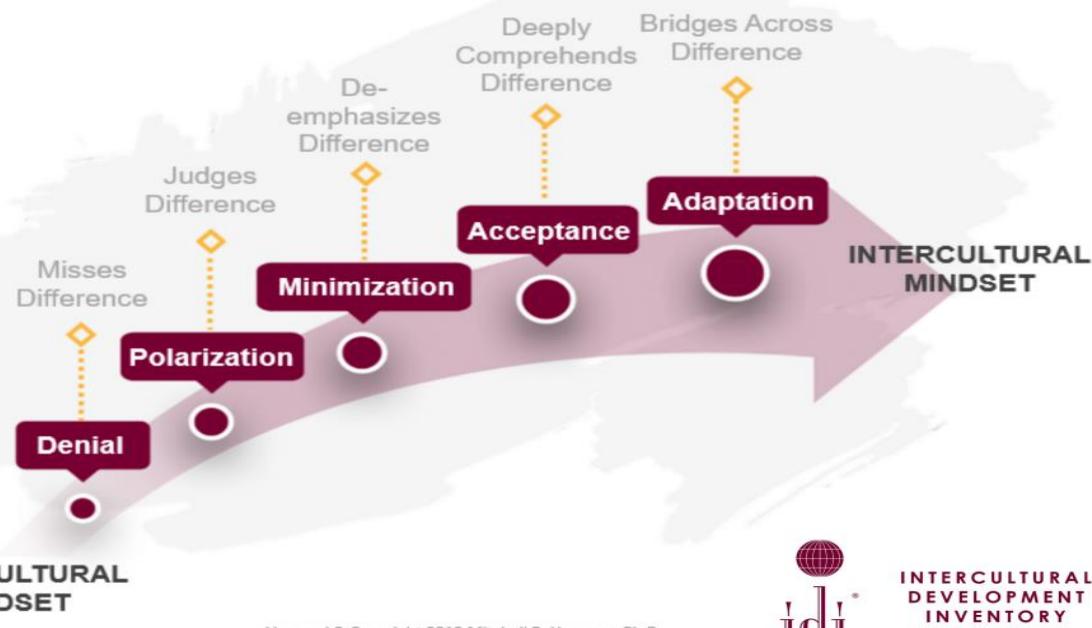
The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective. This continuum is adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Milton Bennett.

(Source: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idc/>



# Hammer's adapted model of intercultural competence

## Intercultural Development Continuum (IDC™)



INTERCULTURAL  
DEVELOPMENT  
INVENTORY

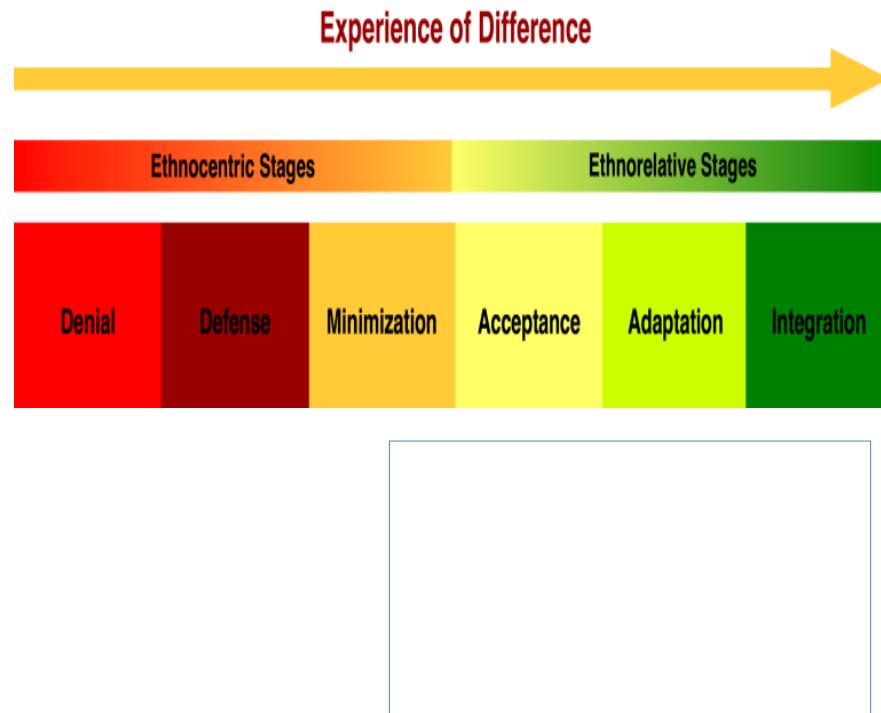
Source: <https://idiinventory.com/wp-content/uploads/2020/02/Intercultural-Development-Continuum-IDC-1024x768.png>

# Bennett framework of intercultural competence

“A framework for analysing the potential response to cultural difference...”

**Underlying assumption:** “...as one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relations increases.”

- Denial
- Defense
- Minimization
- Acceptance
- Adaptation
- Integration(not included in Hammer's adapted model)



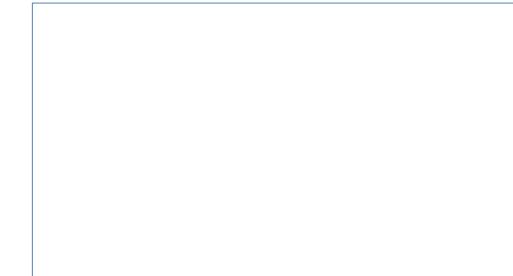
(Source: J. Bennett, 2004, p. 158)

Image Source: <https://blog.culturaldetective.com/2013/10/15/developmental-icc/>

# GLOBE study

- GLOBE is an acronym for a research program called the Global Leadership and Organizational Behavior Effectiveness Research Program. It is the most comprehensive study of leadership and culture ever attempted, involving data collected from over 17,000 managers representing 950 companies in 62 countries.
- **Future orientation :** The degree to which individuals in organizations or societies engage in future-oriented behaviors like planning and investing in the future.
- **Collectivism :** The degree to which individuals express pride, loyalty, and cohesiveness in their organizations, families, or similar small groups.

Source: <https://aaи-assessment.com/services/leadership-assessment>



# Representative Societal Differences on Two GLOBE Dimensions

Societies Higher on Collectivism Tend to	Societies Higher on Individualism Tend to
<ul style="list-style-type: none"><li>• Have a slower pace of life.</li><li>• Have lower heart attack rates.</li><li>• Assign less weight to love in marriage decisions.</li><li>• Have fewer interactions, but interactions tend to be longer and more intimate.</li></ul>	<ul style="list-style-type: none"><li>• Have a faster pace of life.</li><li>• Have higher heart attack rates.</li><li>• Assign greater weight to love in marriage decisions.</li><li>• Have more social interactions, but interactions tend to be shorter and less intimate.</li></ul>

Source: Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.

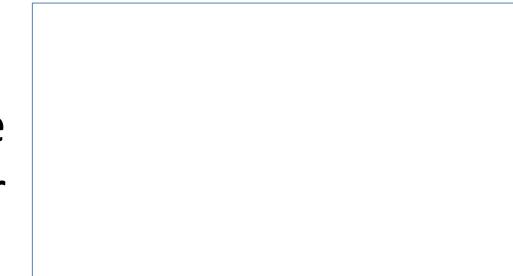
# Representative Societal Differences on Two GLOBE Dimensions

Societies Higher on Future Orientation Tend to	Societies Lower on Future Orientation Tend to
<ul style="list-style-type: none"><li>• Achieve economic success.</li><li>• Have flexible and adaptive organizations and managers.</li><li>• Emphasize visionary leadership that is capable of seeing patterns in the face of chaos and uncertainty..</li></ul>	<ul style="list-style-type: none"><li>• Have lower rates of economic success.</li><li>• Have inflexible and maladaptive organizations and managers.</li><li>• Emphasize leadership that focuses on repetition of reproducible and routine sequences.</li></ul>

Source: Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.

# Culturally Endorsed Implicit Theories of Leadership (CLT)

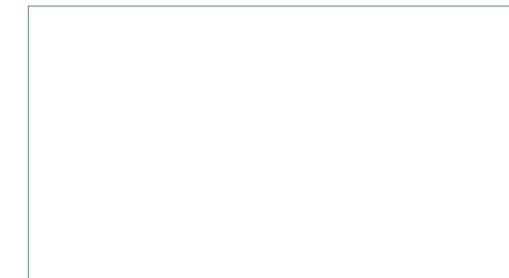
- The heart of the conceptual model in the GLOBE research is what's called implicit leadership theory. This theory holds that individuals have implicit beliefs and assumptions about attributes and behaviors that distinguish leaders from followers, effective leaders from ineffective leaders, and moral from immoral leaders.
- The GLOBE model further posits that relatively distinctive implicit theories of leadership characterize different societal cultures from each other as well as organizational cultures within those societal cultures. GLOBE calls these culturally endorsed implicit theories of leadership (CLT).
- GLOBE researchers identified six dimensions that were determined to be applicable across all global cultures for assessing CLT.



# Six dimensions

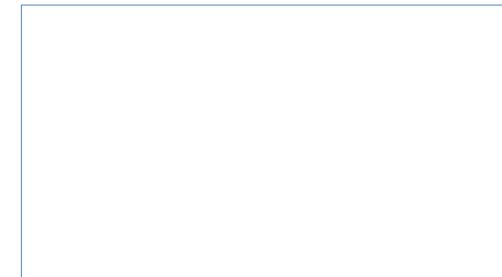
After detailed analysis of findings, GLOBE researchers identified six dimensions that were determined to be applicable across all global cultures for assessing CLT.

- **Charismatic/value-based leadership** reflects the ability to inspire, motivate, and expect high performance from others on the basis of firmly held core values.
- **Team-oriented leadership** emphasizes effective team building and implementation of a common purpose or goal among team members.
- **Participative leadership** reflects the degree to which managers involve others in making and implementing decisions.



# Six dimensions

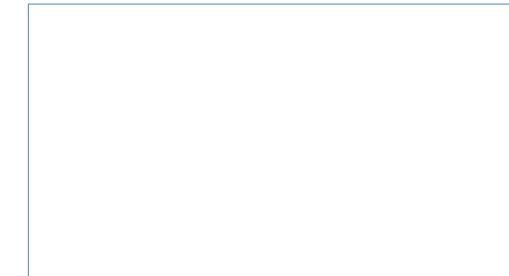
- **Humane-oriented leadership:** reflects supportive and considerate leadership as well as compassion and generosity.
- **Autonomous leadership:** refers to independent and individualistic leadership.
- **Self-protective leadership:** focuses on ensuring the safety and security of the individual or group member



# Universal Leadership Attributes

GLOBE researchers identified 22 specific attributes and behaviors that are viewed universally across cultures as contributing to leadership effectiveness.

- |                        |                              |
|------------------------|------------------------------|
| 1. Trustworthy         | 12. Positive                 |
| 2. Just                | 13. Dynamic                  |
| 3. Honest              | 14. Decisive                 |
| 4. Foresighted         | 15. Motive arouser           |
| 5. Intelligent         | 16. Effective bargainer      |
| 6. Plans ahead         | 17. Confidence builder       |
| 7. Encouraging         | 18. Win-win problem solver   |
| 8. Informed            | 19. Motivational             |
| 9. Excellence oriented | 20. Administratively skilled |
| 10. Communicative      | 21. Dependable               |
| 11. Team builder       | 22. Coordinator              |



Adapted from House et al., Cultural Influences on Leadership and Organizations: Project Globe. Advances in Global Leadership, vol. 1 (JAI Press, 1999), pp. 171–233.

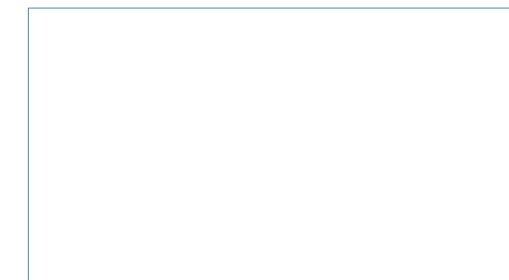
# Universal Leadership Attributes

## Examples of Leader Behaviors and Attributes That Are Culturally Contingent

- Ambitious
- Cautious
- Compassionate
- Domineering
- Independent
- Individualistic
- Logical
- Orderly
- Sincere
- Worldly
- Formal
- Sensitive

## Eight characteristics that are universally viewed as impediments to leader effectiveness

- Loner
- Asocial
- Noncooperative
- Irritable
- Nonexplicit
- Egocentric
- Ruthless
- Dictatorial



# Research Paper



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# Developing a global mindset: learning of global leaders

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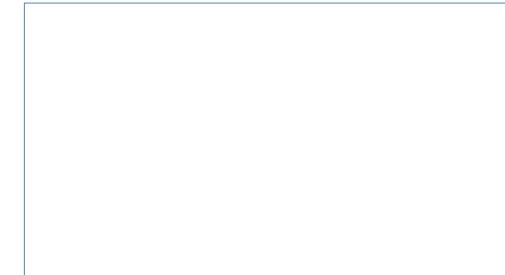
Received 19 April 2012

Revised 1 October 2012

Accepted 25 March 2013

## Purpose

The purpose of this qualitative research study was to explore the requirements of leading in a global environment as perceived by the leaders participating in this study as well as the way these leaders learn and develop their global mindset.

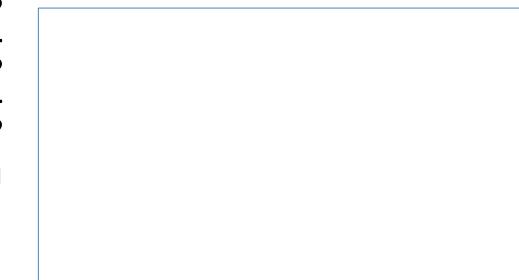


## **Design/methodology/approach**

The research methodology informed by social constructivism included in-depth interviews with 24 global leaders that were analyzed using constant comparative and content analysis. The findings presented in this paper are part of a larger study on the meaning of global leadership and mindset.

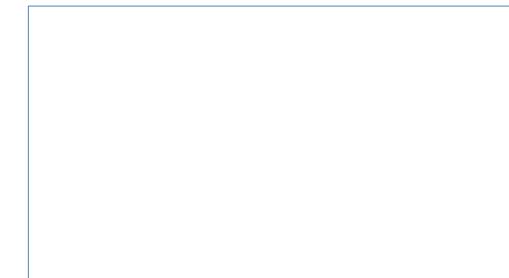
## **Findings**

Transcendence, plasticity of the mind (flexibility, thinking differently, rebalancing, openness, having multiple frames of reference), mindfulness, curiosity, and humility emerged as requirements of leading in the global environment. The global leaders' learning journeys were characterized by informal learning during everyday work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the "self-awareness of otherness" as well as reflection with others were at the core of learning and developing the global mindset of these leaders.



# Practical Implications

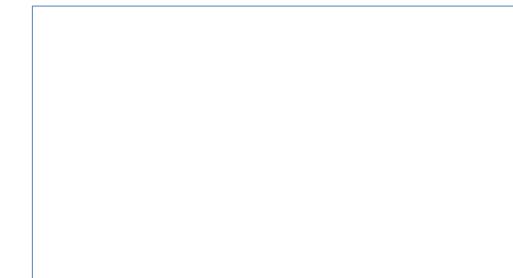
- The findings of this study highlight the role of human resource development (HRD) professionals in facilitating self-reflection and reflection with others – core processes for the learning and development of global mindset.
- HRD professionals are called to address both the “you don't know what you don't know” phenomenon by offering cross-cultural training programs and experiential learning opportunities and the “you know what you don't know” daily challenges of global leaders and their team members.
- Initiatives that will incorporate self-reflective and reflective processes will allow the participants to make meaning of their learning.



# Case Study: How Google and IBM Develop Global Leaders — A Comparison Case Study

IBM is like the tech equivalent of your parents. Loads of experience, lots of resources and established. IBM has grown into a truly multinational company, operating in over 170 countries, across nine different time zones with well over 400,000 employees. After years of providing us with IT equipment and software that solves complex business problems, IBM has accrued the resources needed to really invest in a global leadership development program. We'll look at the program in a bit of detail later. In the meantime, let's take a look at a young, fresh Google to compare.

Google is like the child looking to start their own business and step out of their parent's shadow. Nowadays, Google can do anything they'd like, and divert resources to anything they want, but 15 years ago things were different. Resources were not as abundant as they are today. Google had to think about a training program for their global leaders that was both lean, cost-efficient and *effective*.



## Cont.

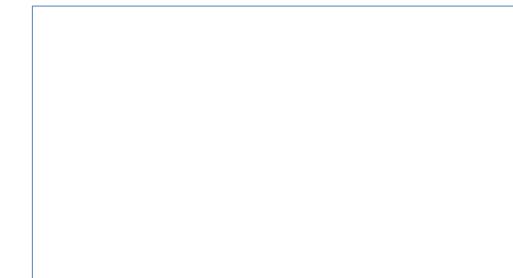
For both companies, the outworking of their individual circumstances carved two different methods of global leadership development.

### **Google: Quick and Dirty Field Training Champions**

The approach that Google took was to send their brightest minds out into the fields they were hoping to get a foothold in. They needed their global leaders to know how to navigate different cultures but they didn't have the resources or the time to really get into depth. So Google got specific. Fledgling leaders were sent on missions to understand cultures from a business perspective.

#### **3 Pros of Google's Approach**

- 1. Highly Flexible:** When Google was a much smaller organization, it had the advantage of being able to respond quickly in a market that was constantly changing. Their training program was no different. They could add training exercises and placements even on a project-specific basis, which made their program truly bespoke and highly focused on the individuals involved.

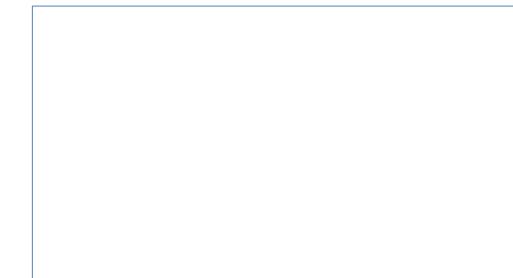


## Cont.

- Very Focused:** In addition, Google cherry-picked every element of their program. Doing this means there's less waste; why repeat work if it's not necessary.
- Require fewer Company Resources:** The commitment to focus and flexibility ultimately reduced the number of company resources required.

## 2 Cons of Google's Approach

- An Ulterior Motive?:** In Google, focus on specific markets in mind, the leaders risk being less well-versed in their approach to cultural diversity, with a truncated view of how culture permeates into spheres that are both personal and professional. The foundational principles that help to make a leader culturally intelligent aren't present here.
- The Danger of Inconsistency:** If the global leaders haven't had the same opportunity to embark on internalizing the character traits required to become competent in the many skills required, then you end up with inconsistency and a return to the 'sink or swim' mentality.



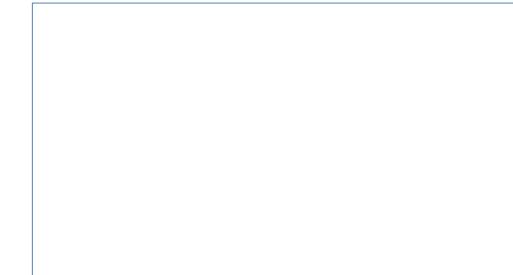
# Case Study:

## IBM: A Thorough In-House Training Program

IBM's approach was to take their global leaders on an internal process that would finetune their ability to work within diverse cultures. As a result, leaders who completed the program came away with so much more than field skills. They came away with an entirely different perspective on cross-cultural management and diversity.

### 2 Pros about IBM's Approach

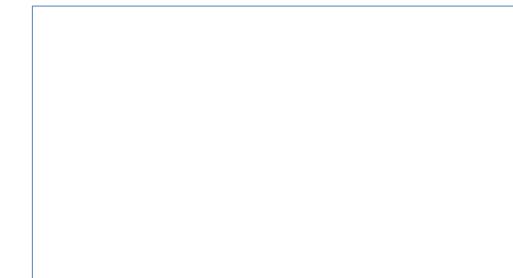
- 1. The Depth:** This program facilitates a deeply internal shift within the participant. Global leaders in this program are fully immersed in the principles that underpin the effective management of diversity
- 2. The Ethics :** The training program teaches leaders to appreciate cultural differences as part of a core value system. What makes this so powerful is that it makes cultural appreciation and effective culture management a goal *in its own right*. No ulterior motive. No sly focus on the bottom line.



# Case Study: IBM: A Thorough In-House Training Program

## 3 Cons of IBM's Approach

- 1. Resource Intensive:** IBM's chosen method of training requires a lot of resources at all levels of the organization. They've built a bespoke program that draws from a wide range of experience; just collating all of the information required to build it is a huge project requiring lots of finances and time.
- 2. Not as Practical:** There's a lot of theory in this program which focuses on changing the leaders' mindsets and expanding their appreciation for many different cultures. All well and good, but what is the practical outworking of that mindset change?
- 3. Not as Flexible :** It has taken a long time to get the training to this point, and everything that has been added has been done so after plenty of careful thought. This is brilliant, but that means if a new contextual challenge presents itself, more time will be needed to assess and build a response to that challenge. In other words, such an established program is not as agile as it could be.



# BOOK RECOMMENDATION

## Global Leadership: The Next Generation

**Authors:** Marshall Goldsmith

**Publisher:** Pearson FT Press; 1st edition (28 April 2003)

**Language:** English

**Paperback:** 394 Pages

**ASIN :** B004SHCSSI

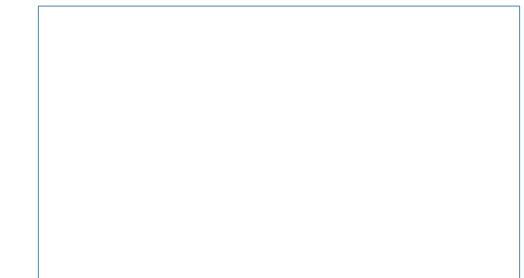
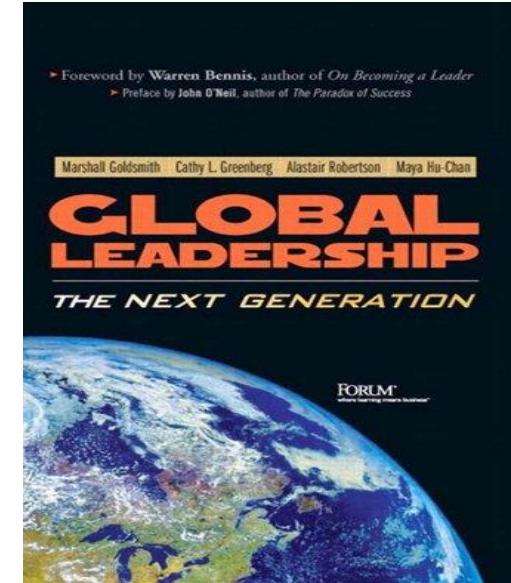


Image Source: <https://m.media-amazon.com/images/I/51P1vDj+UML.jpg>

# BOOK RECOMMENDATION

The follow-up to Marshall Goldsmith's 500,000-copy bestseller *The Leader of the Future*, *Global Leadership: The Next Generation* systematically identifies what tomorrow's leaders will need to know, do and believe in order to successfully lead the global enterprise of the future.

Drawing on the results of an extraordinary 2-year Accenture study of emerging business leaders, this book shows why the skills of today's global leaders won't be enough--and why tomorrow's leaders won't resemble today's. Goldsmith and his co-authors first identify five new "factors of leadership" and their implications: global thinking, appreciation of diversity, technological savvy, a willingness to partner and an openness to sharing leadership. They explain what it will mean to lead in an era where intellectual capital is the dominant source of value; how to lead people whose backgrounds and values may be radically dissimilar from yours; and why achieving personal self-mastery is now a fundamental prerequisite for leading others.

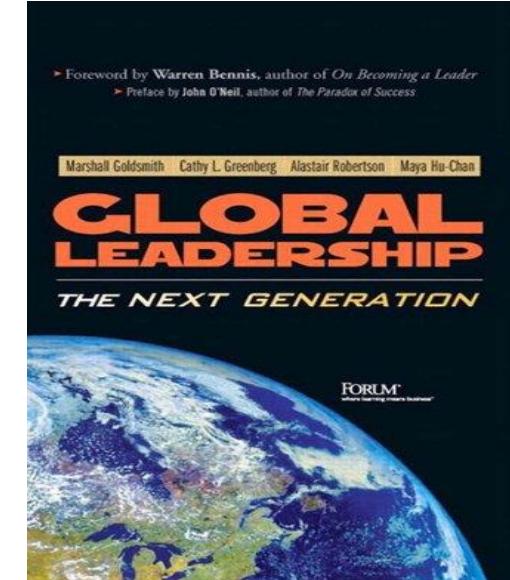


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- <https://www.ukessays.com/essays/leadership/similarities-and-differences-of-domestic-and-global-leadership.php>
- <https://www.weforum.org/agenda/2015/06/61-inspirational-quotes-global-leaders-leadership/>
- <https://eurac.com/how-google-and-ibm-develop-global-leaders-a-comparison-case-study/>

# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 33

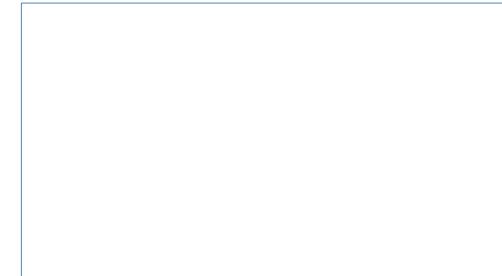
### Motivation and Leadership

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Motivation
- Types and Importance of Motivation
- Motivational Approaches
- Leadership qualities to motivate and inspire your team
- Why Motivation Matters in Leadership
- Case Study
- Research Paper
- Book Recommendation
- References



# Motivation

- Motivation comes from the Latin word “movere” which means, “to move”.
- The processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.
- Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.
- Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals.

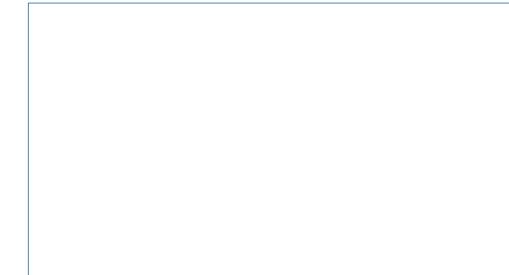


Image source; [https://www.researchgate.net/figure/Components-of-motivation\\_fig44\\_323695129](https://www.researchgate.net/figure/Components-of-motivation_fig44_323695129)

# Definitions of Motivation

Authors	Definition
Berelson and Steiner	A motive is an inner state that energizes, activates, or moves and directs or channels behavior goals.
Jozef Cohen	Motivation is the inner thrust behind behavior.
The Encyclopedia of Management	Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness.
Dubin	Motivation is the complex of forces starting and keeping a person at work in an organization

# Types of Motivation

- **Intrinsic motivation**

Intrinsic motivation can arise from self-generated factors that influence people's behavior. It is not created by external incentives.

- **Extrinsic motivation**

Extrinsic motivation occurs when things are done to or for people to motivate them.



<https://www.executive-enterpriseny.com/blogs/blog/428721-intrinsic-vs--extrinsic-motivation--why-we-do-what-we-do#.YQ7GgYgbIU>

# Importance of Motivation

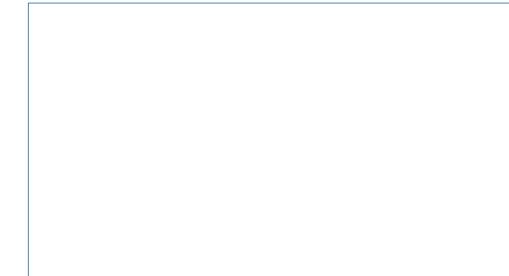
Broadly, the importance of motivation is as follow:

## 1. High level of performance

- Organization must ensure that the employees have a high degree of motivation. A highly motivated employee put extra effort into work and have a sense of belonging for the organization.

## 2. Low employee turn over and absenteeism

- Low level of motivation is a root cause of low turnover and absenteeism. High level of absenteeism causes a low level of production, poor quality, wastages and disruption in production schedules.



# Importance of Motivation

## 3. Acceptance of organization change

- Social change and technology evolution happens in the external environment have greater impact on the motivation of the employee. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved.

## 4. Organizational image

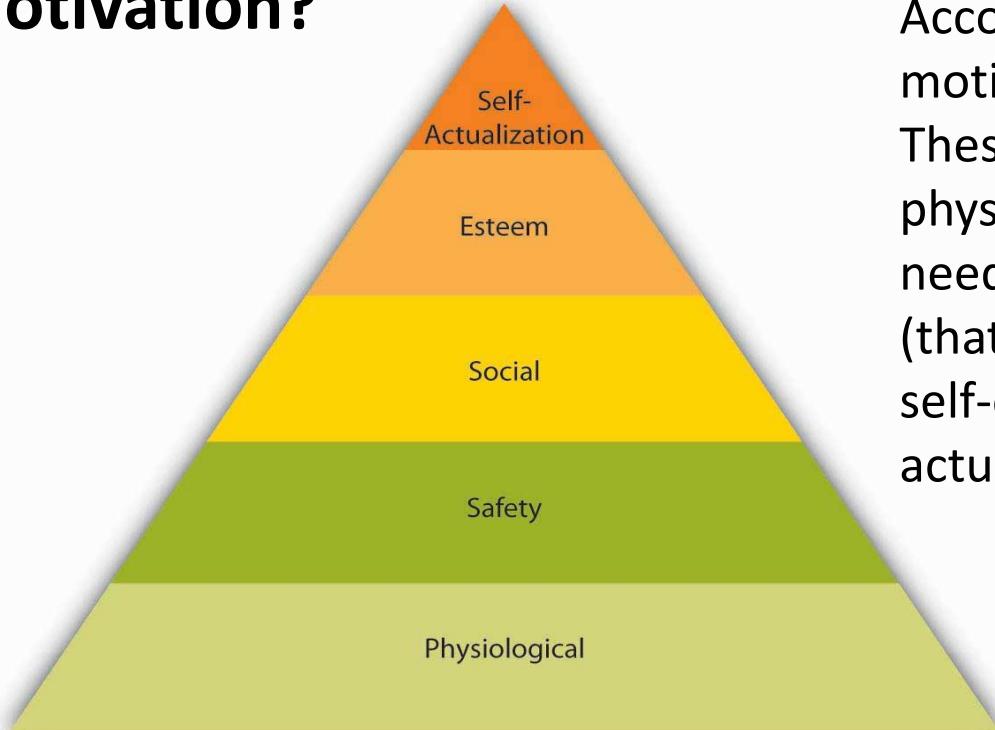
- Employees are the mirrors of any organization. Regular training & development programme should be organized to keep employee updated with latest skills. It will have a positive impact on the employees and the image of the organization will be improved.

<https://www.geektonight.com/what-is-motivation/>

# Five Motivational Approaches

Theory or Approach	Major Themes of Characteristics
Maslow's hierarchy of needs	Satisfy needs to change behavior
Achievement orientation	Possess certain personality traits
Goal setting	Set goals to change behavior
Operant approach	Change rewards and punishments to change behavior
Empowerment	Give people autonomy and latitude to increase their motivation for work.

# Maslow's Hierarchy of Needs: How Does Context affect Motivation?



According to Maslow, people are motivated by five basic types of needs. These include the need to survive physiologically, the need for security, the need for affiliation with other people (that is, belongingness), the need for self-esteem, and the need for self-actualization.

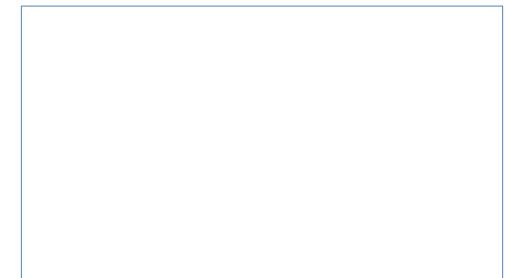


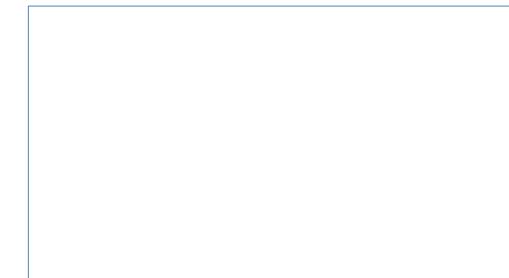
Image source: [https://saylordotorg.github.io/text\\_organizational-behavior-v1.1/s09-theories-of-motivation.html](https://saylordotorg.github.io/text_organizational-behavior-v1.1/s09-theories-of-motivation.html)

1. **Physiological needs** - These are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sleep.
2. **Safety needs** - After the first level the needs for security and safety become salient. Financial security, health and wellness, safety against accidents and injury.
3. **Love and belongingness needs**- The third level of human needs is social and involves feelings of belongingness. e.g.-Friendships, Family, Social groups, Community groups.
4. **Esteem needs**- when the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour. e.g.- status, recognition.
5. **Self-actualization needs**-Highest order need, refer to the realization of a person's potential, self-fulfilment, seeking personal growth and peak experiences.

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

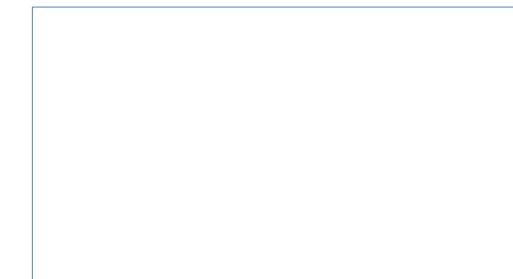
# Achievement Orientation: How Does Personality Affect Motivation?

- Atkinson has proposed that an individual's tendency to exert effort toward task accomplishment depends partly on the strength of his or her motivation to achieve success, or as Atkinson called it, achievement orientation.
- McClelland further developed Atkinson's ideas and said that individuals with a strong achievement orientation strive to accomplish socially acceptable endeavors and activities.
- It looks at **three** need.
- **Need for achievement (nAch)** is the drive to excel, to achieve in relationship to a set of standards.
- **Need for power (nPow)** is the need to make others behave in a way they would not have otherwise.



# Achievement Orientation: How Does Personality Affect Motivation?(Cont.)

- **Need for affiliation (nAff)** is the desire for friendly and close interpersonal relationships.
- People with higher levels of achievement orientation are likely to do better in school, pursue postgraduate degrees, get promoted more quickly, and get paid higher salaries and bonuses than their lower-scoring counterparts.
- It is hardly surprising that achievement orientation is often a key success factor for people who advance to the highest levels of the organization.



# Goal Setting: How Do Clear Performance Targets Affect Motivation?

- One of the most familiar and easiest formal systems of motivation
- According to Locke and Latham, goals are the most powerful determinants of task behaviors.
- A theory that says that specific and difficult goals, with feedback, lead to higher performance.
- Goals should be "**SMART**". which stands for Specific, Measurable, Attainable, Relevant, and Time-bound.

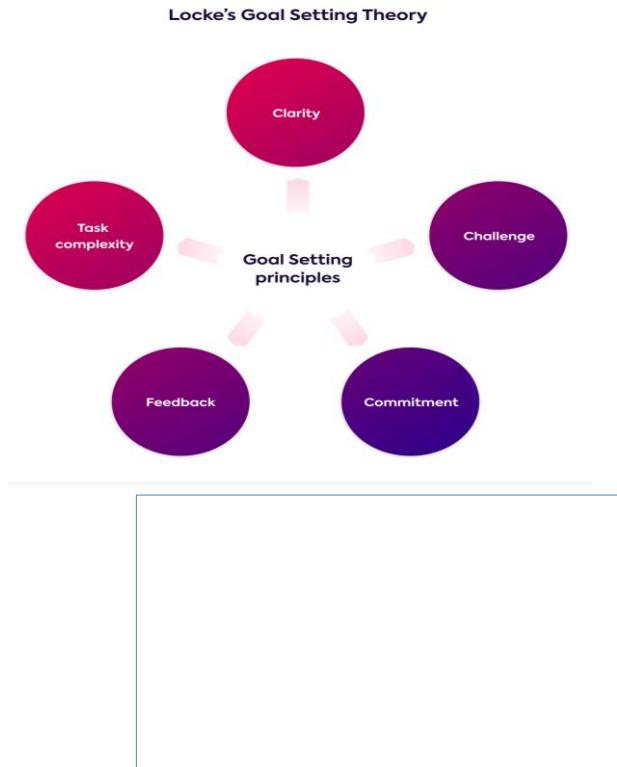
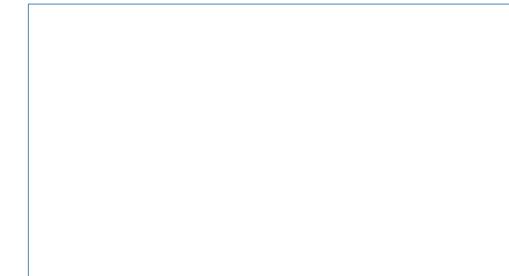


Image Source: <https://getlucidity.com/strategy-resources/guide-to-locke-s-goal-setting-theory/>

# Goal Setting: How Do Clear Performance Targets Affect Motivation?

- Leaders wanting to improve individual or team performance should set high but achievable goals and express confidence and support that the followers can get the job done.
- The Pygmalion effect occurs when leaders articulate high expectations for followers; in many cases these expectations alone will lead to higher-performing followers and teams.
- The Golem effect occurs when the leaders have little faith in their followers' ability to accomplish a goal, they are rarely disappointed by the non-achievement by their followers.



# The Operant Approach: How Do Rewards and Punishment Affect Motivation?

- One popular way to change the direction, intensity, or persistence of behavior is through rewards and punishments.
- When properly implemented, there is ample evidence to show that the operant approach can be an effective way to improve follower motivation and performance.

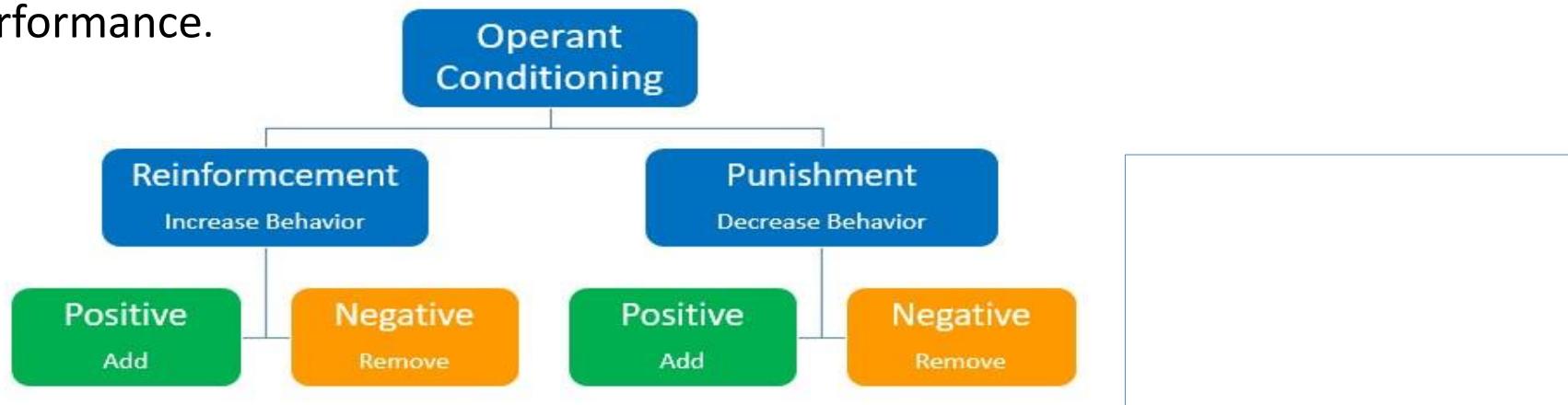
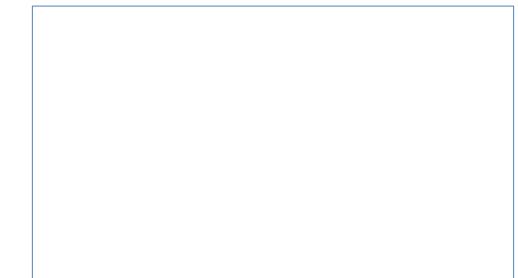


Image Source: <https://thepeakperformancecenter.com/educational-learning/learning/theories/types-behavioral-learning/operant-conditioning/>

# Cont.

- Using operant principles properly for improving followers' motivation and performance requires several steps:
  1. Clearly specify what behaviors are important.
  2. Determine if those behaviors are currently being punished, rewarded, or ignored.
  3. Find out what followers find rewarding and punishing.
  4. Be careful while creating perceptions of inequity when administering individually tailored rewards.
  5. Leaders should not limit themselves to administering organizationally sanctioned rewards and punishments.
  6. Leadership practitioners should administer rewards and punishments in a contingent manner whenever possible.



# Empowerment: How Does Decision-Making Latitude Affect Motivation?

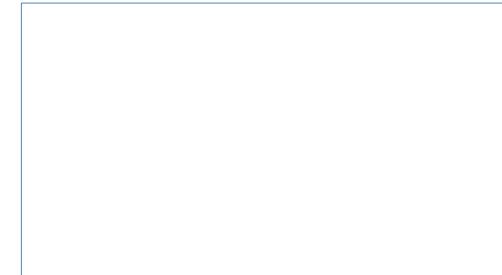
- Empowerment is the final approach to motivation.
- Some people believe empowerment is about delegation and accountability; it is a top-down process in which senior leaders articulate a vision and specific goals and hold followers responsible for achieving them.
- Others believe empowerment is more of a bottom up approach that focuses on intelligent risk taking, growth, change, trust, and ownership; followers act as entrepreneurs and owners who question rules and make intelligent decisions.



<https://www.achievers.com/blog/employee-empowerment/>

# Empowerment: How Does Decision-Making Latitude Affect Motivation?

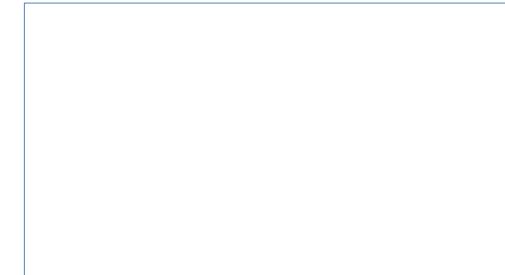
- The psychological components of empowerment can be examined at both macro and micro levels.
- Three macro psychological components underlie empowerment are: motivation, learning, and stress.
- There are also four micro components of empowerment.
- These components can be used to determine whether employees are empowered or unempowered, and include self-determination, meaning, competence, and influence.



# The Empowerment Continuum

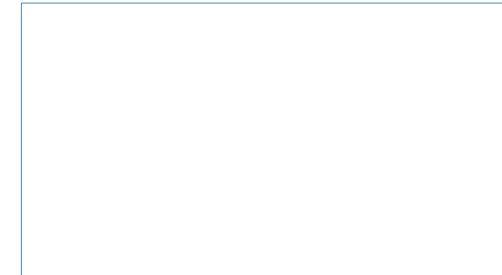
**Empowered Employees** ← → **Unempowered Employees**

- Self-determined
  - Sense of meaning
  - High competence
  - High influence
- other-determined
  - Not sure if what they do is important
  - Low competence
  - Low influence



# Leadership qualities to motivate and inspire your team

1. Provide a vision and purpose
2. Set clear goals
3. Lead by example
4. Encourage teamwork
5. Be optimistic and positive
6. Give praise and rewards
7. Communicate with the team
8. Empower team members



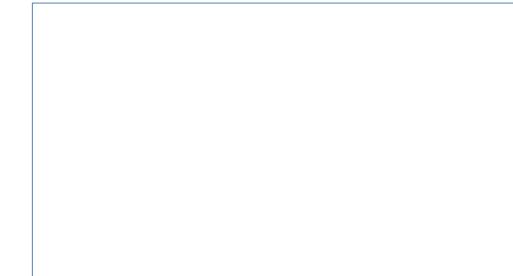
<https://www.deakinco.com/media-centre/article/8-leadership-qualities-to-motivate-and-inspire-your-team>

# Why Motivation Matters in Leadership

There are nine reasons why motivation matters in Leadership:

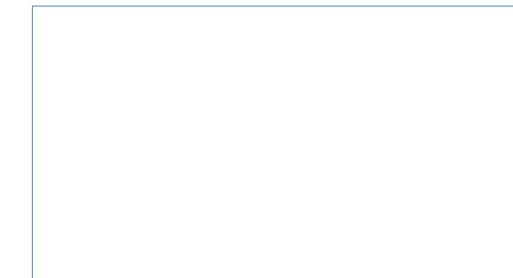
1. Motivated Members Make for a Stronger Team
2. Better Communication Equates to More Success
3. Projecting a Positive Attitude Is Paramount
4. Focus on Intrinsic Over Extrinsic Motivation
5. Make Individual Connections That Communicate the “Why”
6. Praise Team Members and Build Motivation
7. Hold People Accountable and Provide Feedback
8. Ask Questions Often and Work Towards Solutions
9. Promote a Healthy Working Lifestyle

<https://www.lifehack.org/853716/leadership-motivation>

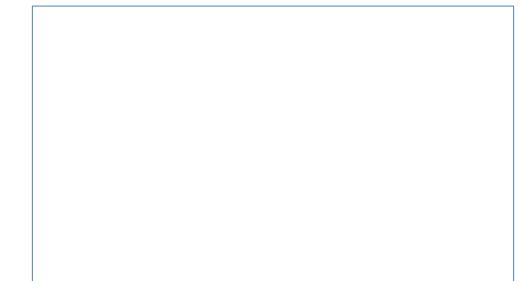


## Case Study: Attaching the Carrot to the Stick

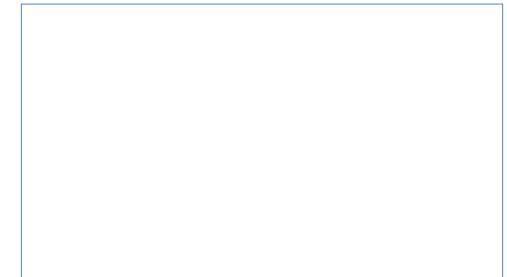
- It seems like common sense that people work harder when there are incentives at stake, but many scholars question this premise. Alfie Kohn has long suggested that workers are punished by rewards and urges that organizations avoid tying rewards to performance because of the negative consequence that can result. As an alternative to rewards, some experts recommend that managers foster a positive, upbeat work environment in hopes that enthusiasm will translate into motivation.
- Although rewards can be motivating, they can reduce employees' intrinsic interest in the tasks they are doing. Although these lines, Mark Pepper of Stanford University found that children who were not rewarded for using the pens were eager to use them. And neuroimaging researcher at Cal Tech found that when incentives reached a certain threshold, the brain's reward center began to shut down and people become distracted.



- According to Vikran Chib, the lead researcher on the project, people begin to worry about losing the carrot when the stakes get too high, which leads to failure.
- Rewards can also lead to misbehavior by workers. Psychologist Edward Deci notes, "Once you start making people's reward dependent on outcomes rather than behaviors, the evidence is people will take the shortest route to those outcome." Consider factory workers paid purely based on the number of units produced. Because only quantity is rewarded, workers may neglect quality. Executives rewarded strictly on the basis of the quarterly stock price will tend to ignore the long term profitability and survival of the firm; they might even engage in illegal or unethical behavior to increase their compensation.
- Some rewards may also have legal implications. An increasing number of companies are providing financial rewards to employees who meet health goals or participate in wellness programs, but such efforts raise concerns about discrimination against those unable to reach the goals.

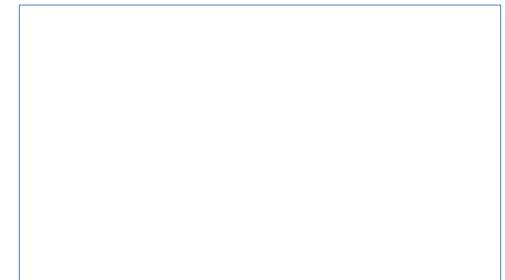


- Incentives might not motivate employees to take a More active role in managing their health in any case. As David Anderson, vice president And chief health office at StayWell Health Management says, "An incentive itself doesn't necessarily buy engagement. It buys compliance."
- However, the majority of research cited in this And the previous chapter shows that individual given rewards for behavior will be more likely to engage in the rewarded behaviors. It is also unlikely that individuals engaged in very boring, repetitive tasks will lose their intrinsic motivation to begin with. The real issue for managers is finding another appropriate way to reward behaviors so desired behavior is increased while less-desired behavior is reduced.



## Questions:-

1. Do you think that, as a manager, you should use incentives regularly? Why or Why not?
2. Can you think of a time in your own life when the possibility of receiving an incentive reduced your motivation?
3. What employee behaviors do you think might be best encouraged by offering incentive rewards?





# Principals' leadership and teachers' motivation

## Self-determination theory analysis

Ori Eyal

School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, and

Guy Roth

Department of Education, Ben-Gurion University of the Negev,  
Be'er-Sheva, Israel

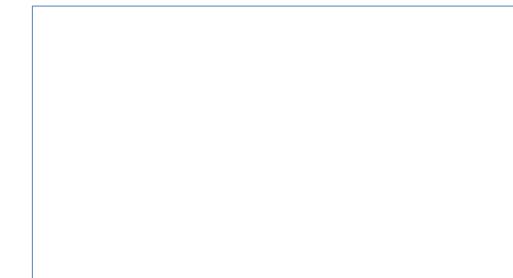
Received March 2010

Revised August 2010

Accepted August 2010

### Purpose

The purpose of this paper is to investigate the relationship between educational leadership and teacher's motivation. The research described here was anchored in the convergence of two fundamental theories of leadership and motivation: the full range model of leadership and self-determination theory. The central hypotheses were that transformational leadership would predict autonomous motivation among teachers, whereas transactional leadership would predict controlled motivation.



# Research Paper

The authors further predicted that autonomous motivation would mediate the relations between transformational leadership and teachers' burnout and that controlled motivation would mediate the relations between transactional leadership and burnout.

## Design/methodology/approach

Questionnaires assessing the variables of interest were completed by 122 Israeli teachers.

## Findings

Results, based on structure equation modeling, supported the hypotheses, suggesting that leadership styles among school principals play a significant role in teachers' motivation and well-being.

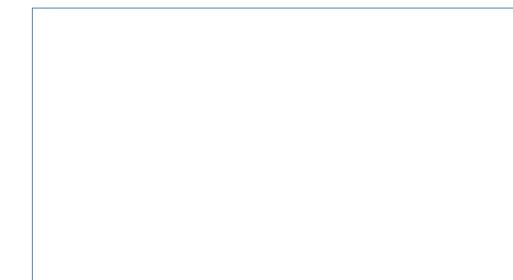
# Research Paper

## Research limitations/implications

The school's environment in Western society is characterized by many impositions and pressures that affect teachers' well-being, as reflected in their quality and intensity of motivation, affect, and burnout. Thus, the present research findings suggest that if the power in educational systems is delegated to school principals, and if the latter are encouraged and trained to be autonomy supportive toward their educational staff, then these steps may potentially facilitate teachers' autonomous motivation, satisfaction, and well-being

## Originality/value

Few studies have examined the relationship between various styles of leadership and different types of motivation among followers. The present novel study has the potential to fill this gap by empirically studying the relationship between educational leadership and teachers' motivation.



# Book Recommendations

## Understanding motivation and emotion

**Authors:** Johnmarshall Reeve

**Publisher:** Wiley

**Language:** English

**Paperback:** 560 Pages

**ISBN-10 :** 1119441285

**ISBN-13 :** 978-1119441281

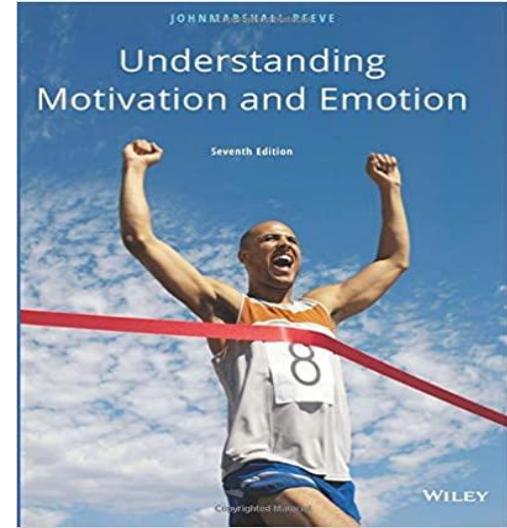


Image Source: <https://www.wiley.com/en-au/Understanding+Motivation+and+Emotion%2C+7th+Edition-p-9781119367604>



# Book Recommendations

The past ten years have seen an explosion of useful research surrounding human motivation and emotion; new insights allow researchers to answer the perennial questions, including "What do people want?" and "Why do they want what they want?" By delving into the roots of motivation, the emotional processes at work, and the impacts on learning, performance, and well-being, this book provides a toolbox of practical interventions and approaches for use in a wide variety of settings. Useful in schools, the workplace, clinical settings, health care, sports, industry, business, and even interpersonal relationships, these concepts are profoundly powerful; incorporated into the state-of-the-art intervention programs detailed here, they can enhance people's motivation, emotion, and outlook while answering the core questions of any human interaction.

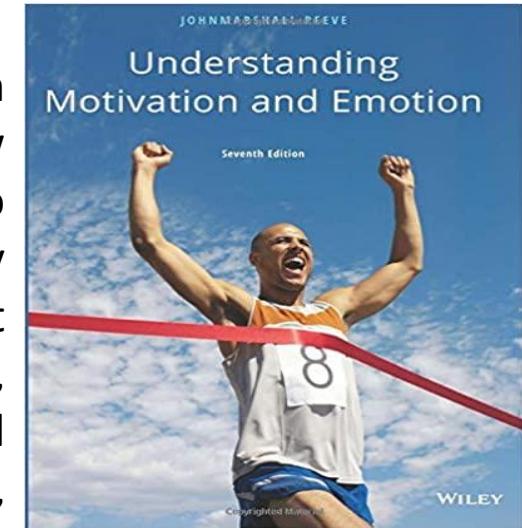
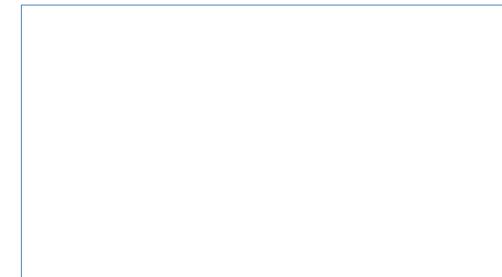


Image Source: <https://www.wiley.com/en-au/Understanding+Motivation+and+Emotion%2C+7th+Edition-p-9781119367604>

## References:

- Eyal, O. and Roth, G. (2011), "Principals' leadership and teachers' motivation: Self-determination theory analysis", *Journal of Educational Administration*, Vol. 49 No. 3, pp. 256-275. <https://doi.org/10.1108/09578231111129055>
- Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.
- Robbins, S. P., & Judge, T. (2007). Organizational behavior. Upper Saddle River, N.J: Pearson/Prentice Hall.



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[https://www.researchgate.net/figure/Components-of-motivation fig44 323695129](https://www.researchgate.net/figure/Components-of-motivation-fig44-323695129)

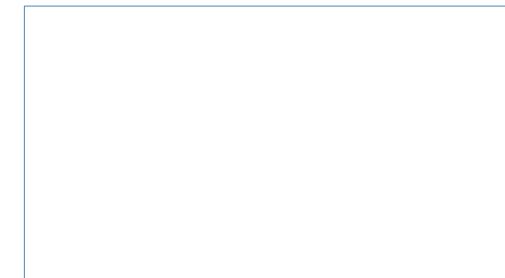
<https://www.executive-enterpriseny.com/blogs/blog/428721-intrinsic-vs--extrinsic-motivation--why-we-do-what-we-do#.YQ7GgYgzbIU>

<https://www.geektonight.com/what-is-motivation/>

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

<https://www.deakinco.com/media-centre/article/8-leadership-qualities-to-motivate-and-inspire-your-team>

<https://www.lifehack.org/853716/leadership-motivation>



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 34

### Introduction to Groups and Teams

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Groups
- Characteristics and Functions of Group
- Groups found in Organization
- Why do people Joins Groups
- Team and Its characteristics
- Common Barriers Faced by High-Performance Work Teams
- Groups Vs Team
- What makes Teams Effective
- Case Study
- Research Paper
- Book Recommendation
- References

# Group

- Two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.
- Group can be defined as a collection of individuals who have regular contact and frequent interaction, mutual influence, the common feeling of camaraderie, and who work together to achieve a common set of goals.
- A group behavior can be stated as a course of action a group takes as a family.



Image Source: <https://www.mymembersoftware.com/images/groups.jpg>

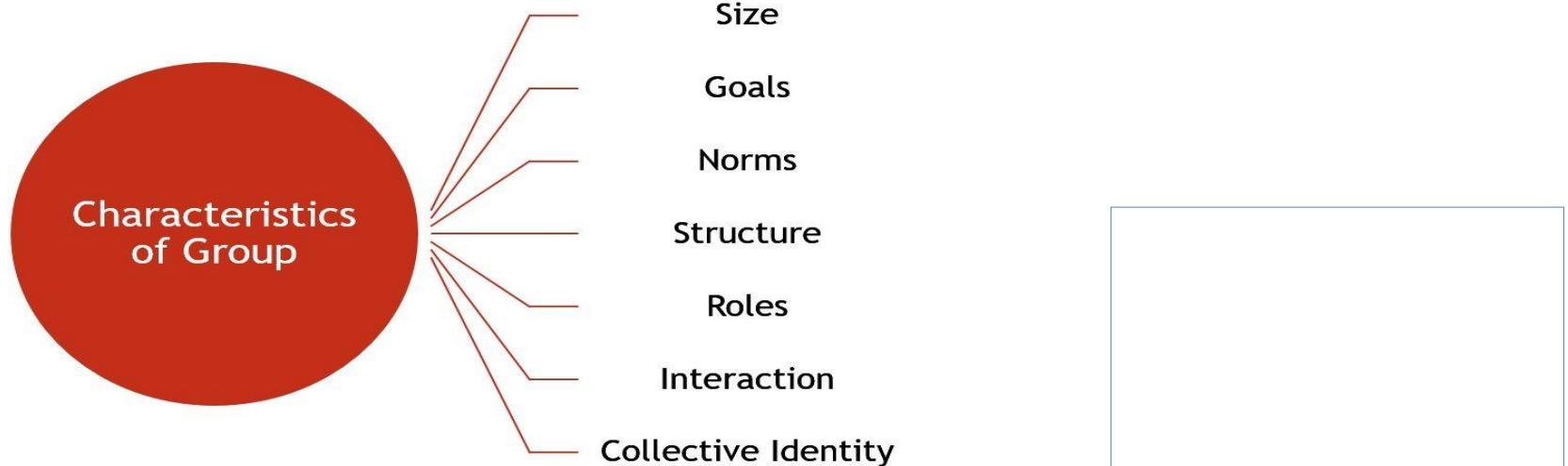
# Definitions of Groups

Author	Definition
Wendell L. French	A group is a number of persons, usually reporting to a common superior and having some face to face interaction, who have some degree of interdependence in carrying out tasks for the purpose of achieving organizational goals.
G. S. Gibbard, J. J. Hartman, and D. Mann	Two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.
Doublon Forsyth R.	Two or more individuals who are connected to one another by social relations.

Source: <http://bankofinfo.com/what-is-the-meaning-of-group/>

# Characteristics of Groups

- **Size:** To form a group, it must be having at least two members. Practically, the number of group members ranges from 15 to 20. The more the members in the group, the more complex it is to manage.
- **Goals:** Every group has certain goals, that are the reasons for its existence.



<https://businessjargons.com/wp-content/uploads/2018/07/characteristics-of-group.jpg>

# Characteristics of Groups(Cont.)

- **Norms:** A group has certain rules, for interacting with the group members.
- **Structure:** It has a structure, based on the roles and positions held by the members.
- **Roles:** Every member of a group has certain roles and responsibilities, which are assigned, by the group leader.
- **Interaction:** The interaction between the group members can occur in several ways, i.e. face to face, telephonic, in writing or in any other manner.
- **Collective Identity:** A group is an aggregation of individuals, which are separately called as members, and collectively called as a group.

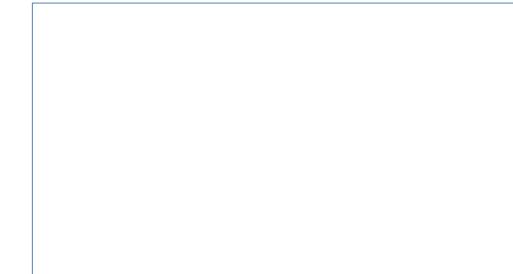
<https://businessjargons.com/group.html>

# Functions of Groups

Some functions include the following:

- Working on a complex and independent task that is too complex for an individual to perform and that cannot be easily broken down into independent tasks.
- Generating new ideas or creative solutions to solve problems that require inputs from several people.
- Serving liaison or coordinating functions among several workgroups whose work is to some extent independent.
- Facilitating the implementation of complex decisions.
- Serving as a vehicle for training new employees, groups teach new members methods of operations and group norms.

<https://www.iedunote.com/group>



# Groups Found in an Organization

There are four types of Groups found in an organization:

## **1. Formal group:**

This group is defined by the organizational structure. After planning, organizations group the activities and put those under a formal structure, deciding their goals and objectives and strategies to achieve the same. Formal group members report to their superiors and interact with each other to achieve the common goals.

## **2. Command group:**

This group is also known as task group. A task is defined as cross-functional activities, carried out by group members to accomplish a common goal. A team represents the nature of a command group. A command group can be formed by drawing members from various formal groups.

### **3. Committees**

To achieve results, organizations often form permanent or temporary committees, drawing members from various formal groups. Committees also represent the presence of cross-functional members. While for a command group, goals may be specific, for committees, it is varied.

### **4. Informal groups:**

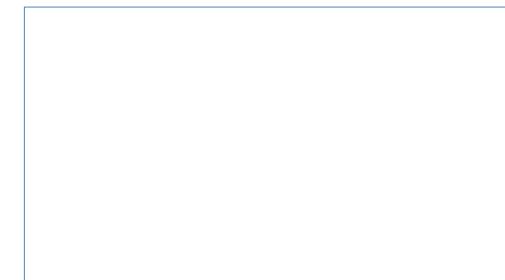
Informal groups are formed within a formal organizational structure. Informal group members primarily meet the social or affiliation needs sharing their common interests. Thus informal groups are not organizationally determined; the members themselves form such groups to fulfil their needs for social interaction.

<https://www.yourarticlerepository.com/organization/groups-found-in-an-organisation-4-types/44999>

# Why Do People Join Groups

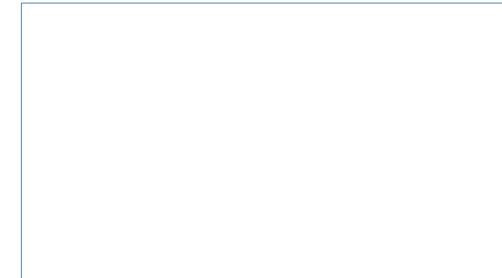
The following points help us understand the need of joining a group by individuals –

- **Security mirrors strength in numbers.** Status pinpoints a prestige that comes from belonging to a specific group. Inclusion in a group is considered as important because it provides recognition and status.
- **Self-esteem transmits people's feelings of self-worth.** Membership can sometimes raise feelings of self-esteem like being accepted into a highly valued group.
- **Affiliation with groups can meet one's social needs.** Work groups significantly contribute to meet the need for friendships and social relations.



# Why Do People Join Groups(cont.)

- **Groups represent power.** What mostly cannot be achieved individually becomes possible with group effort. Power might be aimed to protect themselves from unreasonable demands. Informal groups provide options for individuals to practice power.
- **People may join a group for goal achievement.** Sometimes it takes more than one person to accomplish a particular task.



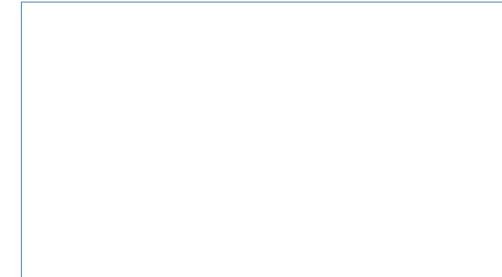
[https://www.tutorialspoint.com/organizational\\_behavior/organizational\\_behavior\\_groups.htm](https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_groups.htm)

# Teams

- A group whose individual efforts result in performance that is greater than the sum of the individual inputs.
- 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.
- A team is a group of people who collaborate on related tasks toward a common goal.



<https://infolific.com/images/project-management/team-work.jpg>



# Definitions Teams

Authors	Definitions
Katzenbach, J.R. and Smith	A team is a small group of people with complementary skills committed to a common purpose and set of specific performance goals
G. Moorhead and R.W. Griffin	A small number of people with complementary skills who are committed to a common purpose, common performance goals, and an approach for which they hold themselves mutually accountable.
W. Dyer	A team is a work group that must rely on collaboration if each member is to experience the optimum success and achievement

# Characteristics of a Team

There are some of the significant characteristics of a team that discriminates it from a group:

- **Common Goal:** The members work to achieve a particular team objective.
- **Team spirit:** The enthusiasm of the members to reach out the team goal is always high.
- **Trust:** In a team, individuals believe and rely on each other's capabilities and skills.
- **Leadership:** There is a clear leadership within a team, and the selected team leader heads the activities.

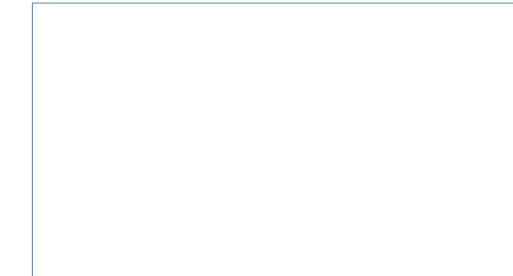


<https://theinvestorsbook.com/wp-content/uploads/2019/12/Characteristics-of-a-Team.jpg>

# Characteristics of a Team(Cont.)

- **Mutual Accountability:** Each individual is equally responsible for the underperformance and failure of the team.
- **Interdependency:** The actions of the members within a team are jointly dependent on that of other members.
- **Defined Roles:** Every individual in a team, has been allocated specific roles or responsibilities to accomplish.
- **Streamline Direction:** The team leader is the one who shows the way to the members and monitors their operations.
- **Collaboration:** There is a high degree of synergy or coordination among the team members.

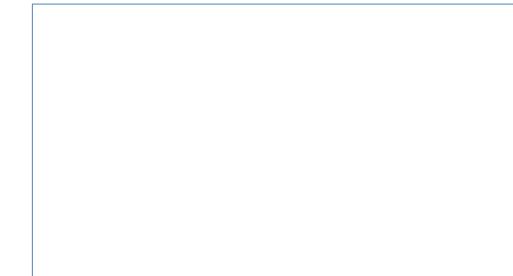
<https://theinvestorsbook.com/group-vs-team.html>



# Common Barriers Faced by High-Performance Work Teams

There are some common characteristics seem to be strong indicators of a team that is not functioning at its peak or that needs intervention:

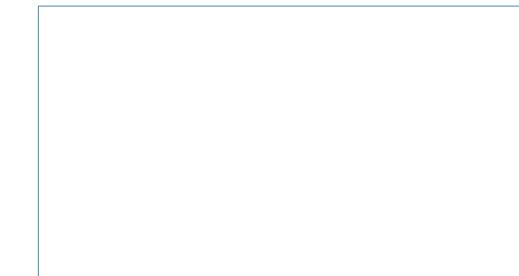
- **Nonparticipating leadership.** Team members fail to use a democratic leadership style that involves and engages team members.
- **Poor decision-making.** Team members make decisions too quickly without a blend of rational and intuitive decision-making methods.
- **Infrequent communication.** Lines of communication are closed and infrequent.
- **Lack of mutual trust.** Team members do not fully trust each other or the team as an entity.



## Cont.

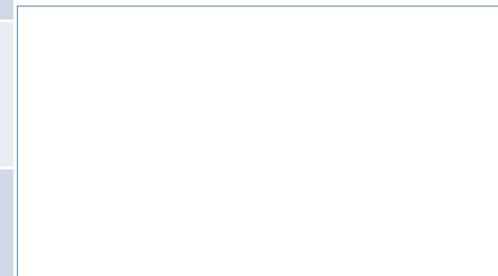
- **Diversity not valued.** Team members do not value the diversity of experience and backgrounds of their fellow team members.
- **Inability to manage conflict.** Not dealing with conflict openly and transparently and allowing grudges to build up can destroy team morale.
- **Lack of goal clarity.** Team members are unsure about their roles and the ultimate team goals, resulting in a lack of commitment and engagement.
- **Poorly defined roles and responsibilities.** Team members are not clear about what they must do and what they must not do.
- **Negative atmosphere.** An overall team culture that is not open, transparent, positive and future-focused results in a failure to perform at high levels.

Source: <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developingandsustaininghigh-performanceworkteams.aspx>



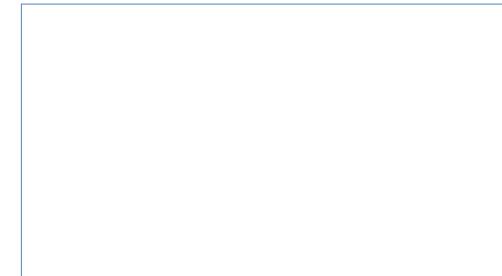
# Groups Vs Teams

Basis	Groups	Teams
Meaning	A collection of individuals who work together in completing a task.	A group of persons having collective identity joined together, to accomplish a goal.
Leadership	Only One Leader	More than One
Members	Independent	Interdependent
Focus on	Accomplishing individual goals	Accomplishing Team goals
Work Products	Individual	Collective



# Ingredients for creating effective teams:

- Ideal Size and Membership.
- Fairness in Decision-Making.
- Creativity.
- Accountability.
- Purpose and Goals.
- Action Plans.
- Roles & Responsibilities.
- Information Sharing.
- Good Data.
- Meeting Skills and Practices.
- Decision Making.
- Participation.
- Ground Rules.
- Clear Roles.
- Accepted Leadership.
- Effective Processes.
- Solid Relationships.
- Excellent Communication.



# What Makes a Team Effective

Here focus on 4 major factors of an effective team:

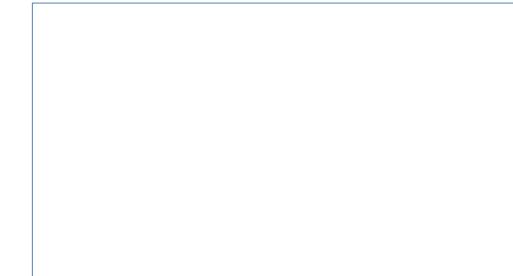
## 1. Supportive Environment

Teamwork is most likely to develop when management builds a supportive environment for it. Creating such an environment involves encouraging members to think like a team, providing adequate time for meetings, and demonstrating faith in members' capacity to achieve.

## 2. Skills and Role Clarity

Team members must be reasonably qualified to perform their jobs and have the desire to cooperate.

Beyond these requirements, members can work together as a team only after all the members of the group know the roles of all the others with whom they will be interacting.



### **3. Super Ordinate Goals**

A major responsibility of managers is to try to keep the team members oriented toward their overall task. Sometimes, unfortunately, an organization's policies, record-keeping requirements, and reward systems may fragment individual efforts and discourage teamwork.

### **4. Team Rewards**

Another element that can stimulate teamwork is the presence of team rewards. These may be financial, or they may be in the form of recognition. Rewards are most powerful if they are valued by the team members, perceived as possible to earn, and administered contingent on the group's task performance.

Source: <https://www.iedunote.com/team>

# Case Study: The Calamities of Consensus

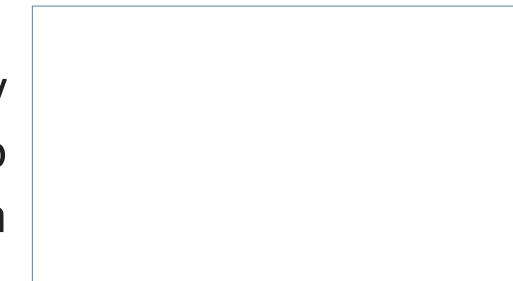
When it is time for groups to reach a decision, many turn to consensus. Consensus, a situation of agreement, seems like a good idea. To achieve consensus, groups must cooperate and collaborate, which ultimately will produce higher levels of camaraderie and trust. In addition, if everyone agrees, then the prevailing wisdom is that everyone will be more committed to the decision.

However, there are times when the need of consensus can be detrimental to group functioning. Consider recent "fiscal cliff" faced by the U.S. Government toward the end of 2012. The white house and congress needed to reach a deal that would reduce the swelling budget deficit. However, many Republicans and Democrats stuck to their party lines, refusing to compromise.

## Case Study: The Calamities of Consensus

Many viewed the end product that achieved consensus as a less than optimal solution. The public gave congress an approval rating of only 13 percent, expressing frustration with the lack of compromise, but the group may not have been able to function well partly because of the need of consensus. If the consensus is reached, does that mean the decision is the right one? Consider the supreme court's recent ruling to upload "Obamacare". In the days leading up to the decision, the general consensus was that the law requiring U.S. citizen to purchase health care insurance would be deemed unconstitutional. Ultimately, that consensus proved to be wrong.

Critics if consensus-based methods argue that any decisions that are ultimately reached are inferior to decision using other methods such as voting or having a team members provide input to their leader,

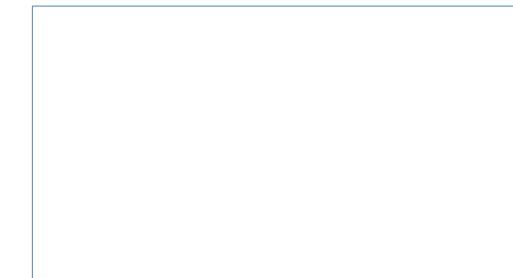


# Case Study: The Calamities of Consensus

Who then makes the final decision. Critics also argue that because of pressure to conform, groupthink is much more likely, and decision reached through consensus are simply those that are disliked the least by everyone.

## Questions:-

1. Is consensus a good way for groups to make decisions? Why or Why not?
2. Can you think of a time where a group of which you were part relied on consensus? How do you think the decision turned out?
3. Martin Luther King Jr. once proclaimed, "A genuine leader is not a seeker of consensus but a modeler of consensus." What do you think he meant by that statement? Do you agree with it? Why or why not?





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# Open creative workspaces impacts for new product development team creativity and effectiveness

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Received 29 October 2017

Revised 10 April 2018

28 August 2018

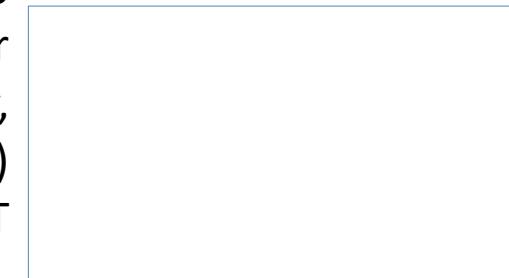
3 November 2018

9 November 2018

Accepted 12 November 2018

## Purpose

The purpose of this paper is to further explore the relationship between new product development project teams and their workspace regarding the impact of the physical (space variety, indoor environmental quality, large meeting room, workstation) and sociotechnical environments (project commitment, IT environment) on their creativity and effectiveness.



## **Design/methodology/approach**

The authors gathered data on an enterprise's ten multidisciplinary teams operating in diverse workspaces by four means: over 40 interviews and four months of observation, secondary data and a survey with 645 responses.

## **Findings**

For teams co-located on site and abroad, employees express that proximity in open space is paramount even considering the augmented density. The relationship between team effectiveness and team creativity is strong and bidirectional (correlation $\beta = 0.40^{****}$ ), but the patterns of relationship between these two variables and certain dimensions of the physical and sociotechnical environment are different. There is a positive and direct impact on team effectiveness, but to a lesser degree on creativity which, in turn, positively influences team effectiveness. Moreover, creativity intervenes (mediator variable) between project commitment, satisfaction with large meeting rooms and the IT environment on their relationship with team effectiveness.

## **Research limitations/implications**

The scope of the data is somewhat limited by the time that the company and its teams could allocate to this paper.

## **Practical implications**

The arrangement of space reinforces employees' sense of belonging to their team as measured by project commitment which along with satisfaction with the large meeting rooms and IT environment influence both team effectiveness and creativity. Managers could consider these three elements as levers for action. Space variety (or balanced layout) is also a way to support team creativity.

## **Originality/value**

Even if open spaces are frequently used, the literature on creative spaces is dedicated mainly to an individual. This paper delivers some results and evidence on the concrete and simultaneous impacts of the workspaces on creativity and effectiveness of multidisciplinary new product development (NPD) team.

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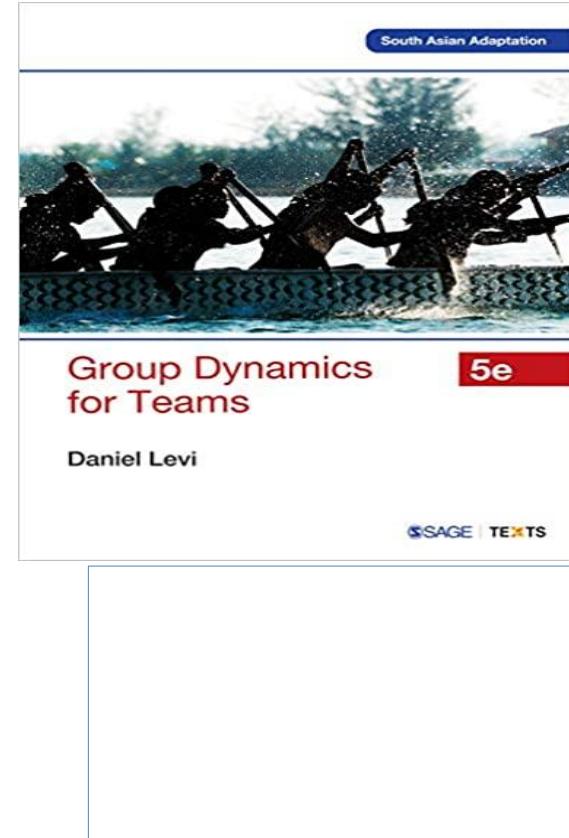
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Even if open spaces are frequently used, the literature on creative spaces is dedicated mainly to an individual. This paper delivers some results and evidence on the concrete and simultaneous impacts of the workspaces on creativity and effectiveness of multidisciplinary new product development (NPD) team.

# Book Recommendation

## Group Dynamics for Teams

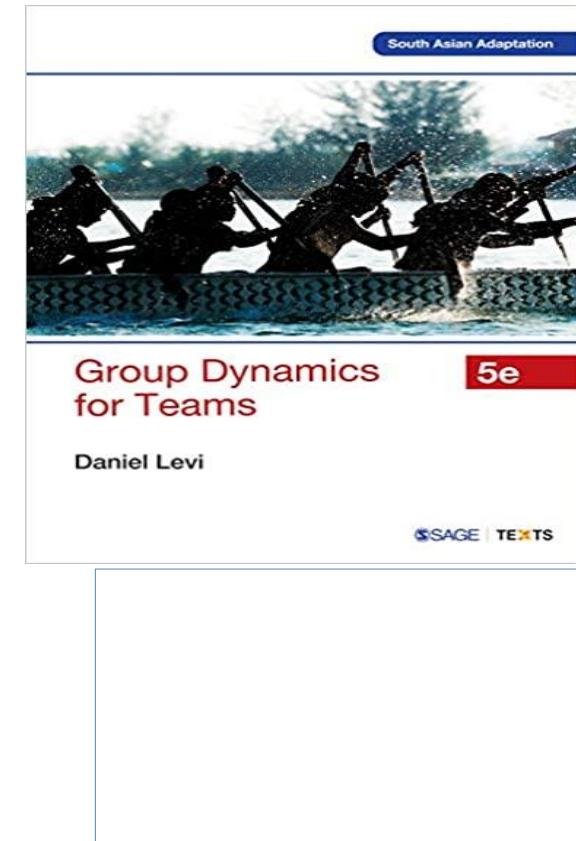
**Publisher:** SAGE Publications  
**Authors:** Daniel Levi  
**Language:** ENGLISH  
**Paperback:** 352 Pages  
•**ISBN-10 :** 9353885396  
•**ISBN-13 :** 978-9353885397



[https://www.amazon.in/Group-Dynamics-Teams-Daniel-Levi/dp/9353885396/ref=sr\\_1\\_1?dchild=1&keywords=groups+and+teams&qid=1628370266&s=books&sr=1-1](https://www.amazon.in/Group-Dynamics-Teams-Daniel-Levi/dp/9353885396/ref=sr_1_1?dchild=1&keywords=groups+and+teams&qid=1628370266&s=books&sr=1-1)

# Book Recommendation

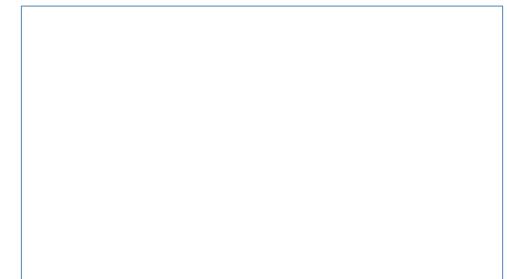
This book helps readers to understand and more effectively participate in teams. Group dynamics for teams integrates research and theories of group dynamics in order to apply this information to the ways in which teams operate in organizations. **Key features:** provides a framework for teaching about teams and improving how teams function. Material offering practical advice on techniques and activities to help improve the team's performance special pedagogical features like leading virtual teams, team leader's challenge, psychological surveys, and teamwork activities robust companion website containing discussion questions, Class activities, text Bank, PowerPoint slides, and multimedia links for classroom teaching.



[https://www.amazon.in/Group-Dynamics-Teams-Daniel-Levi/dp/9353885396/ref=sr\\_1\\_1?dchild=1&keywords=groups+and+teams&qid=1628370266&s=books&sr=1-1](https://www.amazon.in/Group-Dynamics-Teams-Daniel-Levi/dp/9353885396/ref=sr_1_1?dchild=1&keywords=groups+and+teams&qid=1628370266&s=books&sr=1-1)

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- <https://theinvestorsbook.com/group-vs-team.html>
- <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developingandsustaininghigh-performanceworkteams.aspx>
- <https://www.edunote.com/team>



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 35

### Characteristics of Leaders, Followers and Situation

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Personal Leadership and Its Quality
- Followership and its type
- How great leaders inspire followership
- Becoming a Wise Leader: Cultivating Your Situation Awareness
- The Potter and Rosenbach Followership Model
- Followers' Responses to Change
- What qualities good followers must possess?
- Case Study
- Research Paper
- Book Recommendation
- References

# Personal Leadership

- Personal leadership is the desire of an individual to take charge of his or her own life.
- Personal leadership can begin when you decide to be your own life coach and live by a personal mission statement that reflects your values and life goals.
- These leaders share strong, personal bonds with followers, even when the leader occupies a formal organizational role.

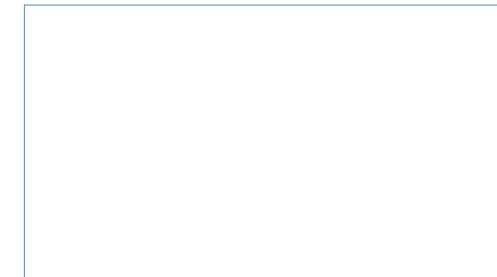


Image Source: <https://cdn.sketchbubble.com/pub/media/catalog/product/optimized/3/d/3d02b40c0d68168f66cb01f51defa972587c86314924e9f16b8fd47a5df14701/personal-leadership-slide1.png>

# Personal Leadership Qualities

- Here are some personal leadership qualities we can cultivate within ourselves to use our positive strengths and talents for our success and the benefit of those we live and work with.
- Vision
- Self-discipline
- Spirituality
- Integrity
- Honesty
- Open communication
- Kindness
- Legacy building

<http://www.leadershipexcellencenow.com/blog/what-is-personal-leadership-and-why-does-it-matter>

# Followership

- Followership demonstrates the capacity to willingly follow a leader.
- It is the ability to take direction well, to get in line behind a program, to be part of a team and to deliver on what is expected of you.
- Effective followers are active participants (partners) in creating the leadership process.
- It is a social relationship between the leader, followers and the group.

**GREAT LEADERS START  
OFF AS GREAT FOLLOWERS**



<https://media.lrng.org/f0/2c/421e8d0f7a4be75f6bb388b03f56d363b1e9-480x360.jpg>

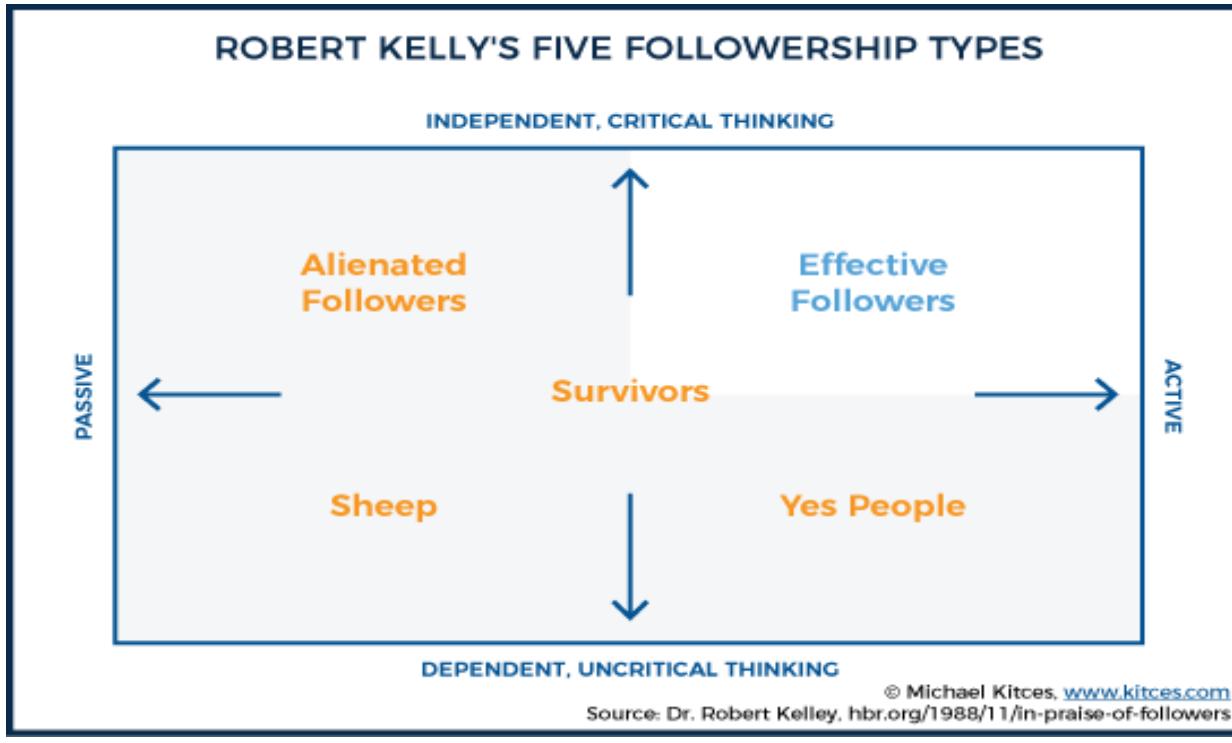
# Types of Followers

- A researcher at Harvard Business Review developed a system for categorizing followers using two metrics: 1) active versus passive, and 2) independent critical thinking versus dependent uncritical thinking.

There are five categories of followers:

- **Survivor**-Right in the middle of the scale, these people are adept at surviving change. They are able to adapt and conform to the situations around them, whether this means stepping up to take on an important task or quietly staying in the background.
- **Sheep**-These are passive people who do not think critically and do not have a strong sense of responsibility.

# Types of Followers(Cont.)



[https://www.kitces.com/wp-content/uploads/2019/11/Graphic\\_2-1.png](https://www.kitces.com/wp-content/uploads/2019/11/Graphic_2-1.png)

# Cont.

- **Yes People**

Yes people are those who will readily act when told what to do but depend heavily on leaders for guidance. They do not tend to be proactive.

- **Alienated Followers**

These are independent critical thinkers who are not proactive in their roles. They can effectively carry out their roles, but there is often an undertone of dissatisfaction that prevents them from fully embracing their work and contributing to their fullest potential.

- **Effective Followers**

These are independent critical thinkers who follow through enthusiastically. Effective followers can succeed without leadership but respond to it well, making them ideal independent employees who also work well in teams.

# How great leaders inspire followership

Here we take a look at how leaders can inspire followership:

- **Embrace the concept of servant leadership**

Servant leadership is a concept that was introduced by Robert K. Greenleaf.

leaders must first be servants. “The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served,”

- **Delegate strategically**

Employees want to feel that they’re making meaningful contributions. That requires an understanding of how what they do makes a difference. Effective delegation will help to shape this connection.

# Cont.

- **Listen deeply**

Employees need to know that they're being *heard* and that their inputs are being objectively considered even, and especially, if those inputs involve perspectives that are outside of the status quo.

- **Give clear, specific recognition**

Giving clear and specific recognition is a great way to encourage followership.

- **Build trust**

We follow people that we trust. But, while we may intuitively feel that trust in leaders is built based on their ability to exhibit trustworthiness—that they will support our efforts, be honest and transparent in communications, and “have our backs”—there’s more to it than that.

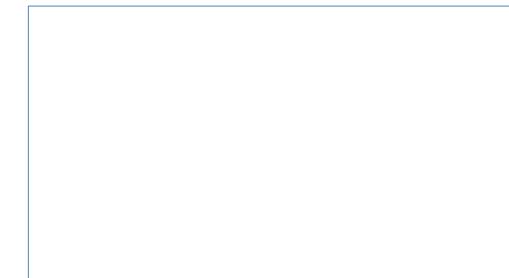
<https://www.predictiveindex.com/blog/how-great-leaders-inspire-followership/>

# Becoming a Wise Leader: Cultivating Your Situation Awareness

- Leadership without wisdom is not true leadership.
- Situation awareness is the perception of elements in the environment, the comprehension of their meaning and the projection of their status in the near future.

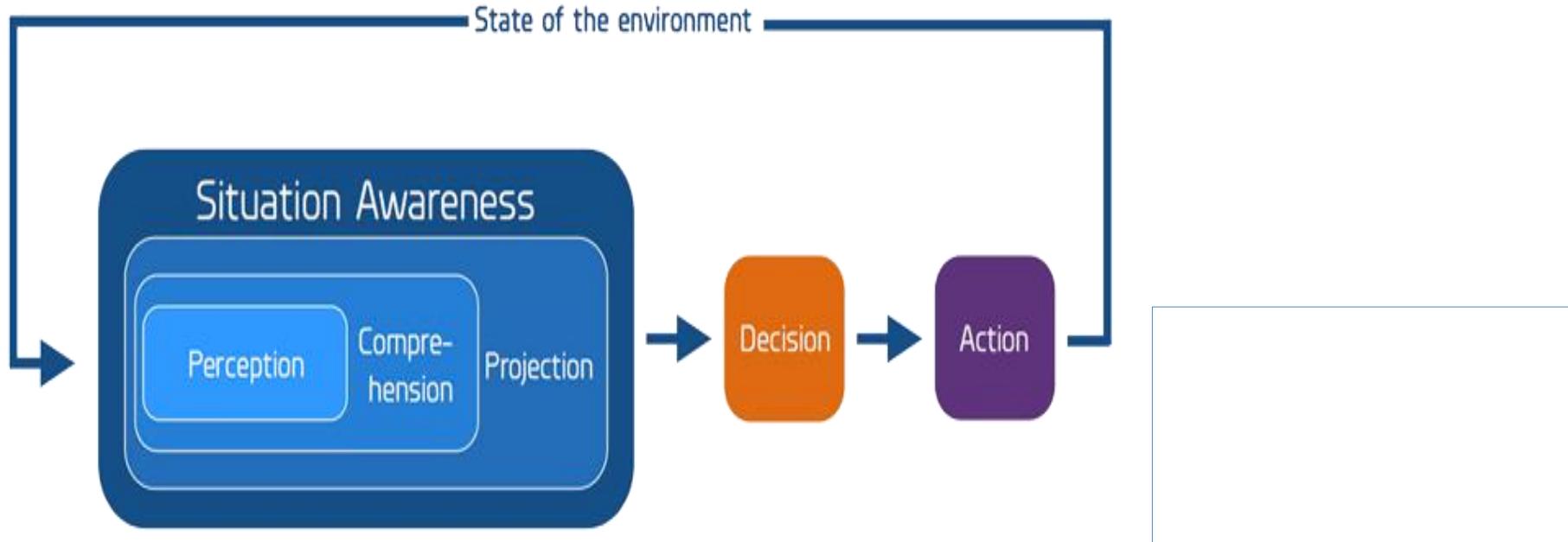
## ➤ **Four strategies on improving your managerial wisdom:**

1. Shifting focus from short-term gains/gratifications toward longer-term strategies
2. Continuously reflecting on particular situations (i.e., what happened, examples, counsels of others, etc.) to learn from experience
3. Understanding the limit of your knowledge, skills and abilities
4. Expanding your practical knowledge by developing the ability to interpret situations, accumulating a repertoire of possible responses and implementing a chosen response skillfully.



# Cont.

Dr. Mica Endsley, a leading scholar on situation awareness, identified three levels where it can be developed.



<https://stan-institute.com/wp-content/uploads/2015/10/Situational-Awarness-Endsley-STAN-Institute.png>

# Cont.

## **Level I: Perceptions of elements in the environment**

- The first step in achieving situation awareness is to be able to perceive the state, characteristics and dynamics of relevant elements in the environment.
- A leader should perceive elements such as employee attitudes, behaviors, performance, motivation or warning signs of employee dissatisfaction, burnout or interpersonal conflicts.

## **Level II: Comprehension of the current situation**

- Comprehension of the current situation is based on a thorough analyses of all first-level elements. It goes beyond simply being aware of the elements that are presented



# Cont.

- As a decision maker, one not only needs to draw a holistic picture of the situation with sufficient knowledge on level I elements — but also have the ability to understand the significance of those elements in relation to one's goal.

## Level III: Projection of future status

- This level is achieved through knowledge from elements of the first two levels. Use this knowledge to project the future actions of the elements in the environment.
- This level is especially important, because the ultimate goal of building situation awareness is to utilize the information collected to predict the most likely outcomes as a result of these elements and to use this information for decision making.

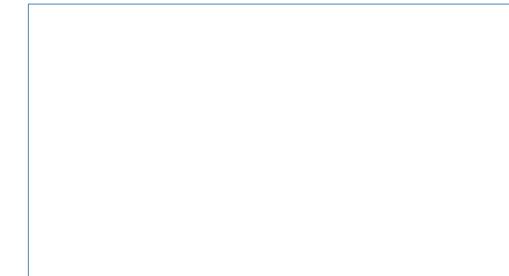
<https://fisher.osu.edu/blogs/leadreadtoday/blog/becoming-a-wise-leader-cultivating-your-situation-awareness>

# **Focus On Followers**

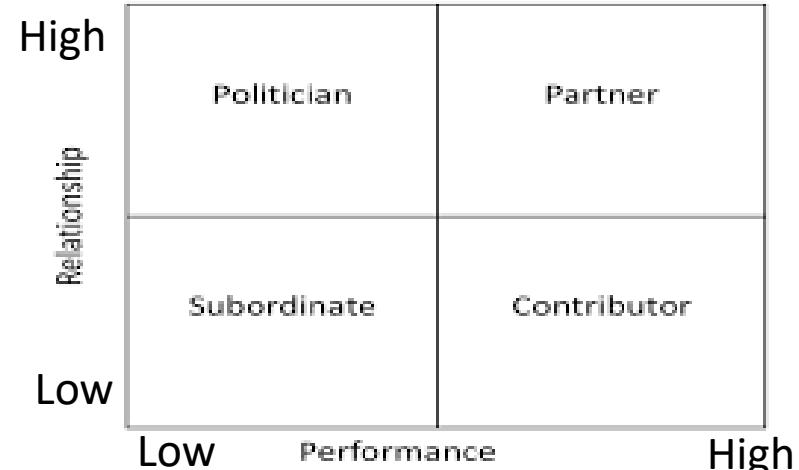
The description of the models are as follows:

## **The Potter and Rosenbach Followership Model**

- Based on two independent dimensions - follower performance levels and the strength of leader–follower relationships.
- The performance initiative dimension is concerned with the extent to which an individual follower can do his or her job, works effectively with other members of the team, embraces change, and views himself or herself as an important asset in team performance.

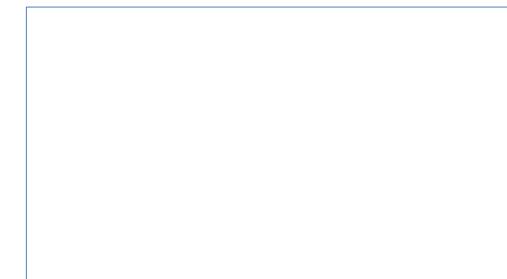


- The relationship initiative dimension is concerned with the degree to which followers act to improve their working relationships with their leaders.
- The Potter and Rosenbach model states that the situation plays an important role in effective followership, but it may not take into account the role that ineffective leadership plays in followership



**Figure- Potter and Rosenbach Followership Model**

SOURCE: [https://vtechworks.lib.vt.edu/bitstream/handle/10919/97891/Alegbeleye\\_ID\\_D\\_2020.pdf?sequence=1&isAllowed=y](https://vtechworks.lib.vt.edu/bitstream/handle/10919/97891/Alegbeleye_ID_D_2020.pdf?sequence=1&isAllowed=y)



# The Potter and Rosenbach Followership Model(Cont.)

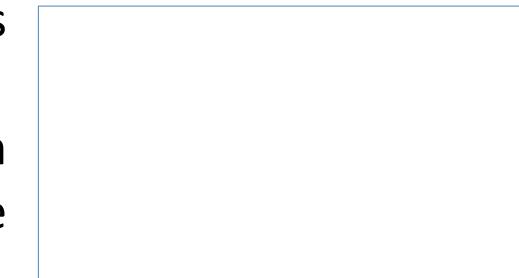
**Politicians:** These people work harder at impressing their boss than actually getting their work done. They are often very loyal to their leaders and build strong relationships, but are low performers.

**Partners:** These are you're best of the best. They are high performers who are highly committed. They have strong interpersonal skills and good relationships with their leaders. They understand their leaders' vision while also challenging them to take it a step further.

**Subordinates:** They do what they're told, follow the rules, and stay out of trouble but are below average performers and don't have very strong relationships with their leaders.

**Contributors:** While these people do not have an interest in building relationships with their peers or leaders, they are motivated by the subject matter and very hard workers.

Source: <https://prezi.com/dij4qgcyc6x1/the-potter-and-rosenbach-followership-model/>



# **Followers' Responses to Change**

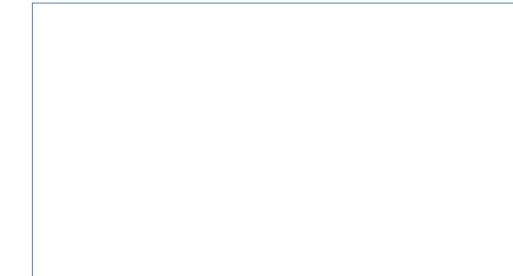
<b>Malicious compliance</b>	This occurs when followers either ignore or actively sabotage change requests.
<b>Compliance</b>	This takes place when followers do no more than abide by the policies and procedures surrounding change requests.
<b>Cooperation</b>	Followers willingly engage in those activities needed to make the change request become reality.
<b>Commitment</b>	Followers embrace change requests as their own and often go the extra mile to make sure work gets done. Charismatic and transformational leaders are adept at getting followers committed to their vision of the future.

Source: B. Yager (Boise, ID: The Bryan Yager Group, 2003).

# What qualities good followers must possess?

The Ivy Business Journal has attempted to isolate the qualities of a good follower in the business world-

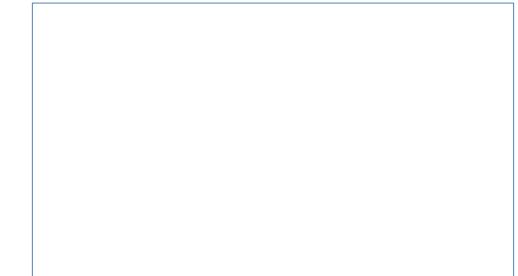
- 1. Judgment-** Followers must take direction, but not blindly. Good judgment is required to establish the difference between following good instructions following or contending instructions that are ethically inappropriate or constitute unsportsmanlike behaviors.
- 2. Competence-** In order to follow, followers must be competent. They must have the relevant knowledge and skills to play their position, whether they play on offense, defense or special teams.



# Cont.

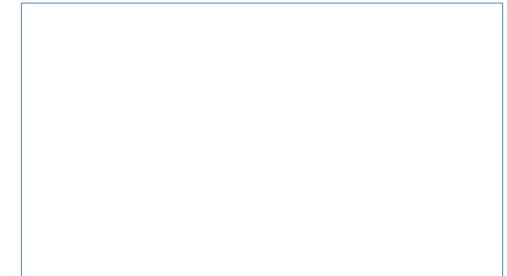
- 3. Honesty-** Followers have a responsibility to be honest. Respect and politeness are important and followers also have to be able to offer constructively critical feedback.
- 4. Courage-** It takes real courage to confront a leader about concerns with the leader or that leader's agenda.
- 5. Discretion-** Followers owe leaders discretion. Talking about the sport, teammates, coaches and other staff inappropriately is at best unhelpful and more likely harmful.
- 6. Loyalty-** Loyalty is important and relies on strong allegiance and commitment. A lack of loyalty can cause problems between team members.

<https://blogs.usafootball.com/blog/4697/why-good-followers-are-important-and-8-qualities-good-followers-must-possess>



# Cont.

- 7. Work ethic-** Good followers are good workers. They are diligent, motivated, committed, pay attention to detail and make the effort.
- 8. Ego management-** Good followers have their egos under control. They are team players in the fullest sense of the concept. They have good interpersonal skills. Success for good followers relates to performance and goal achievement, not personal recognition and self-promotion.



# Case Study: Bob Knowling

Bob Knowling was a former member of the Hewlett-Packard, Shell Exploration, Ariba, Aprimo, Immune Response Corporation, and Simdesk Technologies boards of directors and currently serves on the boards of directors for Heidricks & Struggles, an executive search firm, Roper Industries, and Bartech Group. He is also the former vice president of network operations at Ameritech, the executive vice president of network operations and technology for U.S. West, and the CEO of Covad Communications, the New York City Leadership Academy, and Telwares. From a business perspective, **Knowling has seen it all, from start-ups to turnarounds, times of rapid growth, major restructurings, mergers and acquisitions, divestitures, working with venture capitalists and private equity firms, launching initial public offerings, and hiring and firing high-visibility CEOs.**



Image Source: [https://www.citrix.com/content/dam/citrix61/en\\_us/images/photos/headshots/execs-board/bob-knowling.png](https://www.citrix.com/content/dam/citrix61/en_us/images/photos/headshots/execs-board/bob-knowling.png)

# Case Study: Bob Knowling

As the chairman of Eagles Landing Partners, Knowling travels all over the world providing advice to boards of directors, CEOs, C-suite executives, and other senior executives on how to improve their businesses. Knowling is a testament for what hard work, perseverance, ambition, adaptability, and a winning attitude can do to create teams of loyal followers that achieve superior results. He has accomplished a great deal in his life without having the advantages or privileges associated with many who make it to the top of Corporate America. Growing up in Indiana and Missouri as one of accountable for performance, providing needed resources, clearing obstacles, listening to inputs, treating people decently, inspiring and engaging others, building a team, and teaching them how to win he soon had one of the top performing crews in the state.

Knowling applied this success formula to every job he has ever had and he rose rapidly through the ranks as a result. Indiana Bell was part of a larger telecommunications firm named Ameritech, and Knowling was one of 120 people brought in to drive something called Breakthrough Leadership.

# Case Study: Bob Knowling

The chairman and CEO of Ameritech felt the company was ill-equipped to deal with telephone service deregulation and was not prepared to compete in a competitive market. Knowling had always been able to build a winning team, but the Breakthrough Leadership changes were hundreds of times bigger than anything he had done before. Knowling worked with University of Michigan Professor Dr. Noel Tichy, who had been the 13 kids, his house had no television or running water, and he often would venture to local lakes and streams to catch fish to help feed the family. Knowling worked in high school and started up several businesses—one involved reselling golf balls retrieved from water hazards and another was running a crew to cut and trim lawns.

Because of his academic and athletic performance Knowling received a scholarship to Wabash College, where he majored in theology and continued to excel in basketball and football. Knowling was able to take these lessons learned while growing up and apply them to the business world.

# Case Study: Bob Knowling

After college he joined Indiana Bell, a telecommunications company, as an installation and repair supervisor. Knowling had no prior knowledge about telephone operations, so he spent the first few months learning how orders came in, trucks were loaded, crews were scheduled, lines were installed, and customers were billed for their services. He did this by being the first one in to work, helping his dispatchers assign jobs, helping load the trucks with the supplies needed for the day, traveling out with his crews to do installations, and being the last one to leave the office. Knowling had inherited one of the worst performing crews in Indiana, but by setting clear goals, holding people chief learning officer at General Electric under Jack Welch, and was able to implement processes that drove major changes at Ameritech. Because of his successes, Knowling was lured away to

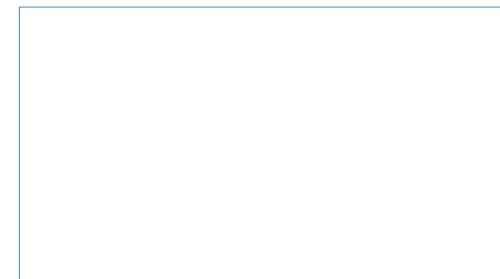
U.S. West to drive major change and transform the worst performing Regional Bell Operating Company, which he quickly accomplished. With these successes he was subsequently named CEO of Covad Communications and was asked to join several Fortune 500 boards of directors.

# Case Study: Bob Knowling

Bob Knowling spent time as CEO of the New York City Leadership Academy teaching administrators, principals, and assistant principals how to lead. He launched Eagles Landing Partners several years ago to help global businesses learn how to lead, build teams, and win.

## Questions:

1. Does Bob Knowling use a rational or emotional approach to drive change?
2. Do you think it is possible to teach leaders how to implement change?



# Research Paper



Journal of Global Responsibility  
Vol. 5 No. 2, 2014  
pp. 269-288  
© Emerald Group Publishing Limited  
2041-2568  
DOI [10.1108/JGR-04-2014-0016](https://doi.org/10.1108/JGR-04-2014-0016)

## Do follower characteristics moderate leadership and employee engagement?

Tanyu Zhang and Gayle C. Avery

*Institute for Sustainable Leadership & Macquarie Graduate School of Management, Macquarie University, Sydney, Australia, and*

Harald Bergsteiner and Elizabeth More

*Institute for Sustainable Leadership & Faculty of Law and Business, Australian Catholic University, North Sydney, Australia*

### Purpose

This study aims to, given that most research focusses on leaders and ignores the influence of follower characteristics on either leadership or engagement, investigate whether employee characteristics moderate the relationship between perceived leadership styles and employee engagement. Recent research has shown that visionary and organic leadership paradigms positively influence employee engagement, compared with classical and transactional leadership environments (Zhang et al., 2014).

# **Research Paper**

## **Design/methodology/approach**

Questionnaire data from 432 sales assistants, collected from retail shopping malls in Sydney, Australia, were analyzed.

## **Findings**

Structured regression analysis confirmed that the employee characteristics of need for achievement, equity sensitivity and need for clarity moderate the relationship between four leadership paradigms and employee engagement. The nature of the moderation varies in complex ways.

## **Research limitations/implications**

There is scope to confirm this study in different contexts, to include additional employee characteristics and reconfirm some scales and to remove common method variance.



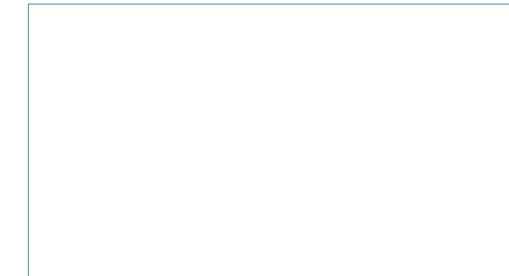
# **Research Paper**

## **Practical implications**

The findings suggest that to improve employee engagement: employers should recruit staff exhibiting characteristics predicted to generate high employee engagement; organizations should develop supervisors to ensure that they adopt leadership styles found to drive employee engagement; and recruiters should consider matching the characteristics of employees to the prevailing leadership paradigm(s) in the organization.

## **Originality/value**

This paper addresses a major gap in the literature by examining the moderating effects of follower characteristics on different leadership paradigms and employee engagement.



# BOOK RECOMMENDATION

## Leadership for Follower Commitment

**Authors:** David Cooper

**Publisher:** Routledge; 1st edition (16 May 2012)

**Language:** English

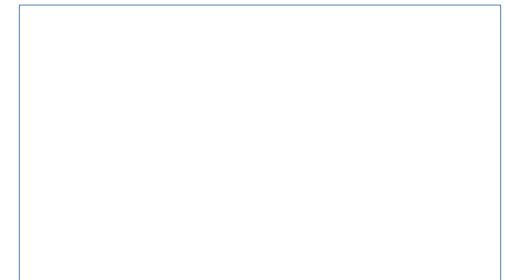
**Paperback:** 215 Pages

**ASIN :** B0084BPTLC



LEADERSHIP  
FOR FOLLOWER  
COMMITMENT

David J. Cooper



# Book Recommendation

**Leadership for Follower Commitment** provides:

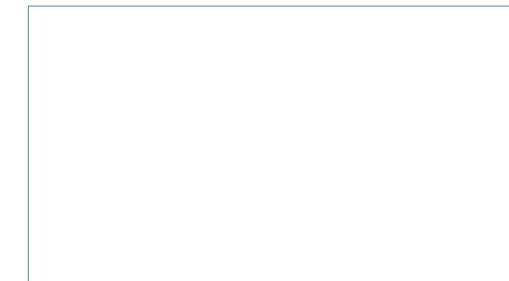
- Research based case studies
- A linking of theory, research, and practical managerial experience
- An emphasis on psychological forces, employee motivation and perceptions of management action.

This text is invaluable to students studying Organizational Behavior, Business (Occupational) Psychology, Human Resource Management, and Human Resource Development at both undergraduate and MSc/MBA level. It is central to Professional / executive development courses.



LEADERSHIP  
FOR FOLLOWER  
COMMITMENT

David J. Cooper



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- Zhang, T., C. Avery, G., Bergsteiner, H. and More, E. (2014), "Do follower characteristics moderate leadership and employee engagement?", *Journal of Global Responsibility*, Vol. 5 No. 2, pp. 269-288. <https://doi.org/10.1108/JGR-04-2014-0016>
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- <https://www.eaglesflight.com/blog/the-critical-role-of-followership-in-leadership>
- <https://www.predictiveindex.com/blog/how-great-leaders-inspire-followership/>
- <https://fisher.osu.edu/blogs/leadreadtoday/blog/becoming-a-wise-leader-cultivating-your-situation-awareness>

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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 36

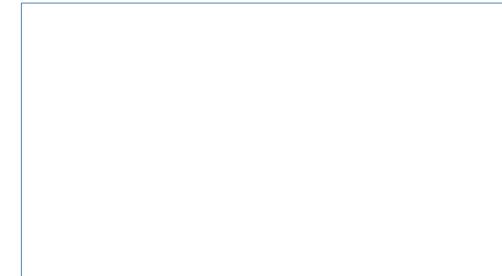
### Group Dynamics

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



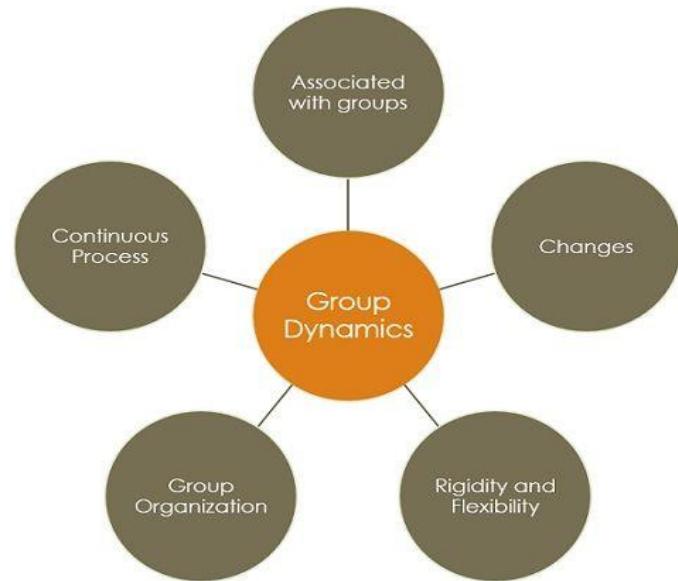
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# Group Dynamics

- Group dynamics refers to the attitudinal and behavioral characteristics of a group.
- Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning.
- Thus, it is concerned with the interactions and forces operating between groups.
- Group dynamics is relevant to groups of all kinds – both formal and informal.



<https://businessjargons.com/wp-content/uploads/2020/03/group-dynamics-features.jpg>

# Group Dynamics – 8 Main Principles

- In order to achieve the best use of Group Dynamics the following principles of group dynamics have been discussed by **Dorwin Carl Wright** and they are as follows:
  - (1) “If the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence of change must have a strong sense of belongingness to the same group”.
  - (2) The more attractive the group is to its members the greater is the influence that the group can exert on its members.
  - (3) In an attempt to change attitudes, values or behavior, the more relevant they are to the basis of attraction on the groups, the greater will be the influence that the group can exert upon the members.

# Group Dynamics – 8 Main Principles

- (4) The greater the prestige of a group member in the eyes of the other members, the greater the influence he can exert.
- (5) Efforts to change individuals or sub-parts of a group, which, if successful, would have the effect of making them deviate from the norms of the group, will encounter strong resistance.
- (6) Information relating to the need for change, plans for change and consequences of change must be shared by all relevant people in the group.
- (7) Strong pressure for change in the group can be established by creating a shared perception by the members of the need for change, thus making the source of pressure for change lie within the group.
- (8) Change in one part of a group produce strain in other related parts which can be reduced only by eliminating the change or by bringing about re-adjustment in related parts.”

# Stages of Groups Development

There is a process of five stages through which groups pass through.

**1. Forming**-The first stage is characterized by a great deal of uncertainty about the group's purpose, structure, and leadership. Members "test the waters" to determine what types of behaviors are acceptable. This stage is complete when members have begun to think of themselves as part of a group.

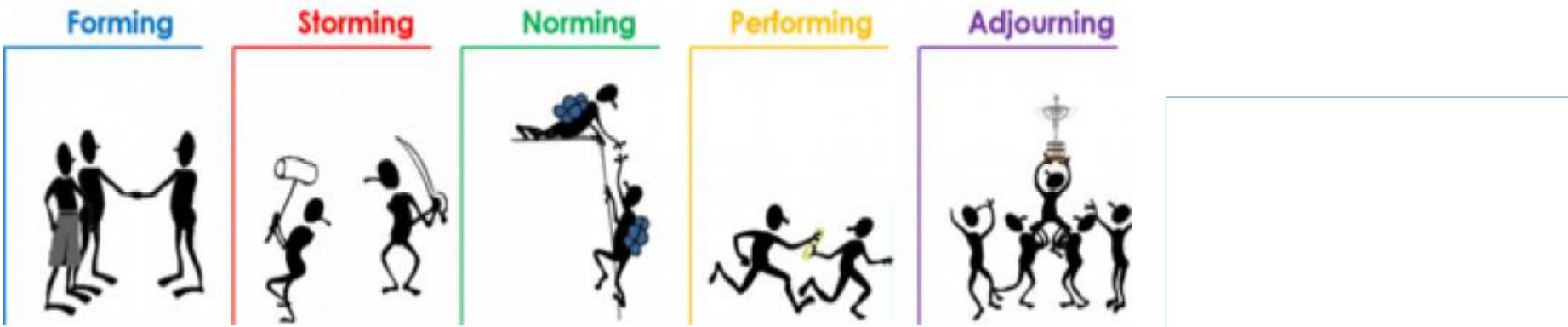


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# Stages of Groups Development(Cont.)

**2. Storming** -The stage is one of intragroup conflict. Members accept the existence of the group but resist the constraints it imposes on individuality. There is conflict over who will control the group. When this stage is complete, there will be a relatively clear hierarchy of leadership within the group.

**3. Norming-** In the third stage, close relationships develop and the group demonstrates cohesiveness. There is now a strong sense of group identity and camaraderie.

This norming stage is complete when the group structure solidifies and the group has assimilated a common set of expectations of what defines correct member behavior.

# Stages of Groups Development(Cont.)

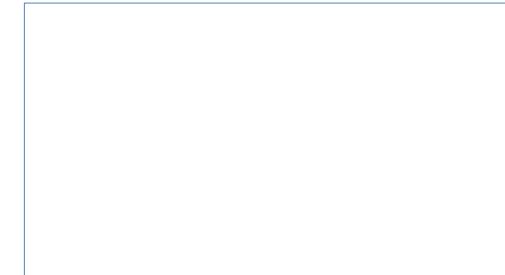
- 4. Performing-** it is the fourth stage of group development . The structure at this point is fully functional and accepted. Group energy has moved from getting to know and understand each other to performing the task at hand.
- 5. Adjourning-** The final stage in group development for temporary groups, characterized by concern with wrapping up activities rather than task performance. Some group members are upbeat, basking in the group's accomplishments. Others may be depressed over the loss of camaraderie and friendships gained during the work group's life.

# Why Do People Form Groups?

- Perspective that considers when and why individuals consider themselves members of groups.
- **Social identity theory** proposes that people have emotional reactions to the failure or success of their group because their self-esteem gets tied into the group's performance.
- *Several characteristics make a social identity important to a person:*
- **Similarity-** Demographic similarity can also lead to stronger identification for new hires, while those who are demographically different may have a hard time identifying with the group as a whole.

# Why Do People Form Groups?(Cont.)

- **Distinctiveness-** People are more likely to notice identities that show how they are different from other groups.
- **Status-**Because people use identities to define themselves and increase self-esteem, it makes sense that they are most interested in linking themselves to high-status groups.
- **Uncertainty reduction-** Membership in a group also helps some people understand who they are and how they fit into the world.



# Group Dynamics Theories

## 1. Propinquity Theory:

- The most basic theory explaining affiliation is propinquity. Individuals affiliate with one another because of spatial or geographical proximity. In an organization employees who work in the same area of the plant or office or managers with offices close to one another would more probably form into groups than would those who are not physically located together.

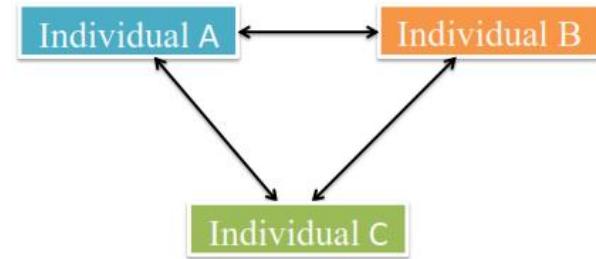
## 2. Exchange Theory:

- This theory is based on reward-cost outcomes of interactions. To be attracted towards a group, a person thinks in terms of what he will get in exchange of interaction with group members. A minimum positive level (rewards greater than costs) of an outcome must exist in order for attraction or affiliation to take place.

# Group Dynamics Theories(Cont.)

## 3. Balance Theory

- This theory as proposed by **Theodore Newcomb** states that “Persons are attracted to one another on the basis of similar attitudes towards commonly relevant objects and goals. Once a relationship is formed, it strives to maintain a symmetrical balance between the attraction and the common attitudes. If an imbalance occurs, attempts are made to restore the balance. If the balance cannot be restored, the relationship dissolves.”

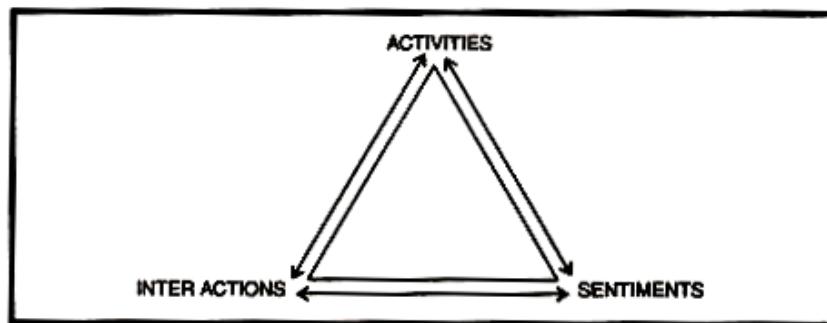


Similar attitudes (towards authority, work, life styles, politics, religions etc.

Image source: [http://www.simplinotes.com/wp-content/uploads/2018/04/Balance-Theory\\_001.png](http://www.simplinotes.com/wp-content/uploads/2018/04/Balance-Theory_001.png)

#### 4. Homan's Theory:

- According to George C. Homans, “The more activities persons share, the more numerous will be their interactions and the stronger will be their shared activities and sentiments, and the more sentiments people have for one another, the more will be their shared activities and interactions.”



(The Inter-Dependence of Activities, Interaction and Sentiments)

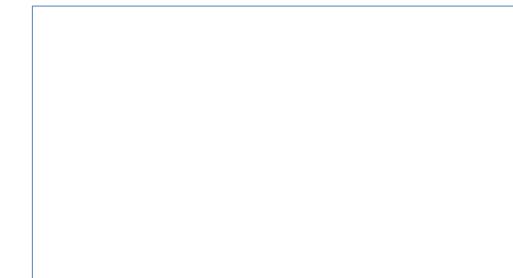
<https://www.yourarticlerepository.com/organization/group-dynamics/4-important-theories-of-group-formation-with-diagram/63900>

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# Group Property

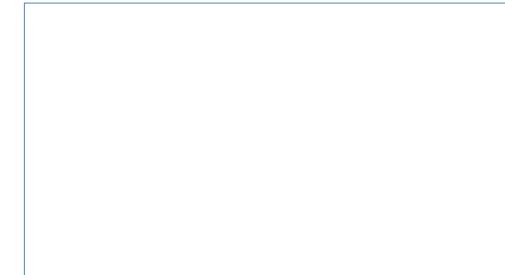
## Group Property 1: Roles

- A set of expected behavior patterns attributed to someone occupying a given position in a social unit. It comprises of the following:
- **Role perception** An individual's view of how he or she is supposed to act in a given situation.
- **Role expectations** How others believe a person should act in a given situation.
- **Role conflict** A situation in which an individual is confronted by divergent role expectations.



# Group Property 2: Norms

- Norms are acceptable standards of behavior within a group that are shared by the group's members.
- Given below is the different classes of group norms set in an organization:
- **Performance norms:** the group will determine what is an acceptable level of effort, product and outcome should exist in the workplace.
- **Appearance norms:** the group will determine how members should dress, when they should be busily working and when they can take a break, and what kind of loyalty is shown to the leader and company.
- **Social arrangement norms:** the group regulates interaction between its members.

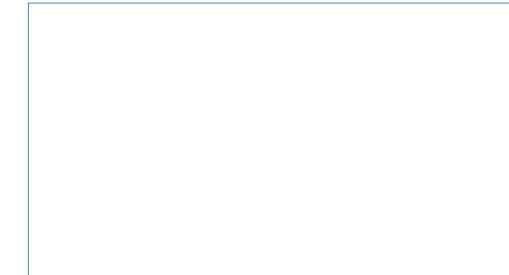


<https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/group-structure/>

# Group Property 2: Norms

- **Allocation of resources norms:** the group or the organization originates the standards by which pay, new equipment, and even difficult tasks are assigned.
- **Conformity** is the adjustment of one's behavior to align with the norms of the group.
- **Deviant Workplace Behaviour** is a Voluntary behaviour that violates significant organizational norms and, in so doing, threatens the well-being of the organization or its members. Also called antisocial behavior or workplace incivility.

<https://theinvestorsbook.com/group-dynamics.html>

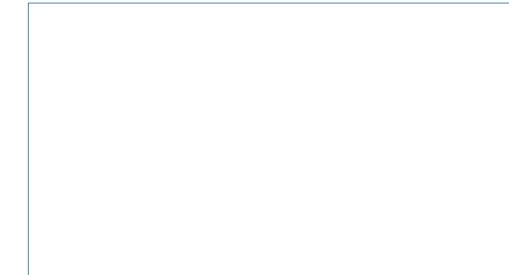


# Group Property 3: Status

- Status is a socially defined position or rank given to groups or group members by others. It position or reputation of a group within the organization.
- **Status characteristics theory** states that differences in status characteristics create status hierarchies within groups.

## Group Property 4: Size

- The size of the group is an essential component while understanding group dynamics. Individuals perform better in smaller groups.
- **Social loafing** is tendency of individuals to expend less effort when working collectively than when working individually.

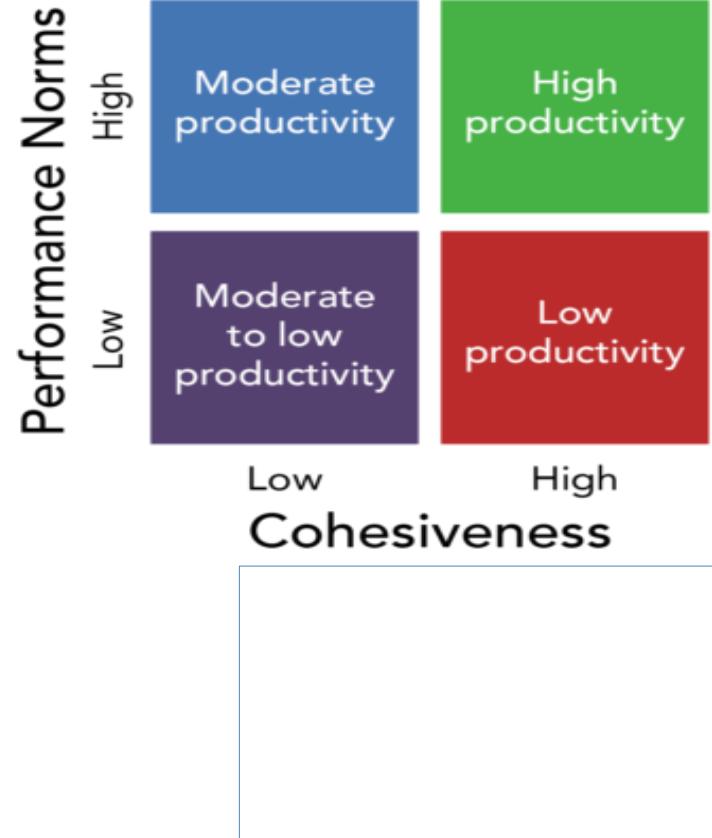


# Group Property 5: Cohesiveness

The cohesion or intactness of the group members shows the level of bonding they share. Here is some of the elements of group cohesiveness:

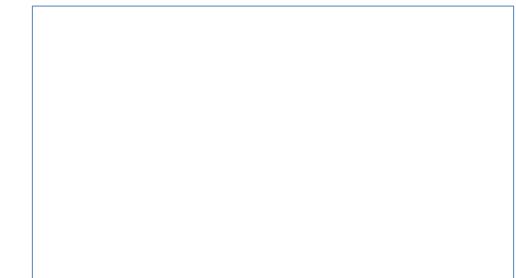
- **Task relations** refer to the interaction of individuals in a group for the accomplishment of the assigned work;
- **Social relations**, i.e., the interaction of the group members on a personal level;
- **Emotions** can be seen as the feelings shared by the group members.

<https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/group-structure/>



# 7 Strategies for Better Group Decision-Making

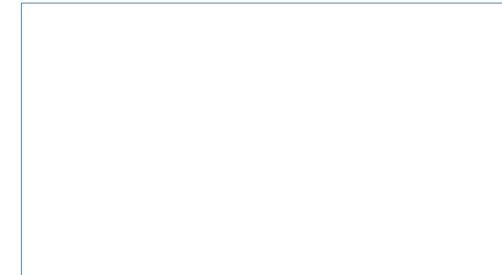
- Because of an over-reliance on hierarchy, an instinct to prevent dissent, and a desire to preserve harmony, many groups fall into Groupthink and Group shift.
- **Groupthink** is a phenomenon in which the norm for consensus overrides the realistic appraisal of alternative courses of action.
- **Group-shift** is a change between a group's decision and an individual decision that a member within the group would make; the shift can be toward either conservatism or greater risk but it generally is toward a more extreme version of the group's original position.



# 7 Strategies for Better Group Decision-Making

Here are seven simple strategies for more effective group decision making:

1. Keep the group small when you need to make an important decision.
2. Choose a heterogeneous group over a homogenous one (most of the time)
3. Appoint a strategic dissenter (or even two).
4. Collect opinions independently.
5. Provide a safe space to speak up.
6. Don't over-rely on experts.
7. Share collective responsibility.

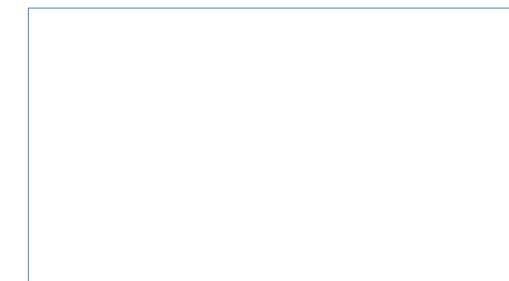


<https://hbr.org/2020/09/7-strategies-for-better-group-decision-making>

# Case Study: Herd Behavior and the Housing Bubble (and Collapse)

It is sometimes easy to forget that humans are not unlike other animals. Economist John Maynard Keynes recognized this when he commented, “Most, probably, of our decisions to do something positive, the full consequences of which will be drawn out over many days to come, can only be taken as the result of animal spirits—a spontaneous urge to action rather than inaction, and not as the outcome of a weighted average of quantitative benefits multiplied by quantitative probabilities.” Such “animal spirits” are particularly dangerous at the collective level. One animal’s decision to charge over a cliff is a tragedy for the animal, but it may also lead the entire herd over the cliff.

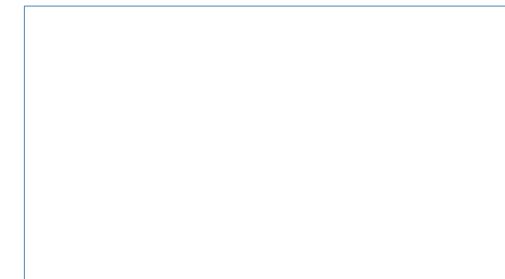
You may be wondering how this is applicable to organizational behavior. Consider the recent housing bubble and its subsequent and enduring collapse, or the dot-com implosion of the turn of the century.



# Case Study: Herd Behavior and the Housing Bubble (and Collapse)

As housing prices rose ever higher, people discounted risk. Homeowners and investors rushed to buy properties because everyone else was doing it. Banks rushed to provide loans with little due diligence because, well, everyone else was doing it. “Banks didn’t want to get left behind. Everybody lowered their underwriting standards, no matter who they are,” said Regions Bank executive Michael Menk. “As bankers that’s who we are; we follow the herd.” Similar problems led to a run up in prices for internet-based companies during the early twenty-first century, and some wonder whether the current valuations of social networking sites are following a similar trend of overpricing.

Yale Economist Robert Shiller called this “herd behavior” and cited research showing people often rely heavily on the behavior of groups in formulating decisions about what they should do.

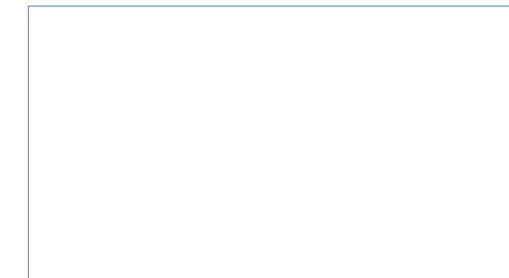


# Case Study: Herd Behavior and the Housing Bubble (and Collapse)

A recent study in behavioral finance confirmed herd behavior in investment decisions and showed that analysts were especially likely to follow other analysts' behavior when they had private information that was less accurate or reliable.

## Questions

1. Some research suggests herd behavior increases as the size of the group increases. Why do you think this might be the case?
2. How might organizations combat the problems resulting from herd behavior?
3. Shiller argues that herd behavior can go both ways: It explains the housing bubble, but it also explains the bust. As he notes, "Rational individuals become excessively pessimistic as they see others bidding down home prices to abnormally low levels." Do you agree with Shiller?



# Research Paper



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20 February 2020  
Accepted 20 February 2020

## Purpose

This study clarifies the factors that foster individual innovative behavior in the public sector by examining the effects and roles of empowering leadership, work group cohesiveness and individual learning orientation. This study also explores the direct effect of empowering leadership on work group cohesiveness and individual learning orientation, the influence of work group cohesiveness on individual learning orientation and the mediating roles of work group cohesiveness and individual learning orientation.

## Empowering leadership, work group cohesiveness, individual learning orientation and individual innovative behaviour in the public sector: empirical evidence from Norway

Barbara Rebecca Mutonyi, Terje Slåtten and Gudbrand Lien  
*Inland School of Business and Social Sciences,  
Inland Norway University of Applied Sciences–Lillehammer Campus,  
Lillehammer, Norway*

# **Research Paper**

## **Design/methodology/approach**

Data were collected from an online survey of respondents working in a public sector organization. Partial least squares structural equation modelling and mediation analysis by the bootstrap method were used for the data analysis.

## **Findings**

Empowering leadership and individual learning orientation had significant direct effects on individual innovative behavior. Both empowering leadership and work group cohesiveness have significant direct effects on individual learning orientation. Empowering leadership was positively related to work group cohesiveness. The mediation analysis revealed that individual learning orientation mediates the relationships between empowering leadership and individual innovative behavior and between work group cohesiveness and individual innovative behavior.



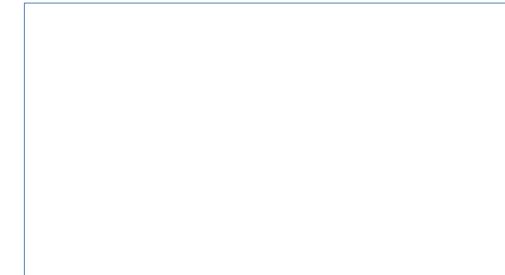
# Research Paper

## Research limitations/implications

The study focuses on three factors that foster individual innovative behavior in a public sector organization.

## Originality/value

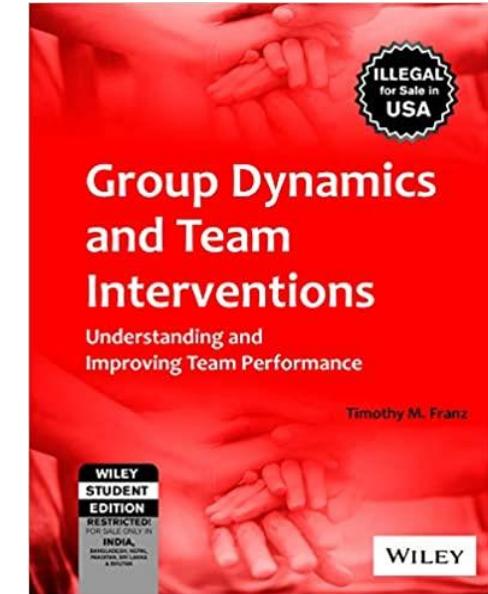
This study offers new insights into the factors that foster individual innovative behavior in the public sector. The findings reveal the importance of using a balanced leadership style and encourage learning in the workplace for individual innovativeness by public leaders



# BOOK RECOMMENDATION

## Group Dynamics and Team Interventions

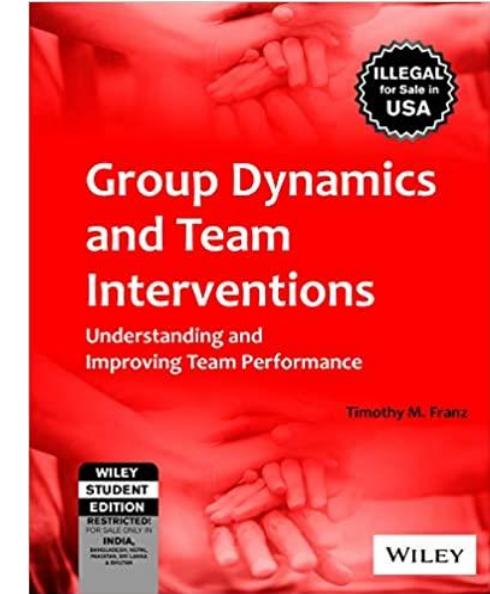
**Authors:** Timothy M. Franz  
**Publisher:** Wiley  
                  (1 January 2018)  
**Language:** English  
**Paperback:** 376 Pages  
**ISBN-13 :** 978-8126576494



[https://www.amazon.in/Group-Dynamics-Team-Interventions-Understanding/dp/8126576499/ref=pd\\_lpo\\_1?pd\\_rd\\_i=8126576499&psc=1](https://www.amazon.in/Group-Dynamics-Team-Interventions-Understanding/dp/8126576499/ref=pd_lpo_1?pd_rd_i=8126576499&psc=1)

# BOOK RECOMMENDATION

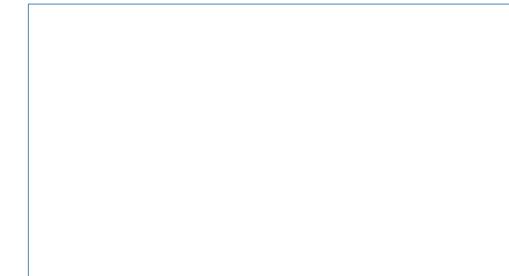
Organizations thrive or struggle as a result of interactions among team members. To optimize the performance of teams, Group Dynamics and Team Interventions bridges the gap between the most up-to-date academic research findings on group behavior and real-life practice. Chapters reveal the theories behind group and team behavior while offering proven application and intervention techniques that can be utilized in workplace settings. Topics addressed include team formation and development; understanding culture and team diversity; Improving team cohesion, decision making and problem solving; managing and reducing team conflict; team leadership, power and influence and others.



[https://www.amazon.in/Group-Dynamics-Team-Interventions-Understanding/dp/8126576499/ref=pd\\_lpo\\_1?pd\\_rd\\_i=8126576499&psc=1](https://www.amazon.in/Group-Dynamics-Team-Interventions-Understanding/dp/8126576499/ref=pd_lpo_1?pd_rd_i=8126576499&psc=1)

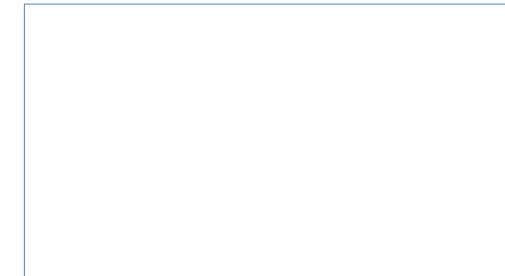
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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 37

### Team Formation

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- Team Work
- Importance of Teams
- Creating Effective Teams
- Key Roles of Teams
- Effective Team Characteristics and Team Building
- Team Leadership Model
- Leadership Prescriptions of the Model
- Case Study
- Research Paper
- Book Recommendation
- References

# Team Work

- The sum of the efforts undertaken by each team member for the achievement of the team's objective is called team work.
- Individual performances do not count in a team and it is the collective performance of the team workers which matters the most.
- Every member in a team has to perform and contribute in his best possible way to achieve a common predefined goal.



<https://ehsdailyadvisor.blr.com/2012/04/it-takes-teamwork-to-prevent-workplace-accidents/>

Image source-<https://ehsdailyadvisor.blr.com/app/uploads/sites/2/2012/04/teamwork.jpg>

# **Importance of Teams**

- Following primary benefits can result from the introduction of work teams:

## **1. Improved Employee Motivation:**

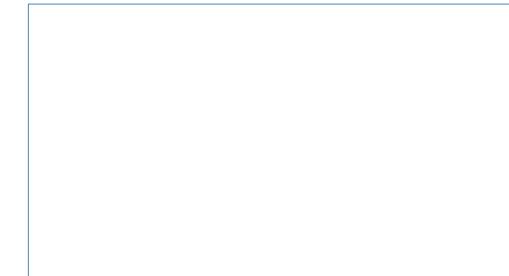
- Work teams help in enhancing the employee motivation. teams encourage employee involvement, these make the jobs more interesting and fulfill the social needs of the employees.

## **2. Positive Synergy:**

- Teams have the potential to create high levels of productivity due to positive synergy created by them.

## **3. Satisfaction of Social Needs:**

- Teams can satisfy this need of the employees by increasing worker interactions and creating a feeling of brotherhood and friendship among team members.



#### **4. Commitment to Team Goals:**

- Teams generally develop a common purpose, commitment to that purpose and agreement upon specific goals.

#### **5. Improved Organisational Communication**

- As the teams encourage interactions, it will lead to improved communication.

#### **6. Benefits of Expanded Job Training:**

- The implementation of team work always leads to expanded job training.

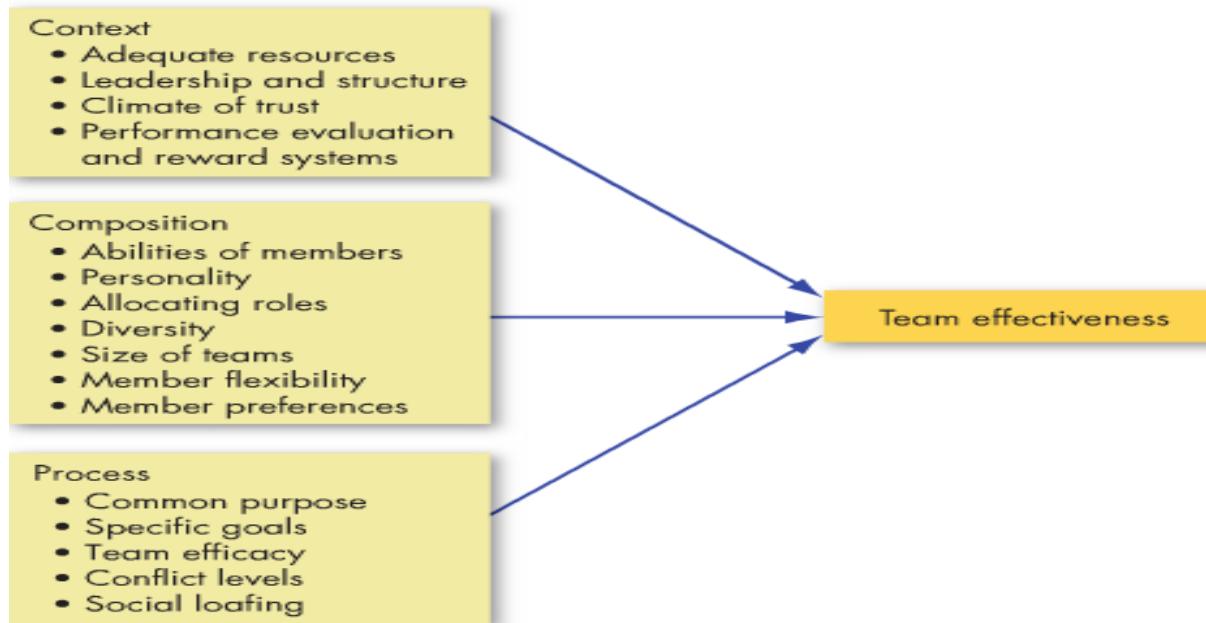
#### **7. Organizational Flexibility:**

- Management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of permanent groupings.

<https://www.yourarticlelibrary.com/organization/team-development/effective-team-meaning-characteristics-and-importance-explained/63930>

# Creating Effective Teams

- Knowing that a team is the way we want to go, we're going to take a look at different areas and take them one at a time.



**Figure-Team Effectiveness Model**

<https://www.chegg.com/homework-help/questions-and-answers/factor-absolute-important-least-important-support-answer-q13551891>

# 1. Context

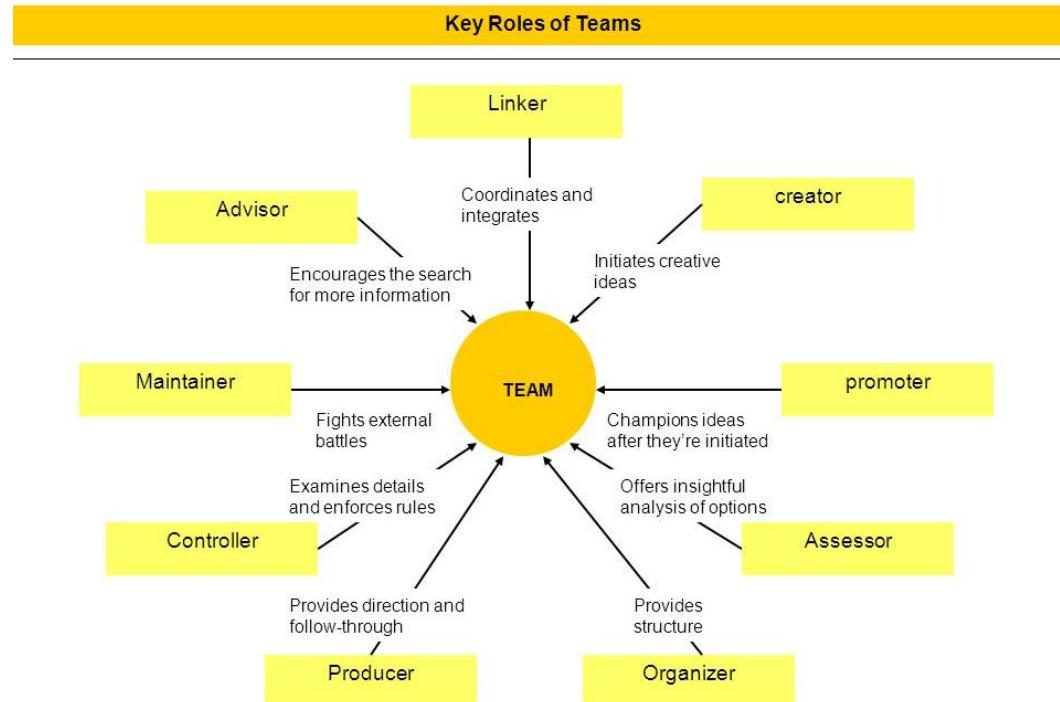
The four contextual factors most significantly related to team performance.

- **Adequate Resources**- Teams are part of a larger organization system; every work team relies on resources outside the group to sustain it.
- **Leadership and Structure**- Teams can't function if they can't agree on who is to do what and ensure all members share the workload.
- **Climate of Trust**-Members of effective teams trust each other. They also exhibit trust in their leaders.
- **Performance Evaluation and Reward Systems**  
performance evaluations and incentives may interfere with the development of high-performance teams.

## 2. Team Composition

- The team composition category includes variables that relate to how teams should be staffed.
- **Abilities of Members**-Part of a team's performance depends on the knowledge, skills, and abilities of its individual members.
- **Personality of Members**-personality significantly influences individual employee behaviour.
- **Allocation of Roles** Teams have different needs, and members should be selected to ensure all the various roles are filled.
- **Diversity of Members**-team diversity affect *team* performance.
- **Size of Teams** small teams 5 to 9 members are most effective.

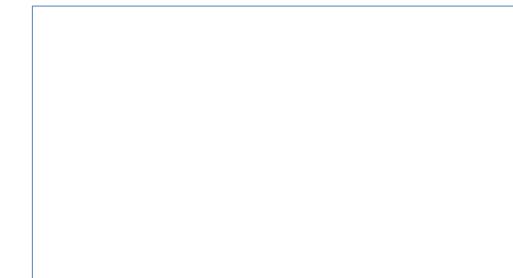
- **Member Preferences**-Not every employee is a team player.



<https://slideplayer.com/slide/5086919/>

### 3. Team Processes

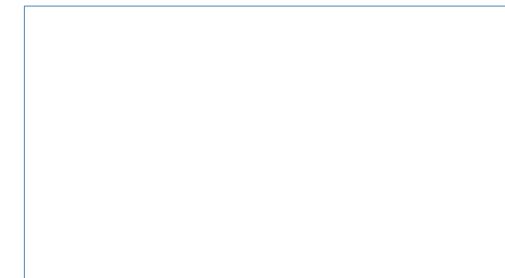
- **Common Plan and Purpose**-Effective teams begin by analyzing the team's mission, developing goals to achieve that mission, and creating strategies for achieving the goals.
- **Specific Goals**-Successful teams translate their common purpose into specific, measurable, and realistic performance goals.
- **Team Efficacy**-Effective teams have confidence in themselves; they believe they can succeed. We call this *team efficacy* .
- **Mental models**-Team members' knowledge and beliefs about how the work gets done by the team.
- **Conflict Levels**-conflict has a complex relationship with team performance.
- **Social Loafing**-Individuals can engage in social loafing and coast on the group's effort.



# Effective Team Characteristics and Team Building

Teams definitely vary in their effectiveness. If a team is to work effectively, the following four variables need to be in place:

- **Task:** Does the team know what its task is?
- **Boundaries:** Is the collective membership of the team appropriate for the task to be performed?
- **Norms:** Does the team share an appropriate set of norms for working as a team?
- **Authority:** Has the leader established a climate where her authority can be used in a flexible rather than a rigid manner?



- To help team leaders consider these various levels, Hackman and Ginnett developed the concept of organizational shells. four critical factors for team design (task, boundary, norms, and authority) are necessary for the group to work effectively.

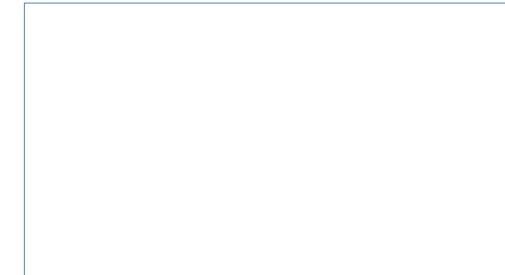


Image Source : <https://slideplayer.com/slide/4907069/>

# Team Leadership Model

At the most basic level, this model resembles a systems theory approach with:

- **Inputs** at the base (individual, team, and organizational factors),
- **processes** in the center (what the team actually does to convert inputs to outputs and what we can tell about the team by actually observing team members at work),
- **outputs** at the top (how well the team did in accomplishing its objectives, ideally a high performance team)



An Iceberg Metaphor for systems Theory applied to teams. In an Iceberg, almost everyone can see the outputs of the team (the portion of the iceberg above the waterline), and some can see the processes, whereas, most of the inputs are in the organizational background (or underwater in the iceberg metaphor). But anyone who has seen an iceberg recognizes that most of its mass is the part that is underwater—and this part supports the part that is visible.

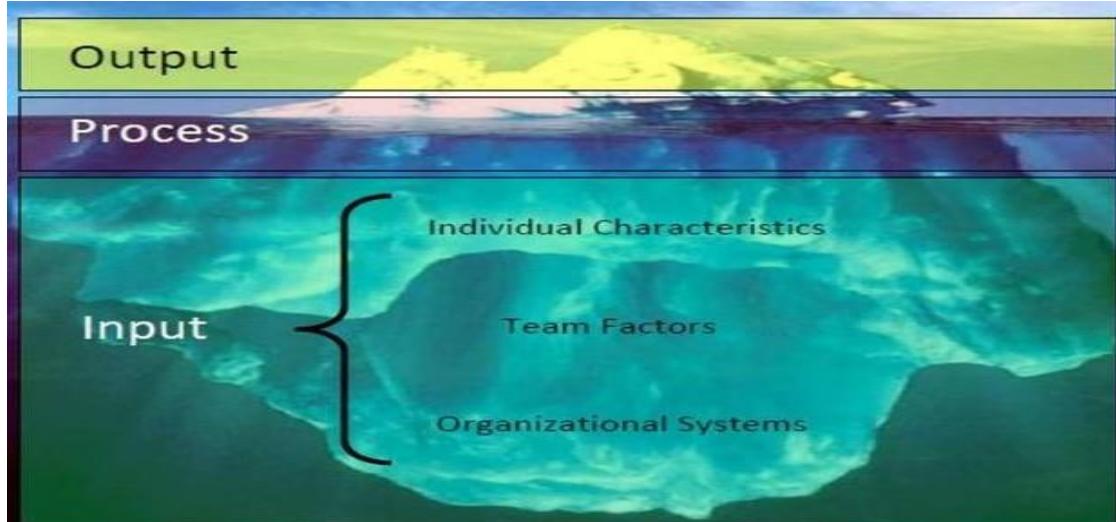


Image Source : <https://slideplayer.com/slide/12715493/>

# Team Leadership Model(Cont.)

## Output:

**Basic TLM Outputs: Outcomes of High-Performance Teams:**

In this image, the output part of the Model is elaborated.



Image Source: <https://slideplayer.com/slide/12715493/> Source: © 2005 Robert C. Ginnett, PhD. All rights reserved.

# Team Leadership Model(Cont.)

Process:

**TLM Process Variables: Diagnose the Team Using the Process Variables**

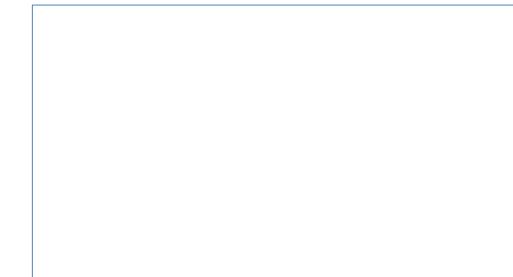
In this image the process part of the model is elaborated.



Image Source: <https://slideplayer.com/slide/12715493/>

# Team Leadership Model(Cont.)

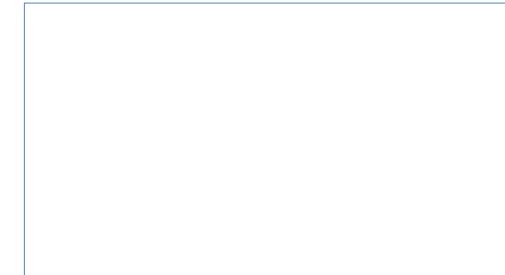
- The figure contains **the four process measures of effectiveness**.
- These four process measures of effectiveness provide criteria by which we can examine how teams work. If a team is to perform effectively, it must :
  1. work hard enough,
  2. have sufficient knowledge and skills within the team to perform the task,
  3. have an appropriate strategy to accomplish its work (or ways to approach the task at hand), and
  4. have constructive and positive group dynamics among its members.
- Group dynamics refers to interactions among team members, including such aspects as how they communicate with others, express feelings toward each other, and deal with conflict with each other.



# Team Leadership Model(Cont.)

## Input

- In input stage, the iceberg model shows the three sub stages included in input stage of the TLM model.
- In team situations, inputs are what is available for teams as they go about their work.
- Individual characteristics, Team factors and Organizational Systems are the three factors in input stage.
- Levels of inputs range from the individual level to the environmental level.
- These levels surround and affect the team design level.



# Leadership Prescriptions of the Model

## Creation:

Ideally a team should be Created/ built, as we build a house or automobile:

- Start with a concept.
- Create a design
- engineer it to do what we want it to do
- then manufacture it to meet those specifications.

The three critical functions for team leadership are:

- **dream**
- **design**
- **development**

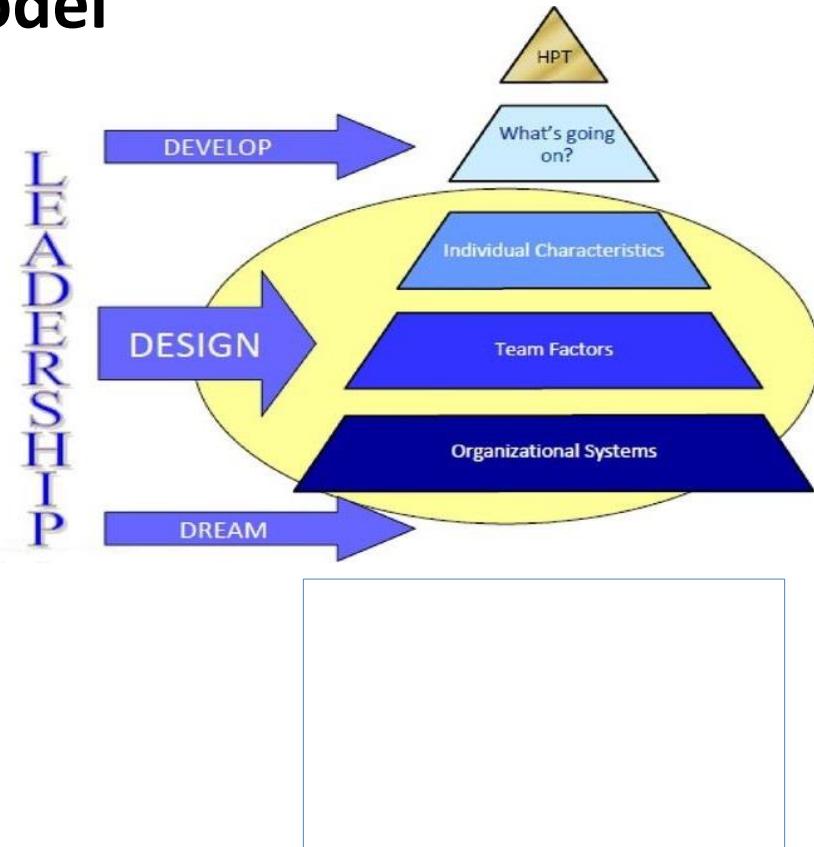


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# Diagnosis and Leverage Points

## Team Leadership Model

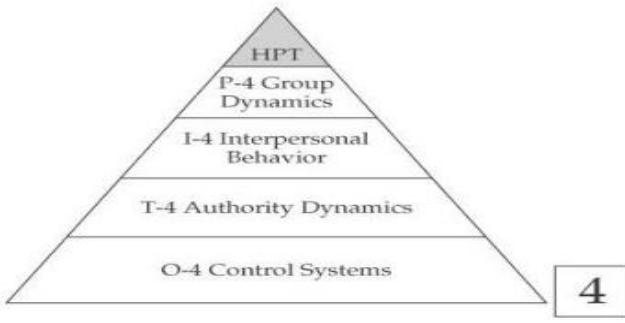


Image Source: <https://www.slideserve.com/derry/groups-teams-and-their-leadership>

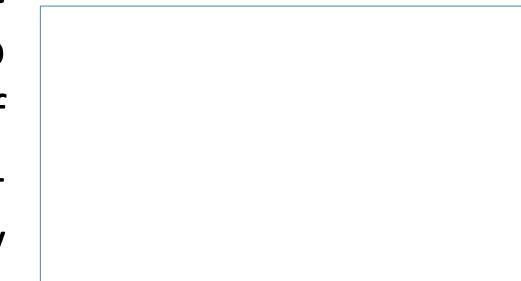
# Case Study: Why don't teams work like they are supposed to ?

Despite years of promises that teamwork will serve as a cure-all for the problems of business, many managers have found that even teams with highly motivated, skilled, and committed members can fail to achieve the expected results. Professor Richard Hackman from Harvard University has been studying teams for years and believes that more often than not, failing to establish the groundwork for effective team performance leads teams to be less effective than if the leader simply divided up tasks and had each individual work on his or her assigned part. As Hackman notes, “I have no question that a team can generate magic. But don’t count on it.

What are the main factors Hackman has identified that lead to effective teams? Teams should be kept small and have consistent membership to minimize the types of coordination tasks that take up valuable time.

## **Case Study: Why don't teams work like they are supposed to ?**

Too often, organizations set up project-based teams and then reconfigure them, without considering the stages of group development that might have to occur before the team can achieve full performance. Supports need to be in place, like group-based rewards and clearly defined group responsibilities. Surprisingly, in his study of 120 senior management teams, Hackman found fewer than 10 percent of members agreed about who was even on the team! Successful teams also have assertive, courageous leaders who can invoke authority even when the team resists direction. Similar lessons were derived from the failure of Ghana Airways, a state-run organization that experienced frequent changes in top management that were disruptive to establishing a consistent leadership team. As a result of excessive turbulence and lack of strategic vision, the 40-year-old air carrier that was once an emblem for the country went bankrupt.

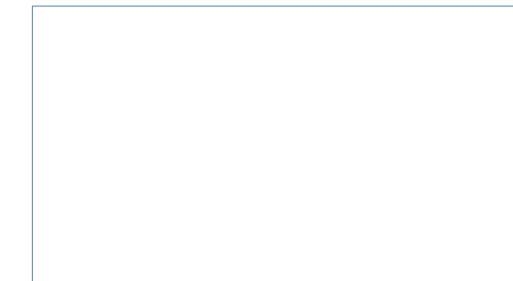


# Case Study: Why don't teams work like they are supposed to ?

Do these weaknesses mean teams are never the answer to a business problem? Obviously, it is often necessary to bring together and coordinate individuals with a diverse set of skills and abilities to solve a problem. It would be impossible for all the management tasks of a complex organization like Ghana Airways to be done by disconnected individuals. And often there is more work to be done in a compressed time period than any one individual can possibly accomplish. In these cases, it is wise to consider how to best heed the advice provided above and ensure your team isn't less than the sum of its parts.

## Questions:

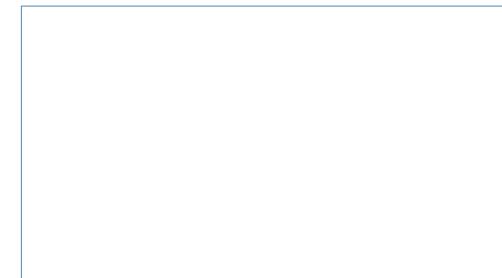
1. What do you think of the elements of successful teamwork Hackman has identified? Do you believe these elements are necessary for effective team performance?



# Case Study: Why don't teams work like they are supposed to ?

## Questions:

2. Can you think of other conditions necessary for teams to be effective?
  
3. Imagine you've been asked to assemble and lead a team of high-potential new hires to work on the development of an international marketing campaign. What specific steps might you take early in the team's life to ensure that the new team is able to avoid some of the problems Hackman identified? Is there any way to break down the overall group goal into subtasks so individual accountability can be enhanced?



# Research Paper



JOURNAL OF KNOWLEDGE MANAGEMENT

DOI [10.1108/JKM-05-2020-0385](https://doi.org/10.1108/JKM-05-2020-0385)

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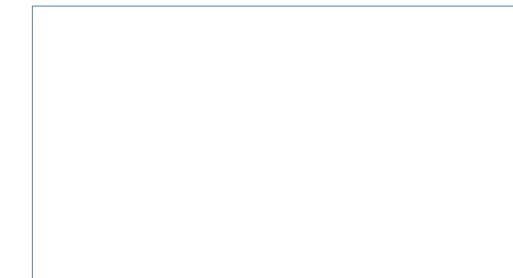
## Effects of learning culture and teamwork context on team performance mediated by dynamic capability

Rodrigo Valio Dominguez Gonzalez

Rodrigo Valio Dominguez Gonzalez is based at the School of Applied Sciences, University of Campinas, Limeira, Brazil.

### Purpose

This research aims to study the relationship between dynamic capability and manufacturing team performance, positioning learning culture as an antecedent factor in this relationship. According to the dynamic capability theory and the resource-based view (RBV), firms are repositories of knowledge and expertise, with which they build the essential competences that differentiate them from their competitors



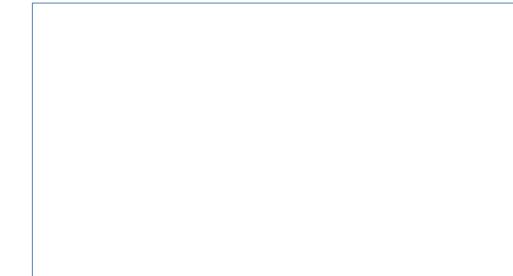
# Research Paper

## Design/methodology/approach

It proposes that dynamic capability is a key element for improving the performance of teams, which, in turn, is positively affected by learning culture and teamwork context. This study is based on data from a survey of 201 companies in the Brazilian industrial sector with manufacturing teams, and followed the partial least squares approach to model the structural equation that was used for data analysis.

## Findings

The results indicate that dynamic capability has a strong positive influence on team performance, and also that, despite learning culture and teamwork context having no direct association with performance, they offer contributions mediated by dynamic capability.



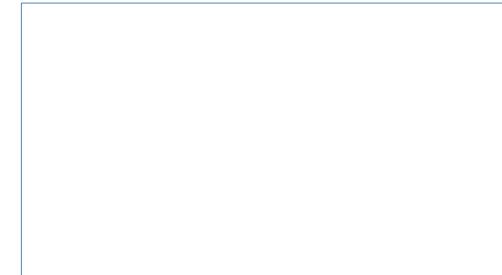
# Research Paper

## Research limitations/implications

This study includes a reduced sample regarding the population of Brazilian industrial companies, being restricted to only one sector of activity. Future studies may obtain larger samples by working with different sectors in different countries.

## Practical implications

This article alerts managers to the importance of dynamic capability for improving the performance of teams, and points out the role played by learning culture and teamwork context in this relationship.



# BOOK RECOMMENDATION

## Group Processes

**Authors:** Rupert Brown and Sam Pehrson

**Publisher:** Wiley-Blackwell; 3rd edition  
(21 November 2019)

**Language:** English

**Paperback:** 344Pages

**ISBN-10 :** 1118719298

**ISBN-13 :** 978-1118719299

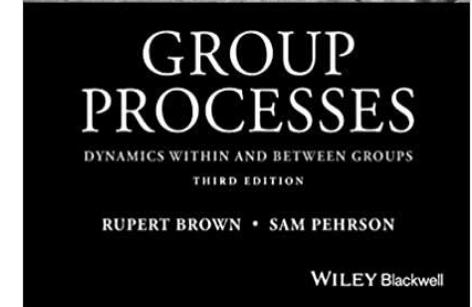


image source: [https://www.amazon.in/Group-Processes-Dynamics-within-Between/dp/1118719298/ref=pd\\_lpo\\_2?pd\\_rd\\_i=1118719298&psc=1](https://www.amazon.in/Group-Processes-Dynamics-within-Between/dp/1118719298/ref=pd_lpo_2?pd_rd_i=1118719298&psc=1)

# BOOK RECOMMENDATION

This book has been thoroughly revised with a significant amount of new and updated content. New topics include the contribution of groups to health and wellbeing, group-based emotions, hierarchy and oppression, intergroup helping and solidarity, acculturation and reconciliation. Sections on social influence, crowd behavior, leadership, prejudice, collective action and intergroup contact have been comprehensively revised and updated to reflect two decades of development in these fields. Three inter-linked themes—social identity, social context, and social action—illustrate the influence of groups on self and self-worth, the meaning and consequences of membership in groups, and how groups can be vehicles for members to achieve change in their environments.

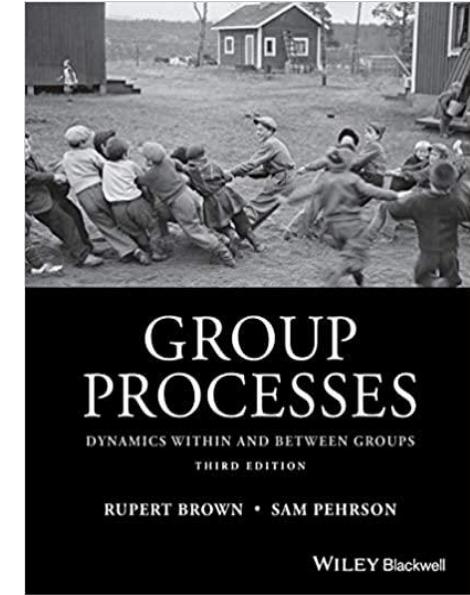
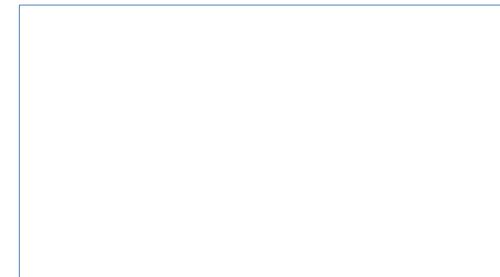


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# Thank You



IIT ROORKEE



NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 38

### DELEGATION AND EMPOWERMENT

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Delegation
  - Importance of Delegation
  - Principles of Effective Delegation
  - Empowerment
  - Dimensions of Empowerment
  - Developing Empowerment
  - Relation in Empowerment and Empowered Delegation
  - Research paper
  - Case study
  - Book recommendation
  - References

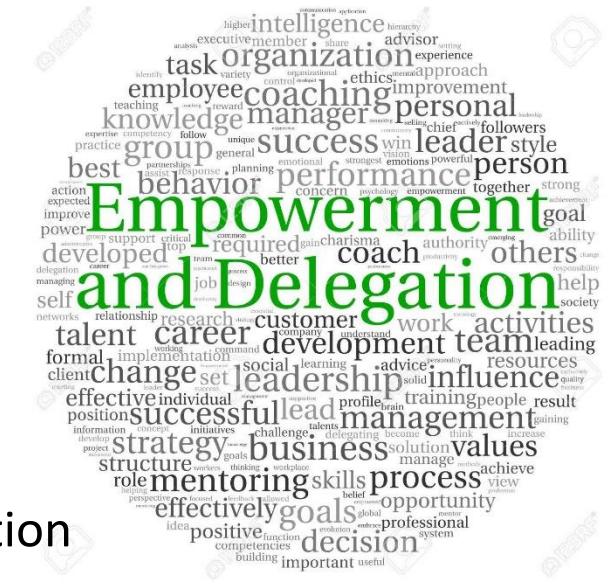


Image Source: [https://www.123rf.com/photo\\_13764441\\_empowerment-and-delegation-concept-in-word-tag-cloud-on-white-background.html](https://www.123rf.com/photo_13764441_empowerment-and-delegation-concept-in-word-tag-cloud-on-white-background.html)

# Delegation

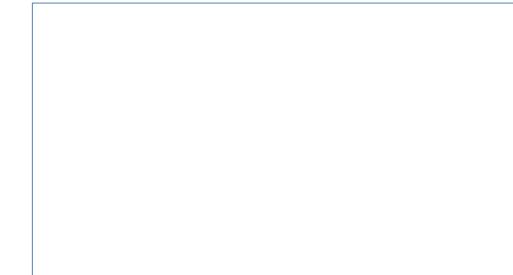
- Delegation is a relatively simple way for leaders:
  - To free themselves of time-consuming chores
  - To give followers developmental opportunities
  - To increase the number of tasks accomplished by the work group, team, or committee
- Delegation gives the responsibility for decisions to those individuals most likely to be affected by or to implement the decision.
- Delegation is more concerned with autonomy, responsibility, and follower development than with participation.



Image Source: [https://www.123rf.com/photo\\_63947675\\_delegating-chart-with-keywords-and-icons.html?vti=o2f94k29ddq1auud58-1-4](https://www.123rf.com/photo_63947675_delegating-chart-with-keywords-and-icons.html?vti=o2f94k29ddq1auud58-1-4)

# Delegation (Cont.)

- Research has shown that leaders who delegate authority more frequently often have higher-performing businesses. (Miller & Toulouse, 1986)
- However followers are not necessarily happier when their leaders frequently delegate tasks. (Stogdill et al., 1955)
- (Stogdill and Bass, 1981) maintained that it was due to subordinates who felt they were not delegated the authority needed to accomplish delegated tasks, monitored too closely, or delegated only tasks leaders did not want to do.
- (Wilcox, 1982) showed that leaders who delegated skillfully had more satisfied followers than who did not delegate.



# **Importance of Delegation**

Following are ideas given by (H. L. Taylor, 1989) about why delegating is important.

## **Delegation Frees Time for Other Activities**

- Leaders typically have so many different responsibilities that they invariably must delegate some of them to others.
- Because leaders determine what responsibilities will be delegated, the process is one by which leaders can ensure that their time is allocated most judiciously to meet group needs.
- The leader's time is a precious commodity that should be invested wisely in those activities that the leader is uniquely suited and that will provide the greatest long-term benefits to the group.

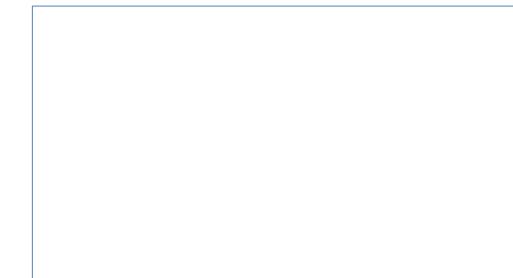
# Importance of Delegation (Cont.)

## Delegation Develops Followers

- Developing subordinates is one of the most important responsibilities any leader has, and delegating significant tasks to them is one of the best ways to support their growth
- It allows subordinates the best training experience of all i.e., learning by doing.

## Delegation Strengthens the Organization

- Delegation sends an organizational signal that subordinates are **trusted**
- It enhances **commitment** of the delegates
- It improves **decision making skills**
- Delegation also fosters work integration by manager **coordination**



# Principles of Effective Delegation

## Deciding When to Delegate

Ask the following question:

- Do subordinates have the necessary (or superior) information or expertise?
- Is the commitment of subordinates critical to successful implementation?
- Will subordinates' capabilities be expanded by this assignment?
- Do subordinates share with management and each other common values and perspectives?
- Is there sufficient time to do an effective job of delegating?

If answer is **YES** then do **DELEGATE**

# Principles of Effective Delegation (Cont.)

## Deciding Whom to Delegate

Delegate to Individual or Team?

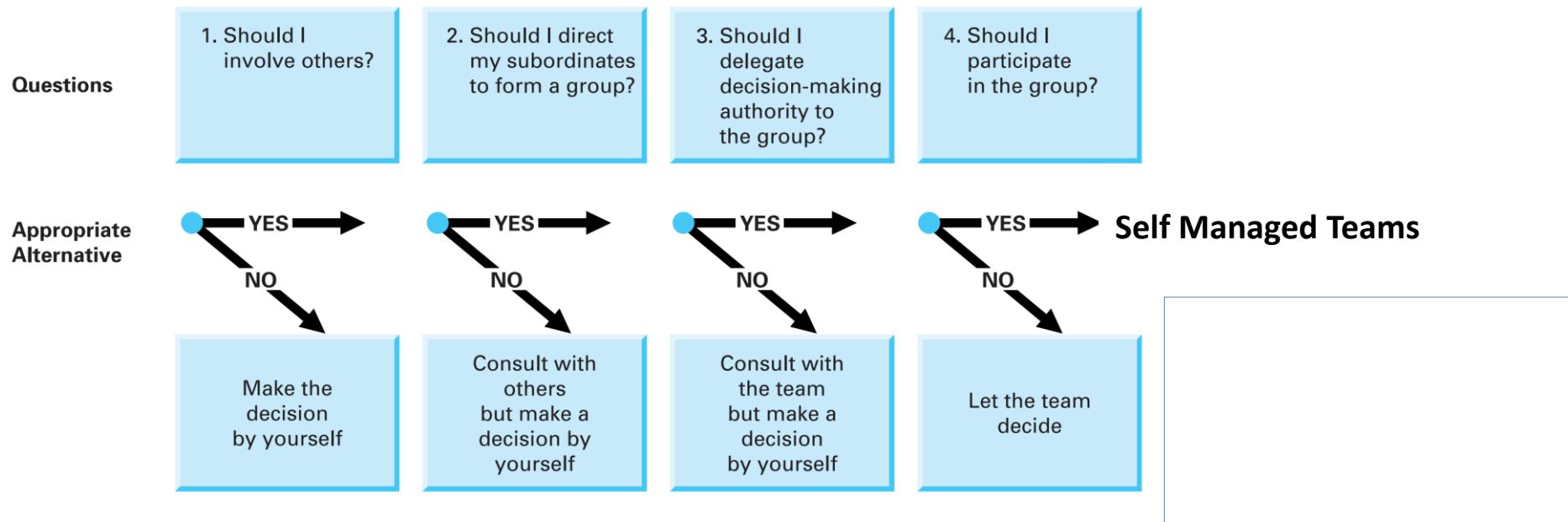


Image Modified from: (Whetten & Cameron, 2011)

# Principles of Effective Delegation (Cont.)

## Deciding How to Delegate

1. Begin with the end in Mind
2. Delegate Completely
3. Allow Participation in the delegation of assignments
4. Establish Parity between authority and responsibility
5. Work within the organization structure
6. Provide adequate support for delegated tasks
7. Focus accountability on results
8. Delegate consistently
9. Avoid upward delegation
10. Clarify consequences

# Principles of Effective Delegation - Summary

## Deciding When

Subordinates have needed information.  
Commitment is crucial.  
Subordinates' capabilities will be expanded.  
Common values are shared.  
Sufficient time is available.

## Deciding to Whom (Alternatives)

Involve no one.  
Consult with other individuals, but decide alone.  
Consult with a team, but decide alone.  
Let the team decide.  
Participate as a member of the team.

## Deciding How

Begin with the end in mind.  
Delegate completely.  
Allow for participation.  
Match authority with responsibility.  
Work within the structure.  
Provide support.  
Focus accountability on results.  
Delegate consistently.  
Avoid upward delegation.  
Clarify consequences.

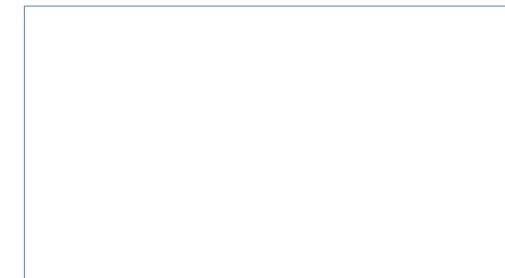
## Effective Outcomes of Delegation

Readily acceptable assignments.  
High morale and motivation.  
Organizational coordination and efficiency.  
Increased problem-solving abilities.  
More discretionary time for managers.  
Stronger interpersonal relationships.  
Successful task completion.

Image Modified from: (Whetten & Cameron, 2011)

# Empowerment

- “Providing freedom for people to do what they want to do (pull), rather than getting them to do what you want them to do (push).”
- Empowerment as having two key components.
  - For leaders to truly empower employees, they must **delegate** leadership and decision making down to the lowest level possible. Employees are often the closest to the problem and have the most information, and as such can often make the best decisions
  - The second component of empowerment, and the one most often overlooked, is **equipping followers** with the resources, knowledge, and skills necessary to make good decisions.



# Difference Between Power and Empowerment

POWER	EMPOWERMENT
External source	Internal source
Ultimately, few people have it	Ultimately, everyone can have it
The capacity to have others do what you want	The capacity to have others do what they want
To get more implies taking it away from someone else	To get more does not affect how much others have
Leads to competition	Leads to cooperation

Image Source: (Whetten & Cameron, 2011)

# Dimensions of Empowerment

## Self-Efficacy

- A Sense of Personal competence

## Self Determination

- A Sense of Personal Choice

## Personal Consequences

- A Sense of having Impact

## Meaning

- A Sense of Value in activity

## Trust

- A Sense of security

# Developing Empowerment

## ❖ Articulate a clear vision

- Create a picture of a desired future
- Use word pictures and emotional pictures to describe vision
- Identify actions that will lead to a vision
- Establish **SMART**(Specific Measurable Aligned Realistic Time-bound) Goals
- Associate the vision with personal values

## ❖ Provide opportunities to foster personal mastery

- Break big tasks in small and assign one at a time.
- Assign simple task before difficult ones
- Highlight and celebrate small achievements
- Gradually expand job responsibilities to solve problems



Image Source: <https://www.linehilton.com/setting-goals/>

# Developing Empowerment (Cont.)

## ❖ Model the Correct (Successful) Behaviour

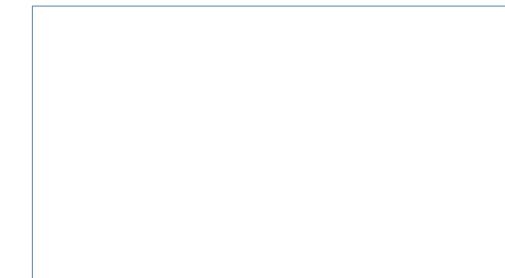
- Demonstrate successful task accomplishment
- Point out other people who have succeeded
- Facilitate interaction with other role models
- Find a coach and establish mentor relationship
- Associate the vision with personal values

## ❖ Provide Support

- Praise, encourage, express approval for and reassurance
- Send note of praise to family member & coworkers
- Foster informal social activities to build cohesion
- Supervise **less closely** and provide time slack
- Organize recognition ceremony



Image Source: <https://depositphotos.com/vector-images/employee-appreciation.html?qview=233785628>



# Developing Empowerment (Cont.)

## ❖ Arouse Positive emotions

- Foster activities to encourage friendship formation
- Periodically send light-hearted messages
- Use superlatives adjectives in giving feedbacks
- Highlight link in personal & organisational goals
- Foster attributes of recreation in work



## ❖ Provide Information

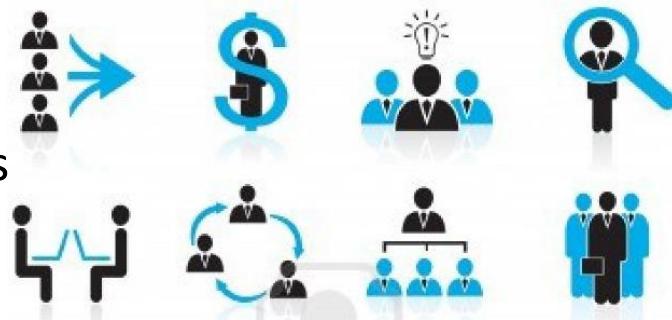
- Provide all task relevant information
  - Technical information
  - Cross-Functional information
  - Information from its source

Image Source: <https://www.dreamstime.com/stock-illustration-positive-emotions-scheme-light-orange-background-image41681851>

# Developing Empowerment (Cont.)

## ❖ Provide Resources

- Provide needed time, space or equipment
- Provide training and development experiences
- Provide technical support
- Provide access to communication channels



## ❖ Connect to Outcomes

- Provide a chance to interact directly with those receiving the services
- Provide authority to resolve problem on the spot
- Provide immediate, unfiltered, direct feedback
- Create task identity
- Clarify and measure effects

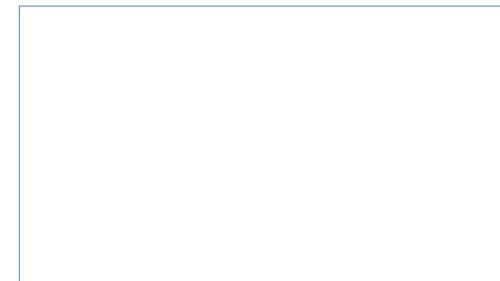


Image Source: <https://relevantlin1.wordpress.com/2013/03/06/business-model-generation-resources-that-make-your-business-work/>

# Developing Empowerment (Cont.)

- ❖ Create Confidence among followers by exhibiting:
  - Reliability & Consistency
  - Fairness & Equality
  - Caring & Personal concern
  - Openness & Honesty
  - Competence & Expertise



Image Source: <https://www.dreamstime.com/royalty-free-stock-photos-confidence-level-meter-image25735598>

# Relation in Empowerment and Empowered Delegation

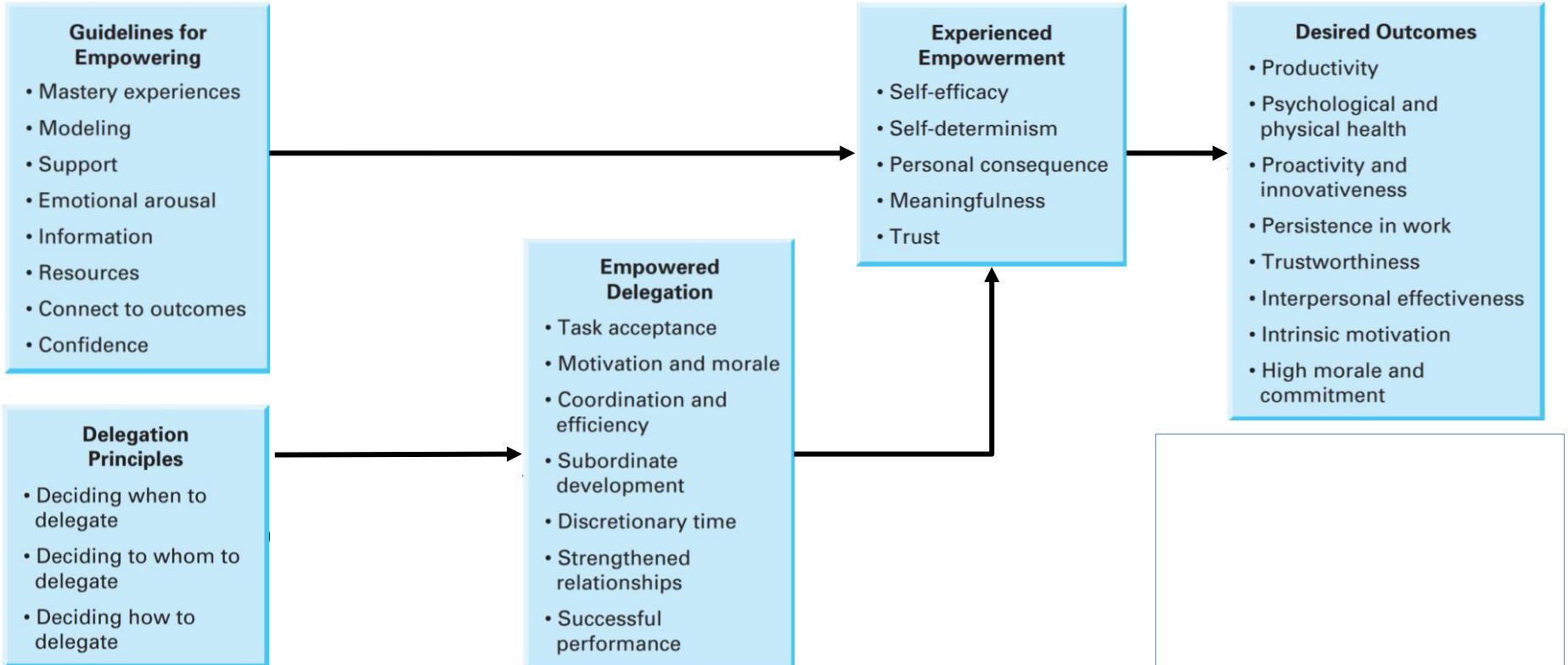


Image Modified from: (Whetten & Cameron, 2011)

# Research Paper



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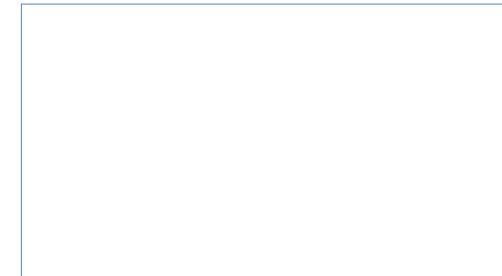
# Delegation outcomes: perceptions of leaders and follower's satisfaction

Gesche Drescher

*TUM School of Management, Technical University of Munich,  
Munich, Germany*

## Purpose

The purpose of this paper is to examine the relationships among delegation, employees' perceptions of leader's performance and likeability and follower's job satisfaction. These variables are significantly associated with leader influence.



# **Research Paper**

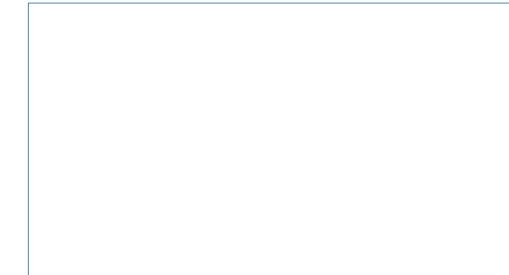
## **Design/methodology/approach**

The purpose of this paper is to examine the relationships among delegation, employees' perceptions of leader's performance and likeability and follower's job satisfaction. These variables are significantly associated with leader influence.

## **Findings**

The results of study 1 showed that leader delegation leads to higher levels of perceived leader ability and performance.

Study 2 replicated and extended these results. Mediation analyses revealed that leader likeability mediates the relationship between delegation and employee's job satisfaction.



# Research Paper

## Originality/value

This study investigated employees' perceptions of leaders with regard to performance related and affective responses to delegation. The results are combined with findings on employee job satisfaction. The study fills an important gap in leadership research. Experimental data combined with field survey data show that the delegation of responsibilities is associated with positive impressions of leaders.

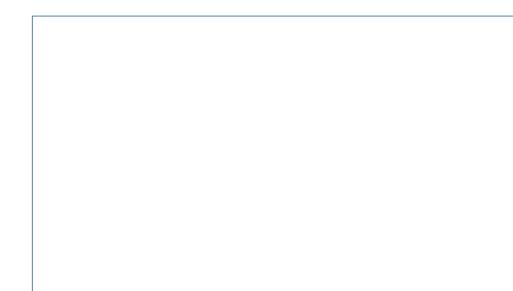
## Practical implications

The study emphasizes the meaning of delegation for leaders and organizations. By transferring responsibilities and decision-making responsibilities, leaders can improve their image among their employees and enhance job satisfaction.

# Case Study : Minding the store

- Ruth Cummings was appointed as branch manager for the Saks Fifth Avenue store in a suburb of Denver. Her boss, Ken Hoffman, gave her this assignment on her first day: *“Ruth, I’m putting you in charge of this store. Your job will be to run it so that it becomes one of the best stores in the system. I have a lot of confidence in you, so don’t let me down.”*
- Ruth hire an administrative assistant to handle inventories. Because this was such an important part of the job, she agreed to pay her assistant slightly more than the top retail clerks were making.
- She felt that having an administrative assistant would free her to handle marketing, sales, and personnel matters—areas she felt were crucial if the store was to be a success.

Case Source: (Whetten & Cameron, 2011)



# Case Study : Minding the store (Cont.)

- Within the week, however, she received a call from Hoffman: “*Say, Ruth, I heard that you hired an administrative assistant to handle inventories. Don't you think that is a bit risky? Besides, I think paying an assistant more than your top sales clerk is damaging to morale in the store. I wish you had cleared this with me before you made the move. It sets a bad precedent for the other stores, and it makes me look like I don't know what is going on in the branches.*”
- Three weeks later, Ruth appeared on a local noontime talk show to discuss new trends in fashion. She had worked hard to make contact with the hosts of the show, and she felt that public exposure like this would increase the visibility of her store.

Case Source: (Whetten & Cameron, 2011)

# Case Study : Minding the store (Cont.)

- Although the TV spot lasted only 10 minutes, she was pleased with her performance and with the chance to get public exposure.
- Later that night at home, she received another phone call from Hoffman:  
*“Don’t you know the policy of Saks? Any TV appearances made on behalf of the store are to be cleared through the main office. Normally, we like to have representatives from the main store appear on these kinds of shows because they can do a better job of plugging our merchandise.”*
- *He added that “It’s too bad that you didn’t notify someone of your intentions. This could be very embarrassing for me.”*

Case Source: (Whetten & Cameron, 2011)

# Case Study : Minding the store (Cont.)

- Just before Easter, Ruth was approached in the store by one of the sales clerks. A customer had asked to charge approximately \$3,000 worth of China as a gift for his wife. He had been a customer of the store for several years and Ruth had seen him on several occasions, but store rules indicated that no charge could be made for more than \$1,000 for any reason. She told the customer that she was not authorized to okay a charge of that amount, but that if he would visit the main store in Denver, maybe arrangements could be made.
- Later in the day, an irate Hoffman called again: “What in the world are you thinking about, Ruth? Today we had a customer come into the main store and say that you wouldn’t make a sale to him because the charge was too much.”

Case Source: (Whetten & Cameron, 2011)

# Case Study : Minding the store (Cont.)

- “Do you know how long he has been a customer of ours? Do you know how much he spends in the store every year? I certainly hope we have not lost him as a customer because of your blunder. This makes me very upset. You've just got to learn to use your head.”
- Ruth thought about the conversation for several days and finally decided that she needed to see Ken Hoffman. She called his secretary to schedule an appointment for the following day.

## Questions

**Q1)** What guidelines related to empowerment were violated by Ken Hoffman? By Ruth Cummings?

**Q2)** What guidelines related to delegation were violated by Ken Hoffman? By Ruth Cummings?

Case Source: (Whetten & Cameron, 2011)

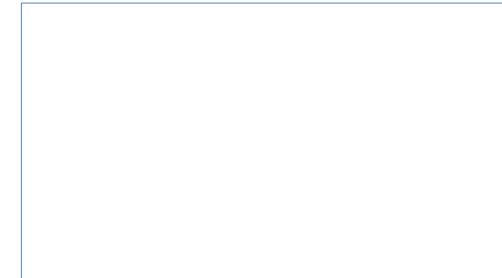
# Case Study : Minding the store (Cont.)

## Questions

**Q3)** What should Ruth Cummings and Ken Hoffman discuss in their meeting? Identify specific agenda items that should be raised.

**Q4)** What are the questions that Ruth should ask Ken to help her acquire the necessary elements of empowerment? What questions should Ken ask Ruth to be better able to ensure her success?

**Q5)** If you were an outside consultant attending the meeting, what advice would you give Ken? What advice would you give Ruth



Case Source: (Whetten & Cameron, 2011)

# Book Recommendation

## Empowerment Takes More Than a Minute

**Authors:** Ken Blanchard

John P Carlos

Alan Randolph

**Publisher:** McGraw-Hill Education; Second Edition  
(December 2001)

**Language:** English

**Paperback:** 168 Pages

**ISBN-10:** 1576751538

**ISBN-13:** 978-1576751534

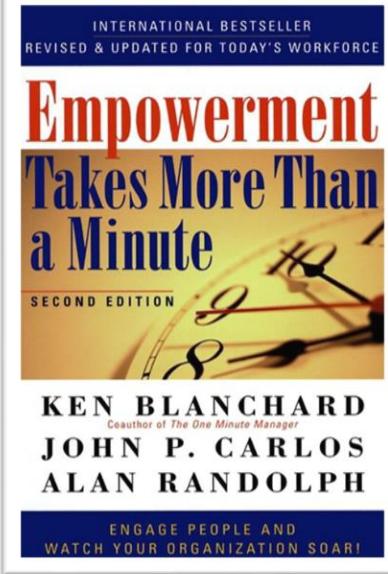


Image Source: <https://www.amazon.in/Empowerment-Takes-More-Than-Minute/dp/1576751538>

# Book Recommendation

- Book tells the story of a young manager whose attempts to turn his troubled company around through traditional top-down, command-and-control management are failing.
- Reluctantly, he contacts an expert in empowerment.
- Step by step, the expert helps him understand why his past and present efforts have fallen short and exactly what he needs to do to create an empowered workforce.
- The process as it unfolds is complex, paradoxical and counter intuitive - but well worth the effort.
- Organizations can achieve great results by recognizing and taking advantage of the skills, experience, and knowledge already existing in the organization

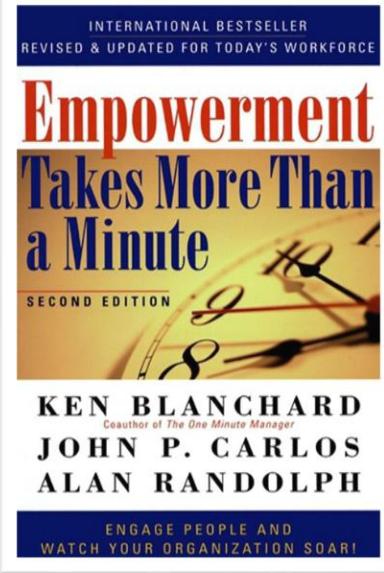


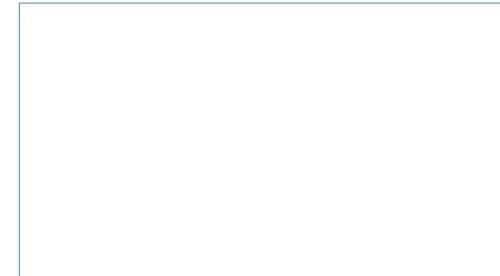
Image Source: <https://www.amazon.in/Empowerment-Takes-More-Than-Minute/dp/1576751538>

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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 39

### LEADING TEAMS: ENHANCING TEAMWORK WITHIN A GROUP

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Teamwork and Necessity of Teamwork
- Characteristics and Components of Teamwork
- Benefits of Teamwork
- Factors that promote Teamwork in groups
- Leader's Role in Teamwork
  - Commitment & Agreements
  - Meetings
  - Conflict Resolution
- Essential leader's skills for Teamwork
- Research paper
- Case study
- Book recommendation
- References

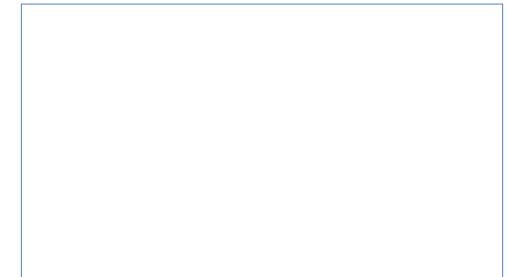
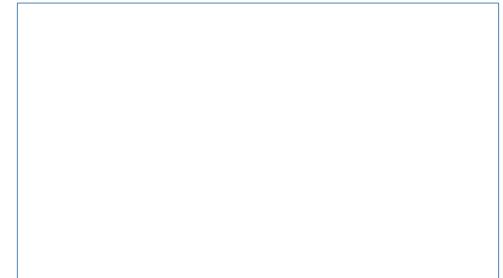


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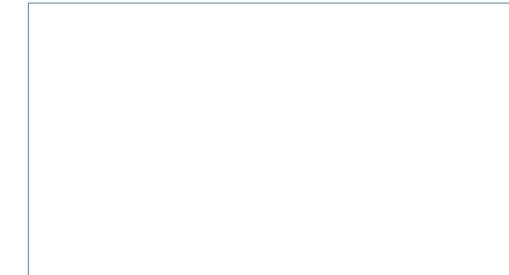
“Individuals play the game, but teams win championships.”

-Bill Parcells



# Teamwork

- Teamwork is an understanding and commitment to a common goal on the part of all team members.
- Team work is when two or more people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance.
- Teamwork is the concept of the people working together cooperatively as a team in order to accomplish the same goal/objectives.
- The increased acceptance and use of teams suggests that their usage offers many benefits.
- Simply Stated, it is **less me and more we**.



# Teamwork (Cont.)

- Teamwork results from combined actions of a group of people, especially when they work together in an efficient and effective capacity.
- Teamwork involves the joint efforts of a number of people to achieve a single goal.

**T** – Together  
**E** – Everyone  
**A** – Achieve  
**M** – More



Image Source: <https://glistrategies.com/why-is-teamwork-important/>

# Necessity of Teamwork

- Teamwork is very necessary because together brings the knowledge and skill of people which help in identify and in solving mutual problems with less errors
- Instead of working individually the work will be easy if work together as team form.
- The team member believe in word “WE” not “I” which really help in work/task/goal success.
- An Opportunity for Healthy Competition
- Cross Knowledge Exchange with the ability to work together.

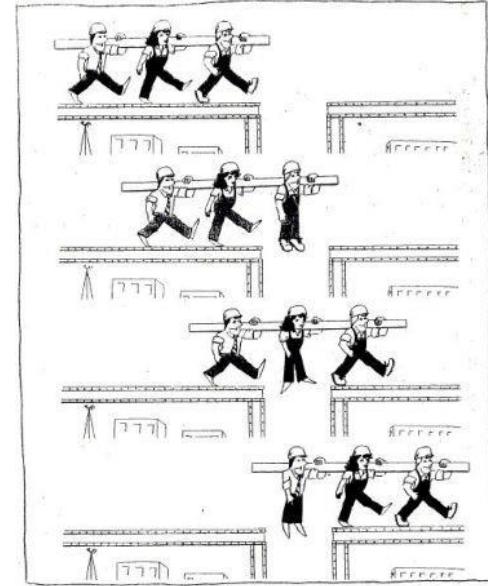


Image Source: <https://www.teachmeteamwork.com/teachmeteamwork/2007/09/teamwork-on-the.html>

# Characteristics of Teamwork

- Having clear, logical objectives
- Supportive, informal group atmosphere. Use of Humor
- Listening to others and giving constructive feedback
- Having people who can coordinate and accept responsibility
- Collaborate for deliverables
- Benefits from working collaboratively
- Know when team work should be used to optimize results
- Share information which may lead to shared decision.
- Mutual Dependence
- People with different skills – delegation to right skill person
- Everyone under their roles and tasks

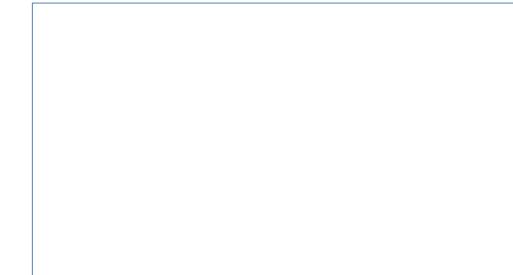
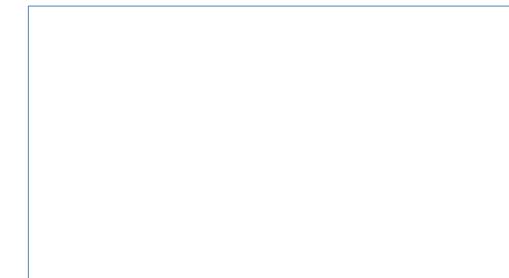
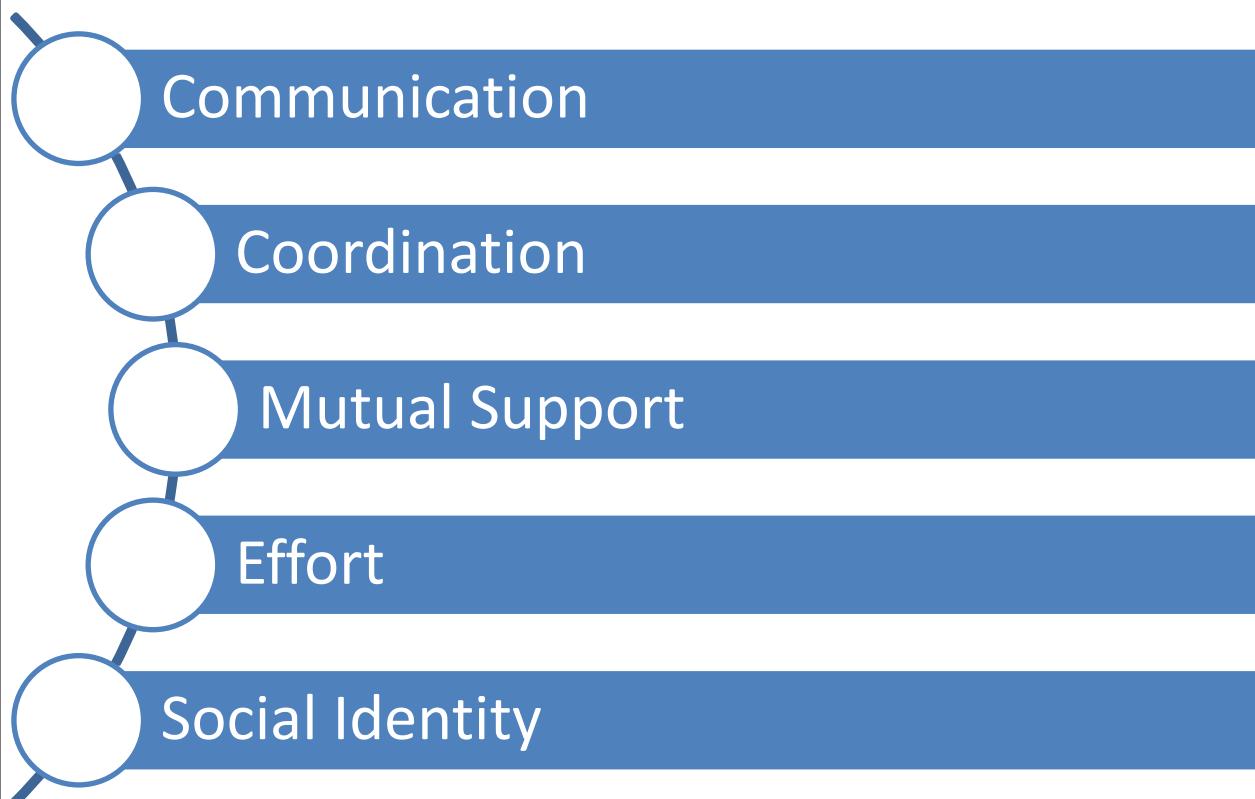


Image Source: <https://www.canstockphoto.com/teamwork-2895935.html>

# Components for Teamwork



# Benefits of Teamwork

- Foster Creativity and Learning
- Blends Complementary Strengths
- Builds Trust and support
- Teaches Conflict Resolution Skills
- Improves client satisfaction
- Promote a wider sense of ownership
- Encourages Healthy Risk-Taking
- Reduces workload
- Reduces staff shortages
- Reduces stress and burnout amongst workers
- Innovation

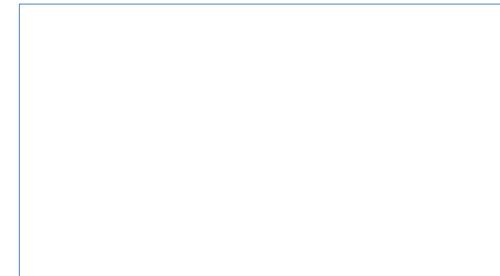


Image Source: [https://www.clipartkey.com/view/ihRRxo\\_teamwork-microsoft-clip-art-team-clipart-png/](https://www.clipartkey.com/view/ihRRxo_teamwork-microsoft-clip-art-team-clipart-png/)

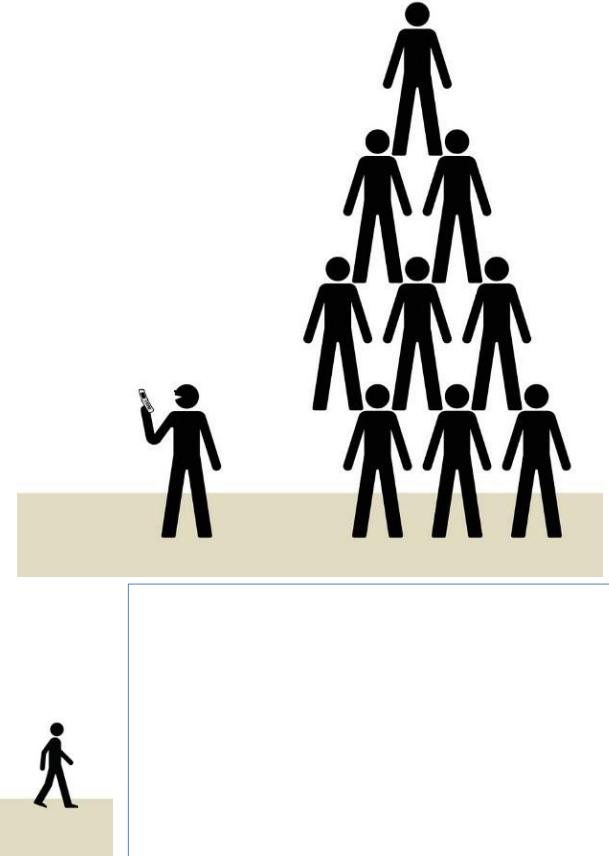
# Common Problems in Teamwork

- Poor project management, ineffective leader
- Failure to compromise or cooperate
- Lack of participation
- Procrastination and Lack of Confidence
- Poor quality work
- Conflict among Team members
- Ineffective peer evaluation
- Under resource estimation
- Technical challenging



Image Source: <https://startuvmindset.com/5-tips-for-leaders-to-follow-when-team-members-grow-stubborn/>

Image Source: <https://www.flickr.com/photos/81428884@N07/8546105794>



# Leader's Role in Teamwork

Leaders have different key roles in teams which they play very efficiently. With respect to ensuring teamwork quality by the team leader has to perform the following task so that spirit of teamwork can be maintained in the populations

- Effective communication
- Effective meetings
- Commitments
- Team working agreement
- Conflict management

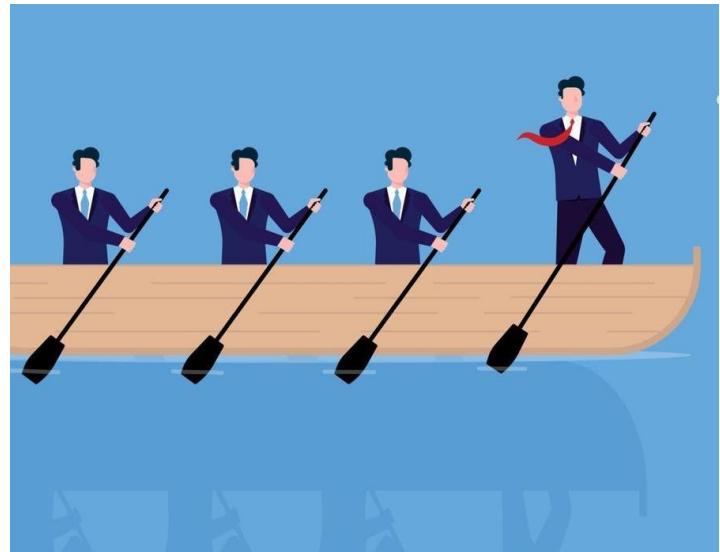


Image Source: <https://www.vecteezy.com/vector-art/2416961-teamwork-with-leader-in-the-boat-business-concept-vector-illustration-flat-style-design-vector-illustration-isolated-on-blue-background-businessmen-working-together-teamwork-and-leadership-concept>

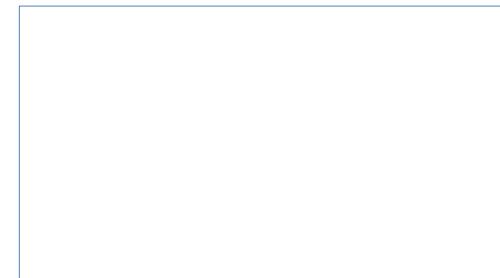
# Leader's Role in Teamwork Commitments

## ❑ Responsible Commitments

- Team members should make responsible commitments and strive to meet them
- Members must trust on another to do what they say
- Commitment is an ethic that must be learned

## ❑ Making Commitments

- Commitment must be freely assumed
- The commitment is public
- Make responsible commitments
  - Define & estimate the work
  - Conclude you can do it or not.



# Leader's Role in Teamwork Agreement

## Teamwork agreement

- A contact which all team members signup to.
- Each team member is expected to abide by the contract.
- Expectations each team has for its members
- Designed specifically for each team
- All members accountable for statements in agreement



## Leader's Role

- Taking input of every member before finalization
- Ensure communication of Agreement
- Managing responsibilities as per the agreement
- Ensuring every member do their task as assigned

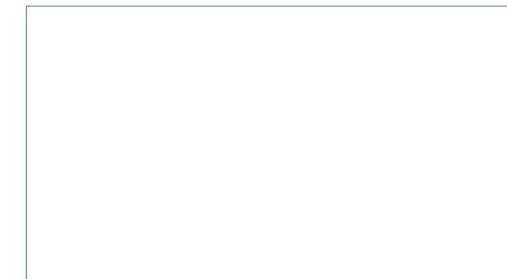


Image Source: <https://www.dreamstime.com/stock-illustration-businessman-handshake-agreement-vector-image79375623>

# Leader Role in Meetings for Teamwork

## □ Scheduling

- As early as possible
- Regular Timings
- Make sure everyone can attend the meeting
- Start meeting when everyone is there
- Meeting place and time should be sufficient
- Decide how far into the project team should meet
  - Don't spend too much time only meeting



## □ Preparation

- Create Agenda
- Distribute Agenda to provoke thought

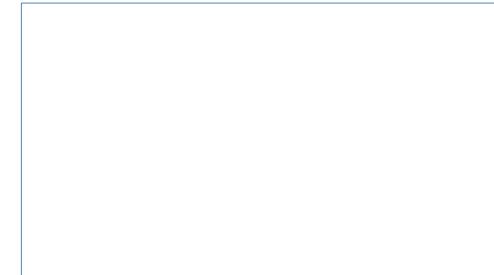
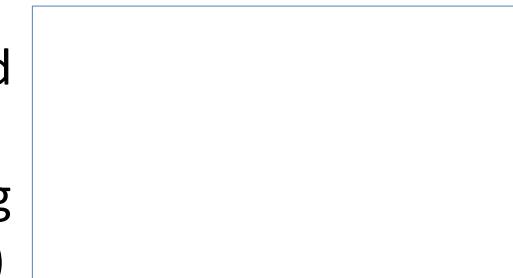


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# Leader Role in Meetings for Teamwork (Cont.)

## □ Procedure

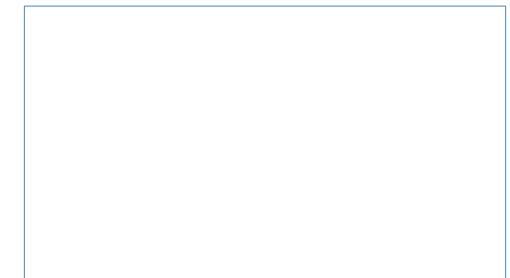
- Complete each agenda item before moving to next
- Start discussion with a presentation of currently known facts
- Comment and criticism should be actively solicited from all team members (invite some controversy)
- Presenting different ideas should be encouraged
- Differing ideas should be openly discussed. The differences must be understood.
- Advantages and disadvantages of each idea should be point out
- Each person must leave meeting with something specific to do before the next meeting (**Action item**)



# Leader Role of Conflict Resolution in Teamwork

**“Coming together is a beginning, keeping together is progress, working together is success.”**

- Conflict in Teamwork is indicative of introduction of variety of ideas.
- Conflict management is essential to the success of team and maintaining the spirit of teamwork
- Different approaches leader can use for Conflict Management:
  - Negotiating
  - Compromising
  - Forcing
  - Avoiding
  - Organized Confronting



# Essential Leader's Skills for Teamwork

- Listening & Questioning



COMMUNICATION

- Respecting



RESPECT

- Feedback



FEEDBACK

- Caring



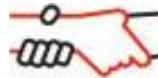
CARE FOR OTHERS

- Persuading



PERSUASIVENESS

- Supporting



SUPPORT

Image Source: <https://www.istockphoto.com/vector/vector-set-of-linear-icons-related-to-human-resource-leadership-trait-striving-for-gm1282533726-380237636>

# Essential Leader's Skills for Teamwork (Cont.)

- Problem-Solving



PROBLEM-SOLVING

- Accountability



ACCOUNTABILITY

- Delegating



DELEGATION

- Decision-Making



DECISION-MAKING

- Motivating



MOTIVATION

- Positivity



POSITIVITY

Image Source: <https://www.istockphoto.com/vector/vector-set-of-linear-icons-related-to-human-resource-leadership-trait-striving-for-gm1282533726-380237636>

# Research Paper



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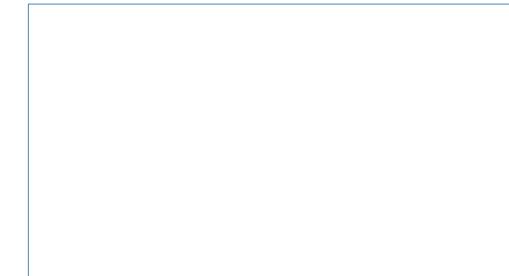
## Examining teamwork and leadership in the fields of public administration, leadership, and management

Roger J. Chin

*Division of Politics and Economics, Claremont Graduate University,  
The Claremont Colleges, Claremont, California, USA*

### Purpose

The purpose of this paper is to provide a systematic review of papers in ten top scholarly journals to determine their overall examination of leadership in teams and to identify which models of teamwork and leadership have been most explored by researchers.



# **Research Paper**

## **Design/methodology/approach**

This paper reaches its findings through content analysis of 80 journal papers published in top academic journals from 1999 through 2012. Coding based on categories of teams, leadership and leadership styles conformed to forced choice and latent coding; two independent reviewers managed the subjectivity of the coding.

## **Findings**

Sixty per cent of the papers studied explored a group of workers whose teamwork was expected to be permanent, which receives a strong direction from a designated leader; almost that many (58.75 per cent) explored a group working with formal leadership by the worker's supervisor;

# **Research Paper**

## **Findings (Cont.)**

almost 50 per cent of papers explored leadership that combined two or more leadership styles simultaneously. This heavy concentration of the literature in a few areas suggests that research on other types of teamwork and leadership is minimal.

## **Originality/value**

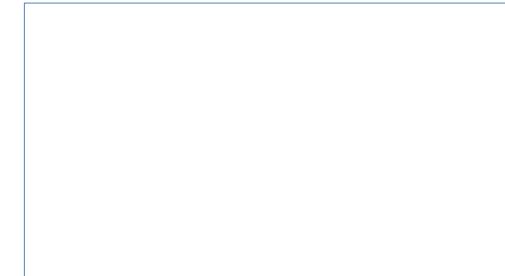
This paper contributes to the field by creating taxonomy to categorize the types of leaders and teams and presenting an explanation on the distinction between traditional and horizontal style of leadership. In identifying major trends in the existent literature, this examination provides valuable information for researchers.

# **Research Paper**

## **Research Limitations/implications**

This particular research utilized the latent coding method of content analysis and forced choice in the selections. Even though content analysis has many strengths, the latent coding method of content analysis and forced choice selections require the researcher to examine the overall content to determine whether certain variables were present or absent. After the examination of the overall content, a subjective interpretation of the data is needed from the researcher.

Other researchers that look at the same data may interpret the data differently.

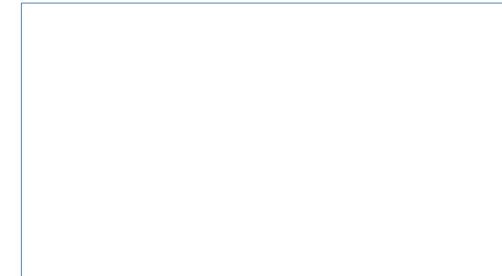


# **Research Paper**

## **Practical implications**

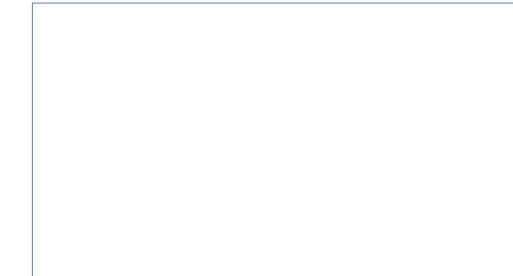
This research provides researchers, academics and practitioners with a comprehensive analysis on teamwork and leadership. The extensive investigation presents a pivotal starting point for further developments in this emerging area. The content analysis found a proliferation of diverse organizations utilizing teamwork, and this subject should be researched more vigorously.

As organizations continue to embrace, pursue and promote teamwork, understanding the current state of the field will assist in having better understanding on how to develop effective teams.



# Case Study : Teamwork

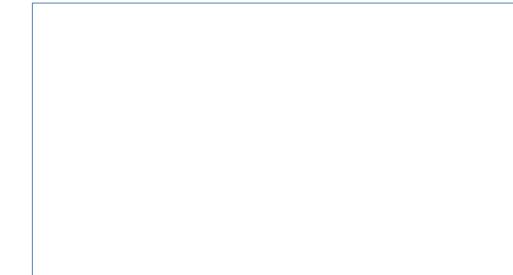
- Students in Mrs. R's class are required to do a half hour team presentation on a topic of their choice. Mrs. R randomly assigns students to teams.
- Students have approximately four weeks to research and prepare, including two hours of class time. Marks are given based on an instructor evaluation of the presentation combined with a peer evaluation by their team members.  
**Jane, Robert, Danny, Sharon and Liz** were assigned to Team 3.
- During their first team meeting they introduced themselves and began to decide on a topic. After 45 minutes, they were still trying to settle on a topic.
- They finally settled on Money Management, however the instructor informed them that another team had already chosen that topic but Conflict Management was still available.



Source: <https://oncourseworkshop.com/interdependence/case-study-team-work/>

# Case Study (Cont.)

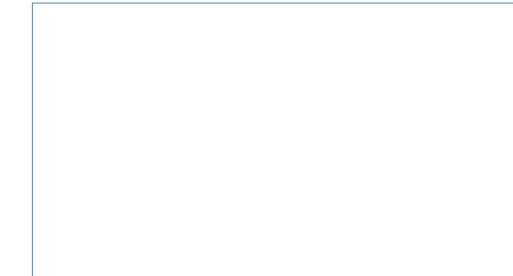
- During the last 15 minutes, Robert tried to convince the group that they should present a role-play of conflict. Sharon wanted to do research and give a more detailed, informational presentation. Jane was excited by the role-play idea and suggested they make a video presentation of their own play-acting.
- Danny fell asleep some time before the topic was chosen and Liz sat quietly listening to her teammates. At the end of the class no work division had occurred but the team agreed to meet in a study area at 4:15 on next Monday.
- After waiting for Danny until 4:30, the team decided to start without him. Jane announced she had to leave in twenty minutes because she had to pick up her child at the day care by 5:00.



Source: <https://oncourseworkshop.com/interdependence/case-study-team-work/>

## Case Study (Cont.)

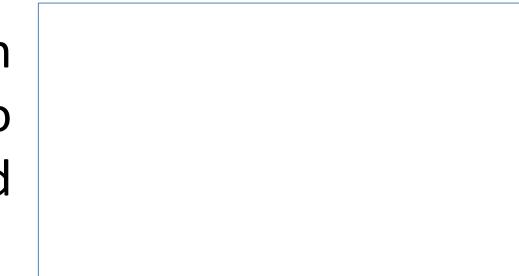
- Robert was ready to start script writing but Sharon wanted to discuss the content of their presentation and assign research. Liz just listened quietly. An argument ensued, and Jane had to leave before a decision was reached. The next meeting was to be held during their class time the next week.
- Before the next meeting, Robert convinced Jane for role-play, and together they put together a draft script, working hard to make the skit funny and entertaining. Robert confronted Danny and warned him to attend the class meeting or he wouldn't get a part in the play.
- In meantime, Sharon picked up 6 books from the library and printed four articles from the Internet. She prepared an outline of various aspects of conflict management. Liz just worried about her role in the whole project.



Source: <https://oncourseworkshop.com/interdependence/case-study-team-work/>

# Case Study (Cont.)

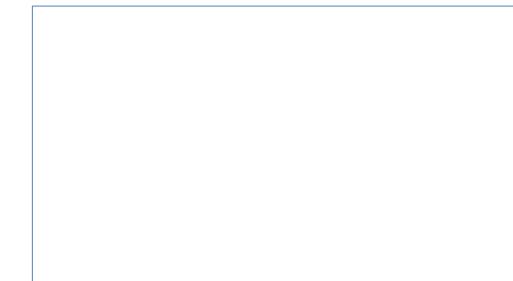
- At the class meeting, all team members were present. Robert informed the group that he and Jane had decided to do a skit, and they had a script all ready. Then he began to assign parts to his teammates.
- Sharon was incensed and insisted the script was short on content and demanded that they re-build the script around her outline.
- Robert said he wanted no part in a boring presentation. Danny did not show up to the remaining team meetings. Liz agreed to do a small part in the play. Jane promised to gather props and costumes.
- Sharon stubbornly insisted on preparing an informational presentation. She would have liked to have this integrated into the role-play but Robert would not agree to change his script.



Source: <https://oncourseworkshop.com/interdependence/case-study-team-work/>

# Case Study (Cont.)

- They planned a practice of the role-play during their math class on the morning of October 16, the day of their presentation.
- On the morning of October 16, Danny did not come to school and Liz forgot to bring the props. The practice ended up being more of an argument session. Danny showed up just before Student Success was to start and said “You mean it’s today?!”
- Liz was very nervous and felt very sick. She wasn’t sure she could do her part. The presentation began with Sharon reading her lengthy introduction and then the skit began
- The skit was five minutes in length. The whole presentation left the other class members confused and it ran twelve minutes instead of the required thirty.



Source: <https://oncourseworkshop.com/interdependence/case-study-team-work/>

# Case Study (Cont.)

## Questions

- Q1)** In your team, each member is to choose one of the characters in the case study. Complete the evaluation for your character and for the other members of the team.
- Q2)** In your character groups, discuss the strengths and weaknesses displayed by your character. Make a list of at least three suggestions that could have improved that character's input to the team project.
- Q3)** Discuss your own personal strengths and weaknesses as you perceive them regarding your contribution to the team project. Write a list of guidelines for the team to follow.

# Book Recommendation

## Teamwork: What Must Go Right/What Can Go Wrong

**Authors:** Carl E. Larson  
Frank M. J. LaFasto

**Publisher:** Sage Publications Inc;  
(August, 1989)

**Language:** English

**Paperback:** 158 Pages

**ISBN-10:** 0803932901

**ISBN-13:** 978-0803932906

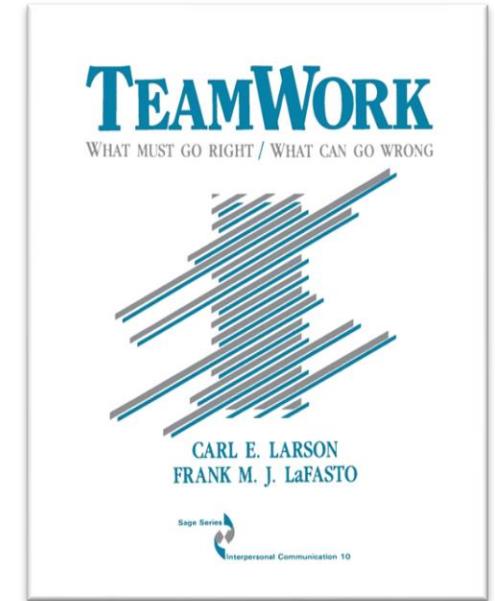


Image Source: [https://www.amazon.in/Teamwork-Right-Wrong-Interpersonal-Communication/dp/0803932901/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=1628739014&sr=1-2](https://www.amazon.in/Teamwork-Right-Wrong-Interpersonal-Communication/dp/0803932901/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1628739014&sr=1-2)

# Book Recommendation

In this book, Authors explored 8 properties of successful teams:

1. a clear, elevating goal;
2. a results-driven structure;
3. competent team members;
4. unified commitment;
5. collaborative climate;
6. standards of excellence;
7. external support and recognition;
8. principled leadership.

A final chapter examines the priority of the steps that lead to the building of a high performance team.

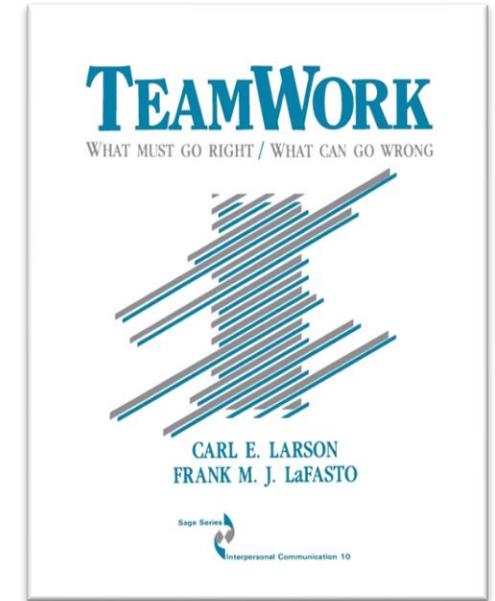
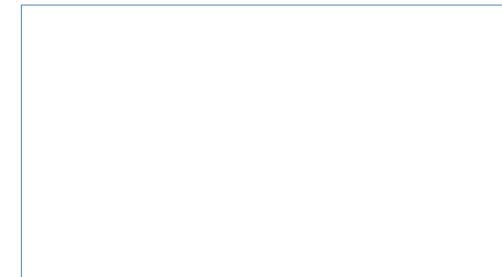


Image Source: [https://www.amazon.in/Teamwork-Right-Wrong-Interpersonal-Communication/dp/0803932901/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=1628739014&sr=1-2](https://www.amazon.in/Teamwork-Right-Wrong-Interpersonal-Communication/dp/0803932901/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1628739014&sr=1-2)

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3. Northouse, P. G. (2019). Leadership Theory and Practice Eighth Edition (8th ed.). Sage Publications, Inc.
4. Robbins, S. P., Judge, T. A., & Vohra, N. (2016). Organizational Behavior (16th Edition). Pearson Education Inc.



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 40

### THE LEADER'S ROLE IN TEAM-BASED ORGANIZATIONS

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Use of Teams in Organizations
- Team-Based Organizations
- Type of Teams in Team-Based Organizations
- Roles among the teams
- Team Leadership
- Team Leadership vs Sole Leadership
- Robert Quinn's 8 Leadership Roles
- Leader's Role in Team Based Organization
- Research paper
- Case study
- Book recommendation
- References

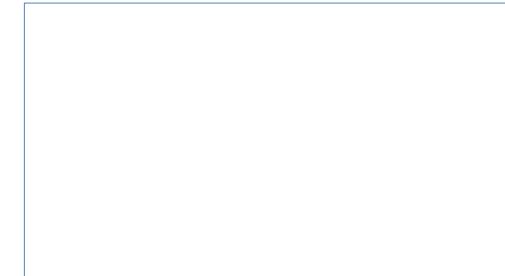
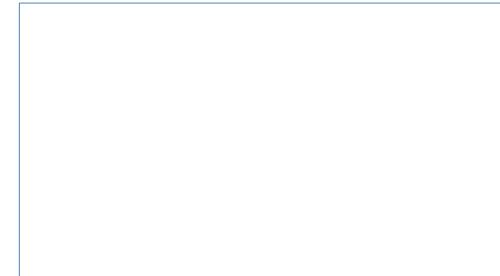


Image Source: <https://fi.pinterest.com/pin/61994932345288867/>

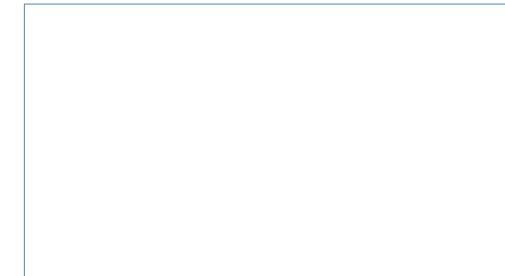
“Being a leader is not about you. It’s about the people that are on your team and how you can help them be successful”

-Susan Vobejda



# The Use of Teams in Organizations

- It is a way of life in post modern organizations.
- It offers the best opportunity for better organizational performance in the form of increased productivity and profits.
- It leads to cooperation and synergy.
- For many Organizations, the use of teams has led to desirable performance improvements, such as:
  - Improved Quality
  - Improved Efficiency
  - Improved Employee Satisfaction
  - Improved Customer Satisfaction



# The Use of Teams in Organizations (Cont.)

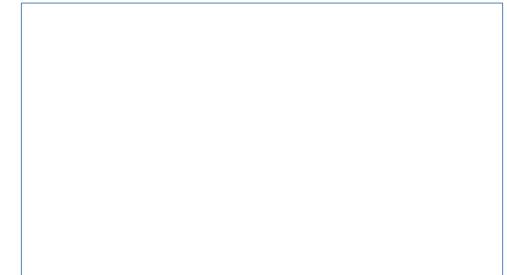
- For some Organizations, however, the use of teams has resulted in some negative outcomes, such as:
  - Increased Costs
  - Stress
  - Lower Group Cohesion



Image Source: <https://www.gograph.com/clipart/human-group-people-organization-puzzle-pieces-solution-gg57622521.html>

# Team-Based Organizations

- Team Based Organizations emphasize the values and importance of all employees regardless of their specific roles or the simplicity or complexity of the tasks that they perform
- Usually when traditional organizations become Team based Organizations they experience a culture shift :
  - From hierarchical to flat
  - From fragmentation to cohesion
  - From independence to interdependence
  - From competition to cooperation
  - From tried-and-true to risk taking



# Advantages vs Disadvantages of Team-Based Organizations

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Synergy</li><li>• Avoidance of major errors</li><li>• Faster, Better Decisions</li><li>• Continuous improvement</li><li>• Innovation</li><li>• Self-motivation</li><li>• Empowerment</li><li>• Greater Job Satisfaction</li><li>• Needs fulfillment</li></ul>	<ul style="list-style-type: none"><li>• Pressure to conform to Group standard of performance and conduct</li><li>• Resistance to the team effort from impinging on autonomy</li><li>• Social Loafing</li><li>• Groupthink</li><li>• Intergroup conflicts</li><li>• High Pressure &amp; Stress</li></ul>

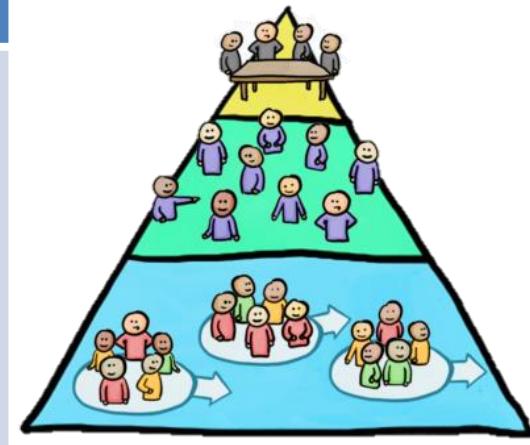


Image Source: <https://blog.crisp.se/2017/01/03/jimmyjanlen/transforming-the-pyramid-to-an-agile-org>

# Types of teams in Team-based Organizations

(Cohen & Bailey, 1997) suggested 4 major types of organizational teams

## Work Teams

- Continuing work units responsible for producing goods or providing services

## Parallel Teams

- Pull together from different work units or jobs to perform functions that the regular organization is not equipped to perform well

## Project Team

- Produce one-time outputs and are time-limited

## Management Teams

- Coordinate and provide direction to sub-units under their jurisdiction, laterally integrating interdependent sub-units across key business processes

# Roles among the teams

Team Role	Duties
Team Leader	Uses team to achieve goals Understand whole project Oversees process Guide without dominating Supports team and team members Help team achieve productive working relationships
Team advisor	Champions the team within the organisation Communicates with stakeholders
Facilitator	Schedules and conducts team meetings & activities Serves as a resource person Encourages full participation

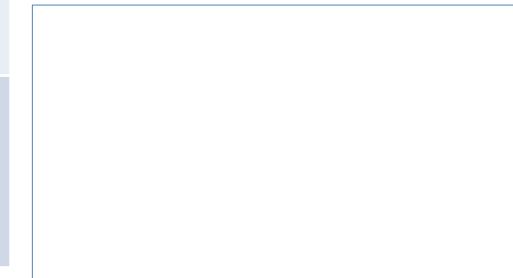


Image Source: <https://www.dreamstime.com/stock-illustration-roles-word-pulled-team-members-jobs-duties-tasks-people-workers-players-working-together-to-accomplish-goal-image55052685>

# Roles among the teams (Cont.)

Team Role	Duties
Process Observers Or team members	Support the leaders and facilitator in promoting team culture Focus energy on the task Listen to everyone's ideas
Scribe or recorder	Keep written records of team meetings



Image Source: <https://www.managementcentre.co.uk/learning-development/high-performing-teams-belbins-team-roles/>

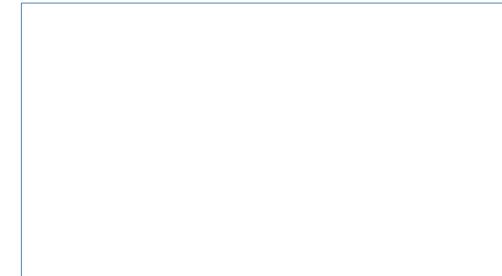
Image Source: <http://clipart-library.com/clip-art/teamwork-transparent-background-19.htm>

# Team Leader

- A team leader is someone who oversees the functionalities of a team
- If not the manager himself, the team leader monitors the quantitative and qualitative achievements of the team and reports results to a manager.
- A team leader's belief is that the whole is greater than sum of its parts
- Team leaders place considerable emphasis on team building and then evaluates their own performance on the basis of how well they have developed the team.



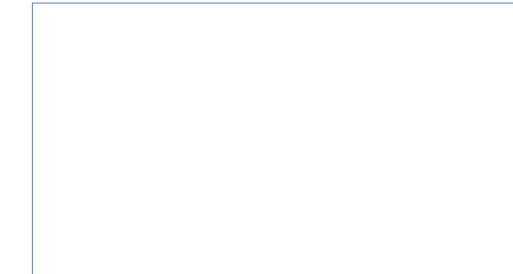
Image Source: <https://www.europeanbusinessreview.com/effective-leadership-9-ways-to-support-your-team/>



# Team Leader (Cont.)

Effective Team leaders:

- Must recognize that not everyone know how to be a team player
- Must display self-sacrificing behaviour and confidence
- Employ multiple influencing tactics to control and direct team member action toward the achievement of organizational goals
- Encourage norms that positively affects the team's goals and alter those that are negative
- Observe with a keen eye what's going on in the team
- Make contributions when necessary
- Encourage a climate of dialogue
- Turn obstacles into opportunities
- Must be adaptive, knowing when to play different roles



# Solo Leader Vs Team Leader



Image Source: <https://www.sketchbubble.com/en/presentation-team-leadership.html>

# Robert Quinn's Roles of Leaders

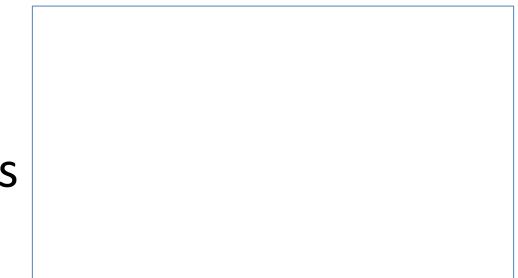


Clan Culture in Quinn's model usually denote team based organizations. Thus, Quinn's model suggest Mentor and Facilitator role for Leader in team based organizations.

Image Source: <https://coles.kennesaw.edu/executive-education/docs/Managers-and-Directors-Brochure-fall2019-052819.pdf>

# Leader's Role in the Team-Based Organization

- Team-based organizations need leaders who are knowledgeable in the team process and can help with the interpersonal demands of teams.
- **Key role of a team-based leader:**
  - Building trust and inspiring teamwork
  - Coaching team members and groups members towards higher levels of performance
  - Facilitating and supporting the team's decisions
  - Expanding the team's capabilities
  - Creating a team identity
  - Anticipating and influencing change
  - Inspiring the team toward higher performance levels
  - Enabling and empowering group members
  - Encouraging team members



# Leader's Role in the Team-Based Organization (Cont.)

Also various researchers have classified these roles into some categories as:

- **The team leader as Chief motivator.** Through the leader's support, encouragement, and training, followers feel a sense of self-worth, appreciation, and value for their work, and they respond with high performance.(Bhatnagar & Tjosvold, 2012) As these relationships mature, the entire work group becomes more cohesive, and the payoffs only increase. (Liao et al , 2010)
- **The team leader as coach and mentor.** Team-based organizations need leader who are good at coaching and mentoring followers, especially new team members. Like any good coach, they are experienced and knowledgeable in the team process & are capable of developing trust and teamwork norms in team members. (Wellington & Poster, 2009)

Source: (Lussier & Achua, 2016)

# Leader's Role in the Team-Based Organization (Cont.)

- **The team leader as a role model.** A team leader must model the behavior that he/she wants to see in team members. For instance, a leader's self-sacrificing behavior and display of self-confidence do influence team members. Self-sacrificing leaders are those who go above and beyond what's expected of them. They don't just issue orders; they get involved in making things happen. (Ruggieri & Abbate, 2013)
- **The team leader as team culture enforcer.** The team leader plays a leading role in fostering a team culture that supports the team's goals and operational strategies. A team culture specifies standards and values that govern team member behavior. The leader may insist on team incentives over individual incentives to promote team performance. (Rothenberg, 2011)

Source: (Lussier & Achua, 2016)

# Leader's Role in the Team-Based Organization (Cont.)

- **The team leader as cheerleader.** Leaders with strong social skills tend to have greater influencing abilities and relate well with team members. As the team's leading cheerleader, the leader inspires and motivates team members to achieve higher levels of performance. When a team leader can leverage his/her social skills to obtain resources for the team, he or she is said to possess social capital. (Derue et al, 2010)
- **The team leader as resource person.** The team leader's role is to be the resource person that recognizes team needs and attends to them in a timely fashion. The team leader's knowledge of the team's capabilities enables him or her to address areas of weaknesses so the team can function more effectively and efficiently.

Source: (Lussier & Achua, 2016)

# Research Paper



## Article history:

Received 1 May 2014

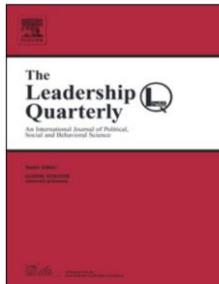
Received in revised form 18 August 2015

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<http://dx.doi.org/10.1016/j.lequa.2015.08.005>  
1048-9843/© 2015 Elsevier Inc. All rights reserved.



## Leading empowered teams: An examination of the role of external team leaders and team coaches

Tammy L. Rapp <sup>a,\*</sup>, Lucy L. Gilson <sup>b,2</sup>, John Mathieu <sup>b,3</sup>, Thomas Ruddy <sup>c,4</sup>

<sup>a</sup> Ohio University, Copeland Hall, Athens, OH 45701 USA

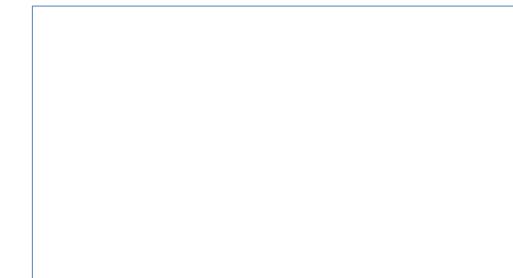
<sup>b</sup> University of Connecticut, 2100 Hillside Road, Unit 1041MG, Storrs, CT 06269-1041, USA

<sup>c</sup> Becton Dickinson, 1 Becton Drive, Franklin Lakes, NJ, USA

## Purpose

The aim of the study is to explore the role of leadership in empowered teams. More specifically, we explore how team leadership, emanating from two sources – external team leaders and team coaches – influences team empowerment, and ultimately, team processes, and performance.

This study follows up on the work of Mathieu et al. (2006), who unexpectedly found that external team leaders did not significantly influence team empowerment, processes, or performance once other factors such as organizational and HR team support was taken into consideration.

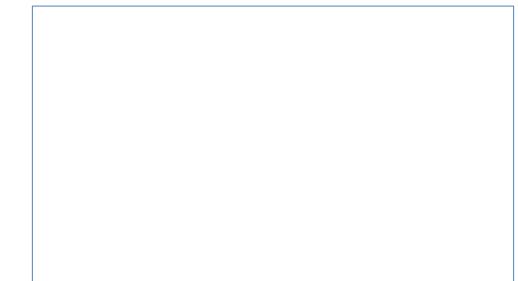


# **Research Paper**

## **Sample/methodology**

Using survey measures and temporally lagged the objective performance indices from a sample of 404 respondents from 70 teams was taken into consideration under this study. Study participants were customer service engineers (CSEs) who repaired and serviced large office document production systems at a multinational office equipment and technology firm. CSEs worked in empowered teams and were responsible for planning, organizing, assigning, and completing their work, as well as making meaningful financial and HR decisions

Team coaches consisted of organizational development and change professionals who were experts on team development. Each coach supported and provided leadership to 15–20 teams

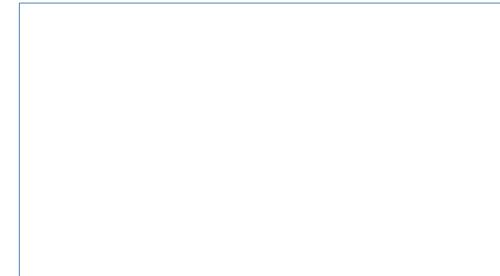


# Research Paper

## Findings

The results of the study indicate that coaches significantly influence team empowerment, and thereby team processes and performance whereas external team leaders do not.

Findings also indicate that HR and organizational supports relate positively to team empowerment and that the effect of coaches on empowerment is beyond the effects of HR and organizational supports, team interdependence, and external team leaders.



# Research Paper

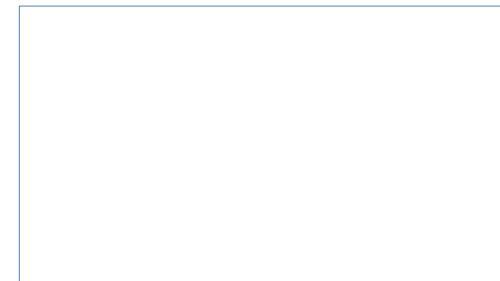
## Research Limitations

- The causal ordering of variables are subject to debate and a longitudinal design would be preferable to establish the causal ordering of variables
- Second limitation concerns the nature of the study's variables. Team processes variable, for instance, included items for each of the three superordinate dimensions, yet authors modeled the variable as a composite measure
- Team members assessed all antecedent and mediating variables raises concerns of common method variance arising from single source bias.
- Data were collected from members of the same organization used in the Mathieu et al (2006) study
- Study doesn't depict the underlying mechanisms that explain differential effects of the two types of leaders.

# **Research Paper**

## **Practical implications**

The findings suggest that when organizations face difficulties implementing empowerment, there are other options, such as team coaches, at their disposal to help empowerment take hold. Furthermore, results also suggest that in such instances, an outsider (such as a team coach) may be best able to move teams forward toward an empowered state. Indeed, the focal organization's introduction of team coaches appears to have helped propel the empowerment initiative forward.



# Case Study : Frederick W. Smith—FedEx

- FedEx has built what is the most seamless global air and ground network in its industry, connecting more than 90 percent of the world's economic activity.
- According to its founding CEO Fred Smith, teamwork and team leadership deserves much of the credit. FedEx has expanded far beyond what Mr. Smith started in 1971. With annual revenues of \$43 billion, FedEx has continued to strengthen its industry leadership in global transportation services.
- With growth have come difficulties of coordination, maintaining efficiency, meeting customer expectations, & managing employees.
- Smith realized that a rigid hierarchy of command-and-control leadership would only magnify these difficulties.



Image Source: <https://logos-world.net/fedex-logo/>

Case Source: (Lussier & Achua, 2016)

# Case Study (Cont.)

- To give his employees the flexibility and freedom they need, Smith decided to restructure FedEx by emphasizing the team approach to getting work done.
- CEO Smith directed his executive team to create and empower more teams by giving them the authority and the responsibility to make the changes needed to improve productivity and customer satisfaction throughout FedEx system.
- An example of the successful implementation of Mr. Smith's vision can be found in Springfield, Virginia. With strong support from their managers, employees formed the Quality Action Team to overhaul their package-sorting techniques.
- The improvements they introduced put couriers on the road 12 minutes earlier than before and halved the number of packages they delivered late.

Case Source: (Lussier & Achua, 2016)

# Case Study (Cont.)

- The success of teams at departmental or local levels encouraged the CEO and his leadership team to also assign employee teams to companywide projects.
- Facing growing competition from United Parcel Service, the U.S. Postal Service, and Airborne Express, FedEx organized its clerical employees into “super-teams” of up to 10 people.
- These teams operated as SMTs with little direct supervision from managers. One team cut service glitches, such as incorrect bills and lost packages by 13 percent. Another team spotted—and worked until they eventually solved—a billing problem that had been costing the company \$2.1 million a year
- FedEx teams have worked so well because CEO sets stretch goals & incentivizes followers to achieve them.

Case Source: (Lussier & Achua, 2016)

# Case Study (Cont.)

- Managers are by no means obsolete at FedEx. Mr. Smith has redefined their roles. There has been a shift in mindset from the traditional leader-centric model to the team-centered leadership approach.
- Managers are expected to formulate clear, attainable goals for their teams, solicit employee ideas, and act on the best employee suggestions.
- FedEx managers perceive their role as facilitators—and sometimes they are players. During emergencies at the Memphis hub, senior managers have been known to hurry down from the executive suite to help load packages onto the conveyor belts that feed the company's planes.
- They practice team leadership by doing, not by telling.
- Mr. Smith is responsible for providing strategic vision for all FedEx Corporation

Case Source: (Lussier & Achua, 2016)

# Case Study (Cont.)

- FedEx inspires its more than 300,000 team members to remain “absolutely, positively” focused on safety, the highest ethical and professional standards and the needs of their customers and communities.

## Questions

- Q1)** What type of teams does FedEx use? Provide evidence from the case to support your answer.
- Q2)** Describe the role FedEx managers play in facilitating team effectiveness.
- Q3)** What motivates the members of FedEx to remain highly engaged in their teams?
- Q4)** Leaders play a critical role in building effective teams. Discuss how FedEx managers performed some of these roles in developing effective teams.

Case Source: (Lussier & Achua, 2016)

# Book Recommendation

## The 5 Roles of Leadership: Tools & best practices for personable and effective leader

**Authors:** Wladislaw Jachtchenko

**Publisher:** Remote Verlag;  
(June, 2021)

**Language:** English

**Paperback:** 174 Pages

**ISBN-10:** 1955655170

**ISBN-13:** 978-1955655170

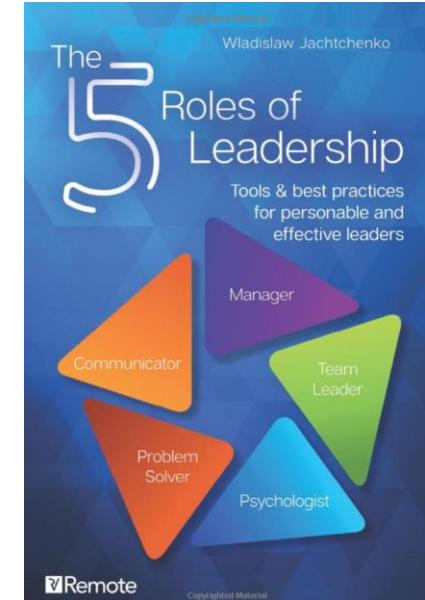


Image Source: <https://www.amazon.com/Roles-Leadership-practices-personable-effective/dp/1955655170/>

# Book Recommendation

In this book, Author explored 5 roles of successful leaders:

**Role 1:** The charismatic and convincing communicator!

**Role 2:** The always efficient and effective manager!

**Role 3:** The motivating team leader who knows how to delegate!

**Role 4:** The empathetic psychologist interacting consistently with each employee!

**Role 5:** The skilled problem solver who manages conflict and implements change!

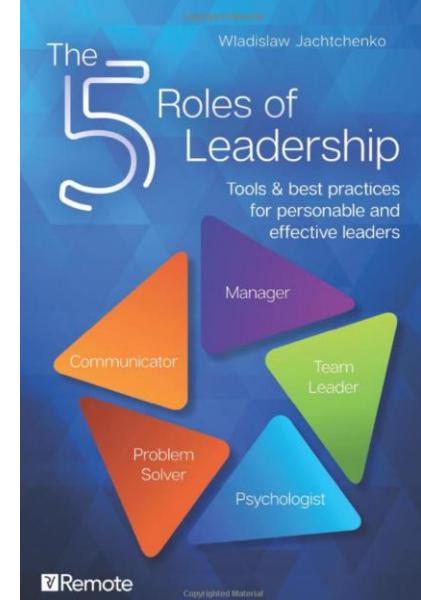


Image Source: <https://www.amazon.com/Roles-Leadership-practices-personable-effective/dp/1955655170/>

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<https://doi.org/10.1111/j.1744-6570.2009.01161.x>
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<https://doi.org/10.2224/sbp.2013.41.7.1171>

# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 41

### LEADER ACTIONS THAT FOSTER TEAM EFFECTIVENESS

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Hill Model of Team Leadership
  - Leadership Decisions
  - Leader Actions
  - Team Effectiveness
- Components of Team Effectiveness
- Indicators of Effective Teams
- Applications of Hill Model of Team Leadership
- Research paper
- Case study
- Book recommendation
- References

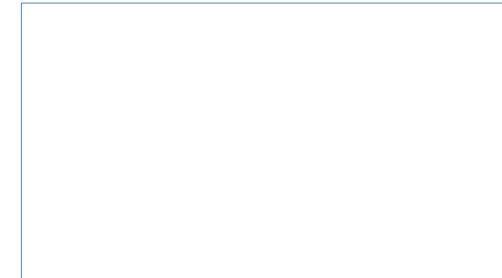
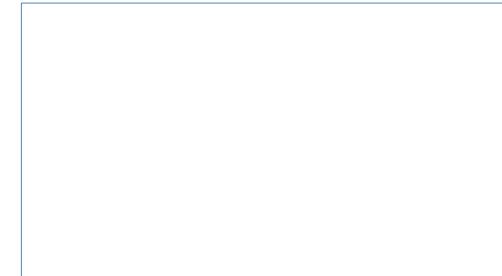


Image Source: <https://www.dreamstime.com/successful-team-work-concept-pyramid-business-people-leader-holding-light-bulb-top-leadership-teamworking-creative-image130075007>

**“If your actions inspire others to dream more,  
learn more, do more and become more, you are a  
leader.”**

**-John Quincy Adams**



# Hill Model of Team Leadership

Decisions

## Leadership Decisions

- Monitor or Take Action
- Task or Relational
- Internal or External

## Internal Leadership Actions

### Task

- Goal Focusing
- Structuring for Results
- Facilitating Decisions
- Training
- Maintaining Standards

## External Leadership Actions

### Relational

- Coaching
- Collaborating
- Managing Conflict
- Building Commitment
- Satisfying Needs
- Modeling Principles

### Environmental

- Networking
- Advocating
- Negotiating Support
- Buffering
- Assessing
- Sharing Information

Actions

## Team Effectiveness

- Performance
- Development

Effectiveness

Image Source: (Northouse, 2019)

# Leadership decision

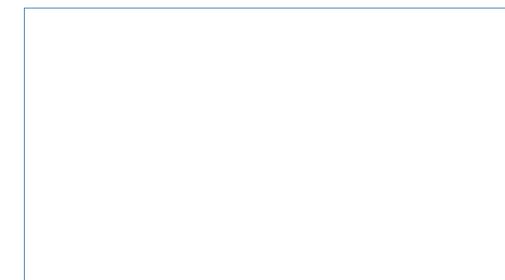
**Decision 1 : Should I monitor the team or take actions?**

❖ **Leader Can :**

- Diagnose, analyze, or forecast problems (Monitoring) or taking immediate action to solve a problem
- Which problem need interventions
- Make choices about which solutions are the most appropriate

❖ **Effective Leader have the ability to determine**

- What interventions are needed, if any to solve team performance



# Leadership decision (Cont.)

Decision 1 : Should I monitor the team or take actions?

## ❖ McGrath's Critical Leadership Functions



Image Source: (Northouse, 2019)

# Leadership decision (Cont.)

## Decision 2 : Should I Intervene to meet task or relational needs?

- ❖ Does the team need help in accomplishing its tasks, or does it need help in maintaining relationships ?

Task Functions	Maintenance Functions
Getting job done	Developing positive climate
Making decisions	Solving interpersonal problems
Solving problems	Satisfying members' needs
Adapting to change	Developing cohesion
Making plans	
Achieving goals	

# Leadership decision (Cont.)

## Decision 3 : Should I Intervene Internally or Externally

❖ Leader must:

- Determine what level of team process needs leadership attention :
  - Internal task or relational team dynamics, if :
    - Conflicts between group members
    - Team goals unclear
  - External environmental dynamics, if :
    - Organization not providing proper support to team

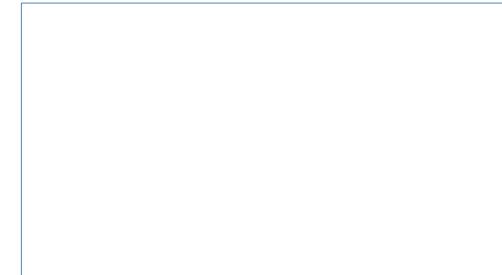


Image Source: <https://www.shutterstock.com/image-photo/concept-antonym-external-internal-on-wooden-1941138718>

# Leadership Actions

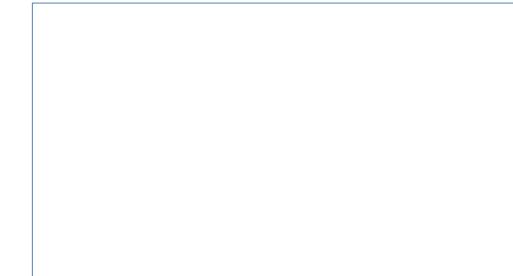
## Internal Task Leadership Actions

- ❖ **Set of skills or actions leader might perform to improve task performance:**
  - Goal focusing (clarifying, gaining agreement)
  - Structuring for results (planning, visioning, organizing, clarifying roles, delegating)
  - Facilitating decision making (informing, controlling, coordinating, mediating, synthesizing, issue focusing)
  - Training team members in task skills (educating, developing)
  - Maintaining standards of excellence (assessing team and individual performance, confronting inadequate performance)

# Leadership Actions (Cont.)

## Internal Relational Leadership Actions

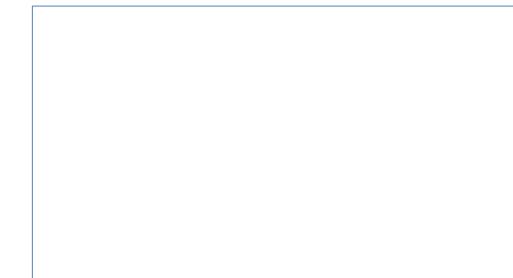
- ❖ **Set of actions leader needs to implement to improve team relationships:**
  - Coaching team members in interpersonal skills
  - Collaborating (including, involving)
  - Managing conflict and power issues (avoiding confrontation, questioning ideas)
  - Building commitment and esprit de corps (being optimistic, innovating, envisioning, socializing, rewarding, recognizing)
  - Satisfying individual member needs (trusting, supporting, advocating)
  - Modeling ethical and principled practices (fair, consistent, normative)



# Leadership Actions (Cont.)

## External Environmental Leadership Actions

- ❖ Set of skills or behaviors leader needs to implement to improve environmental interface with team:
  - Advocating and representing team to environment
  - Negotiating upward to secure necessary resources, support, and recognition for team
  - Sharing relevant environmental information with team
  - Buffering team members from environmental distractions
  - Assessing environmental indicators of team's effectiveness
  - Networking and forming alliances in environment



# Team Effectiveness

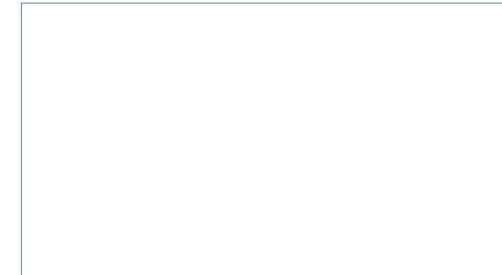
(Larson & LaFasto, 1989) suggested the following 8 characteristics of Team effectiveness

## 1. Clear, elevating goals

- Clear so that one can tell if performance objective has been met
- Is motivating or involving so that members believe it is worthwhile and important

## 2. Results-Driven Structure

- Need to find the best structure to achieve goals
- Clear team member roles
- Good communication system
- Methods to assess individual performance
- An emphasis on fact-based judgments



# Team Effectiveness (Cont.)

## 3. Competent Team Members

- ***Components***

- Right number and mix of members
- Members must be provided:
  - Sufficient information
  - Education and training
- Requisite technical skills
- Interpersonal & teamwork skills

- ***Team Factors***

- Openness
- Supportiveness
- Action orientation
- Positive personal style

- ***Core Competencies***

- Ability to do the job well
- Problem solving ability

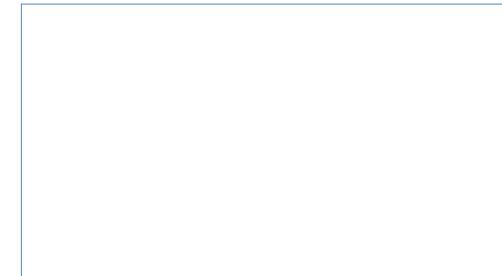


Image Source: <https://www.shutterstock.com/image-vector/communication-concept-team-speech-bubbles-1680557674>

# Team Effectiveness (Cont.)

## 4. Unified Commitment

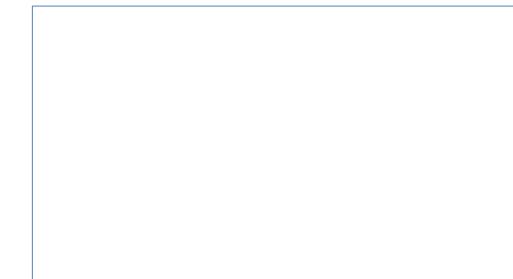
- Teams need a carefully designed and developed sense of unity or identification (team spirit)

## 5. Collaborative Climate

- Trust based on openness, honesty, consistency, and respect
- Integration of individual actions
- Leaders facilitate a collaborative climate by:
  - Making communication safe
  - Demanding & rewarding collaborative behavior
  - Guiding the team's problem-solving efforts
  - Managing one's own control needs



Image Source: <http://www.clipartsuggest.com/collaboration-clip-art-bmpedit-image-KmxbNZ-clipart/>



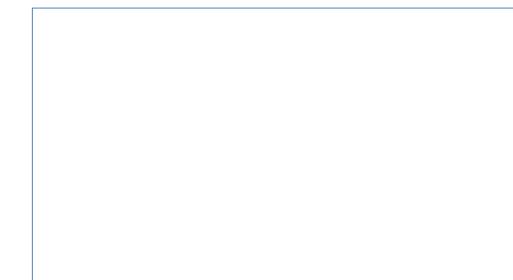
# **Team Effectiveness (Cont.)**

## **6. Standards of Excellence**

- Regulated Performance
  - Facilitates task completion and coordinated action
  - Stimulates a positive pressure for members to perform at highest levels
- How Accomplished
  - Requiring results (clear expectations)
  - Reviewing results (feedback/resolve issues)
  - Rewarding results (regard good performance)

## **7. External Support and Recognition**

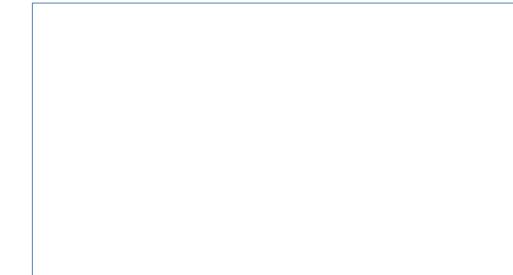
- Teams supported by external resources are:
  - Given the material resources needed to do their jobs
  - Recognized for team accomplishments
  - Rewarded by tying those rewards to team members performance, not individual achievement



# Team Effectiveness (Cont.)

## 8. Principled Leadership

- Influences team effectiveness through four sets of processes (Zaccaro et al., 2001)
  - **Cognitive** - Facilitates team's understanding of problems confronting them
  - **Motivational** - Helps team become cohesive & capable by setting high performance standards & helping team to achieve them
  - **Affective** - Assists team in handling stressful circumstances by providing clear goals, assignments, & strategies
  - **Integrative** - Helps coordinate team's activities through matching member roles, clear performance strategies, feedback, & adapting to environmental changes



# Components of Team Effectiveness

## ❖ Task Performance

- Is the degree to which the team's output meets the needs and expectations of those who use it

## ❖ Group Process

- Is the degree to which members interact or relate that allow the team to work increasingly well together over time

## ❖ Individual Satisfaction

- Is the degree to which the group experience, on balance, is more satisfying than frustrating to team members

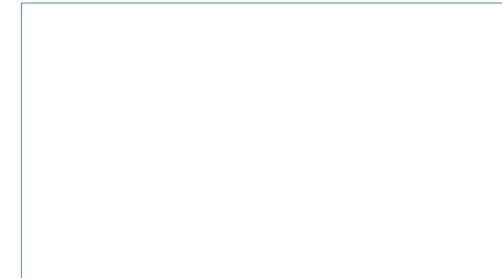
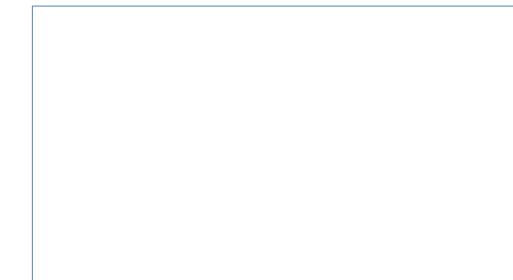


Image Source: <https://www.marketing91.com/people-management/>

# Indicators of Effective Teams

- ❖ **Team Norms** – Acceptable standards of behaviour shared by the team members
- ❖ **Team Cohesiveness and interdependence** – The extent to which team members can band together and remain committed to achieve term goals
- ❖ **Team Composition**- Focuses on diversity in knowledge, background and experiences of team members
- ❖ **Team Structure** – Refers to interrelations that determine the assignment of tasks, responsibilities, and authority
- ❖ **Team Creativity** – Creation of a valuable, useful and novel product, service, idea, procedure or process carried out via discovery rather than a predetermined step-by-step procedure.



# Indicators of Effective Teams

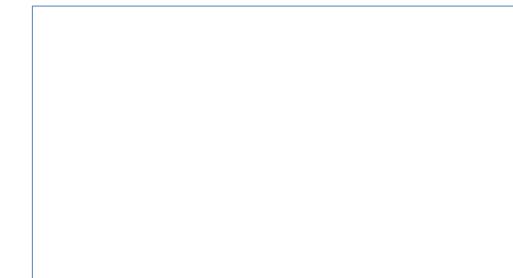


- ❖ **Team Leadership** – Presence of a team leader who is ready to Lead the team members to be a part of the team to achieve the determined goals and objectives.
  
- ❖ **Organizational Support**– The extent to which the team have support form the top management

Image Source: [https://www.123rf.com/photo\\_47073227\\_startup-teamwork-team-leader-office-meeting-room.html](https://www.123rf.com/photo_47073227_startup-teamwork-team-leader-office-meeting-room.html)

# Applications of the Hill Model of Team Leadership

- There are many ways to apply the team leadership model to increase the effectiveness of organizational teams.
- The model is useful in helping the leader make decisions: Should I act? If so, how should I do so? For example, if the team is not performing effectively (team effectiveness), then the leader can make the first strategic choice by monitoring the situation or acting to improve team functioning.
- If an action seems warranted, then the leader needs to decide whether the action should be directed inward toward team functioning, outward toward the environment, or both.
- Once the context for the action is determined, then the leader needs to choose the most appropriate skill for the situation from his or her behavioral repertoire.



# Research Paper



Team Performance Management  
Vol. 15 No. 7/8, 2009  
pp. 343-356  
© Emerald Group Publishing Limited  
1352-7592  
DOI 10.1108/13527590911002122

## Purpose

This study aims to investigate the relationships between social skills, motivation and empathy (emotional intelligence components) and transformational leadership in Greek organisations giving emphasis on supervisor-subordinate interaction on a team basis. In particular, this study aims to investigate employees' perceptions regarding their supervisor's emotional intelligence as well as transformational leadership.

# Relationship between emotional intelligence and transformational leadership of supervisors

## The impact on team effectiveness

Panagiotis V. Polychroniou

*Department of Business Administration, University of Patras, Patras, Greece*

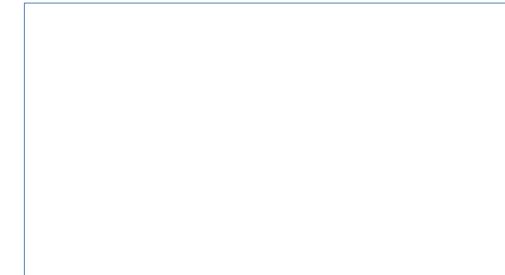
# **Research Paper**

## **Design/methodology/approach**

Participants were 267 managers working at various functional units and different hierarchical levels. Data were collected by means of questionnaires in a series of face-to-face structured interviews regarding subordinates' perceptions for the following: supervisors' emotional intelligence; and transformational leadership..

## **Findings**

Results provided support for the model which suggests that supervisors' emotional intelligence components such as social skills, motivation, and empathy are positively associated with transformational leadership increasing team effectiveness with subordinate.



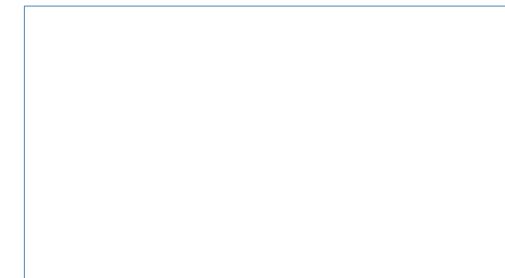
# **Research Paper**

## **Research limitations/implications**

Data were collected from convenience samples that might limit generalisability of results. Implications for management are discussed including the need for supervisors to use emotional intelligence competencies and transformational leadership, so that their subordinates are empowered to participate and increase team effectiveness.

## **Originality/value**

This study contributes to our understanding of the linkage among emotional intelligence and transformational leadership of supervisors in Greek organisations and the impact on teamwork with their subordinates.



# Case Study : Can This Virtual Team work?

- Jim Towne heads a newly formed information technology team for a major international corporation. The team is composed of 20 professionals who live and work in Canada, the United States, Europe, South America, Africa, and Australia. All members of the team report to Jim.
- The team is a virtual team connected primarily via videoconference, group decision-support software, email, text, and telephone. The team has met twice in a face-to-face setting to set goals and plan. All of the team members are quite competent in their respective technical areas.
- Some team members have a long and valued history with the company; others have recently joined the company through a corporate merger. The team members have never worked together on any projects.

Case Source: (Northouse, 2019)

# Case Study : Can This Virtual Team work? (Cont.)

- The task of the team is to develop and implement technology innovations for all global business units.
- The team members are excited about the importance and the innovative nature of their assignment.
- They respect each other and enjoy being part of this team. However, the team is having difficulty getting off the ground, and the members report being extremely overloaded.
- Most team members travel to business sites at least two weeks each month.
- The travel is important, but it causes team members to get farther behind.

Case Source: (Northouse, 2019)

# Case Study : Can This Virtual Team work? (Cont.)

- The team has one half-time secretary, located in New York. Her primary responsibility is to organize travel and meetings of team members.
- Team members are working on several projects at once and have great difficulty finishing any of the projects.
- One team member has 500 unread email messages because each team member sends copies of all messages to everyone on the team.
- Jim is under great pressure to prove that this team can work and provide a valuable function to the organization.

Case Source: (Northouse, 2019)

# Case Study : Can This Virtual Team work? (Cont.)

## Questions

**Q1)** Which of the eight characteristics of team effectiveness are lacking in this team?

**Q2)** Based on this analysis of team effectiveness, should Jim intervene at this time, or should he just keep monitoring the team? If you think he should take action, at what level should he intervene (internal or external)? If internal, should his action be task or relational?

**Q3)** What specific leadership functions should Jim implement to improve the team? Why?

Case Source: (Northouse, 2019)

# Book Recommendation

## The 13 Key Performance Indicators for Highly Effective Teams

**Authors:** Allam Ahmed  
George Siantonas  
Nicholas Siantonas

**Publisher:** Routledge  
(December 2007)

**Language:** English

**Paperback:** 176 Pages

**ISBN-10:** 1906093075

**ISBN-13:** 978-1906093075

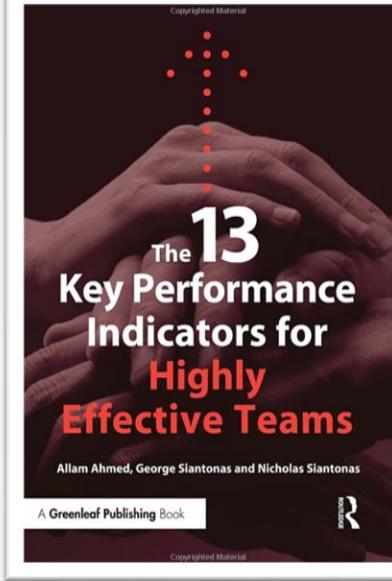


Image Source: <https://www.amazon.in/Performance-Indicators-Highly-Effective-Teams/dp/1906093075>

# Book Recommendation

- This book outlines the challenges faced by both team leaders and team members in 21st-century workplaces.
- It proposes 13 key performance or "team health" indicators for highly effective teams based on research data collected from a large range of industry sectors, team sizes and organisations in the UK.
- It contributes to the understanding of the nature and functioning of team cohesiveness by describing teamwork as a multi-component variable and identifying the factors that impact on teams and the implications of teamwork for organisations.

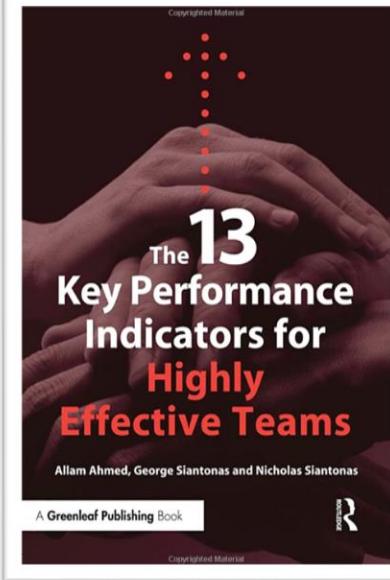


Image Source: <https://www.amazon.in/Performance-Indicators-Highly-Effective-Teams/dp/1906093075>

# Book Recommendation

1. Balanced Roles
2. Clear Objectives and Purpose
3. Openness, trust, confrontation and conflict resolution
4. Cooperation, support, communication and relationships
5. Individual and team learning and development
6. Sound inter-group relations and communications
7. Appropriate management/leadership
8. Sound team procedures and regular review
9. Output, performance, quality and accountability
10. Change, creativity & Challenging the status quo
11. Decision-making and problem solving
12. Morale
13. Empowerment

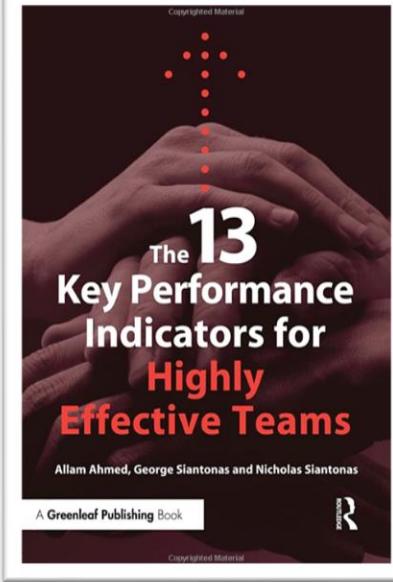


Image Source: <https://www.amazon.in/Performance-Indicators-Highly-Effective-Teams/dp/1906093075>

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[https://doi.org/10.1016/S1048-9843\(01\)00093-5](https://doi.org/10.1016/S1048-9843(01)00093-5)

# Thank You



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NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 42

### OFFSITE TRAINING AND TEAM DEVELOPMENT

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Does your Team need Training?
- Offsite Training
  - Lecturing
  - Audio Video Techniques
  - Simulations
  - Case Studies
  - Role Play
  - Business Games
  - Field Trips
- Pros and Cons of Offsite Training
- Offsite Training & Team Development
- Experiential “Team Building Games”
- Research paper
- Case study
- Book recommendation
- References



OFF THE JOB  
TRAINING

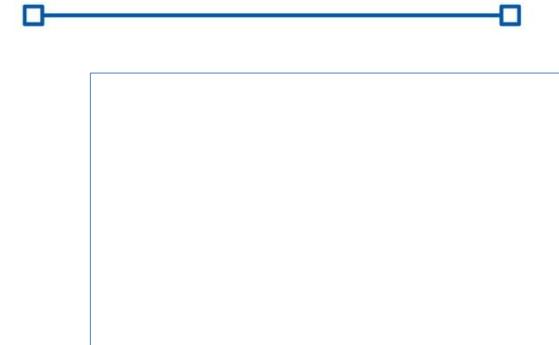
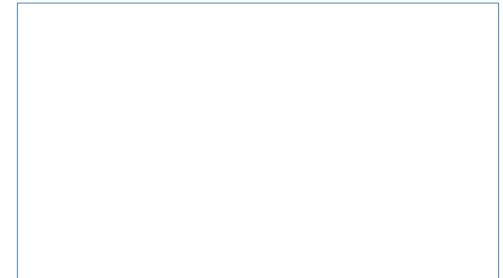


Image Source: <https://www.vectorstock.com/royalty-free-vector/off-the-job-training-concept-icon-vector-35841817>

“For the things we have to learn before we can do them, we learn by doing them.”

-Aristotle



# Does your Team need Training?

## Symptoms of Ineffective Teams

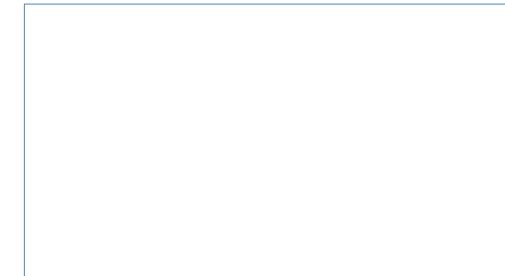
- Loss of Production
- Increase in grievances or complaints
- Evidence of hostility or conflicts among the members
- Confusion about the assignments and relationships
- Decisions misunderstood or not enacted
- Apathy and general lack of interest
- Lack of initiative, innovation, or effective problem solving
- Ineffective meetings
- High dependency on the leader



Image Source: <https://www.midlandscbd.com/articles/7-indicators-your-team-is-dysfunctional-9819>

# Offsite Training or Off the Job Training

- Off the job training methods are conducted in a separate environment from the job environment, study material is usually supplied and the full concentration is on learning rather than performing.
- Offsite training usually include more general skills and knowledge useful for work, as well as job specific training.
- It can include methods like:
  - Lecturing
  - Audio Video Techniques
  - Role Plays
  - Field Trips
  - Case Studies
  - Business Games
  - Simulations



# Lecturing

- Trainers communicate with spoken words which they want the trainees to learn, it is primarily one way communication of learned capabilities from trainer to audience
- It is a verbal presentation for a large audience. The lectures have to be motivating and creating interest among trainees.
- Now a days, speakers also promote some way of interaction by the audience, usually in form of question answers which are preferably taken at the end of whole lecture or at end of different sections within the lecture



Image Source: <http://clipart-library.com/clipart/1143592.htm>

# Lecturing (Cont.)

Merits	Demerits
It reinforces trainers credibility and authority	One way communication with relatively less participation or passive participation
Information is concentrated and organised as desired	The attention span of listener is normally 15-20 minutes
Efficient and Simple, lots of material can be presented within given time	Depends completely on trainers effectiveness and information.
Can be personalized easily.	A clear and rigorous verbal presentation requires a great deal of preparation and hence time consuming preparation.

# Audio-Visual Techniques

- Includes overheads, slides and video.
- Video can be used for improving communication skills and customer service skills.
- It can also illustrate how procedures can be followed.
- It is normally used along with lectures to show trainees real life experiences and examples.



AV Room at IIT Roorkee

Image Source: [https://counselling-cell-iitr.github.io/\\_ICFQAAAAAdAAAAABAJ](https://counselling-cell-iitr.github.io/_ICFQAAAAAdAAAAABAJ)

# Audio-Visual Techniques (Cont.)

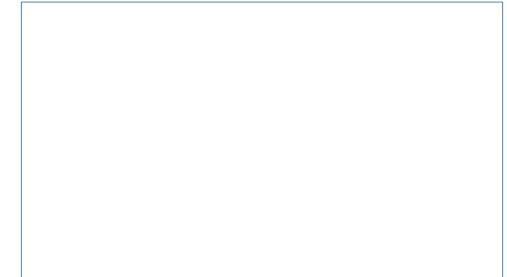
Merits	Demerits
Trainers can review, slow down or speed up the lesson according to expertise of trainees.	Too much content for trainee to learn
It can be watched multiple times.	Important learning points of training can be confused by drama in the video
It gives exposure of equipment, problems and events that cannot be easily demonstrated, i.e. equipment malfunctions, angry customers or emergencies.	Overuse of humour or music

# Simulations

- Aim to educate and inform in an exciting and memorable way, rather than purely to entertain.
- It is used to teach production and process skills as well as management and interpersonal skills.



Image Source: <https://www.flightsafety.com/simulation-products/products/>



# Simulations (Cont.)

Merits	Demerits
Trainee can concentrate on learning without involving much risk.	It is an expensive method.
Interest and motivation are high as real job conditions are duplicated.	Need constant updating as new information about work environment is obtained
This method is helpful in cases where on the job training might result in a serious injury and destruction of valuable equipment and material.	
Example: Aeronautical industry	

# Case Studies

- Involves studying cases from all perspectives, analysing the various options available to the company for solving problems or address issues and arriving at most suitable answers.

Merits	Demerits	
It promotes analytical thinking.	It may suppress the voice of average trainees as only those having analytical and vocal skills will dominate the sessions	
It is acceptable to everyone as it deals with detailed description of real life situations	Preparation of cases involve expenditure and time and the outcome is not quite certain	
It encourages open mindedness.		

# Role Play

- Trainees act out roles given to them. It basically covers topics like employee-employer relationships, hiring, firing, conducting a post-appraisal interview.

Merits	Demerits	
Trainees participate in entire proceedings and so they take interest and are involved.	Role playing may sometimes not adhere to the objectives of training program.	
It develops skill in applying knowledge in areas of human relations.	The trainees may deviate from the subject being discussed and start giving unrelated examples and explanations	
It brings about desired changes in behaviour and attitudes as the trainees are motivated to think		

# Business Games

- It requires trainees to gather & analyse information to make decisions.
- Business games are primarily used for management skill development.
- Games stimulate learning because participants are actively involved and because games mimic the competitive nature of business.



Merits	Demerits
The game helps dealer to develop skills needed for business success	Factual information cannot be taught through this training
Participant must work as team	
Cohesive groups are developed	

Image Source: <http://www.thiagi.com/games/2015/11/15/dec-co-creating-training-games>

# Field Trip

- A fieldtrip or fieldwork or training in the field is a journey by a group of people to a place away from their normal environment. Purpose is to provide real life situations.



## Merits

- Field trips provide accurate information about objects, process & systems in the real settings.
- Enthusiasm for field trips can be effectively transformed to effective learning.
- Field trips provide students opportunities to utilize all senses for learning

## Demerits

- Time consuming
- Careful planning required
- Transportation can be a problem
- It is risky for the management.



Image Source: [https://www.ftacademy.it/a\\_field\\_trip\\_for\\_trevi\\_group\\_employees\\_to\\_enhance\\_onthejob\\_training\\_and\\_career\\_development](https://www.ftacademy.it/a_field_trip_for_trevi_group_employees_to_enhance_onthejob_training_and_career_development)

# Pros & Cons of Offsite Training and Team Development

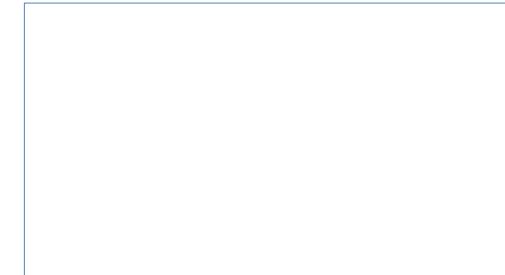
Pros	Cons
<p>Help the team to improve:</p> <ul style="list-style-type: none"><li>• Perception that trust</li><li>• Cooperation</li><li>• Communication</li><li>• Self Confidence</li><li>• Teamwork</li></ul>	<ul style="list-style-type: none"><li>• Team members may revert to old behaviors over time</li><li>• Team members come and go, thereby diluting the experience for their group</li><li>• Team members are sometimes exposed to harm or injury.</li></ul>



Image Source: <https://www.istockphoto.com/vector/pros-and-cons-for-business-gm1199882089-343473152>

# Offsite Training and Team Development

- Participation in experiential activities aimed at building teamwork and leadership skills
- Participants acquire leadership and teamwork skills by confronting physical challenges and exceeding their self-imposed limitations
- Emphasis is typically on building not only teamwork but also self-confidence for leadership.
- Outdoor training enhances teamwork by helping participants examine the process of getting things done through working with people.



# Experiential “Team Building” Games

There are multiple team building games which can offer various positive aspects for Teams. Here are some examples of interesting Team Building games

## Two truth and a Lie

### Purpose :

Encourage bonding and communication

### Method :

Every team will write two truths and one lie

Share statements to other team, Other team will decide which is lie.

### Learning Outcome :

Better Communication among co-workers and know each other better

Image Source: [https://www.shutterstock.com/search/two+truths+and+a+lie?image\\_type=illustration](https://www.shutterstock.com/search/two+truths+and+a+lie?image_type=illustration)



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# Experiential “Team Building” Games (Cont.)

## Game of Possibilities

### Purpose :

Encourage creative thinking and have fun

### Method :

A item (e.g. napkin) is given to each group. Each person in the group need to stand up and demonstrate the use of item creatively

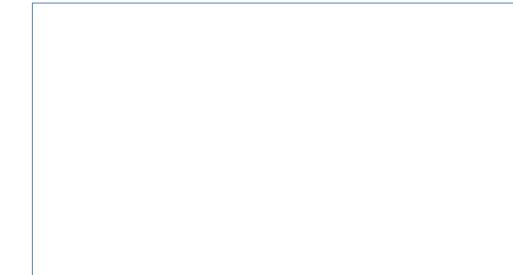
### Learning Outcome :

Better Communication among co-workers, experience different ways to solve problems and use resource effectively.



## Game Of Possibilities

Image Source: <https://prezi.com/k7vpwpsysqsk/game-of-possibilities/>



# Experiential “Team Building” Games (Cont.)

## The Diversity Tree

### Purpose :

To value and respect diversity at workplace

### Method :

On a flip chart, each team need to draw a tree with names of the members. Every member need to write encouraging message on the tree.

### Learning Outcome :

Instill mutual respect, recognition and positive thoughts among the team members.



Image Source: <https://www.istockphoto.com/vector/diversity-tree-hands-illustration-gm482950655-25264645>

# Experiential “Team Building” Games (Cont.)

## Each One Teach One

### Purpose :

To make team member understand talent and needs of others

### Method :

On a Paper, write name of the members with 3 headings – First impression, positive traits & suggestion for growth. Paper are folded and mixed in a bowl and in different rounds the every member have to select a paper a write about others.

### Learning Outcome :

This activity helps the team member see themselves as other see them and reveals perception gaps and areas of growth. It also motivates member

Image Source: <https://twitter.com/eachteachph>



# Experiential “Team Building” Games (Cont.)

## Recall and Share

### Purpose :

Sharing of knowledge and working in a team (Usually played after training event)

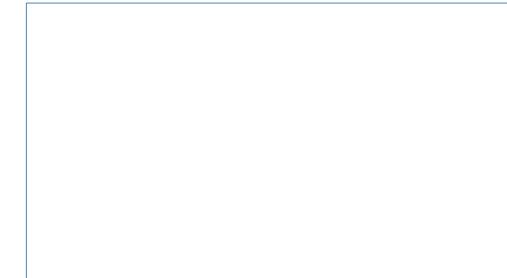
### Method :

Team have 10 minute to recall and list as many skills they experienced throughout the training. Team share their opinion and other team may challenge their opinion

### Learning Outcome :

Encourage teamwork and engagement. Instructor learn what was important to the group and how much retained after the training.

Image Source: <https://twitter.com/ahpra/status/1201629693469966336>



# Research Paper



Journal of Management Development  
Vol. 23 No. 7, 2004  
pp. 614-630  
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0262-1711  
DOI 10.1108/02621710410546632

Received June 2003

Revised December 2003

Accepted December 2003

## Purpose

The purpose of this research is to evaluate the effects of teamwork attitudes, which looks at individuals' expectations of and prior experiences with teams, and team performance in an outdoor teambuilding initiative with respect to team viability in the classroom.

# Reactions to outdoor teambuilding initiatives in MBA education

Sheryl L. Shivers-Blackwell

*Florida A&M University, School of Business and Industry,  
Tallahassee, Florida, USA*

# **Research Paper**

## **Design/methodology/approach**

Respondents were asked to give their attitude and perception toward Outdoor challenge training (OCT) one week prior to training and their impression about the training one week after training. This study examines the performance of 36 teams of MBA students ( $N = 147$ )

## **Findings**

Results indicate that teamwork attitudes collected before the OCT are positively associated with team support, potency, intentions to remain in the team, and team survival. However, team performance in the initiative was not related to any of the team viability constructs.

# **Research Paper**

## **Research limitations/implications**

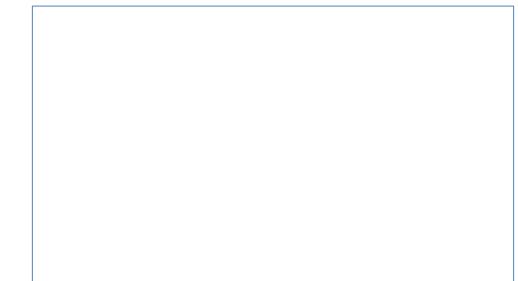
A caution of the present research concerns inferences about causality. Correlational nature of this research and the small sample size does not permit causal statements to be made. The direction of causality needs to be sorted out and empirically substantiated in future research. Research is also needed to further investigate the role of consultants, facilitators, or mentors in the teambuilding process

## **Originality/value**

This study was conducted to document whether or not the expense and time devoted to OCT by the business school was effective for teambuilding. To accomplish this task, both qualitative and empirical investigation was conducted

# Case Study : Training the Underrated Checklist

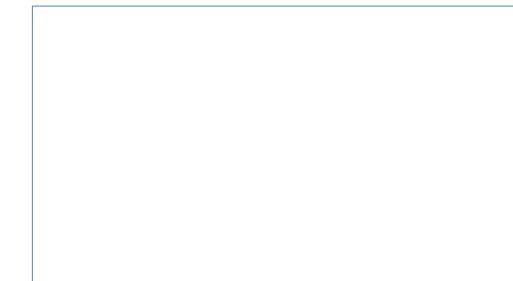
- The idea of having to go through a checklist in your job may sound a little demeaning.
- Isn't that what fast food restaurants use to train low-skilled employees what to do, step by step?
- That may be quite true, but it's also what pilots use to be sure the complicated systems of jumbo jets are all in order before flying you to your destination.
- That type of thinking is why Dr. Peter Pronovost of Johns Hopkins University School of Medicine ran into opposition when he proposed a five-step checklist that would not only save money but save lives.
- In the United States, hospital-acquired infections affect 1 in 10 patients, killing 90,000 of them and costing as much as \$11 billion each year.



Source: (DeCenzo & Robbins, 2009)

## Case Study (Cont.)

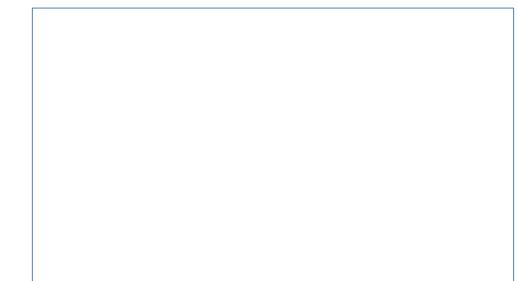
- 66 Many of those infections are acquired when an IV line delivering medication becomes infected.
- Dr. Pronovost's checklist is simple and straightforward, including steps such as Doctors must wash their hands before inserting an IV, and the patient's skin must be cleaned with antiseptic at the point of the insertion.
- When Michigan hospitals put the checklist into practice, they not only saved over \$175 million in eighteen months because they didn't have to treat infections, but they saved nearly 1,500 lives!
- Such impressive evidence would seem to convert even the toughest critic of checklists, but the hospitals found the same truth that many trainers face.



Source: (DeCenzo & Robbins, 2009)

# Case Study (Cont.)

- Employees don't always comply with rules that are for their own good or for the good of others. They need to be convinced. It turns out that doctors are just as stubborn as production employees who refuse to wear safety goggles or a hard hat.
- Dr. Pronovost found that doctors don't like being told what to do. They resented being reminded of the checklist by the nurses who were put in charge of managing the checklists. The organizational culture of the hospitals, including the roles of doctors and nurses, got in the way of patient safety.
- Dr. Pronovost learned to overcome the resistance by bringing both doctors and nurses together in training and appealing to their common concern for patient health.



Source: (DeCenzo & Robbins, 2009)

# Case Study (Cont.)

- He asked, “Would you ever intentionally allow a patient’s health to be harmed in your presence?” They’d say “Of course not.” Then he would hit them with “Then how can you see someone not washing their hands and let them get away with it?” Saving lives, saving money. It’s all in the training.

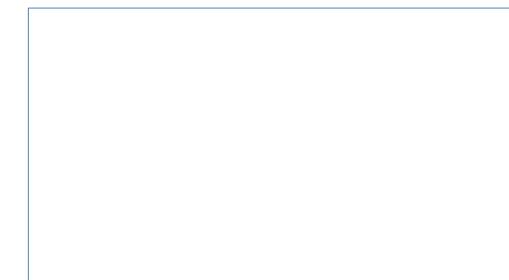
## Questions

**Q1)** How can HR leaders overcome resistance to training?

**Q2)** How offsite training methods are better in organizations like hospitals?

**Q3)** Develop a checklist that would make a process more efficient or safe for your employer or college.

**Q4)** What is the best way to train an employee to use your checklist? How would you evaluate your training



Source: (DeCenzo & Robbins, 2009)

# Book Recommendation

## Team Games for Trainers

**Authors:** Carolyn Nilson

**Publisher:** McGraw-Hill Education;  
(June, 1993)

**Language:** English

**Paperback:** 352 Pages

**ISBN-10:** 0070465886

**ISBN-13:** 978-0070465886

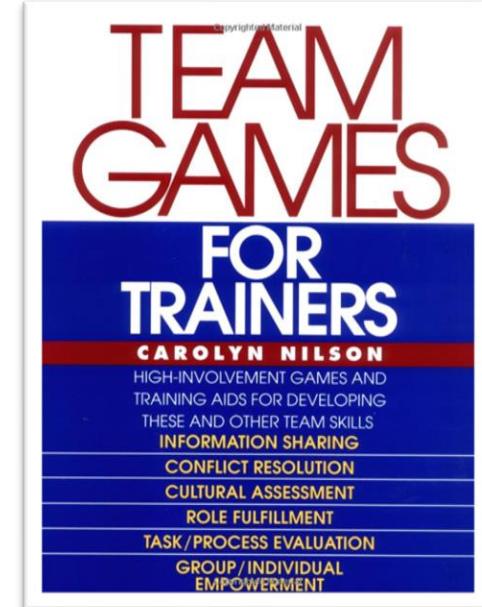


Image Source: <https://www.amazon.in/Team-Games-Trainers-McGraw-Hill-Training-ebook/dp/B001SEQJ2A/>

# Book Recommendation

- Team Games for Trainers contains 100 proven interactive games, exercises, and activities.
- Each game is self-contained, filled with templates, answer sheets, and clear explanations of the objectives and procedures and can be used by experienced trainers and novices.
- These games soften the rough edges of trying to work together in unfamiliar ways, create an atmosphere of collegiality, and form a bridge between training information and on-the-job application. Create effective teams with the Team Games for Trainers

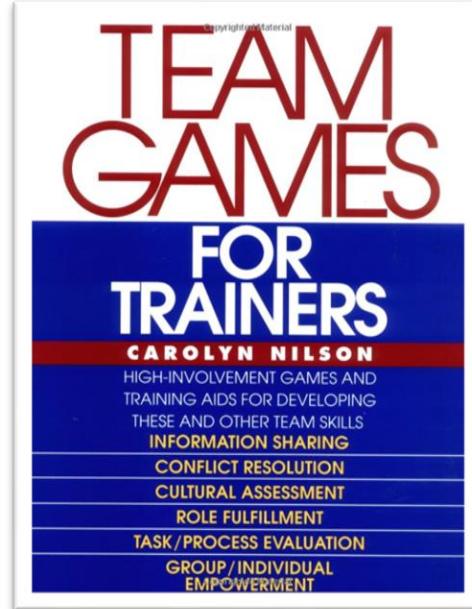


Image Source: <https://www.amazon.in/Team-Games-Trainers-McGraw-Hill-Training-ebook/dp/B001SEQJ2A/>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 43

### Understanding Team Processes and Team Coaching

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



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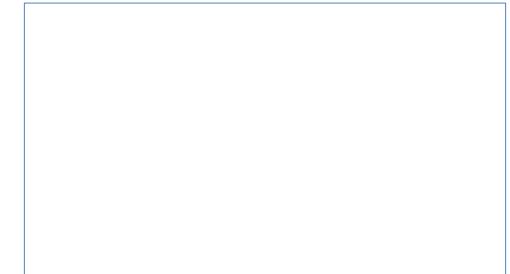
- Team Processes
- Types of Team Processes
- Team Coaching
- Team Coaching Model
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- Coaching Roles
- Case study
- Research paper
- Book recommendation
- References



Image Source: <https://teamcoachingstudio.com/wp-content/uploads/2019/11/text-mark.png>

# Team Processes

- Team Process is a term that reflects the different types of activities and interactions that occur within teams and contribute to their ultimate end goals. In other words, team processes are the ways by which teammates work together to achieve common objective. Processes can take multiple forms.
1. **Interactions among team members** (for example, exchanging ideas or setting goals);
  2. **Interactions of team members with their surroundings** (for instance, securing the materials or information that are necessary to complete a task);



# Team Processes

**3. Actions of a single team member that have direct or indirect implications for the remaining members** (for example, seeking to understand colleagues' strengths and improvement opportunities, as well as the role of each person in the team).

- Team processes are not about getting the work done, but rather about the interpersonal leverages teams can capitalize on to get the work done. You can look at team processes as the interpersonal context in which teams carry out their work.

For instance, the act of coordinating your share of the work with your colleagues is a team process; whereas doing the actual work is not a process – it's simply work being carried out.

# Team Processes



- **Process Gain** is getting more from the team than you would expect according to the capabilities of its individual members.
- **Process loss** is getting less from the team than you would expect based on the capabilities of its individual members.

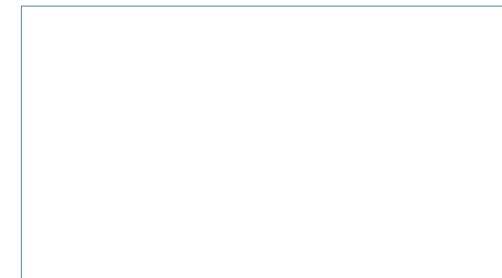


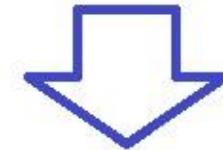
Image Source: <https://www.semanticscholar.org/paper/The-prevalence-and-magnitude-of-social-loafing-in-Naicker/f58f7c05c0e5fa145311e80ce89f7656b4917903>

# Process Loss

- **Coordination loss** consumes time and energy that could otherwise be devoted to task activity.
  - **Production blocking** occurs when members have to wait on one another before they can do their part of the team task.
- **Motivation loss** is the loss in team productivity that occurs when team members do not work as hard as they could.

Coordination Loss

Motivational Loss



Process Loss

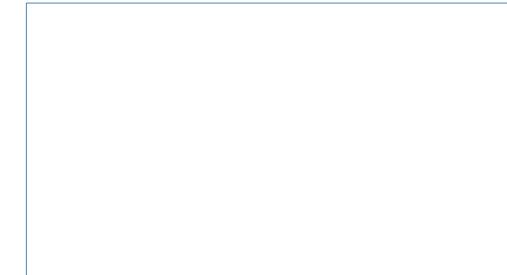
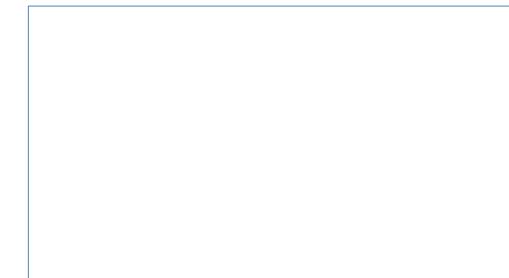


Image Source: [https://teamworkmakesthedreamwork.weebly.com/uploads/2/4/8/8/24889411/212639\\_orig.jpg](https://teamworkmakesthedreamwork.weebly.com/uploads/2/4/8/8/24889411/212639_orig.jpg)

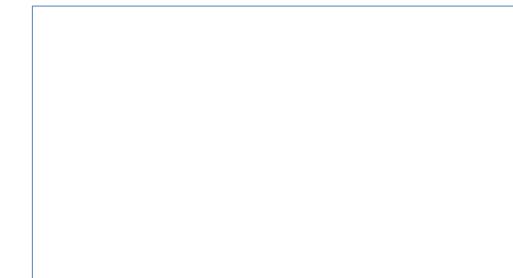
# Types of Team Processes

- The list of team processes that can take place in any team is rather long. Goal setting, conflict management, information elaboration, coordination, planning, knowledge sharing, and mutual help are just a few examples.
- Multiple studies show that the large majority of team processes fall into one of **three major categories**:
  - **Transition**
  - **Action**
  - **Interpersonal.**
- In turn, each category is composed by a few facets, and each facet encompasses specific processes.



# Types of Team Processes

- Together, these broad categories of processes are the foundation of a well-oiled and functional team. With effective team processes in place, a team can achieve more with the same resources – the team is more than the sum of its parts. Ineffective team processes or a disregard for a category of processes lead teams to achieve less with the same resources – the team is less than the sum of its parts.



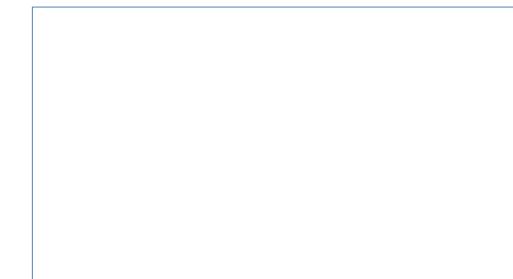
<https://managinglifeatwork.com/wp-content/uploads/2020/04/processes-of-effective-teams-managing-life-at-work.png.webp>

# Transition Processes of Effective Teams

- During transition processes your team prepares for the work ahead. This preparation usually entails looking both **forward and backward**. It also entails **considering both task aspects and interpersonal aspects**. There are **three main facets** to this category of processes .
1. **Analyzing teams' mission and purpose** (your team defines and understands its main job, identifies the resources available to do the work, speculates about potential challenges and roadblocks to the achievement of goals, and lists sources of support and attrition from the company or environment);
  2. **Setting goals** (your team identifies, specifies, and prioritizes goals and sub-goals to accomplish its mission and purpose);
  3. **Coming up with an overall strategy and plan** (your team comes up with an action plan, creates milestones to achieve its tasks, defines contingency plans in case something goes wrong, and strategically plans to surpass anticipated roadblocks).

# Action Processes of Effective Teams

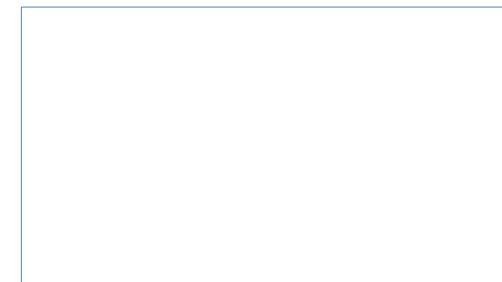
- During action processes your team seeks to create and maintain the conditions that are necessary to do its job effectively. Action processes, thus, relate to how well your team is working, not to what your team is working on. Effective teams have **four facets** of action processes functioning well.
1. **Assessing progress towards goals** (your team checks whether its work is progressing according to the plan and whether the strategy still makes sense, identifies the factors that may put the team off-track, and makes the necessary adjustments);
  2. **Checking how well the systems are functioning** (your team ensures it has the necessary resources to work well and to achieve its goals, by looking internally – team members' knowledge, time, etc. – and externally – company financial support, appropriate inflow of information or materials from other teams, changes in external regulations, etc.);



# Action Processes of Effective Teams

3. **Helping and backing teammates up** (the members of your team openly share knowledge with one another and learn from each other, distribute the workload fairly but assist those who despite effort get behind in their work, encourage more silent members to share their perspectives, and give constructive feedback to each other when performance standards are below acceptable levels or when there are improvement opportunities);
4. **Coordinating efforts** (your team ensures that there is no duplication of efforts, that everyone understands and commits to their role, that each part of the work is done on time, and that the work done on each sub-task is in harmony with the other sub-tasks).

Source; <https://www.potential.com/wp-content/uploads/2020/11/Image-1.png>

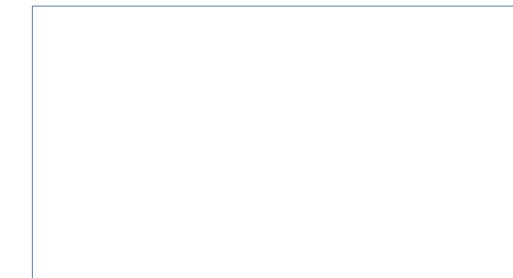


# Interpersonal processes of effective teams

- Interpersonal processes happen when the members of your team are managing the relationships among them. These processes are more about the personal and human side of teamwork. Interpersonal processes are the actions that may lead to high quality relationships, not the quality of teammates' relationships per se. There are **three main facets** to interpersonal processes.

## 1. Anticipating and managing conflict and other tensions

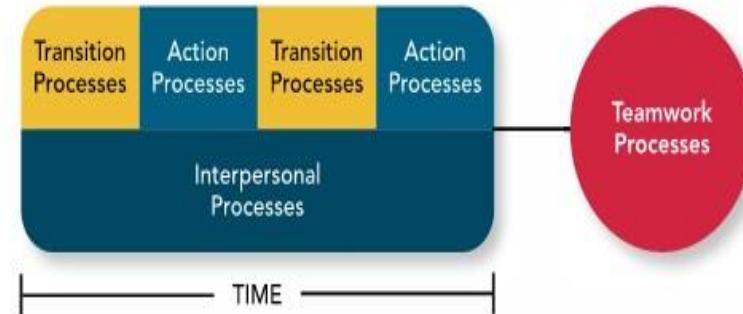
(members of your team work hard to understand and integrate different perspectives and ideas, show flexibility to compromise when necessary and to reinforce a point if beneficial, come up with and adjust norms to facilitate interaction and cooperation, and proactively identify and work on functional adjustments that can prevent clashes in terms of values, motivations, or personal preferences);



# Interpersonal processes of effective teams

2. **Boosting motivation and confidence** (members of your team recall and talk about past accomplishments, celebrate small steps toward big goals, encourage one another even when difficulties seem insurmountable, and remember each other of all the steeps already achieved when they get stuck on a challenging goal);

3. **Managing affect and emotions** (members of your team turn fear of failure into commitment and enthusiasm using encouraging words and actions, help each other surpassing frustration and dealing with stressful times, and show that they are pursuing something together and that they really care about each other).



Source: <https://player.slideplayer.com/39/10862232/data/images/img16.jpg>

# Definition of Team Coaching

Authors' Name	Definition
Hackman and Wageman	describe team coaching as: 'direct interaction with a team intended to help members in the co-ordinated and task-appropriate use of their collective resources in accomplishing the team's work.'
David Clutterbuck	defines team coaching as: 'Helping the team improve performance and the processes by which performance is achieved, through reflection and dialogue.'
Chuck & Cindy	describe team coaching as "an individual and team development process that uses an <i>integrated combination of interventions</i> to improve collaborative leadership skills, and team performance."

# Team Coaching Model

## *Team Coaching*

Foundation	Diagnostic	“Kick off”	Coaching sessions	Assessment and sustainability
Establish the foundation for the initiative; strategic objectives, nature of team dynamics, timeline	“Discovery interviews” with the Team, along with any diagnostic assessments to be used (e.g. 360, psychometrics)	Create a contract with the Team, including agreed measures of success	Frequency of sessions, approach to the sessions, usually over 6-9 month period	Repeat diagnostic assessment  Reflect on sustaining the Team to internalise coaching practice

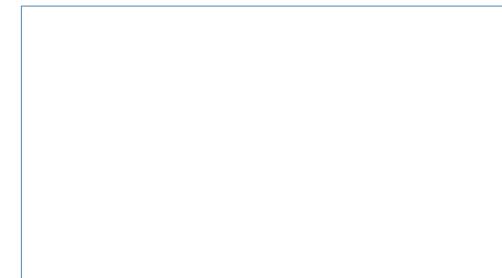


Image Source: <http://www.crowe-associates.co.uk/wp-content/uploads/2014/03/Team-Coaching2.jpg>

# Team Coaching Model

- **Foundation:** Establish the foundation for the initiative; strategic objectives, nature of team dynamics, timeline.
- **Diagnostic approaches**
  - Often initial 1-1 confidential meetings with Team members to find out what works well about the team, what doesn't and why; to establish their ideas on approaches that will work, and how they could be measured
  - Going into a Team development initiative of any kind without these having the opportunity to engage with the team is very hard.

In terms of “diagnostic assessment” approaches, personality and behavior assessments like Insights are good tools for improving a team’s understanding of its own dynamics, and they give team members a better understanding of why they react to their colleagues in certain ways.

# Team Coaching Model

## ➤ “Kick off”

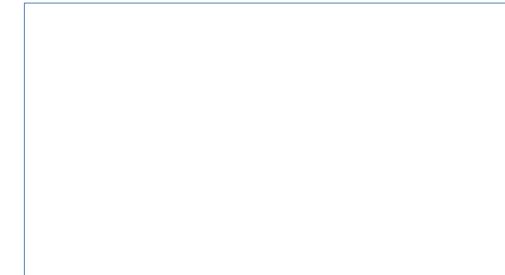
- Focus on the wider organizational aspect, as well as the team challenge.
- Create Team contract, including the metrics and assessment for the programme (individual and team).
- Determine areas of focus and commitment for the sessions

## ➤ Ongoing Coaching sessions

Group size – 6 to 8 is the ideal size for a team, with a maximum of around 11/12

Frequency – around once monthly

Duration – often around 6 months, though can be shorter or longer

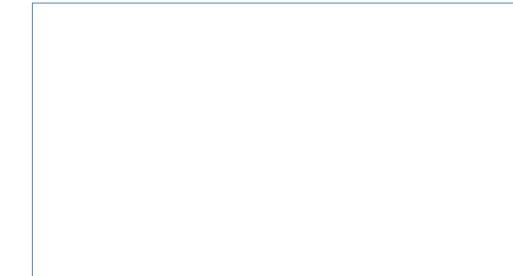


# Team Coaching Model

Decision on how to run the sessions in terms of level of formality. Action Learning set approach focuses on improving questioning and reflection of team members and is proven to be a quick trust builder, but some sessions may be more formal than others, where a Coaching tool is used, like Insights or Belbin, or a Team Coaching wheel.

## ➤ **Assessment and sustainability:**

It's important to review the "distance traveled" of the Team coaching project for the whole Team and the individuals in it, and the strongest way to do this is to repeat the baseline assessment, whether it's a 360 or psychometric. It's important to look at ways beyond the Team Coaching project that the reflective practice of the Team is sustained; e.g. regular reviews using Learning set principles, ongoing peer coaching.



# Main differences between Team Coaching and related forms of development

Team Coaching	One-to-one coaching	Team facilitation	Team building
Emergent within the team	Coachee-led	Facilitator-led	Consultant-led
Extended period of intervention	Series of sessions	Series of short interventions	One specific intervention, eg 1-2 day 'event'
Thinking based	Incorporates cycles of feedback and action Spans business, job and personal issues	Conversation based	Action-based
Focus on building longer-term skills and capacity	Focus on improving effectiveness	Focus on current/specific problems	Focus on behavior, relationships and collaboration

Image Source: <https://www.employment-studies.co.uk/system/files/resources/files/mp88.pdf>

# Hackman and Wageman's Four aims of team coaching

1. **Coaching functions:** a coach should provide three distinct functions.
- **Motivational coaching** addresses the effort of the team and encourages process gains such as shared commitment to the group and minimizing process losses such as 'social loafing'. Coaching by the team leader can motivate members to devote themselves to the teamwork and share workload (Parker, 1994).
- **Consultative coaching** addresses performance strategy and fosters the invention of new ways of proceeding with the work that is aligned with the task requirements. Denison et al. (1996) found that successful leaders facilitate flexible problem-solving and team development.

Coaching Function

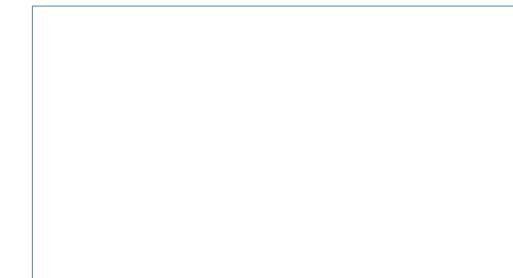
Motivational Coaching

Consultative Coaching

Educational Coaching

# Hackman and Wageman's Four aims of team coaching

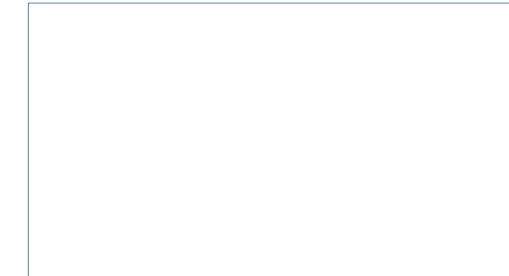
- **Educational coaching** fosters the development and appropriate use of team members' knowledge and skill. Team leader coaching increases team psychological safety which in turn increases learning behaviours and improves members' skills and knowledge (Edmondson, 1999).
- 2. **Timing of coaching:** Specific elements of team coaching are most effective when carried out at specific intervals of a team's life cycle. They proposed that motivational coaching is more helpful at the beginning of a performance period, consultative coaching at the mid-point of a performance period and educational coaching when the performance activities have been completed.
- 3. **Team tasks:** For coaching to have a positive effect on team performance, it needs to focus on the most salient team performance processes for a given task.



# Hackman and Wageman's aims of team coaching

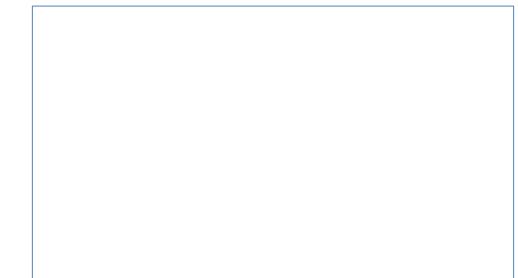
**Team Task (Cont.):** For example, if a team were assigned with moving materials, then the only process that is required is the level of effort that team members expend. Focusing coaching on other processes that are not needed, or are constrained, would be ineffectual and may even decrease team performance as it would redirect employees' time away from the most important process needed to complete the job successfully.

4. **Team design:** Teams need to be well structured and supported in order for competent coaching, which focuses on the three functional areas highlighted above, to be most beneficial. Poor coaching interventions aimed at poorly structured and supported teams will be more detrimental than beneficial for team performance.



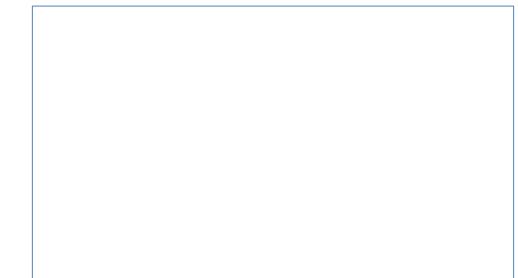
# Reich distilled five fundamental coaching roles

1. **Consultant** (problem-focused intervention due to urgent product or process related needs)
2. **Supervisor** (problem-focussed intervention due to high authority of the coach)
3. **Instructor** (problem-focussed guidance to impact knowledge and expertise)
4. **Facilitator** (coaching as a loose, independent relation that focuses on the offer of specialized services by the coach) and
5. **Mentor** (coaching as voluntary, sometimes emotionally-related interaction that focuses on mental support, environmental protection and non-expert task- related help).



## **Clutterbuck (2009) proposed that team coaching could be used to:**

- **Improve** some specific aspect or aspects of team performance: the coach makes sure the team are asking the right questions, at the right time, in order to achieve the shifting requirements. It also helps improve the leader's ability to manage the performance of individuals.
- **Make things happen faster:** team coaching can help a team move rapidly through the stages of development that may be hindered without a coach due to mistrust, poor communication, and avoidance of important but less obvious questions.
- **Make things happen differently:** where culture change is accompanied by individual and team coaching, the pace and depth of the change will rapidly increase by supporting people as they come to terms with new attitudes and behaviors.



# Case Study: NHS South East Coast

## Challenge

- Coach and OD consultant Hilary Rowland was asked by Steph Hood (Director of Communication and Engagement at NHS South East Coast) to undertake team coaching with one team that was experiencing tension and frustration, and a lack of team identity, values and behavioral norms. Steph wanted the team to undertake team coaching, as she wished for something more enduring and longer term, which would pay more dividends in the long-run as opposed to team building or team facilitation. Team coaching was selected as a way to develop the team in real time and real life rather than in a one-off short fix. The team coaching inputs spanned a period of nine months.



**NHS**  
South East Coast  
Ambulance Service  
NHS Foundation Trust

Image Source: <https://careers.secamb.nhs.uk/>

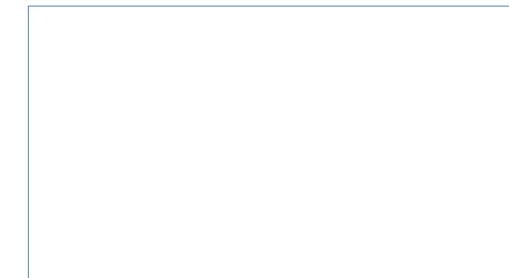
# Case Study: NHS South East Coast

## Impact of Team Coaching

- The coaching that was delivered focussed on helping the team think about how they sustained their already high performance. Initially, the team had difficulties with getting beyond the ‘forming’ stage of development, as there were high numbers of vacancies and high turnover rates, which meant that there was little sense of stability. The team felt disjointed and people were worried about upsetting one another. As the team had grown quickly, they had not given sufficient attention to management issues and the systems and procedures needed to function effectively. The team also seemed to suffer from a lack of confidence in its own ability, and was looking for someone to come in from the outside to help to fix it. A mixture of development techniques were used including Appreciative Inquiry, MBTI and 360 degree feedback. Though these the team became more confident and started to communicate more effectively.

# Case Study: NHS South East Coast

- They had honest conversations and were able to identify some shared thinking and agreement on core issues. Through the 360 feedback and MBTI, they became more self-aware and more supportive of one another. 360 feedback was very effective at giving team members a chance to feed back about others in a safe and confidential environment, and also receive honest and constructive feedback themselves. This increased members' confidence by realizing what others appreciated and valued in them and their work.
- Facilitation skills were used throughout the coaching to enable discussion to flow. As a coach, it was important to remain impartial and independent and give a holistic team overview. The team had to set time aside to focus on the work. A number of benefits were noticed following the team coaching session, such as:

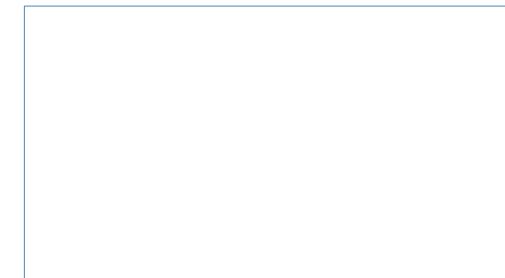


# Case Study: NHS South East Coast

- a better sense of ‘team’ with less tension and unhappiness
- changes in recruitment and turnover so it is not the same group that the coaching began with, but the core has remained consistent
- a clear set of team values and behaviors with which to identify
- a greater sense of confidence in abilities to address issues that arise
- a greater extent of individuals taking personal responsibility
- a desire to continue developing and a willingness to engage with real issues affecting team development

## Questions:

1. If, you were hired as team coach, what measures and strategies you have adopted to raise the confidence of team members?



# Research Paper



Leadership & Organization  
Development Journal  
Vol. 34 No. 4, 2013  
pp. 344-364  
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0143-7739  
DOI 10.1108/LODJ-08-2011-0073

## Team coaching and innovation in work teams

### An examination of the motivational and behavioral intervening mechanisms

Vincent Rousseau

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Received 5 August 2011

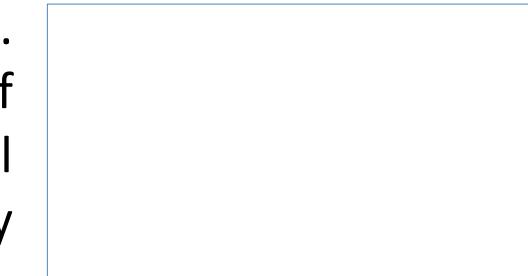
Revised 5 March 2012

10 May 2012

Accepted 11 May 2012

## Purpose

The goal of this study is twofold. First, we investigate the positive effect that team coaching may have on team innovation. This study was designed to advance the knowledge regarding innovation in team settings by integrating the team coaching framework proposed by Hackman and Wageman (2005). Second, building on the functional perspective of leadership, we examine the motivational and behavioral intervening mechanisms through which team coaching may exercise a positive effect on team innovation.



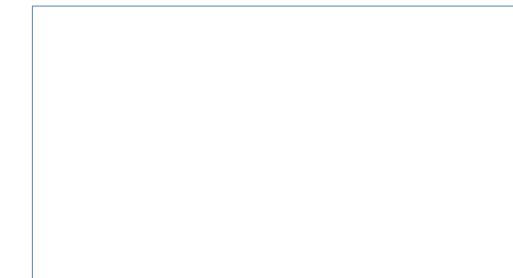
# **Research Paper**

## **Design/methodology/approach**

Based on a multisource approach, data was gathered from 97 work teams (341 members and 97 immediate supervisors) in a public safety organization.

## **Findings**

Results of structural equation modeling analyses indicate that the relationship between team coaching and team innovation is mediated by team goal commitment and support for innovation. Specifically, team coaching has a direct effect on support for innovation and an indirect effect on this behavioral team process through team goal commitment. In turn, support for innovation may improve the implementation of successful team innovation.



# **Research Paper**

## **Practical implications**

In a global competitive context, innovation represents a key leverage to generate a competitive advantage. Team leaders who engage in coaching behaviors toward their subordinates are likely to foster innovation within their work team. Thus, organizations may benefit by designing and implementing interventions aimed at developing team leaders' coaching skills and encouraging them to consider coaching as a core managerial responsibility.

## **Originality/value**

On the whole, this study highlights the role of team coaching as a key leverage to stimulate successful innovation in work teams and the motivational and behavioral mechanisms that intervene in this relationship.

# Book Recommendation

## The Practitioner's Handbook of Team Coaching

**Authors:** Richard Boston and Andrew Armatas

**Publisher:** Routledge; 1st edition (13 May 2019)

**Language:** English

**Paperback:** 554 pages

**ISBN-10:** 1138576921

**ISBN-13:** 978-1138576926

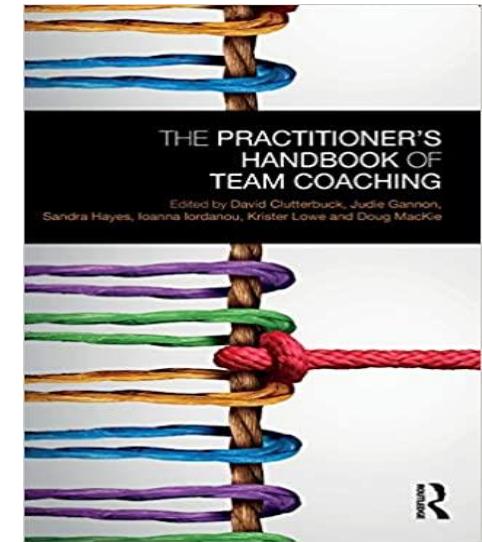


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# Book Recommendation

The Practitioner's Handbook of Team Coaching provides a dedicated and systematic guide to some of the most fundamental issues concerning the practice of team coaching. It seeks to enhance practice through illustrating and exploring an array of contextual issues and complexities entrenched in it. The aim of the volume is to provide a comprehensive overview of the field and, furthermore, to enhance the understanding and practice of team coaching. To do so, the editorial team presents, synthesizes and integrates relevant theories, research and practices that comprise and undergird team coaching. This book is, therefore, an invaluable specialist tool for team coaches of all levels; from novice to seasoned practitioners. With team coaching assuming an even more prominent place in institutional and organizational contexts nowadays, the book is bound to become an indispensable resource for any coaching training course, as well as a continuing professional development tool.

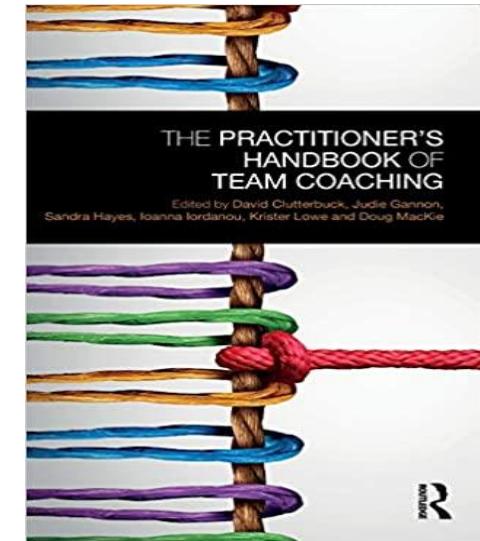


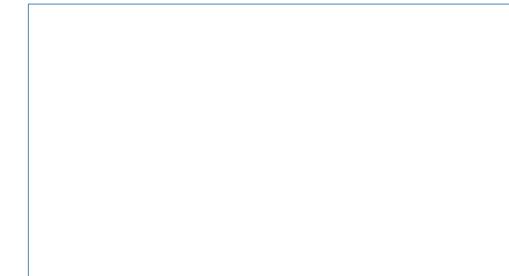
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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 44

### Team Decision Making and Conflict Management

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Effective Team Decision Making Process
- Rational Model
- Leader-Centered Decision-Making Model
- Team-Centered Decision-Making Model
- Creative Decision Making Process
- Intuitive Decision Making
- Decision Making Error and Biases
- Conflict Management
- Case study
- Research paper
- Book recommendation
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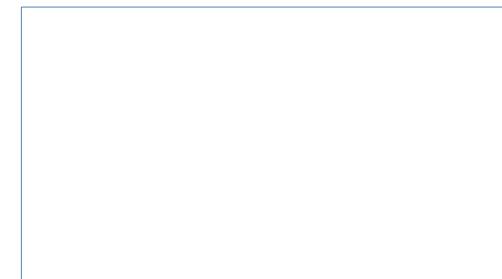
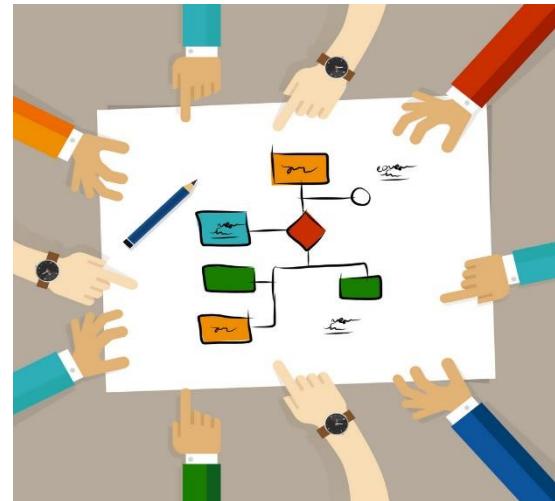


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# Effective Team Decision Making Process

- Teams are particularly effective in problem solving as they are comprised of people with complementary skills. These complementary skills allow team members to examine issues from various angles, as well as see the implications of their decisions from a variety of perspectives.
- Effective decision making process that can help teams solve problems and make 'good' decisions.
- In essence, teams make decisions using problem solving techniques. Thus, the process largely rests on the selection of a course of action following the evaluation of two or more alternatives. To effectively navigate this path, the following step-by-step approach can be used.

# Team Decision Making Process: Rational Model

- **Recognize the problem:** Teams must see and recognize that a problem exists and that a decision needs to be made to move forward.
- **Define the problem:** In this stage, teams must map out the issue at hand. During this step, teams should:
  - State how, when, and where members became aware of the problem
  - Explore different ways of viewing the problem – different ways of viewing the problem can lead to an improved understanding of the ‘core’ problem.
- **Gather information.** Once the problem has been defined, teams need to gather information relevant to the problem. Why do teams need to perform this step? Two reasons: (1) to verify that the problem was defined correctly in step 2; and (2) to develop alternative solutions to the problem at hand.

# Decision Making Process

- **Develop Alternative Solutions.** While it can be easy for teams to ‘jump on’ and accept the first solution, teams that are effective in problem solving take the time to explore several potential solutions to the problem. Some ways to generate alternatives include:
  - **Brainstorming**
  - **Nominal Group Technique**
  - **Delphi Technique**
- **Select the BEST alternative.** Once all the alternatives are in, the team needs to determine the alternative that best addresses the problem at hand. For this element to be effective, you need to consider both **rational and human elements.**

# Decision Making Process

- **Implement the best alternative:** Once the alternative has been chosen, the team needs to implement its decision. This requires effective planning as well as communicating the decision to all the stakeholders that may be impacted by this decision.
- **Evaluate the outcome:** Remember that teams and team building is a learning process. It is critical that the team examine whether the proposed plans of action were achieved in an effective way and resulted in positive outcomes.

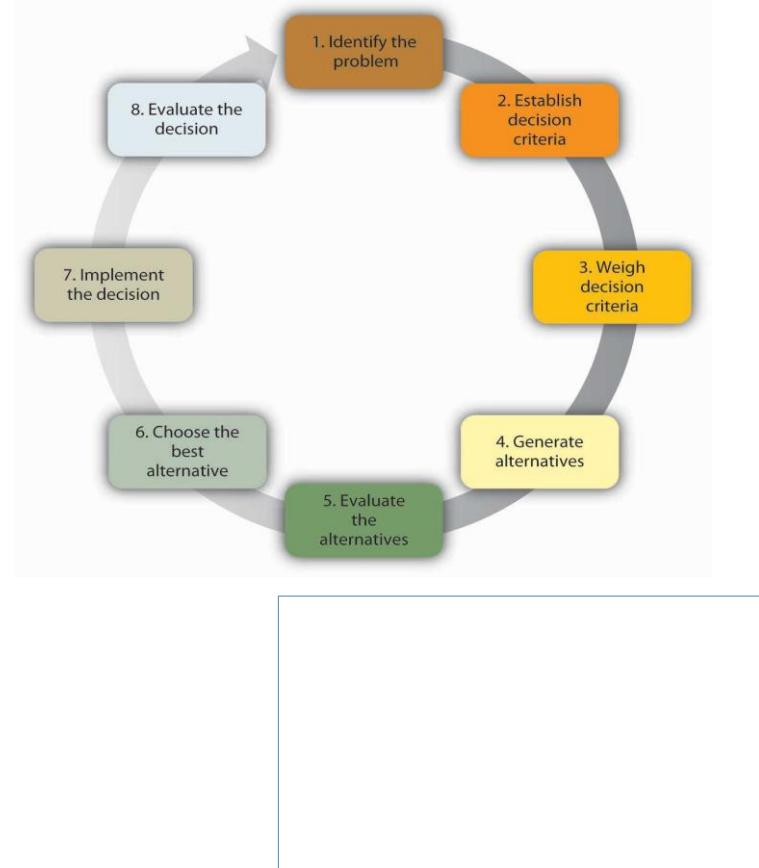


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# Brainstorming

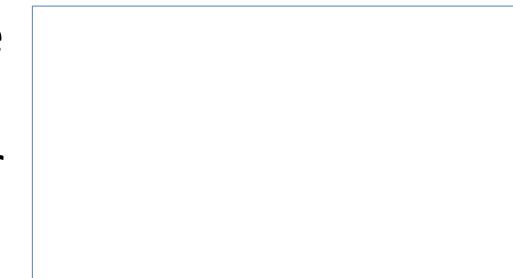
- Originally adopted by Alex Osborn in 1938 in an American Company. According to him, brainstorming means using the brain to storm the problem.
- **Four Basic Guidelines:**
  - 1) Generate as many ideas as possible.
  - 2) Be creative, freewheeling, & imaginative.
  - 3) Build upon piggybank, extend or combine earlier ideas.
  - 4) Withhold criticism of others' ideas.
- **Two underlying principles:**
  - 1) Deferred Judgment, by which all ideas are encouraged without criticism.
  - 2) Quantity breeds quality

# **Nominal Group Technique (NGT)** (Delbecq, Van de Ven and Gustafson, 1975)

- A generic name for face-to-face group techniques in which instructions are given to group members not to interact with each other except at specific steps in the process.

## **Process:**

- Members brought together & presented the problem.
- Each member develops solution / ideas independently & writes them on cards.
- All present their ideas in a round-robin procedure.
- Brief time is allotted to clarify ideas, after the presentation by all.
- Group members individually rank their preferences for the best alternatives by secret ballot.
- Group decision is announced based on this ranking.

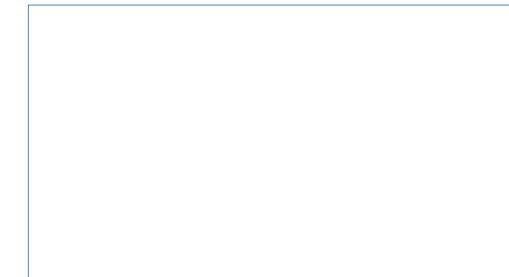


# Delphi Technique

- “Delphi” is a place, where the ancient Greeks used to pray for information about the future.
- In this technique, members selected are experts, & scattered over large distances, having no face-to-face interaction for decision-making.
- The effectiveness of the technique depends on the adequate time, participants’ expertise, communication skills, & motivation of the members.

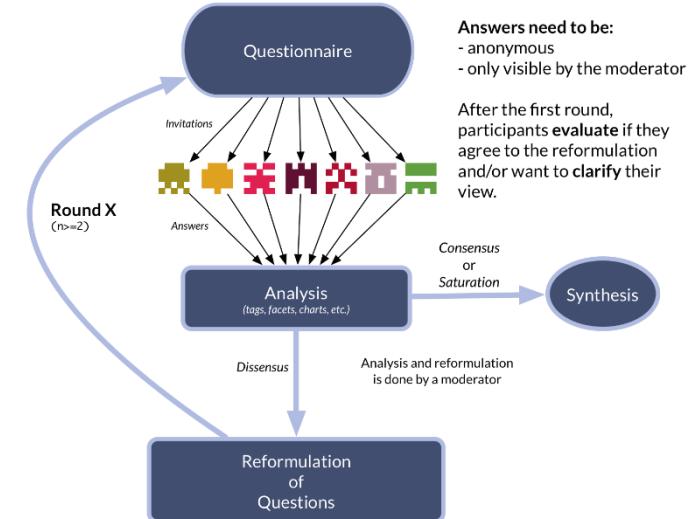
## Process:

1. The problem is identified and a set of questions (a questionnaire) are built relating to the problem. Experts in the problem area are identified and contacted, to whom the questionnaire is sent.
2. They anonymously and independently answers the questions and sends it back to the central coordinator.



# Delphi Technique

4. These responses are compiled and analyzed and on their basis, a second questionnaire is developed, which is mailed back to participating members to comment, suggest and answer the questions, possibly generating new ideas.
5. The responses to this second questionnaire are complied and analyzed and if a consensus has not been reached, then a third questionnaire is developed, pinpointing the issue and unresolved areas of concern.
6. The above process is repeated until a consensus is obtained. Then the final decision is taken.



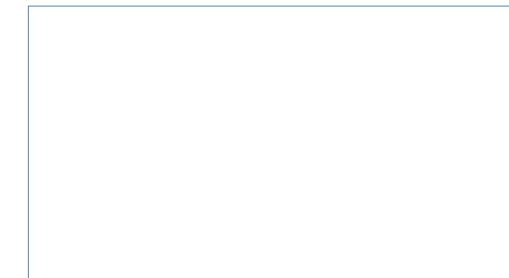
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by Martin Erpicum (Université de Liège)

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# Leader-Centered Decision-Making Model

The leader exercises his or her power to initiate, direct, drive, instruct, and control team members. To be successful, the leader should:

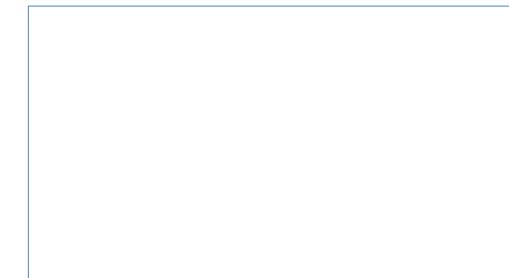
- Focus on task
- Ignore personal feelings and relationships
- Seek opinions
- Get agreement
- Make final decisions
- Stay in control
- Stop disruptions
- Discourage members from expressing their feelings
- Keep it rational
- Guard against threats to his or her authority



# Team-Centered Decision-Making Model

Empowers team members to make decisions and follow through. To be successful, the team leader should:

- Listen attentively
- Watch for nonverbal cues
- Be aware of members':
  - Feelings
  - Needs
  - Interactions
  - Conflict
- Serve as a consultant, advisor, teacher, and facilitator
- Model appropriate leadership behaviors
- Relinquish control to the team
- Allow the team to make final decisions



# Creative Decision Making Process

- Creativity is the generation of new, imaginative ideas. With the flattening of organizations and intense competition among organizations, individuals and organizations are driven to be creative in decisions ranging from cutting costs to creating new ways of doing business. Please note that, while creativity is the first step in the innovation process, creativity and innovation are not the same thing. Innovation begins with creative ideas, but it also involves realistic planning and follow-through.

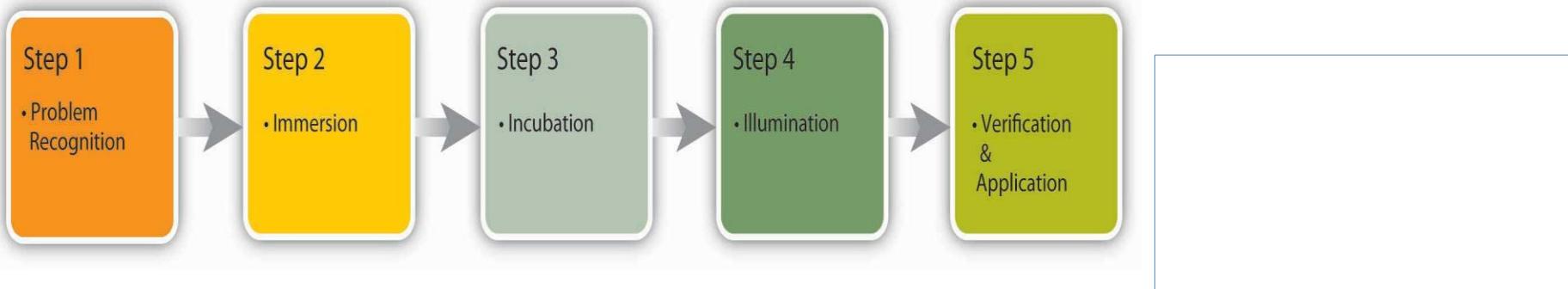
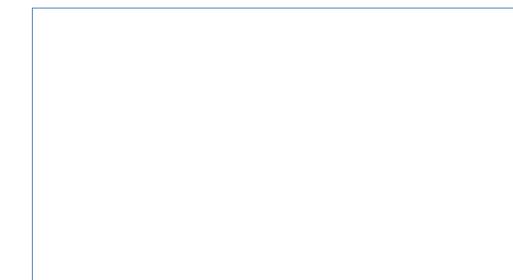


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# Creative Decision Making Process

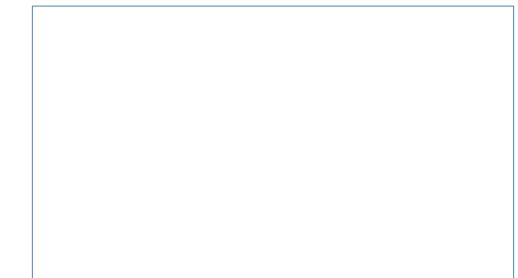
1. **Problem identification:** which is the step in which the need for problem solving becomes apparent. If you do not recognize that you have a problem, it is impossible to solve it.
2. **Immersion** is the step in which the decision maker thinks about the problem consciously and gathers information. A key to success in creative decision making is having or acquiring expertise in the area being studied.
3. Then, **Incubation** occurs. During incubation, the individual sets the problem aside and does not think about it for a while.
4. Then comes **illumination** or the insight moment, when the solution to the problem becomes apparent to the person, usually when it is least expected.
5. Finally, the **verification and application** stage happens when the decision maker consciously verifies the feasibility of the solution and implements the decision.



# Bounded Rationality Model

The bounded rationality model of decision making recognizes the limitations of our decision-making processes. According to this model, individuals knowingly limit their options to a manageable set and choose the best alternative without conducting an exhaustive search for alternatives. An important part of the bounded rationality approach is the tendency to **satisfice**, which refers to accepting the first alternative that meets your minimum criteria.

**For example**, many college graduates do not conduct a national or international search for potential job openings; instead, they focus their search on a limited geographic area and tend to accept the first offer in their chosen area, even if it may not be the ideal job situation.



# Intuitive Decision Making

Making decisions on the basis of experience, feelings, and accumulated judgement. The intuitive decision-making model has emerged as an important decision-making model. It refers to arriving at decisions without conscious reasoning.

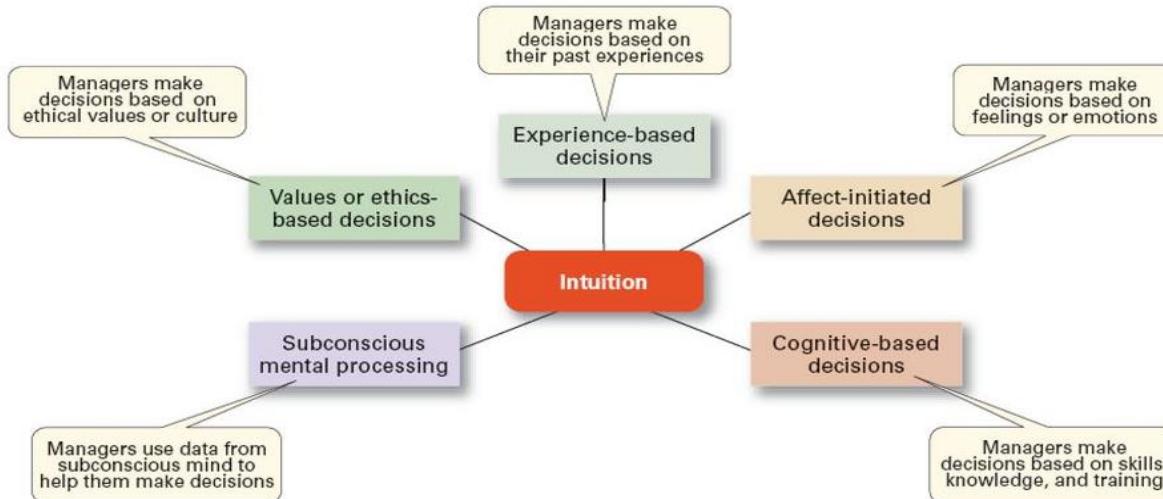


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# Decision Making Model

*Decision  
Making Model*

*Use This Model When:*

Rational	<ul style="list-style-type: none"><li>• Information on alternatives can be gathered and quantified.</li><li>• The decision is important.</li><li>• You are trying to maximize your outcome.</li></ul>
Bounded Rationality	<ul style="list-style-type: none"><li>• The minimum criteria are clear.</li><li>• You do not have or you are not willing to invest much time to making the decision.</li><li>• You are not trying to maximize your outcome.</li></ul>
Intuitive	<ul style="list-style-type: none"><li>• Goals are unclear.</li><li>• There is time pressure and analysis paralysis would be costly.</li><li>• You have experience with the problem.</li></ul>
Creative	<ul style="list-style-type: none"><li>• Solutions to the problem are not clear.</li><li>• New solutions need to be generated.</li><li>• You have time to immerse yourself in the issues.</li></ul>

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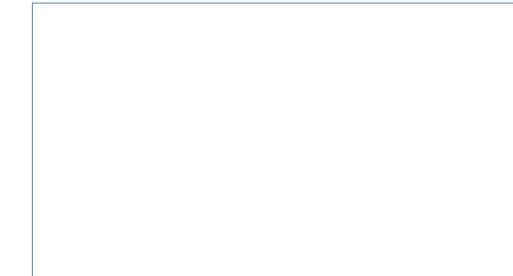
# Decision Making Errors and Biases

- **Heuristics:** Using “rules of thumb” to simplify decision making.
- **Overconfidence Bias:** Holding unrealistically positive views of one’s self and one’s performance.
- **Immediate Gratification Bias:** Choosing alternatives that offer immediate rewards and that to avoid immediate costs.
- **Anchoring Effect:** Fixating on initial information and ignoring subsequent information.
- **Selective Perception:** Selecting organizing and interpreting events based on the decision maker’s biased perceptions.



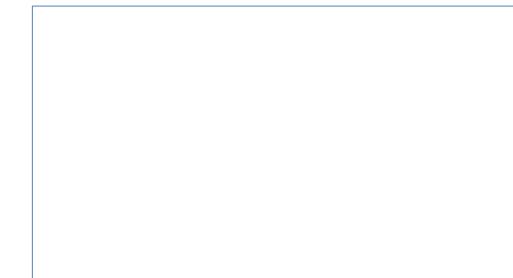
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# Decision Making Errors and Biases

- **Framing Bias:** Selecting and highlighting certain aspects of a situation while ignoring other aspects.
- **Availability Bias:** Losing decision-making objectivity by focusing on the most recent events.
- **Representation Bias:** Drawing analogies and seeing identical situations when none exist.
- **Sunk Costs Errors:** Forgetting that current actions cannot influence past events and relate only to future consequences.
- **Self-Serving Bias:** Taking quick credit for successes and blaming outside factors for failures.
- **Hindsight Bias:** Mistakenly believing that an event could have been predicted once the actual outcome is known (after-the-fact).



# Overview of Team Decision Making

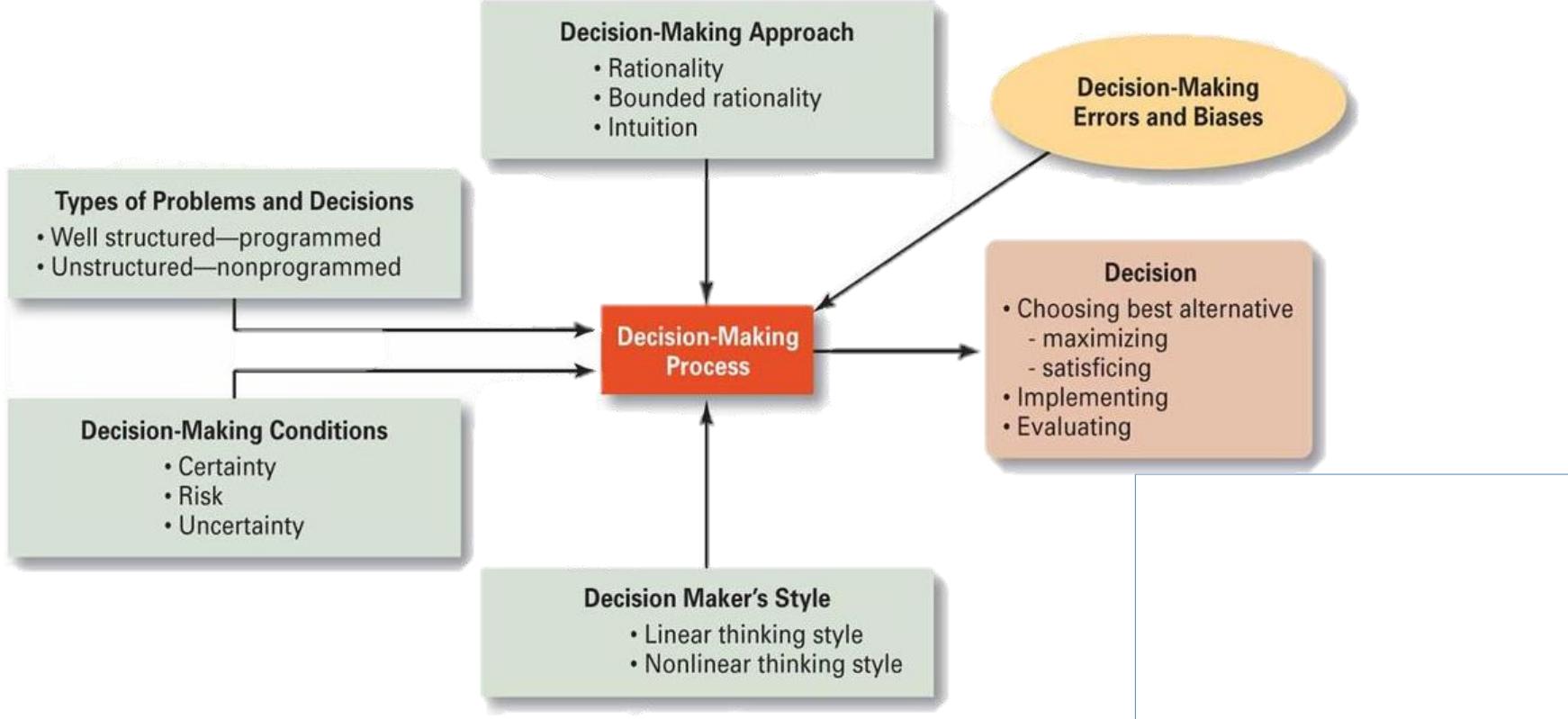
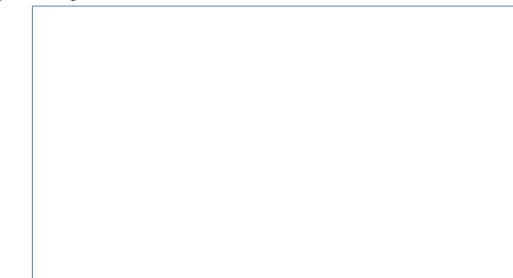


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# What is Conflict?

- Conflict occurs when opposing parties have interests or goals that appear to be incompatible. There are a variety of sources of conflict in team, committee, work group, and organizational settings. For example, conflict can occur when group or team members;
  1. have strong differences in values, beliefs, or goals;
  2. have high levels of task or lateral interdependence;
  3. are competing for scarce resources or rewards;
  4. are under high levels of stress; or
  5. face uncertain or incompatible demands—that is, role ambiguity and role conflict.
- Conflict can also occur when leaders act in a manner inconsistent with the vision and goals they have articulated for the organization.



# Conflict and Performance

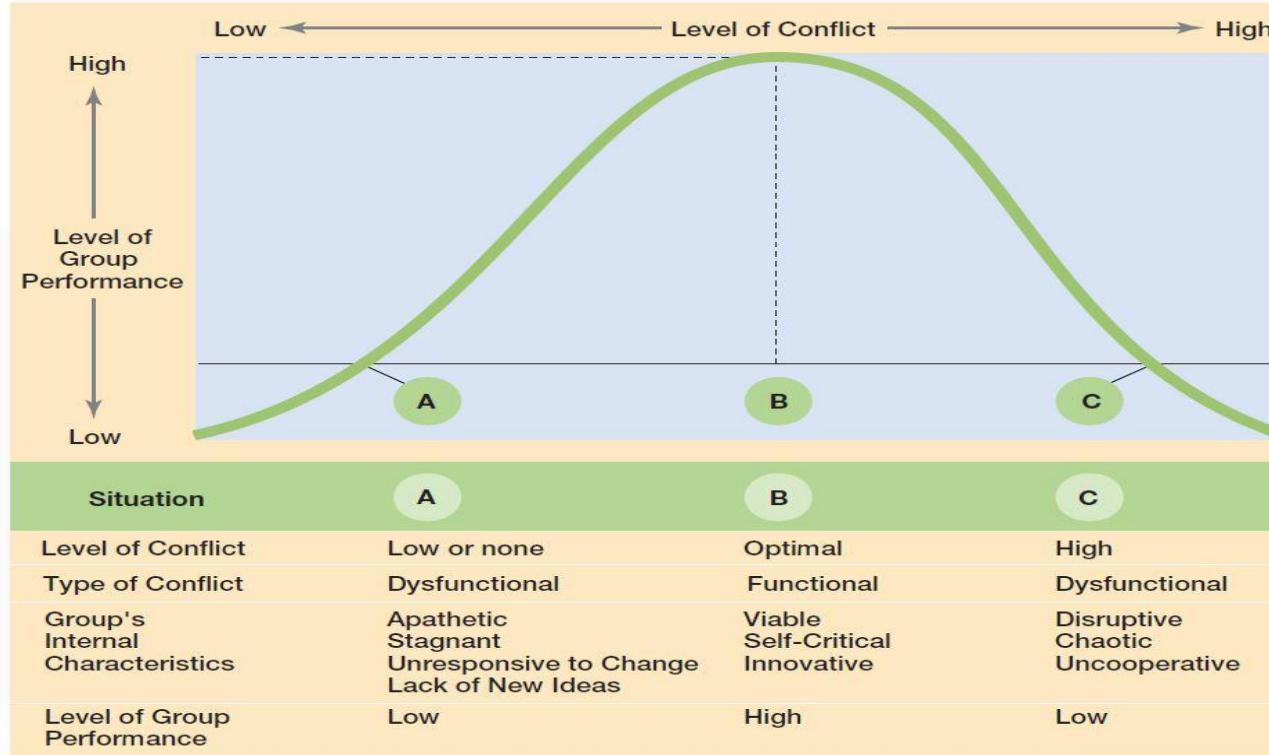


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# Summary Model of Conflict Management

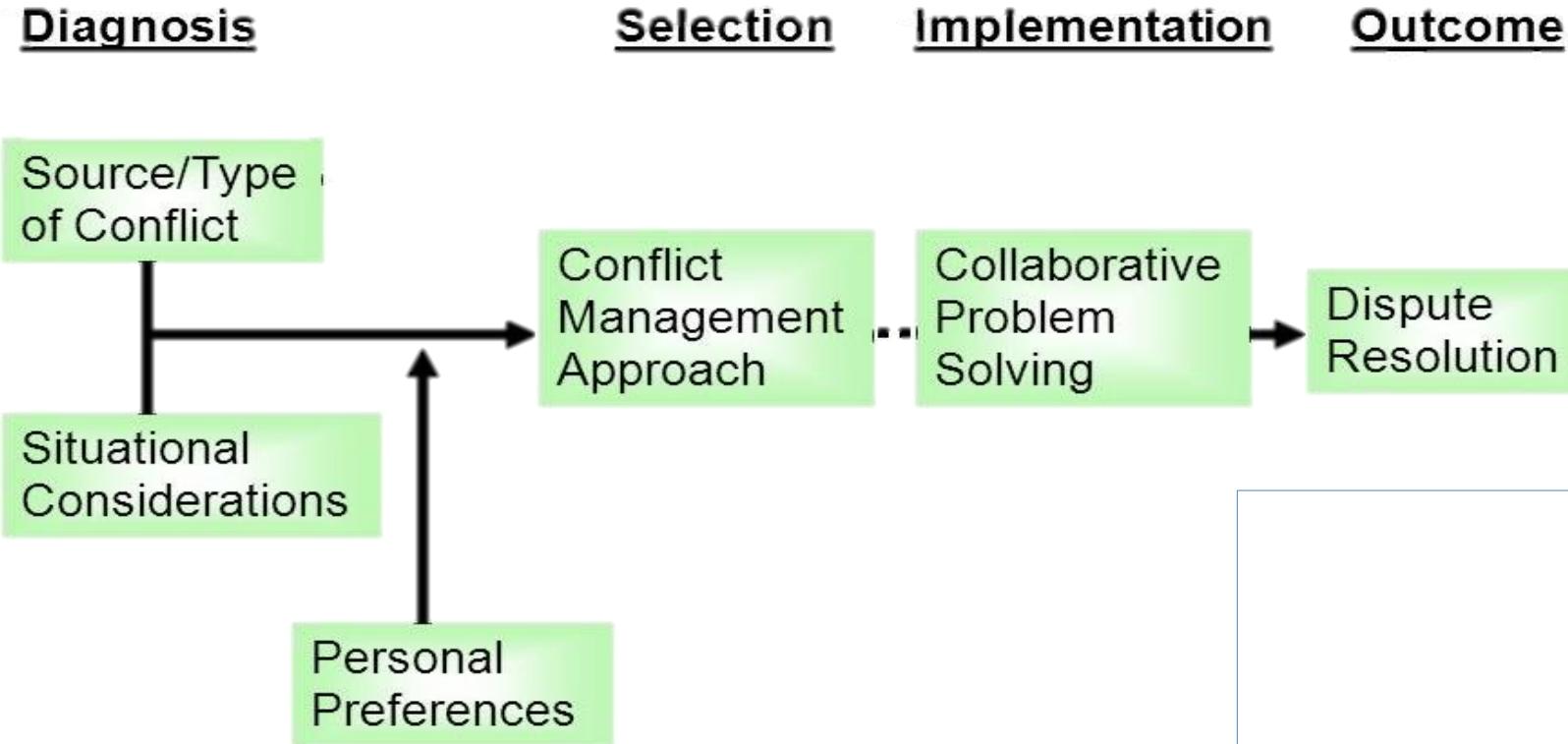


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# Diagnosing Conflict

## Conflict focus

- **People-focused:** “In-your-face” confrontations – high emotions fueled by moral indignation. Are negative conflict that involve accusation of harm, injustice, or feeling of resentment between conflicting parties.
- **Issue-focused:** Rational resource allocation negotiations. Can be positive or negative, and involve different parties representing the interest of their own groups, functions, or organizations.

Conflict source	Conflict focus
Personal differences	Perceptions and expectations
Informational deficiency	Misinformation and misrepresentation
Role incompatibility	Goals and responsibilities
Environmental stress	Resource scarcity and uncertainty

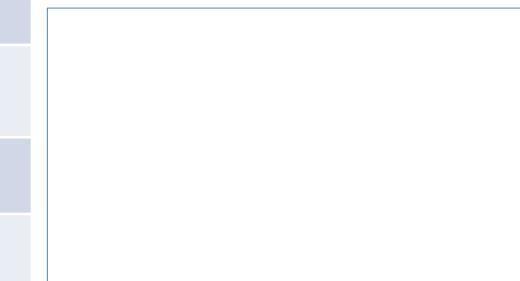


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# Conflict Management Approaches

Leaders can use five strategies or approaches to resolve conflicts. Perhaps the best way to differentiate between these five strategies is to think of conflict resolution in terms of two independent dimensions: cooperativeness versus uncooperativeness and assertiveness versus unassertiveness.

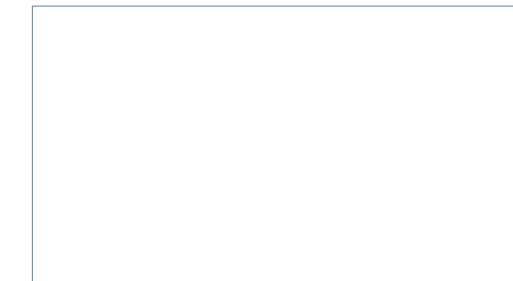
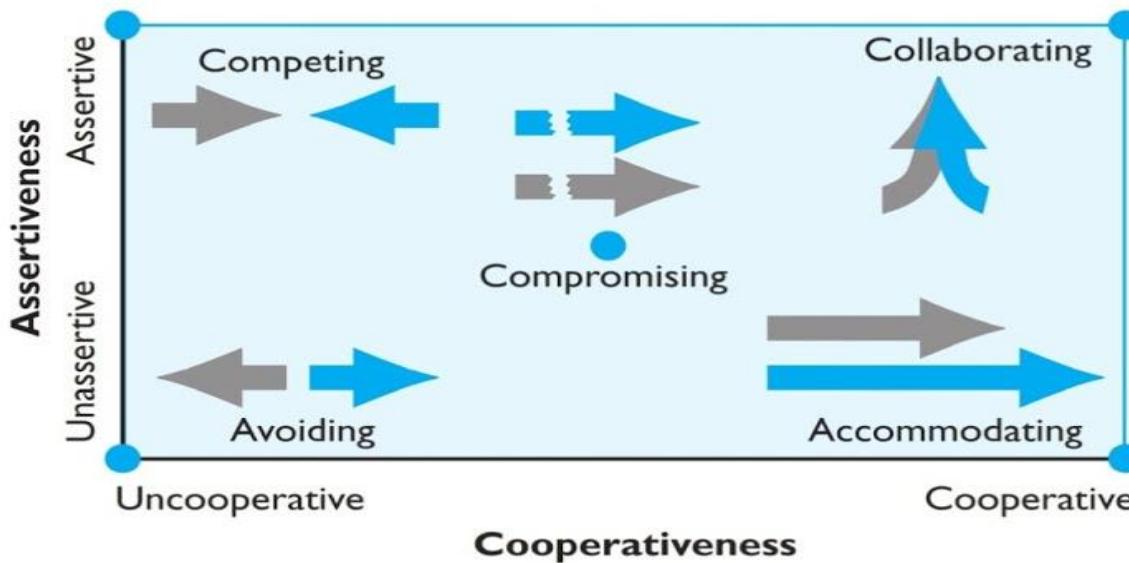


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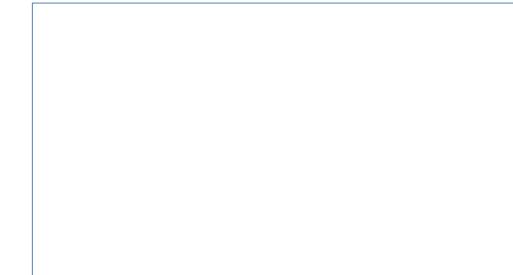
# Framework for Collaborative Problem Solving

- Establish superordinate goals
- Separate the people from the problem
- Focus on interests, not positions
- Invent options for mutual gains
- Use objective criteria for evaluating alternatives
- Define success in terms of real gains, not imaginary losses

## Four Phases of Collaborative Problem Solving

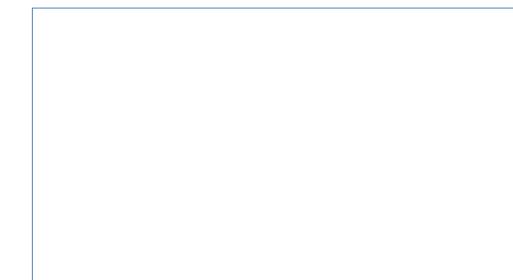
1. Problem Identification
2. Solution Generation
3. Action Plan Formulation and Agreement
4. Implementation and Follow-Up

➤ First two phases most difficult to implement effectively.



# Case Study: Computerized Decision Making

- As you saw in the opening vignette, computerized decision making has really taken off in recent years. Some have blamed the financial crisis that began in 2007–2008 on excessive reliance on these computerized decision-making models. Lending officers who used to make individualized decisions about credit worthiness through personal judgment were replaced by computerized and statistical models, which resulted in mechanistic decision making. As a result, large numbers of decisions were tied to a common set of assumptions, and when those assumptions proved to be wrong, the entire credit system fell apart and the economy faltered.
- Besides the use of computerized decision models, the use of computerized systems like Twitter for information sharing and the burgeoning number of computer “apps” may be leading to information overload, so facts and figures replace analysis and thought in making human decisions. Eric Kessler from Pace University’s Lubin School of Business notes, “What starts driving decisions is the urgent rather than the important”.



## Case Study: Cont.

Researchers have begun to find that people using too much information actually make worse decisions than people with less information, or they get so swamped in information that they are unable to reach a decision at all.

Computer decision models do present certain advantages. Computers are capable of amassing and compiling enormous amounts of data and using them to spot trends and patterns a human observer would simply never see. Computers also are not prone to emotional decision making or falling into the heuristics and biases we discussed in this chapter. Finally, computerized decision making systems are generally faster than human beings. However, computer decision-making systems have certain faults that might severely constrain their usefulness. Although computers can grind through masses of data, they are not capable of intuition or creative thought. As scholar Amar Bhidé notes, “An innovator cannot simply rely on historical patterns in placing bets on future opportunities.”

## Case Study: Cont.

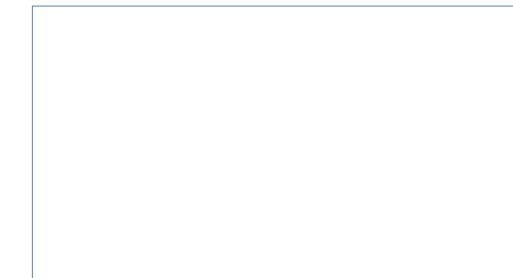
People are much more likely to spot opportunities that lie just beyond what the data can tell us directly. Also, groups of people working in collaboration can discuss and question assumptions and conclusions. Computers cannot actively consider whether their programming makes sense or adapt automatically when values changes.

### Questions:

**Q1.** What are the specific advantages of using computerized decision making? How can computers be better decision makers than humans?

**Q2.** Are there advantages to completely disconnecting from the wired world when possible? What can you do to try to retain your ability to focus and process information deeply?

**Q3.** What are the weaknesses of using computers as decision tools? Are computers likely to have any specific problems in making decisions that people wouldn't have?



# Research Paper



Team Performance Management  
Vol. 11 No. 1/2, 2005  
pp. 40-50  
© Emerald Group Publishing Ltd  
1352-7592  
DOI 10.1108/13527590510584311

# Improving team decision-making performance with collaborative modeling

Arthur B. Jeffery and Jeanne D. Maes

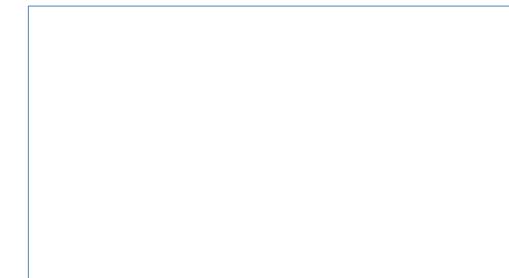
*Department of Management, University of South Alabama,  
Mobile Alabama, USA, and*

Mary F. Bratton-Jeffery

*Headquarters, US Navy Education and Training Command,  
NAS Pensacola, Florida, USA*

## Purpose

This article aims to examine considerations and strategies for improving team performance in decision-making by teaching teams to use collaborative modeling based on team mental models. In this paper authors' examined collaborative modeling in the context of improving team decision-making performance and offer five imperatives for successful team collaboration.



# **Research Paper**

## **Design/methodology/approach**

The article describes the nature of shared mental models and collaborative modeling, the potential effects of collaborative modeling on team performance, and a perspective on communication imperatives that facilitate collaborative modeling. The article builds upon this information to suggest five imperatives for teams to help them develop collaborative modeling skills.

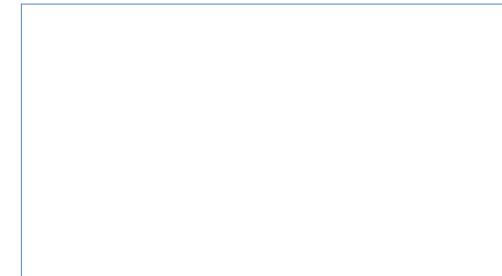
## **Findings**

The article offers strategies in the form of five imperatives for teams to observe in order to build skills in collaborative modeling and improve team performance by improving team members' ability to effect collaborative modeling to accomplish team tasks and goals.

# Research Paper

## Originality/value

Research over the years in mental modeling and communication has created a powerful argument that effective communication and shared mental models improves team performance. However there is little about application of this concept in the literature. The next step for researchers is to develop application models for collaborative modeling and test those models through empirical research. This paper offers an application model based on imperatives to be observed by decision-making teams in order to facilitate the creation of shared mental models of team tasks and processes.



# Book Recommendation

## Moving Out of the Box: Tools for Team Decision Making

**Authors:** Jana M. Kemp

**Publisher:** Stanford University Press (8 July 2009)

**Language:** English

**Paperback:** 184 pages

**ISBN-10:** 0804762465

**ISBN-13:** 978-0804762465

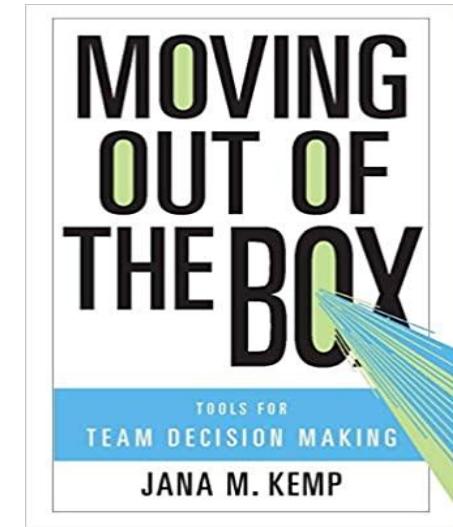


Image Source: [https://images-na.ssl-images-amazon.com/images/I/418EPb1sUL..SX329\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/418EPb1sUL..SX329_BO1,204,203,200_.jpg)

# Book Recommendation

The book argues that making good decisions involves expansive group conversation that leads to sound conclusions and swift execution. This sounds simple, but in many organizations, making a decision and seeing it through can become an exercise in frustration for managers and employees alike. At one end of the spectrum are "command-and-control" decisions, proclaimed from on-high and implemented through the ranks without input or buy-in from those affected by the decision. This approach can lead to resentment and backlash. At the other end are purely collaborative, consensus-driven decisions that often lead to inoffensive, weak choices and sub-par results.

Moving Out of the Box shows that there is a time for consensus, a time for command-and-control, and a time to integrate both approaches. Providing examples of successes and failures, the text identifies five decision-making profiles—antisurvival, boxed-in, neutral, engaged enthusiasm, extreme excitement—to help you position yourself in relation to your teammates, facilitate discussion, and steer your group toward the most effective end point.

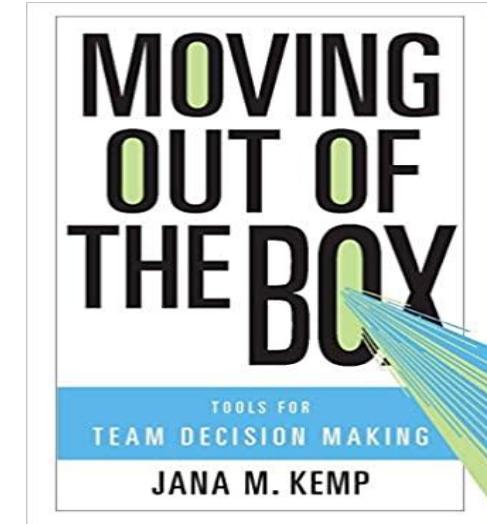
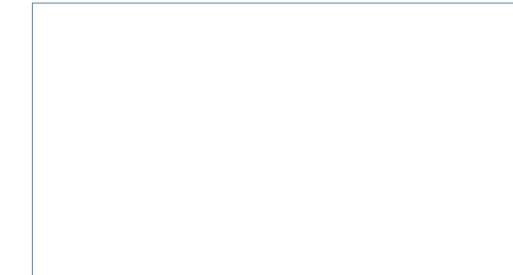


Image Source: [https://images-na.ssl-images-amazon.com/images/I/418EPb1ISUL.\\_SX329\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/418EPb1ISUL._SX329_BO1,204,203,200_.jpg)

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- <https://managinglifeatwork.com/processes-and-states-of-effective-teams/#cite-note-17e>
- <https://slideplayer.com/slide/16497047/>
- <https://open.lib.umn.edu/principlesmanagement/chapter/11-3-understanding-decision-making/>
- <https://slideplayer.com/slide/10449795/>



# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 45

### Virtual Teams

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Virtual Team
- Physical vs Virtual Team
- Advantage and Disadvantage of Virtual Teaming
- E-Leadership
- Common Challenges For Leaders In A Virtual Team Environment
- Building Trust
- Making Virtual Teams Work: Basic Principles
- Research paper
- Case study
- Book recommendation
- References

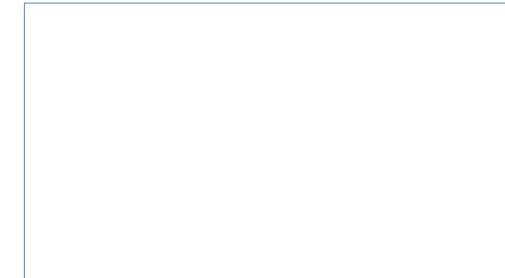


Image source: [https://www.emeraldgroupublishing.com/imported\\_images/promo/img/virtual\\_teams.jpg](https://www.emeraldgroupublishing.com/imported_images/promo/img/virtual_teams.jpg)

# Virtual Teams

- Virtual teams take many forms, have different objectives, and solve various types of tasks. However, they all have in common two necessary elements:
  - two or more people work together to achieve common goals
  - at least one of the team members works in a different location or at a different time.
- Because of these two defining characteristics, virtual teams communicate and co-ordinate at least partially by means of electronic media.



Image Source: [https://www.projectmanager.com/wp-content/uploads/2020/07/200717\\_Blog\\_Feature\\_Virtual\\_Teams.jpg](https://www.projectmanager.com/wp-content/uploads/2020/07/200717_Blog_Feature_Virtual_Teams.jpg)

# Definition of Virtual Team

<b>Gassmann and Von Zedtwitz, 2003</b>	Virtual team as a group of people and sub-teams who interact through interdependent tasks guided by common purpose and work across links strengthened by information, communication, and transport technologies.
<b>Leenders et al., 2003</b>	Virtual teams are groups of individuals collaborating in the execution of a specific project while geographically and often temporally distributed, possibly anywhere within (and beyond ) their parent organization.
<b>Powell et al., 2004</b>	Define virtual teams as groups of geographically, organizationally and/or time dispersed workers brought together by information technologies to accomplish one or more organization tasks”.

# Physical vs. Virtual Teams

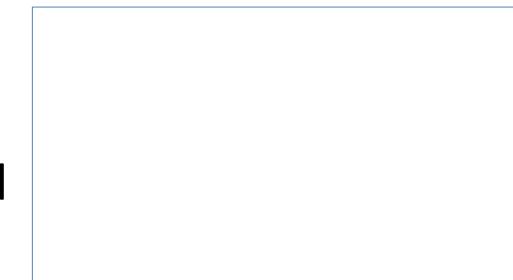
Activity	Physical Teams	Virtual Teams
Nature of interaction	Opportunity to share work and non-work related information	The extent of informal exchange of information is minimal
Utilization of resources	Increases the opportunity for allocation and sharing of resources	Each collaborating body will have to have access to similar technical and non-technical infrastructure
Working environment	They encountered constraints accessing information and interacting with others outside the collocated team within the company	Sometimes not able to share ideas or dilemmas with other partners

# Physical vs. Virtual Teams

Activity	Physical Teams	Virtual Teams
Control and accountability	The project manager provides the Context for ongoing monitoring of activities and events and thus enhances their ability to respond to requirements.	The collaborating bodies were accountable to the task leaders and the project coordinator who had limited authority to enforce any penalties for failure to achieve their tasks
Cultural and educational background	Members of the team are likely to have similar and complementary cultural and educational background	The team members varied in their education, culture, language, time orientation and expertise
Technology compatibility	Situated and operating within a single organization faces minimal incompatibility of the technological systems	Compatibility between different systems in collaborating organizations ought to be negotiated at the outset

# Advantages of Virtual Teaming

- Reducing relocation time and costs, reduced travel costs
- Able to tap selectively into center of excellence, using the best talent regardless of location
- Greater degree of freedom to individuals involved with the development project
- Higher degree of cohesion (Teams can be organized whether or not members are in proximity to one another)
- Provide organizations with unprecedeted level of flexibility and responsiveness.
- Respond quickly to changing business environments
- Self-assessed performance and high performance.
- Cultivating and managing creativity
- Provide a vehicle for global collaboration and coordination of R&D-related activities



# Disadvantages of Virtual Teaming

- Lack of physical interaction
- Everything to be reinforced in a much more structured, formal process
- Challenges of project management are more related to the distance between team members than to their cultural or language differences
- Challenges of determining the appropriate task technology fit
- Cultural and functional diversity in virtual teams lead to differences in the members' thought processes. Develop trust among the members are challenging
- Will create challenges and obstacles like technophobia (employees who are uncomfortable with computer and other telecommunications technologies)

# E-Leadership

E-leadership was coined to reflect the new working environment where human interactions are mediated by information and communication technology (ICTs), and where leaders may lead entire projects from a distance.

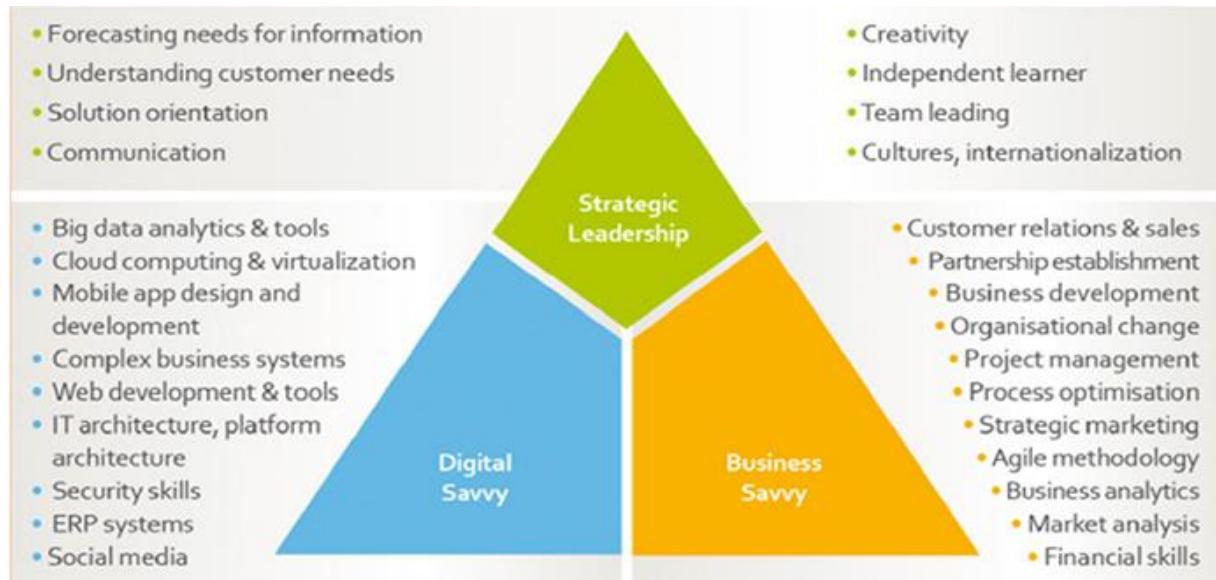
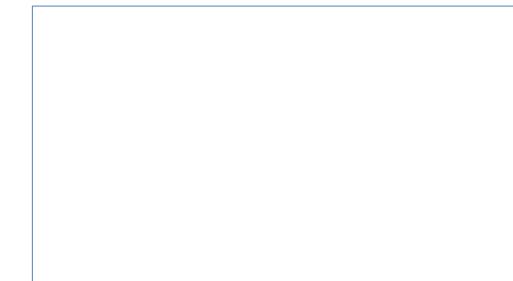


Image Source: <https://eskills.org.mt/en/news/Pages/2017/e-Leadership-Skills.aspx>

# E-Leadership

- It is argued that the great transition of the global economy, with the inherent changes in organizations, require a significant adaptation on the part of the leadership, and a new leadership approach.
- Typically, hence, e-leadership is seen as a response and solution to global changes generated by the technological development. As virtual and flexible work options continue to evolve, more employers are attempting to formalize their virtual work policies and get a better grasp on how to manage virtual workforces.
- It is widely recognized that e-leadership differs from conventional way of perceiving and explaining leadership as well as form leadership practiced in traditional teams where leadership is grounded on face-to-face interactions.
- E-leadership can be understood as a process of social influence where changes in attitudes, feelings, thoughts, behavior and organization are brought about with the help of advanced information and communication technology.

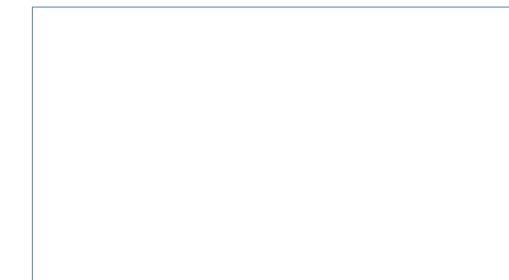


# Common Challenges For Leaders In A Virtual Team Environment

**Seven common challenges** that leaders encounter in virtual teams.

**1. Geography and Isolation as Challenges:** Geography makes the team members see themselves as separate from one another. The complications of time zones and travel pressures make it even more challenging to ensure team members clearly comprehend goals and begin to develop a bond of trust and understanding among one another. Lack of physical interaction is one of the major challenges of virtual teams.

**2. Communication as Challenge:** One major challenge within the virtual environment is communication. Virtual teams are greatly influenced by the effectiveness of communication. Even within a face-to-face correspondence, communication is highly important. Without it, the group cannot accomplish the tasks set before them.



# Common Challenges For Leaders In A Virtual Team Environment

**3. Technology as Challenge:** An important issue in regards to virtual teams is that the leader must take into account what technology hardware and software are available to the members of the team. This information will be handy to make sure that software is compatible as well as up to date with the same versions for all team members.



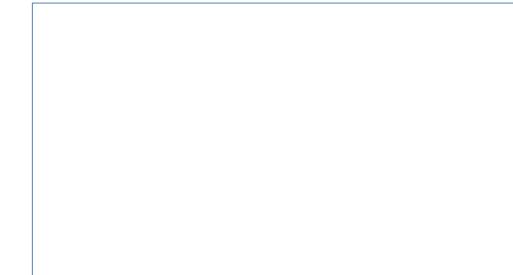
**4. Security as Challenge:** A virtual team session is often set up between entities residing in different administrative sites, each having a different security policy. In order for a secure session to be set up, it may require administrative authorities of the collaborating sites to cooperate together to develop a consistent and uniform security policy across the participating sites.

Image Source: [https://hbr.org/resources/images/article\\_assets/2014/11/R1412J\\_A2.jpg](https://hbr.org/resources/images/article_assets/2014/11/R1412J_A2.jpg)

# Common Challenges For Leaders In A Virtual Team Environment

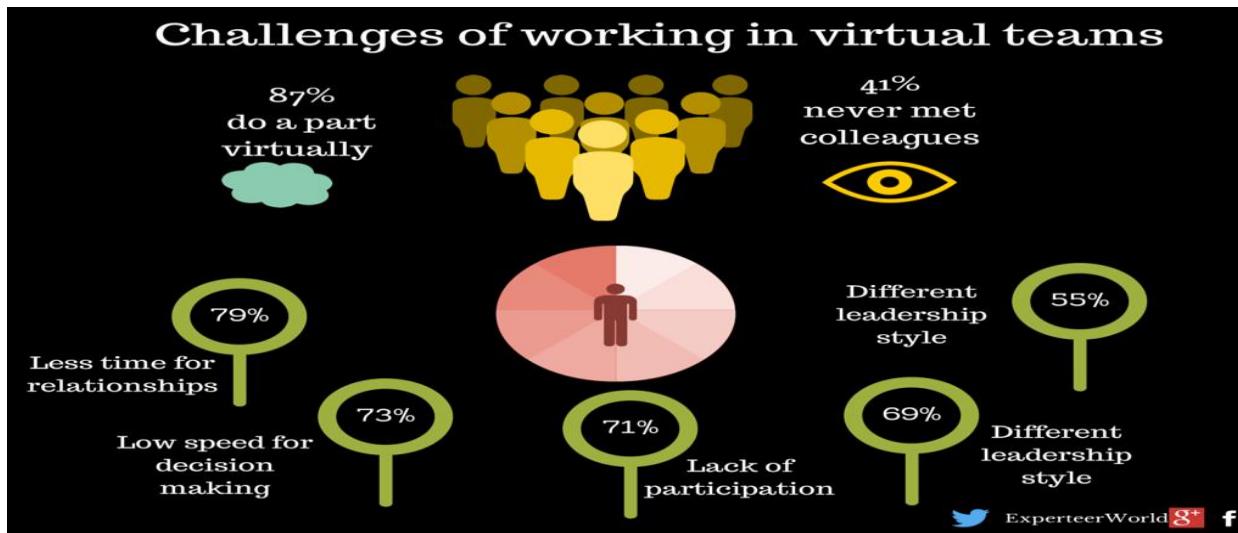
**5. Motivation as Challenge:** With the advancement of information technology group work is now becoming increasingly virtual. However, when moving into new territories it is important to carefully examine how the displacement of face-to-face work affects different aspects of group work. One such aspect that is currently largely neglected is motivation. Virtual team with lack of motivation of its members will poorly perform.

**6. Trust as Challenge:** The key way to build high performance across distance (to give the leader and the team power and control over the result) is to build trust. Building trust across distance is easier said than done. In the virtual context, social control and direct supervision are hard to realize. Other factors such as different locations, members' feeling of isolation and detachment and complex time zones are also barriers for building trust.



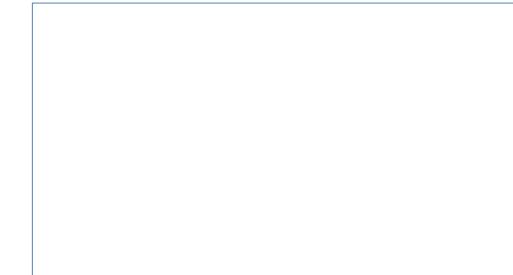
# Common Challenges For Leaders In A Virtual Team Environment

**7. Relationship as Challenge:** Group dynamics as one of the criteria in measuring team process, are the foundation upon which other teamwork proceeds. If the team is ultimately to achieve the three valued outcome measures of effectiveness, a firm foundation of effective group dynamics will be critical. The relationship building helps the team to achieve effective group dynamics.



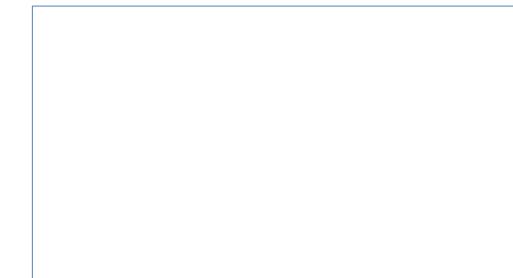
# Building Trust

- Trust is easier to destroy than to build. To appear and develop, it requires that certain conditions be met, such as a shared culture, social context, and values; physical proximity; information exchange; and time.
- Needless to say, most of these conditions are not easily met in the context of virtual teams. In a virtual environment, trust is based more on (ability and) delivery of the task at hand than on interpersonal relationships.
- Members of virtual teams need to be sure that all others will fulfill their obligations with competence and integrity and behave in a consistent, predictable manner with a concern for the well-being of others.
- Trust is a much more limiting factor in virtual teams, compared with face-to-face teams, it is therefore helpful to recognize the types that exist in professional relationships.



# Building Trust

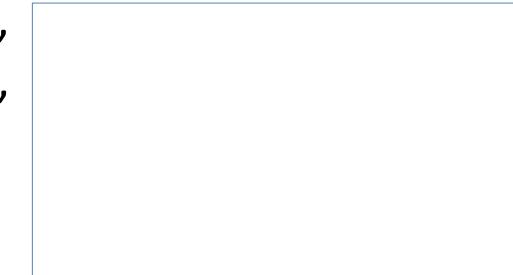
1. **Deterrence-Based Trust.** This basic type of trust hinges on adoption of consistent behavior and the threat of punishment if people do not follow through on what they are supposed to do, or committed themselves to doing. It is not well suited to the work of a virtual team.
2. **Calculus-Based Trust.** This basic type of trust is grounded not only in fear of punishment for violating trust but also in rewards for preserving it. Such trust is based on comparison of the costs and benefits of creating and sustaining a relationship over the costs and benefits of severing it. This level of trust is easily broken by a violation of expectations and cannot meaningfully sustain a virtual team's relationship.
3. **Knowledge-Based Trust.** This type of trust occurs when an individual has enough information and understanding about another person to predict that person's behavior.



# Building Trust

4. **Identification-Based Trust.** This type of trust develops when parties understand and endorse one another, and can act on behalf of one another in interpersonal transactions. This requires that they fully internalize and harmonize with one another's desires and intentions

To build trust in virtual teams, it is essential to ask effective questions; generate clear and concise objectives, including a project implementation plan; talk (and walk) the talk; build tell-and-ask patterns; enable the free flow of data and information for constant, grow the virtual team's own culture and identity, including the promotion of virtual socializing skills; and make, share, and celebrate good news.



# Toward New Management Mind-Sets

From	To
Face-to-face is the best environment for interaction and anything else is a compromise.	Different kinds of environments can support high-quality interaction. What matters is how you use them.
When the communication process breaks down, blame the technology.	When the communication process breaks down, evaluate management and interaction strategies, not just the technical tool.
Learning to manage virtual teams is about learning how to use the technology.	Learning to manage virtual teams is about understanding more about teams and the collaboration process.
Being people-oriented is incompatible with using technology	Using technology in a people-oriented way is possible and desirable

Source: Lisa Kimball. 1997. Managing Virtual Teams. Speech delivered at the Team Strategies Conference sponsored by Federated Press, Toronto, Canada.

# Making Virtual Teams Work: Basic Principles

- 1. Get the team together physically early-on.** It may seem paradoxical to say in a post on virtual teams, but face-to-face communication is still better than virtual when it comes to building relationships and fostering trust, an essential foundation for effective team work. If you can't do it, it's not the end of the world (focus on doing some virtual team building)
- 2. Clarify tasks and processes, not just goals and roles.** With virtual teams, however, coordination is inherently more of a challenge because people are not co-located. So it's important to focus more attention on the details of task design and the processes that will be used to complete them. Simplify the work to the greatest extent possible, ideally so tasks are assigned to sub-groups of two or three team members. And make sure that there is clarity about work process, with specifics about who does what and when.

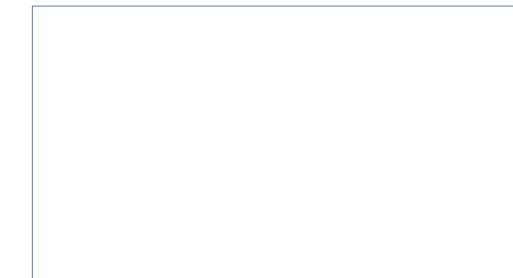
Source: <https://hbr.org/2013/06/making-virtual-teams-work-ten>



**3. Commit to a communication charter.** Communication on virtual teams is often less frequent, and always is less rich than face-to-face interaction. The only way to avoid the pitfalls is to be extremely clear and disciplined about how the team will communicate. Create a charter that establishes norms of behavior when participating in virtual meetings, such as limiting background noise and side conversations, talking clearly and at a reasonable pace, listening attentively and not dominating the conversation, and so on.

#### **4. Leverage the best communication technologies.**

Developments in collaborative technologies — ranging from shared workspaces to multi-point video conferencing — unquestionably are making virtual teaming easier. However, selecting the “best” technologies does not necessarily mean going with the newest or most feature-laden. It’s essential not to sacrifice reliability in a quest to be on the cutting edge.



# Making Virtual Teams Work: Basic Principles

**5. Build a team with rhythm:** When some or all the members of a team are working separately, it's all-too-easy to get disconnected from the normal rhythms of work life. One antidote is to be disciplined in creating and enforcing rhythms in virtual team work.

**6. Create a “virtual water cooler”:** The image of co-workers gathering around a water cooler is a metaphor for informal interactions that share information and reinforce social bonds. Absent explicit efforts to create a “virtual water cooler,” team meetings tend to become very task-focused; this means important information may not be shared and team cohesion may weaken. One simple way to avoid this: start each meeting with a check-in, having each member take a couple of minutes to discuss what they are doing and what's going well.

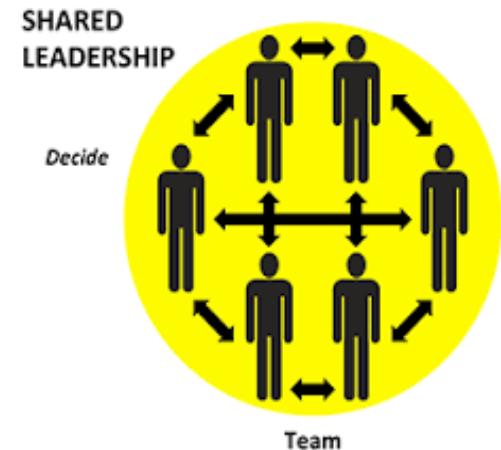


[https://blogimage.vantagecircle.com/vcblogimages/2020/04/virtual\\_teams.png](https://blogimage.vantagecircle.com/vcblogimages/2020/04/virtual_teams.png)

# Making Virtual Teams Work: Basic Principles

**7. Foster shared leadership.** Defining deliverables and tracking commitments provides “push” to keep team members focused and productive; shared leadership provides crucial “pull.” Find ways to involve others in leading the team. By sharing leadership, you will not only increase engagement, but will also take some of the burden off your shoulders.

**8. Don’t forget the 1:1s.** Leaders’ one-to-one performance management and coaching interactions with their team members are a fundamental part of making any team work. Make these interactions a regular part of the virtual team rhythm, using them not only to check status and provide feedback, but to keep members connected to the vision and to highlight their part of “the story” of what you are doing together.

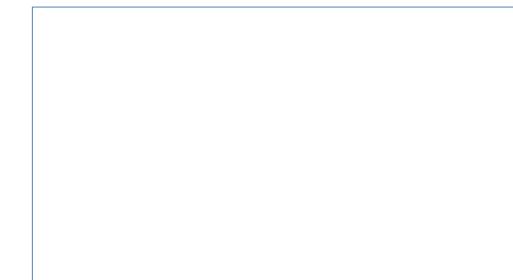


<https://wikispaces.psu.edu/download/thumbnails/339411827/SharedLeadership-Med.png?version=1&modificationDate=1492451546000&api=v2>

# Case Study: Trusting someone you cannot see

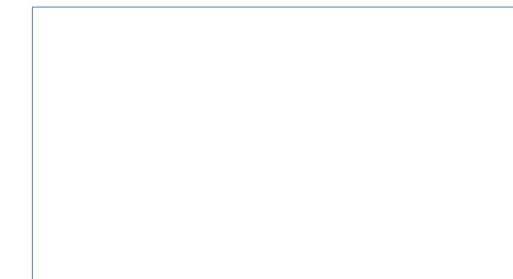
- One of the greatest determinants of a successful team is trust. For a team to be successful, employees must trust that their team members are reliable and capable. They have to have faith that their teammates will work toward the team's goals rather than their own goals. Trust can be built in the teams by creating an environment where team members are not scared to admit that they have made a mistake and feel comfortable providing their input rather than agreeing with the team leader or assertive team members. Building trust among teammates is important, but what if you never see your teammates?

Trust is especially important but also more difficult to build in virtual teams. In a recent review of 52 independent studies, researchers found that the link between trust and team performance is stronger for teams than face-to-face teams!



# Case Study: Trusting someone you cannot see

- According to the same review, managers can counteract some of the negative effects of low trust in virtual teams by carefully documenting team interactions. This practice shows that team members are held accountable for the work they do in virtual teams and makes sure that team members are recognized for their contributions.
- Compensating for lack of trust may only be a Band-Aid for a larger problem because trust is one of the most important factors in determining team effectiveness. Another review of 112 separate studies found that trust was one of the strongest predictors of team performance, regardless of the team members' past performance or trust in the team's manager. The same research found that trust may be especially important in teams with varied skills sets or independent roles.



# Case Study: Trusting someone you cannot see

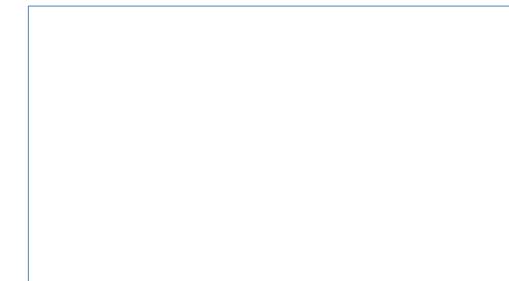
- Trust is also just as important for short-term teams because team members do not have the same adjustment period to learn more about their teammates before having faith that they will contribute to team goals.

## Questions:

**Q1)** Recall a time when you felt like you could not trust team members on your team. Why do you feel that way? How did that affect the team's performance?

**Q2)** Can you think of strategies that can help build their trust among virtual team members?

**Q3)** Imagine you are a manager at a national corporation. You have been asked to select employees for a virtual problem-solving team. What types of employees would you include and why



# Research Paper



VOL. 40 NO. 3 2008, pp. 129-133,

Article publication

date: 18 April 2008

DOI 10.1108/00197850810868612

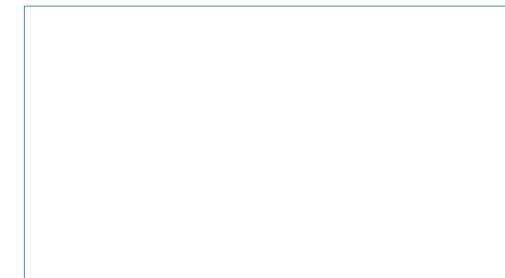
## Virtual team working: making it happen

Stephen Morris

**Journal name:** Industrial and Commercial Training

### Purpose

The paper seeks to discuss virtual working, technology utilization and how technology can be used to enhance human interaction rather than replace it. It is often the fabric of virtual human relationships that remains sadly neglected. This viewpoint paper aims to stimulate a more comprehensive debate about how to work effectively with and through others in our virtual world.



# Research Paper

## Design/methodology/approach

Working closely with global corporations, the author studied both permanent and project-based virtual teams. Through observation and diagnostics, a comparison of the effectiveness of these teams was made against that of traditional co-located teams.

## Findings

Many businesses attempt to treat virtual working in the same way as co-located working. The human impact and implications of virtual working are not fully understood or dealt with. The cultural retention of practices and policies that are relevant to co-located traditional work but often counter-productive for virtual working can result in tensions, conflicts and the ultimate disengagement of the workforce.

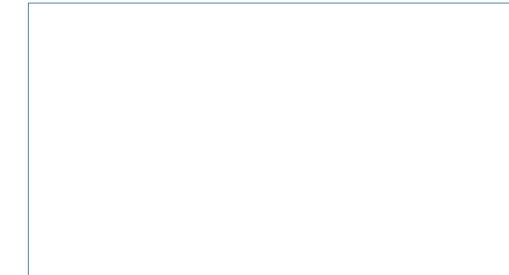
# **Research Paper**

## **Practical implications**

This paper offers a sample of the pragmatic tips and approaches the author's organizations brings to its clients. The most practical outcome of reading this paper is the recognition that virtual working has some subtle and key differences that need to be understood and managed by all those involved.

## **Originality/value**

This paper is intended to be thought-provoking for executive leaders, leaders, human resource professionals, change management agents and – most importantly – members of virtual teams.



# Book Recommendation

## **Virtual Teams: Mastering Communication and Collaboration in the Digital Age**

**Authors:** Terri R. Kurtzberg

**Publisher:** Praeger Publishers Inc (28 March 2014)

**Language:** English

**Paperback:** 212 pages

**ISBN-10:** 1440828377

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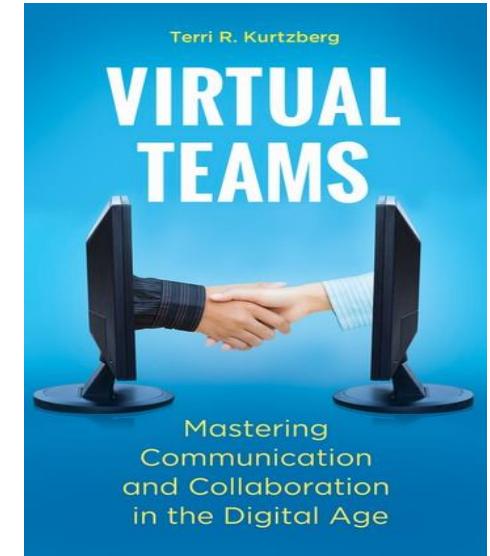


Image Source: <https://www.kobo.com/in/en/ebook/virtual-teams-mastering-communication-and-collaboration-in-the-digital-age>

# Book Recommendation

- The author first analyzes the subtle but significant changes that result when conversations are moved online, providing examples and tips to avoid common pitfalls, then discusses how team behavior and decision making can best be guided in this realm.
- Readers will fully understand what makes teams "click"—what inspires trust, how to get a team "off on the right foot," and what steps to take in order to make good collaborative decisions—as well as other key topics for virtual teamwork, such as best practices for working in the cross-cultural environment.
- The book serves as an ideal guide for anyone who participates in or manages a virtual team but is also suitable as a supplemental textbook in a business school course on organizational behavior or business communication.

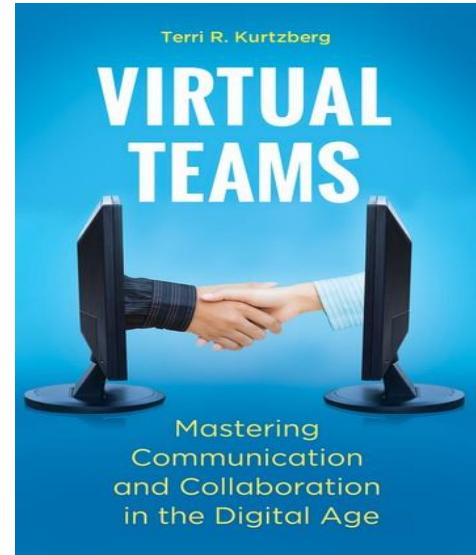


Image Source: <https://www.kobo.com/in/en/ebook/virtual-teams-mastering-communication-and-collaboration-in-the-digital-age>

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# Thank You



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NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 46

### MANAGING MULTICULTURAL TEAMS

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Multi-cultural Team
- Advantages of Multi-cultural Teams
- Challenges of Multi-cultural Teams
- Four strategies to overcome challenges (HBR Study)
- Multicultural Managers and Organizations
- Multicultural Organization Development Model (MCOD)
- Case Study
- Research Paper
- Book recommendation
- References

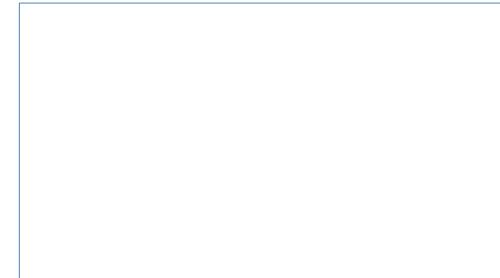


Image Source: [https://cdn.pngsumo.com/people-around-the-globe-around-the-earth-people-earth-png-and-earth-png-with-people-from-around-the-world-567\\_567.png](https://cdn.pngsumo.com/people-around-the-globe-around-the-earth-people-earth-png-and-earth-png-with-people-from-around-the-world-567_567.png)

# Multi-Cultural Teams

- “The central operating mode for a global enterprises is the creation, organization and management of multi-cultural teams – groups that represent diversity in functional capability, experience levels and cultural backgrounds.”
- Multicultural groups represent three or more ethnic backgrounds. Diversity may increase uncertainty, complexity, & inherent confusion in group processes. Culturally diverse groups may generate more & better ideas & limit groupthink.



Image Source: <https://corporatestays.com/wp-content/uploads/2020/03/cross-multicultural-teams-1.jpg>

# Advantages of Multi-Cultural Teams

**Productivity:** Different cultural backgrounds and perspectives can inspire innovation and productivity. Every individual of the team differs from experiences and mindsets, and this can enrich the variety of services and products that an organization can offer to the public.

**Thinking quickly:** Knowing the rules is the perfect way to become more agile inside groups. Especially in multicultural teams, where, as sooner the members will start feeling comfortable, the better they'll become more productive, spontaneous and quick thinkers.

**Improve of creativity:** When an individual is strictly exposed to people from, let's say, Asia, South America and, Europe, chances are the flow of ideas will be endless. Not only will teammates pitch in with their personal experiences, but also they will teach others about what works well in their environment and vice-versa.

# Advantages of Multi-Cultural Teams

**Improve of problem solving skills:** Workers of an international group bring their own life and experiences inside the team. For this reason, when a solution is needed, they can come up with ideas that would have never crossed the mind of a group with a single culture mind-set. Moreover, teammates are exposed to different points of view and they can easily know to think outside-the-box, increasing their soft skills.

**Personal growth and flexibility:** Being a part of an international team is like attending an exchange program every working day. Indeed, while working in a multicultural team, members are exposed to new cultures and this can easily have an impact on their personalities and their mindset

# Challenges of Multi-Cultural Teams

## 1. Communication Problems

- **Trouble with fluency and accent:** When non-native speakers struggle to find the right words, the team might not take their point of view seriously, even when they probably should. Members who aren't fluent in the team's dominant language may have **difficulty communicating** their knowledge. This can prevent the team from using their expertise and **create frustration** or perceptions of incompetence.
- **Direct and indirect communication:** Western cultures tend to speak directly, while in many other cultures it is considered more polite to be indirect. When members see such mismatch as violations of communication norms of their cultures, relationships among the teammates can suffer.

## 2. Challenge: Different Work Cultures

**Work culture differs across the globe and with it also the attitudes toward authority.** Indeed some cultures are okay with flat organizational structures, while others are used to a formal hierarchy. Behavior that is perceived as respectful in one culture, may not be seen that way in the other. For instance, team members from hierarchical cultures expect to be treated differently according to their status in the corporation.

**Another issue related to work culture is being less likely to speak up.** This could be challenging for individuals from polite or deferential cultures, like for Asian people. They may just feel less comfortable to make their voice to be heard or to share ideas, especially if they are new in the team or have a junior role. On the other hand, members from Western or Scandinavian countries who are used to flat organizational hierarchy may be more inclined to point out their opinions.

### **3. Challenge: Decision-making Conflicts**

Working in a multicultural team means also facing differences in how decisions are made and in how much analysis is required by teammates beforehand. Conflicts arise when some of them make decisions quickly versus slowly, or analytically versus instinctively. Someone who prefers making decisions quickly may grow frustrated with those who need more time.

### **4. Challenge: Negative Cultural Stereotypes And Prejudices**

The interactions of people from different country unavoidably arise unconscious cultural biases and stereotypes. Those can be quite difficult to overcome, particularly if they make part of the team less inclined to work together. Negative culture stereotypes can be seriously disruptive to company morale and can also affect productivity.

# Four Main Strategies for Addressing the Challenges

- The most desirable is **adaptation**, which acknowledges cultural gaps and finds ways to work around them. This works well but requires creativity, self-awareness, and time.
- A second option is **cultural intervention**, where projects or tasks are reassigned to reduce friction or to compel team members to get to know each other better.
- Then there's **managerial intervention**. Managers can set rules, and step in when there is a need for someone with authority.
- As a last resort that Harvard's study suggests is the **exit option**: completely removing someone from the team. This is costly and the most extreme way to salvage a situation.

## Core problems

Ethnocentrism in the face of



Cultural diversity experienced  
as



Cultural shock which varies  
with experience and may be  
lesser or greater in impact.

## Core solutions

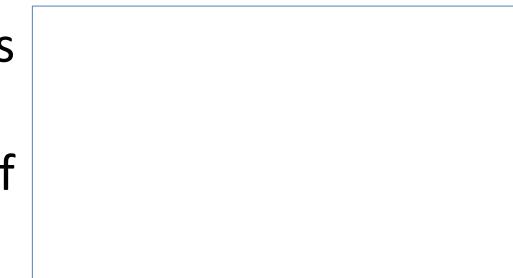
- **Adaptation** as first reaction to cultural shock
- **Adjustment** as a more permanent & positive reaction
- **Development of intercultural skills:** creating "the cross-cultural manager"

Image Source: [https://www.researchgate.net/figure/The thematic-model-of-core-problems-and-core-solutions-in-cross-cultural-management\\_fig1\\_288004727](https://www.researchgate.net/figure/The thematic-model-of-core-problems-and-core-solutions-in-cross-cultural-management_fig1_288004727)

# Multicultural Managers and Organizations

## The Multicultural Manager.

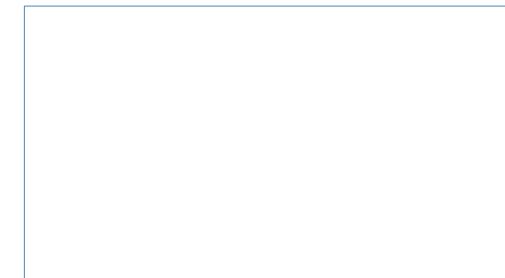
- Has the skills and attitudes to relate effectively to and motivate people across race, gender, age, social attitudes, and lifestyles.
- Respects and values the cultural differences.
- Has the ability (e.g., is bilingual) to conduct business in a diverse, international environment.
- Has a cultural sensitivity in being aware and interested in why people of other culture act as they do.
- Is not parochial in assuming that the ways of one's culture are the only ways things should be done.
- Is not ethnocentric in assuming that the superiority of one's culture over that of another culture.



# Developing Multicultural Organizations

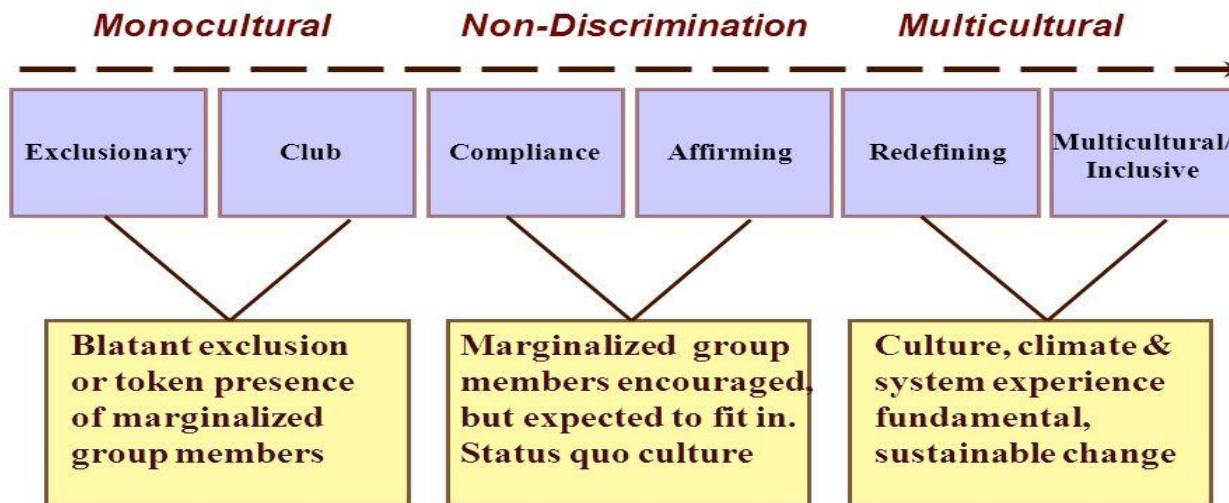
Multicultural organization development (MCOD) is a process of change that supports an organization moving from a monocultural – or exclusive – organization to a multicultural – or inclusive, diverse and equitable – organization. The approach requires an initial assessment of where the organization is and a commitment to a vision of where it wants to be in the future.

- Stages of MCOD model:
  - Stage 1: The Exclusionary Organization
  - Stage 2: The Club
  - Stage 3: The Compliance Organization
  - Stage 4: The Affirming Organization
  - Stage 5: The Redefining Organization Stage
  - Stage 6: The Multicultural (Inclusive) Organization



# Multicultural organization development (MCOD) Model

## Jackson/Hardiman MCOD Continuum\*



\*Jackson 2005

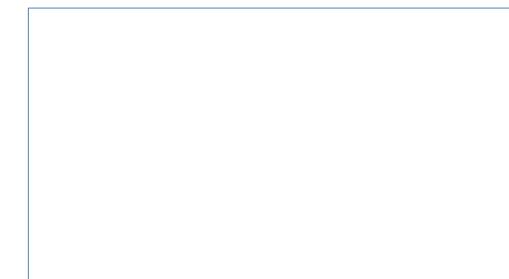
Image Source: <https://www.slideserve.com/edita/come-talk-to-jamie-or-kathy-if-you-would-like-us-to-email-you-an-18-point-font-version-of-the>

# Multicultural organization development (MCOD) Model

- The MCOD model, based on earlier work by Jackson and Holvino, provides a useful way for an organization to:
  1. frame an initial assessment of where it is on the path to multiculturalism,
  2. decide on a vision of multiculturalism it wants, and
  3. select appropriate goals and interventions to support its desired vision.

## Stage 1: The Exclusionary Organization ~ NO WAY!

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members.



# Multicultural organization development (MCOD) Model

## Stage 2: “The Club” ~ Our way or the highway!

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"
- Dominant culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

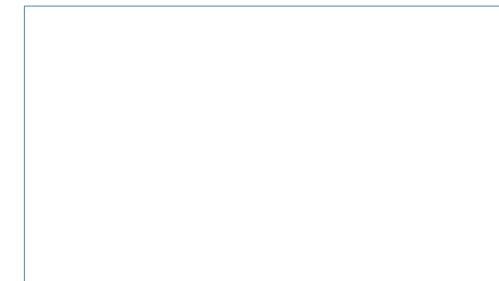
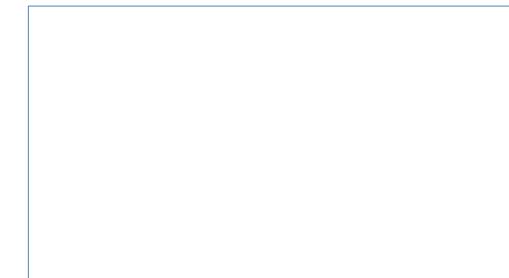


Image Source: <https://assets.entrepreneur.com/content/3x2/2000/1394488478-ban-bossy-vocabulary.jpg>

# Multicultural organization development (MCOD) Model

## Stage 3: The Compliance Organization ~ The letter of the law!

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge dominant group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be “team players” and “qualified”
  - Must assimilate into organizational culture
  - Must not challenge the system or "rock the boat"
  - Must not raise issues of racism, classism, ableism, heterosexism, religious oppression, ageism.



# Multicultural organization development (MCOD) Model

## Stage 4: The Affirming Organization ~ We welcome “diverse candidates”.

- Committed to eliminating discriminatory practices and inherent advantages
- Actively recruits and promotes members of groups that have been historically denied access and opportunity
- Provides support and career development opportunities to increase success and mobility
- Employees encouraged to be non-oppressive ~ awareness trainings
- Employees must assimilate to organizational culture.



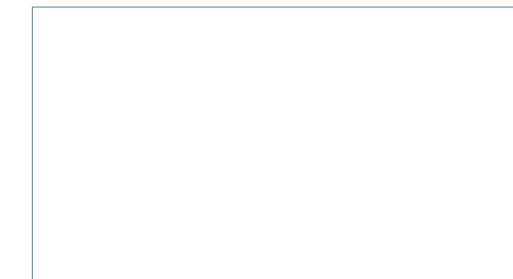
## DIVERSITY HIRING

Image Source: <https://content.wisestep.com/wp-content/uploads/2020/10/Diversity-Hiring-Diverse-Candidates.jpg>

# Stage 5: Redefining Organization

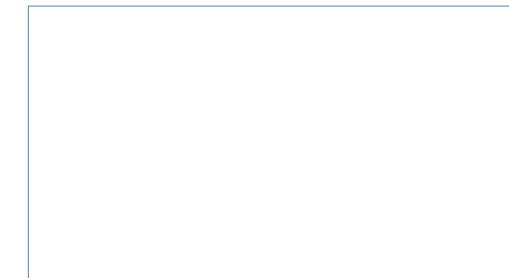
**Inclusion is central to our success and daily practices!**

- In transition
- Working to create environment that “values and capitalizes on diversity”
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works towards developing a multicultural organization.
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members.



## **Stage 6: Multicultural Organization (Fully Inclusive Organization)**

- At this stage, differences of all types become integrated into the fabric of the business of the organization, such that they become a necessary part of doing its everyday work.
- A multicultural organization can be defined as one where:
- The diversity of knowledge and perspectives that different groups bring to the organization shapes its strategy, work, management and operating systems, and its core values and norms for success; and
- Members of all groups are treated fairly, feel included, have equal opportunities and are represented at all organizational levels and functions.



ORGANIZATIONAL DIMENSION	Monocultural	Transitional	Multicultural
MISSION/PURPOSE	<ul style="list-style-type: none"> <li>• Exclusive</li> <li>• Ignores differences</li> <li>• Driven by dominant groups</li> </ul>	<ul style="list-style-type: none"> <li>• Non-committal</li> <li>• Linked with diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive</li> <li>• 4-bottom line (Economic, Governance, Social, Environmental)</li> </ul>
STRUCTURE/ROLES	<ul style="list-style-type: none"> <li>• Rigid hierarchy</li> <li>• Decision-making limited to dominants</li> </ul>	<ul style="list-style-type: none"> <li>• Hierarchical</li> <li>• Limited teams/matrix</li> <li>• Glass ceilings</li> </ul>	<ul style="list-style-type: none"> <li>• Shared decision-making</li> <li>• Flat/flexible</li> <li>• Wide access</li> </ul>
POLICIES/PROCEDURES	<ul style="list-style-type: none"> <li>• Discriminatory</li> <li>• Unwritten rules/word of mouth</li> </ul>	<ul style="list-style-type: none"> <li>• EEO/AE</li> <li>• Some supportive policies (e.g., partner benefits)</li> <li>• Performance appraisals reviewed</li> <li>• Zero tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible work arrangements</li> <li>• Fair and transparent performance appraisals</li> <li>• Score cards</li> </ul>

Image Source: <https://naaee.org/sites/default/files/mcodmodel.pdf>

ORGANIZATIONAL DIMENSION	Monocultural	Transitional	Multicultural
INFORMAL SYSTEMS/ CULTURE/NORMS	<ul style="list-style-type: none"> <li>• Open and subtle harassment</li> <li>• Homosocial</li> <li>• Assimilation</li> </ul>	<ul style="list-style-type: none"> <li>• Support groups</li> <li>• “Don’t ask, don’t tell”</li> <li>• Accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingual, multicultural symbols/norms</li> <li>• Openly confront discrimination</li> </ul>
PEOPLE/ RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Homogeneous/tokens</li> <li>• Patriarchal</li> <li>• Segregated work teams</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum numbers</li> <li>• Guarded/political relations</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse at all levels</li> <li>• Dialogue across diverse groups</li> <li>• Org. learning</li> </ul>
LEADERSHIP	<ul style="list-style-type: none"> <li>• Charismatic</li> <li>• Autocratic</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic</li> <li>• Visionary</li> </ul>	<ul style="list-style-type: none"> <li>• Shared/rotating</li> </ul>
ENVIRONMENT	<ul style="list-style-type: none"> <li>• Exploitation</li> <li>• Opposition to</li> </ul>	<ul style="list-style-type: none"> <li>• Limited interaction/response to shifting demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Global focus/local action</li> <li>• Socially responsible</li> </ul>
PRODUCTS/ SERVICES/ TECHNOLOGY	<ul style="list-style-type: none"> <li>• 1 dimension</li> <li>• “Culture neutral”</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted/stereotyped markets</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts or creates for new populations</li> </ul>

Image Source: <https://naaee.org/sites/default/files/mcodmodel.pdf>

# Case Study : Multicultural Multinational Teams at IBM

- When many people think of a traditional, established company, they think of IBM. IBM has been famous for its written and unwritten rules—such as its no-layoff policy, its focus on individual promotions and achievement, the expectation of lifetime service at the company, and its requirement of suits and white shirts at work. The firm was one of the mainstays of the “man in a gray flannel suit” corporate culture in the United States.
- Times have certainly changed.
- IBM has clients in 170 countries and now does two-thirds of its business outside the United States. As a result, it has overturned virtually all aspects of its old culture. One relatively new focus is on teamwork.

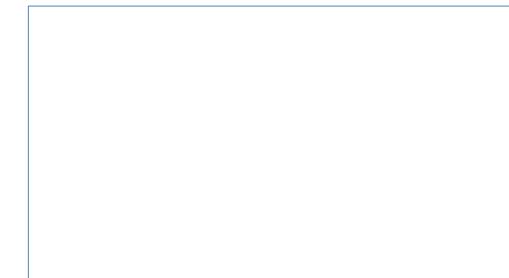


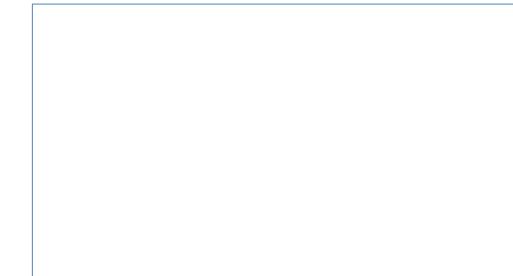
Image Source: <https://www.silicon.co.uk/wp-content/uploads/2017/02/IBM-logo-684x513.jpg>

# Case Study : (Cont.)

- While IBM uses work teams extensively, like almost all large organizations, the way it does so is unique.
- To foster appreciation of a variety of cultures and open up emerging markets, IBM sends hundreds of its employees to month-long volunteer project teams in regions of the world where most big companies don't do business. Al Chakra, a software development manager located in Raleigh, North Carolina, was sent to join GreenForest, a furniture manufacturing team in Timisoara, Romania. With Chakra were IBM employees from five other countries.
- Together, the team helped GreenForest become more computer-savvy to increase its business. In return for the IBM team's assistance, GreenForest was charged nothing. This is hardly altruism at work. IBM firmly believes these multicultural, multinational teams are good investments.

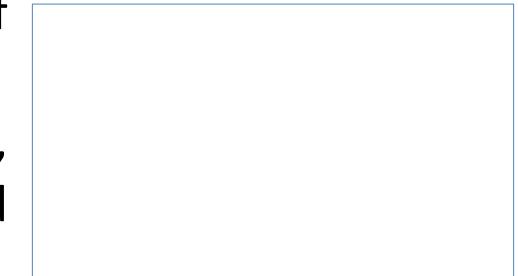
# Case Study : (Cont.)

- First, they help lay the groundwork for uncovering business in emerging economies, many of which might be expected to enjoy greater future growth than mature markets. Stanley Litow, the IBM VP who oversees the program, also thinks it helps IBMers develop multicultural team skills and an appreciation of local markets. He notes, “We want to build a leadership cadre that learns about these places and also learns to exchange their diverse backgrounds and skills. Among the countries where IBM has sent its multicultural teams are Turkey, Tanzania, Vietnam, Ghana, and the Philippines.
- As for Chakra, he was thrilled to be selected for the team. “I felt like I won the lottery,” he said. He advised GreenForest on how to become a paperless company in 3 years and recommended computer systems to boost productivity and increase exports to western Europe.



# Case Study : (Cont.)

- Another team member, Bronwyn Grantham, an Australian who works at IBM in London, advised GreenForest about sales strategies. Describing her team experience, Grantham said, “I’ve never worked so closely with a team of IBMers from such a wide range of competencies.”
- **Questions:**
  1. Would you like to work on one of IBM’s multicultural, multinational project teams? Why or why not?
  2. Multicultural project teams often face problems with communication, expectations, and values. How do you think some of these challenges can be overcome?
  3. Why do you think IBM’s culture changed from formal, stable, and individualistic to informal, impermanent, and team-oriented?



# Research Paper



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Revised 27 February 2020  
Accepted 3 April 2020

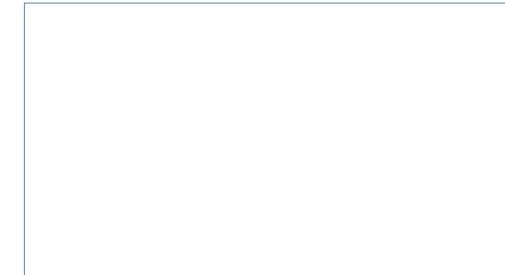
## Diversity climate perceptions and its impact on multicultural team innovation and performance

Raavee Kadam, Srinivasa A. Rao, Waheed Kareem Abdul and Shazi Shah Jabeen

**Journal Name: Measuring Business Excellence**

### Purpose

This study aims to examine the influence of diversity climate perceptions (DCPs) on team member's contribution to team innovation and team performance in a multicultural team (MCT). The authors also investigate the moderating effect of cultural intelligence on these relationships.



# **Research Paper**

## **Design/methodology/approach**

This study aims to examine the influence of diversity climate perceptions (DCPs) on team member's contribution to team innovation and team performance in a multicultural team (MCT). The authors also investigate the moderating effect of cultural intelligence on these relationships.

## **Findings**

Results indicated that when team members have positive DCPs, it had a positive impact on their innovation and performance in the team. Cultural intelligence was also found to have a direct impact on team member innovation but not on team member performance. Furthermore, cultural intelligence was found to positively moderate the DCPs – team member performance relationship but not the DCPs – team member innovation relationship.

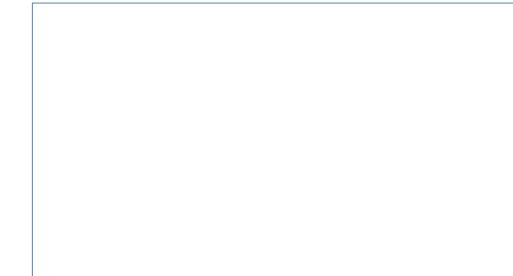
# **Research Paper**

## **Practical implications**

Managing diversity is a key concern for organizations worldwide given the exponentially rising cultural diversity within the workforce. This study would enable practitioners to understand that developing positive DCPs and cultural intelligence of team members are critical to the success of MCTs.

## **Originality/value**

Literature has documented mixed results pertaining to team diversity and its effect on performance, resulting in scholars urging the need to explore how the negative effects of team diversity can be mitigated. This research establishes that positive DCPs and cultural intelligence as two key factors contributing to the performance of MCTs.



# Book Recommendation

**Multicultural Teams: Creating and sustaining an environment for learning from perspective diversity that maximizes team effectiveness**

**Authors:** Robin Denise Johnson

**Publisher:** CreateSpace Independent Publishing Platform;  
1st edition (May 2, 2013)

**Language:** English

**ISBN-10:** 1484818067

**ISBN-13:** 978-1484818060

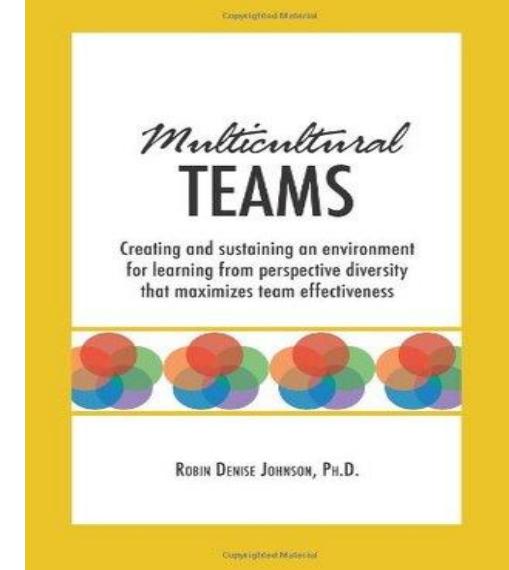


Image Source: <https://i.gr-assets.com/images/S/compressed.photo.goodreads.com/books/1387662903l/17895548.jpg>

# Book Recommendation

Multicultural Teams outperform other teams when you need creativity, commitment and buy in - but only if they are designed and managed well. This book will explain how to design and manage your multicultural team well, and how to create and sustain a learn-from-differences environment.

Dr. Robin gives practical suggestions from research on how to design your team and then explains how you can leverage diverse perspectives within the team to maximize creative problem solving. These include: A clear, motivating focus that requires team members to engage in a conversation about why the mission is important strategically to the organization and personally to them; An understanding of how important designing the team well is, while knowing how to make the right intervention into the group process at the right time; Metrics that measure output, learning and satisfaction; The right degree of empowerment and the right type of team given your task and members; And the use of interlocking skills that maximize learning within the team.

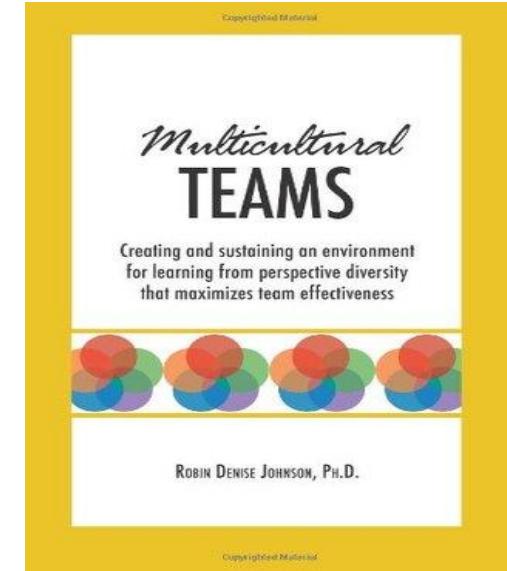


Image Source: <https://i.gr-assets.com/images/S/compressed.photo.goodreads.com/books/1387662903l/17895548.jpg>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 47

### Building Great Teams

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Team Building
- Four components of Team Building
- Team Building Process
- Types of Team Building Exercise
- 12C's of Team Building
- Laws of Team Building
- Five Behaviour of Cohesive Teams
- Turning individual into team player
- Case study
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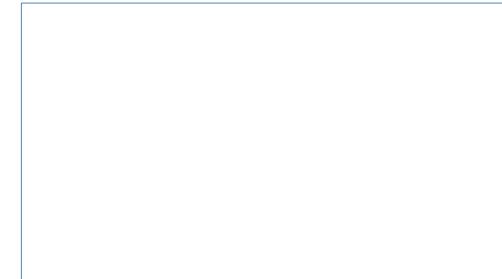
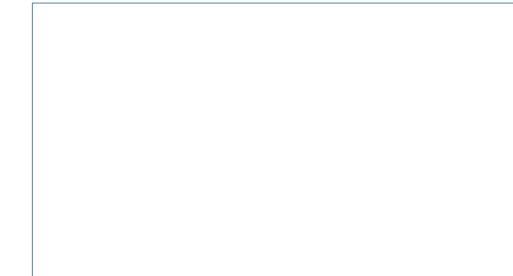


Image source: <https://www.dreamstime.com/team-building-concept-people-holding-letters-stars-vector-teamwork-design-team-building-concept-people-holding-image139089249>

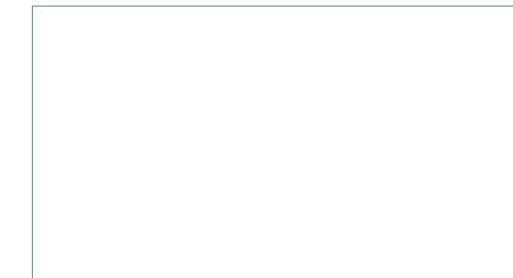
# Team Building

- Team building is a management technique used for improving the efficiency and performance of the workgroups through various activities. It involves a lot of skills, analysis and observation for forming a strong and capable team. The whole sole motive here is to achieve the organization vision and objectives.
- Forming a great team requires a lot of skills and presence of mind. Usually, some managers specialize in team-building skills and are hired by the companies on this parameter.
- The manager responsible for team building must be able to find out the strengths and weaknesses of the team members and create the right mix of people with different skill sets.



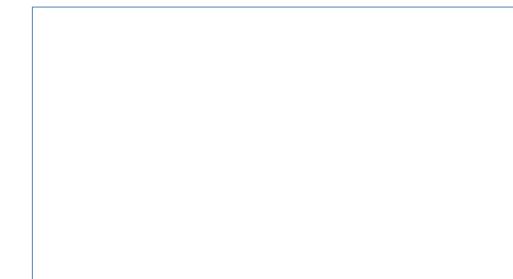
# Four Approaches/Components to Team Building

- **Goal setting:** This component is designed specifically to strengthen a team member's motivation to achieve team goals and objectives. Team members are expected to become involved in action planning to identify ways to achieve those goals.
- **Role clarification:** It entails clarifying individual role expectations, group norms and shared responsibilities of team member. Role clarification can be used to improve team and individual characteristics (i.e. by reducing role ambiguity) and work structure by negotiating, defining and adjusting team member roles.



# Four Approaches/Components to Team Building

- **Interpersonal relations:** It assumes that teams with fewer interpersonal conflicts function more effectively than teams with greater number of interpersonal conflicts. It involves an increase in teamwork skills, such as mutual supportiveness, communication and sharing of feelings.
- **Problem solving:** The fourth component emphasizes on the identification of major problems in the team's tasks to enhance task-related skills. It is an intervention, in which team members identify major problems, generate relevant information, engage in problem solving, action planning, implement and evaluate action plans.



# Advantages of Team Building

Identify Strengths and Weaknesses

Direct Towards Vision and Mission

Develops Communication and Collaboration

Establishes Roles and Responsibilities

Initiates Creative Thinking and Problem Solving

Builds Trust and Morale

Introduces and Manages Change

Facilitates Delegation

Better Productivity

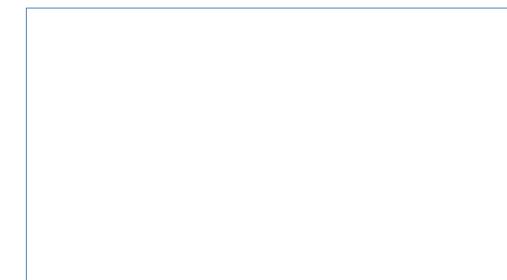


Image Source: <https://blogimage.vantagecircle.com/vcblogimages/2020/08/teamwork-and-team-building.png>

# Team Building Process

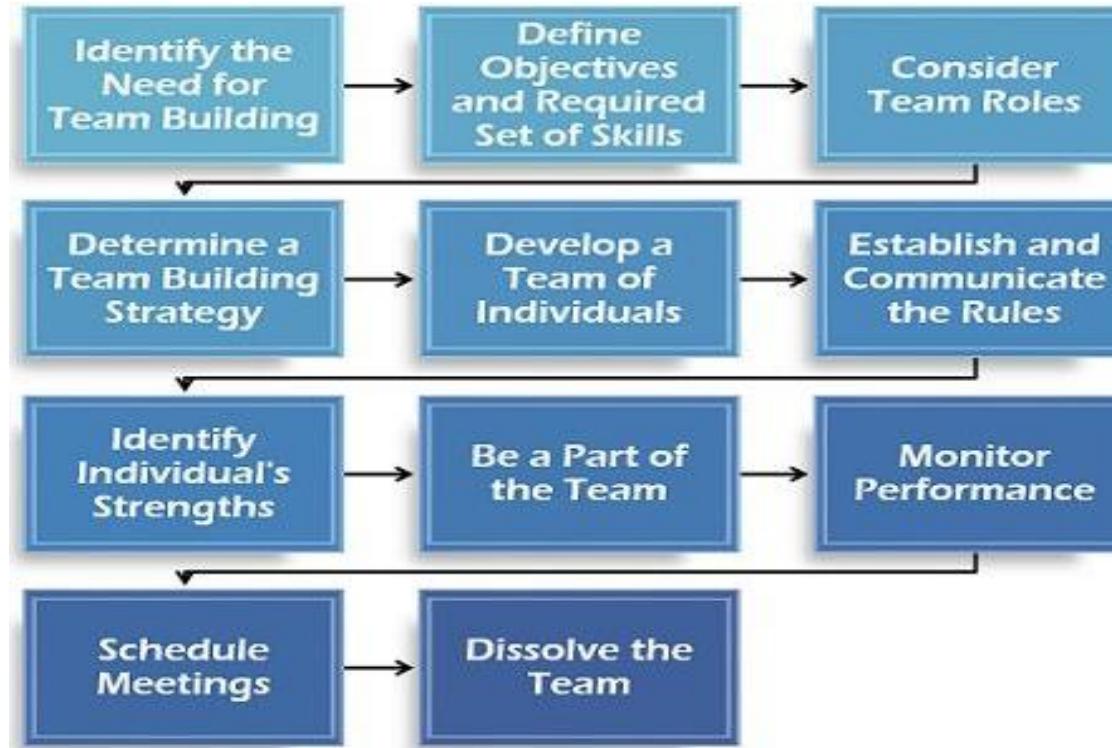
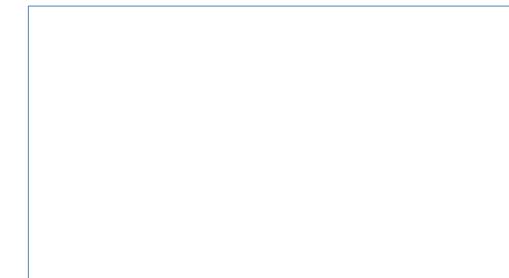


Image Source: <https://theinvestorsbook.com/wp-content/uploads/2018/12/Team-Building-Process.jpg>

# Team Building Process

- **Identify the Need for Team Building:** The manager has first to analyze the requirement of a team for completing a particular task. It should find out the purpose of the work to be performed, required skills for the job and its complexity before forming a team.
- **Define Objectives and Required Set of Skills:** Next comes the chalking down of the organizational objectives and the skills needed to fulfil it.
- **Consider Team Roles:** The manager considers the various aspects, i.e. the interactions among the individuals, their roles and responsibilities, strengths and weaknesses, composition and suitability of the possible team members.



# Team Building Process

- **Determine a Team Building Strategy:** Now, the manager has to understand the operational framework well to ensure an effective team building. He must himself be assured of the objectives, roles, responsibilities, duration, availability of resources, training, the flow of information, feedback and building trust in the team.
- **Develop a Team of Individuals:** At this stage, the individuals are collected to form a team together. Each member is made familiar with his roles and responsibilities within the team.
- **Establish and Communicate the Rules:** The rules regarding the reporting of team members, meeting schedules, and decision making within the team are discussed. The individuals are encouraged to ask questions and give their views to develop open and healthy communication in the team.

# Team Building Process

**Identify Individual's Strengths:** Various team-building exercises are conducted to bring out the strengths of the individuals. It also helps in familiarizing the team members with each other's strengths and weakness.

**Be a Part of the Team:** At this point, the manager needs to get involved with the team as a member and not as a boss. Making the individuals realize their importance in the team and treating each member equally is necessary. The team members should see their manager as their team leader, mentor and role model.

**Monitor Performance:** Next step is checking the productivity and performance of the team as a whole. It involves finding out loopholes and the reasons for it. This step is necessary to improve the team's performance and productivity in the long run.

# Team Building Process

**Schedule Meetings:** One of the most crucial steps is to hold purposeful meetings from time to time to discuss team performance, task-related problems and discuss the future course of action.

**Dissolve the Team:** Lastly, the manager needs to evaluate the results and reward the individuals on their contribution and achievement. Finally, the team is dispersed on the fulfilment of the objective for which it was formed.

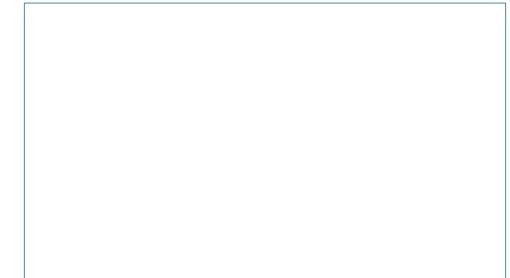
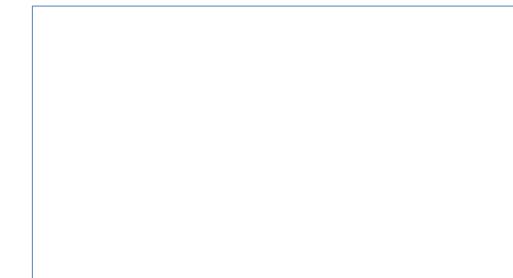


Image Source: <https://evokedevelopment.com/wp-content/uploads/2017/06/Certified-Consultant-for-WorkPlace-Teambuilding.jpg>

# Potential Pitfall while Team Building

## Managers should avoid:

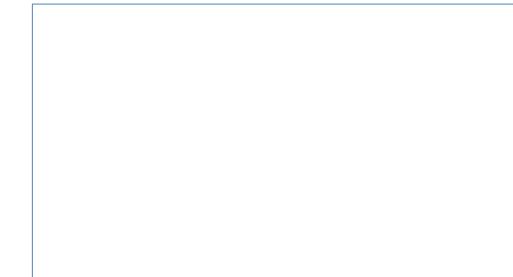
- Expecting a new team to perform effectively from the word go
- Dominating the work of the team, whether intentionally or unconsciously
- Exercising excessive control which may stifle creativity
- Overlooking the influence of formal and informal team roles
- Allowing the team to lose focus on the tasks to be completed
- Allowing individuals to take credit for the achievements of the team
- Being overly dependent on providers of team building activities – these can help, but their role in developing a team needs to be carefully managed. A team does not automatically materialize at the end of a team building course



# Types of Team Building Exercise

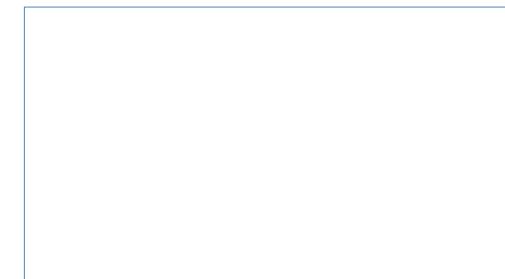
- 1. Communication Exercises:** Involve problem-solving activities that are geared towards improving communication skills. The issues that teams encounter
- 2. Problem Solving/Decision Making Exercises:** Focus on groups working together to solve difficult problems or make complex decisions.
- 3. Planning/Adaptability Exercises:** Focus on aspects of planning & adaptability to change. This is important for teams to be able to do when they are assigned complex tasks or decisions.
- 4. Trust Exercises:** Involve engaging team members to induce trust & can vary in degrees of trust, depending on the comfort levels of participants.

<https://www.slideshare.net/kmhasanripon/team-building-51515146>



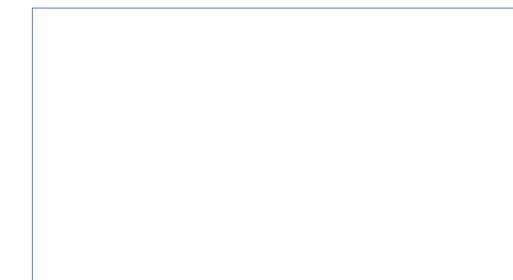
# 12 C's of Team Building

- |                               |                         |
|-------------------------------|-------------------------|
| 1. Clear Expectation          | 7. Collaboration        |
| 2. Context                    | 8. Communication        |
| 3. Commitment                 | 9. Creative innovations |
| 4. Competence                 | 10. Consequence         |
| 5. Charter (Mission & Vision) | 11. Coordination        |
| 6. Control                    | 12. Cultural Diversity  |



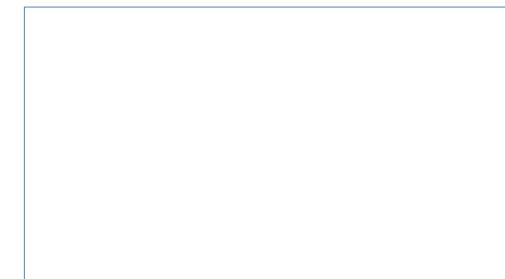
# Laws of Building Team

1. **LAW OF SIGNIFICANCE:** One is too small a number to achieve greatness
2. **LAW OF THE BIG PICTURE:** The goal is more important than the role
3. **LAW OF THE POSITION:** A sign of a great team leader is the proper placement of people
4. **LAW OF MOUNT EVEREST:** "You do not climb a mountain like Everest by trying to race ahead on your own, or by competing with your comrades. You do it slowly and carefully, by unselfish teamwork." Sherpa Tenzing Norgay, Summited Mount Everest with Edmund Hillary in 1953.
5. **LAW OF THE CHAIN:** The strength of the team is impinged by its weakest link



# Laws of Building Team

6. **LAW OF THE CATALYST:** Winning teams have players who make things happen.
7. **LAW OF THE COMPASS:** Vision gives team members direction and confidence.
  - Moral Compass
  - Spontaneous Compass
  - Historical Compass
  - Directional Compass
  - Strategic Compass
  - Visionary Compass
8. **LAW OF THE BAD APPLE:** Rotten attitudes ruin a team.
9. **LAW OF THE PRICE TAG:** The team fails to reach its potential when it fails to pay the price
10. **LAW OF COMMUNICATION:** Interaction fuels action



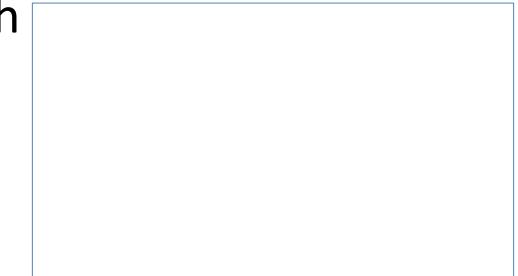
# The Five Behaviors Of Building Cohesive Team



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# Five Behaviors of Building Cohesive Team

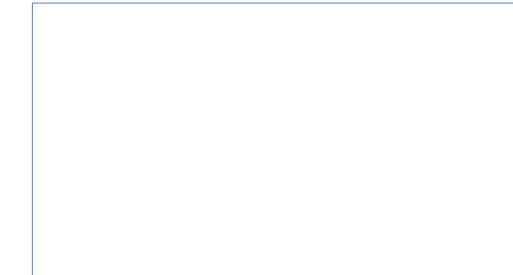
- 1. Building high levels of trust :** At the base of the pyramid is trust. Without trust on the team, very little progress can be made in gaining cohesiveness overall. Vulnerability-based trust (the ability to expose one's weaknesses) is key to building the relationships required to be able to withstand and even benefit from both the routine and unique challenges every team faces.
- 2. Productive and well-intentioned conflict:** Conflict is sometimes considered dangerous on a team because it can lead to hard feelings. However, if the team has relationship trust, members feel secure enough to be honest and courageous. If trust is truly in place, conflict is constructive. Teams without conflict tend to shut out valuable feedback which can lead to poor decision-making.



# Five Behaviors of Building Cohesive Team (Cont.)

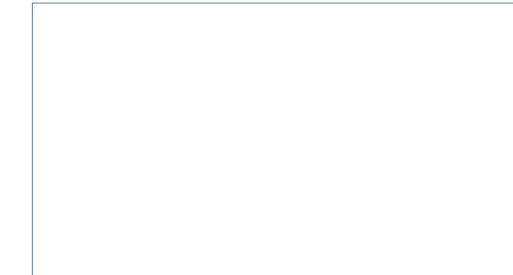
## 3. Strong commitment to team decisions and standards :

- Gaining commitment from team members is not the same as getting consensus.
- According to Lencioni, reaching consensus means compromise, and compromise might not yield the best result. Commitment comes with clarity of purpose. Take a problem for which there are several ideas.
- With trust and appropriate conflict, the team chooses the idea they will pursue. Though only one idea is chosen, every member understands why that idea was selected and supports the idea—both inside the team and when communicating externally.



## Five Behaviors of Building Cohesive Team (Cont.)

4. **Accountability:** Accountability is *typically the most difficult behavior* for a team to master. Most will never get to the point where each team member routinely holds all other members accountable. Reaching and maintaining good scores in the previous steps will make accountability much easier. Accountability can become part of a team's overall dynamic.
  
5. **Focus on what's best for team results:** Achieving team objectives is *why the team exists*. If each prior behavior is functioning well, each member of the team is focused on achieving the team's goal. The team goal becomes more important than any individual's personal goal, and everyone feels rewarded by being part of the team result.



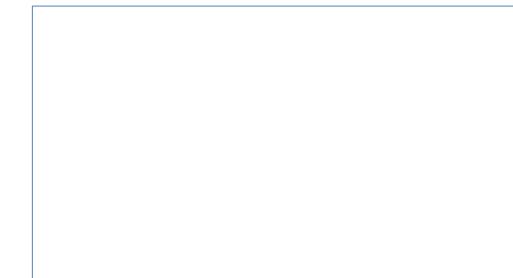
# Turning Individuals into team players

## Shaping Team Players

- Selecting employees who can fulfil their team roles.
- Training employees to become team players.
- Reworking the reward system to encourage cooperative efforts while continuing to recognize individual contributions.

### Selection:

- **Some people already possess the interpersonal skills to be effective team player.**
- When hiring team members, in addition to the technical skills required to fill the job, care should be taken to ensure that candidates can fulfill their team roles as well as the technical requirements.
- Candidate can go under training / transferred to another unit within the org. without teams /don't hire the candidate.



# Shaping team players

## Training:

- People raised on individual accomplishments can be trained to become team players.
- Training specialist conduct exercises that allow employees to experience the satisfaction that teamwork can provide.
- They help employees to improve their problem-solving, communication, negotiation, conflict-management, & coaching skills

## Rewards:

- The reward system needs to be reworked to encourage cooperative efforts rather competitive ones.
- Promotions, pay raises & other forms of recognition should be given to individuals for how effective they are as a collaborative team member.
- This doesn't mean individual contributions are ignored; rather, they are balanced with selfless contributions to the team.

# Case Study: Columbia Corporation

Columbia Corp. is a young, rapidly growing company that manufactures computer accessories and specialized components for networked computer workstations. It has some unique products and a strong reputation for quality. Sales of company products have been good, and a recent contract with a large computer company is likely to increase sales. However, along with this success the company is also experiencing some problems. Quality rejects have begun to increase, and in recent months the company failed repeatedly to meet delivery schedules.

The top executives include Matt Walsh, CEO and founder of the company, and the vice presidents of production, engineering, sales, and accounting. Walsh is a forceful manager who tightly controls important decisions in the company.

The other executives are required to get his approval before making any significant changes in operations. Walsh's style has been to deal with each VP separately, rather than meeting as a group to address problems.

# Case Study: Columbia Corporation

Relationships between departments have been deteriorating for the past two years. Distrust, competition, and political maneuvering have increased, and Walsh intervenes frequently to resolve conflicts between executives. The distrust and hostility have spilled over to relationships among lower-level employees of the departments.

The Production VP believes that the rash of quality problems is the result of frequent changes in product design by the engineering department. There is little warning of these changes and insufficient time to determine how to make necessary adjustments in production methods. As for the delivery problems, the Production VP believes that the sales department makes unrealistic promises to win new customers.

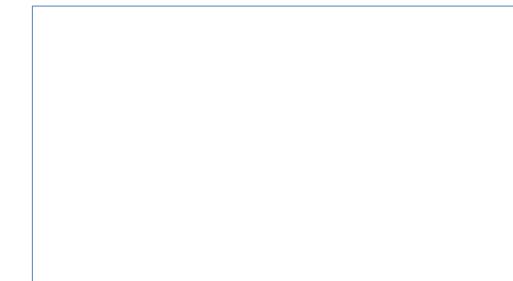
Production capacity has not increased fast enough to meet the growing volume of orders, and additional delays are caused by product modifications designed for customers by engineering.

# Case Study: Columbia Corporation

Another reason production is behind schedule is the decision by the Accounting VP to abruptly cancel all overtime for production employees for the remainder of this month. This action appears unwarranted, and the Production VP has asked Walsh to reverse this decision.

The Sales VP blames the late deliveries on manufacturing delays. She believes the production people spend so much time trying to correct quality problems that they can't get the product out the door. The Sales VP and the Engineering VP both believe the Production VP is set in his ways and unwilling to adapt to the special needs of important customers. The Sales VP is also upset with the Accounting VP for tightening customer credit requirements without prior notice.

She only discovered the new policy when a key customer complained after credit was denied on a large order. The Sales VP believes the new policy will reduce sales, and the reduction will be blamed on her.



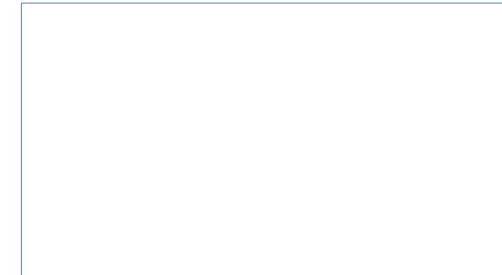
# Case Study: Columbia Corporation

She complained to Walsh, who apparently approved the decision without understanding the implications.

Concerned about the growing problems, Walsh asked a management consultant for advice on how to get his executive team to be more effective in understanding and resolving key problems such as insufficient production capacity and declining quality.

## Questions

1. What issues must be resolved to create an effective executive team?
2. What types of changes are needed in how Matt leads the team?



# Research Paper



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Vol. 43 No. 1/2, 2019  
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2046-9012  
DOI [10.1108/EJTD-08-2018-0086](https://doi.org/10.1108/EJTD-08-2018-0086)

Received 28 August 2018  
Revised 16 October 2018  
Accepted 17 October 2018

## Purpose

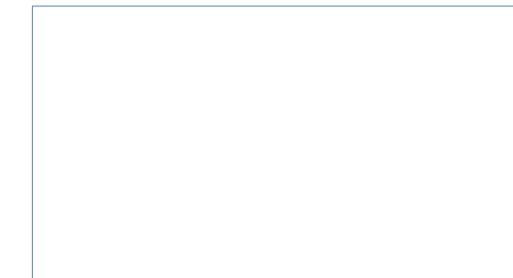
The present study integrates the resource-based view and organizational perspective of learning to create a strong theoretical foundation by exploring the effects of team building, employee empowerment and organizational learning culture on employee competencies.

## Team building, employee empowerment and employee competencies Moderating role of organizational learning culture

Rama Krishna Gupta Potnuru  
*Institute of Computers and Business Management – School of Business Excellence,  
Hyderabad, India*

Chandan Kumar Sahoo  
*School of Management, National Institute of Technology, Rourkela, India, and*

Rohini Sharma  
*Foundation for Technology and Business Incubation,  
National Institute of Technology, Rourkela, India*



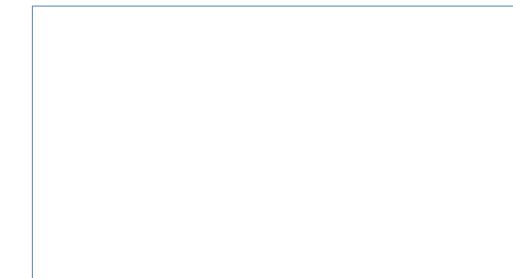
# **Research Paper**

## **Design/methodology/approach**

An integrated research model is developed by combining resource-based view, signaling theory and experiential learning theory. The validity of the model is tested by applying moderated structural equation modelling (MSEM) approach to the data collected from 653 employees working in cement manufacturing companies. The reliability and validity of the dimensions are established through confirmatory factor analysis and the related hypotheses are tested by using MSEM.

## **Findings**

The findings suggest that organizational learning culture significantly strengthens the relationships of team building and employee empowerment on employee competencies.



# **Research Paper**

## **Research limitations/implications**

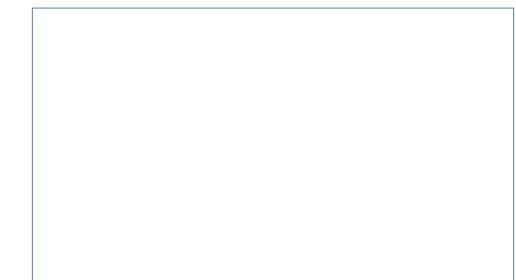
The research is undertaken in Indian cement manufacturing companies which cannot be generalized across a broader range of sectors and international environment.

## **Practical implications**

The findings of the study have potential to help decision makers of manufacturing companies to develop strategies which will enable them to improve employee competency, to formulate effective human resource development interventions and to enhance the capability of the employees to achieve desired goals and objectives of the organization.

## **Originality/value**

The research is unique in its attempt to combine three frameworks to build a new theoretical model explaining the importance organizational learning culture along with team building and employee empowerment.



# Book Recommendation

## Team Building: Proven Strategies for Improving Team Performance

**Authors:** W. Gibb Dyer Jr., Jeffrey H. Dyer, William G. Dyer

**Publisher:** Jossey-Bass; 5th edition (19 February 2013)

**Language:** English

**Paperback:** 304 pages

**ISBN-10:** 1118105133

**ISBN-13:** 978-1118105139

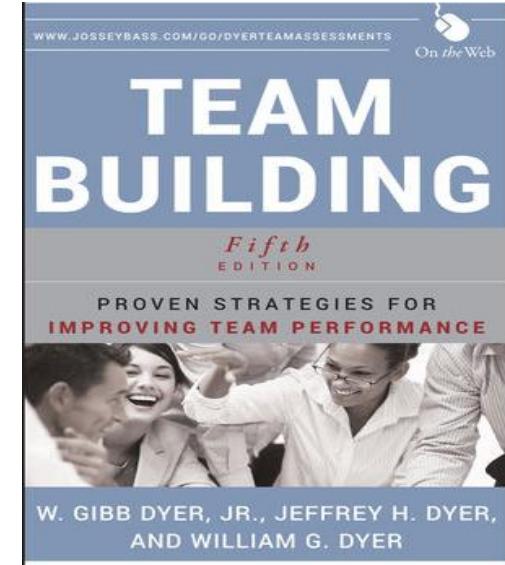


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# Book Recommendation

Team Building is a classic in the field of organization development. In this new edition, the authors strengthen the Four Cs (Context, Composition, Competencies, and Change) framework that was introduced in the fourth edition and add a wealth of new illustrative examples, a chapter on the challenges of managing cross-functional teams, and a chapter on leading innovative teams in a competitive environment.

To complement the text, the authors have developed two online assessments: one designed for use in the classroom with student teams and one designed for teams within organizations. The fifth edition of Team Building provides the next generation of team leaders, team members, and team consultants with the knowledge and skills they need to create effective and high-functioning teams.

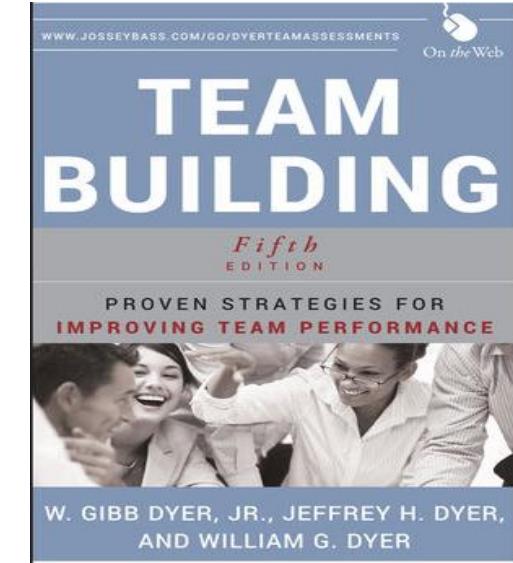
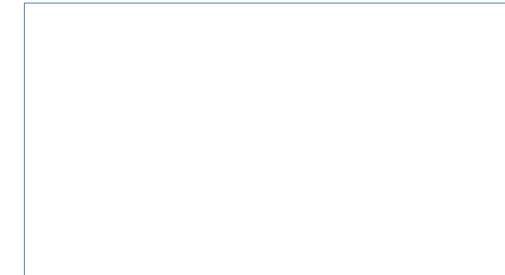


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- <https://www.slideshare.net/kmhasanripon/team-building-51515146>



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 48

### Experiential Learning

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Contents

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- How Corporate Companies use Experiential Learning
- Conventional learning Vs Experience learning
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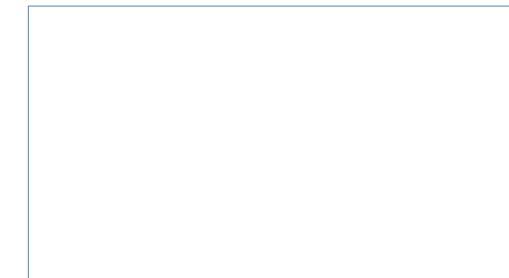
# Experiential Learning

- Experiential learning means involving or based on experience and observation.
- Experiential learning is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing".
- Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.



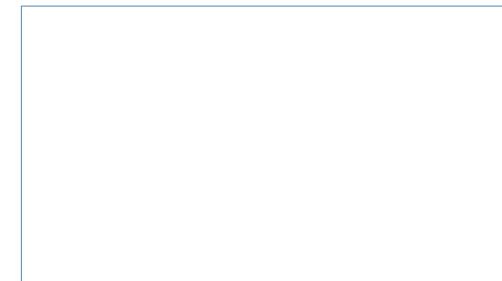
# Importance of Experiential Learning

1. Experiential learning fosters development of self and organization.
2. It gains in knowledge and skill, breadth and depth of understanding which ultimately results in increased self confidence and esteem.
3. It brings about change in behavior and better understanding of attitude of people.
4. It brings about perfection in the performance of job.
5. It helps employee gained in status and enables individuals to move into more prestigious social roles and better rewarded jobs.
6. It helps employees learn and develop and they become more demanding of changes at work and further development



# Importance of Experiential Learning(Cont.)

7. It provides competitive advantage for survival and progress.
8. It facilitates organizational change and development.
9. It helps in maintaining better relations with suppliers and customers and dealers.
10. It helps in meeting challenges faced by the organization.
11. It helps in adopting new technology.



<https://www.yourarticlerepository.com/human-resource-development/experiential-learning-meaning-and-importance/60238>

# Experiential Learning Examples

There are many ways that experiential learning is used every day. Some examples include:

- Going to the zoo to learn about animals through observation, instead of reading about them.
- Growing a garden to learn about photosynthesis instead of watching a movie about it.
- Hoping on a bicycle to try and learn to ride, instead of listening to your parent explain the concept.

<https://www.wgu.edu/blog/experiential-learning-theory2006.html#close>

# Principles of experiential learning

- Experiential learning stands in contrast to prominent theories of learning which underpin most traditional educational methods, like behavioralism and implicit learning.
- EL brings a different theoretical perspective, as we will see in the following principles.

## Focus on the learning *process* rather than *outcomes*

- Behavioral conceptualizations of learning suggest you can measure the effectiveness of learning by the number of facts or habits a person has learned in response to stimulus questions or conditions.
- These elements of thought – or ideas – are fixed, and the goal is acquiring more of them. EL suggests that ideas are not fixed; rather, they form and re-form through experience.

# Principles of experiential learning(Cont.)

## The process of learning is grounded in experience

- Implementing, testing, evaluating and refining ideas exclusively with reference to familiar experiences does not present an opportunity for learning, because experience must violate expectation to hold value. As a result, education involves refining and modifying old ideas as well as implanting new ones, and experience is the vehicle through which this process can take place.

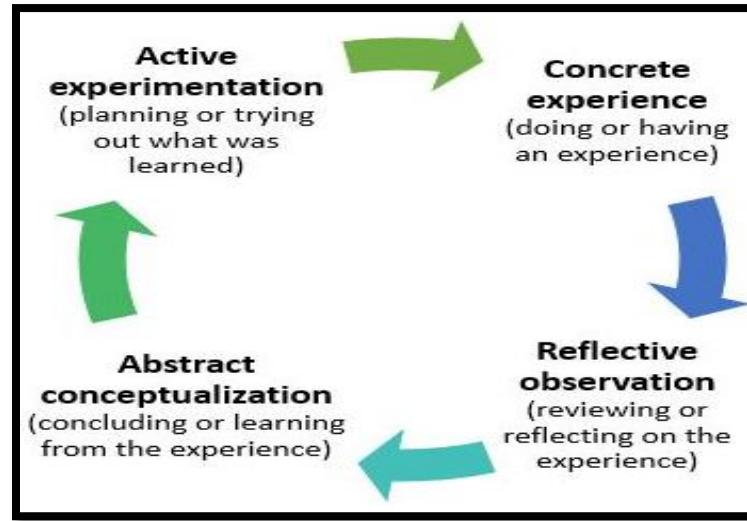
## Learning is a transactional process

- With the transaction taking place between the environment and the learner. The resulting experience and knowledge is applicable in wider contexts, due to the fact that the knowledge is the result of testing and refining theories, rather than learning by rote.

<https://www.experientiallearning.org/about-mta/what-is-experiential-learning/>

# Kolb's Experiential Learning Theory & Learning Styles

- There are two parts to Kolb's Experiential Learning Theory. The **first** is that learning follows a four-stage cycle, as outlined below. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge.
- The **second** part to Kolb's Theory focused on learning styles, or the cognitive processes that occurred in order for acquire knowledge.



<https://educationaltechnology.net/wp-content/uploads/2020/12/Kolb-stages.jpg>

# Cont.

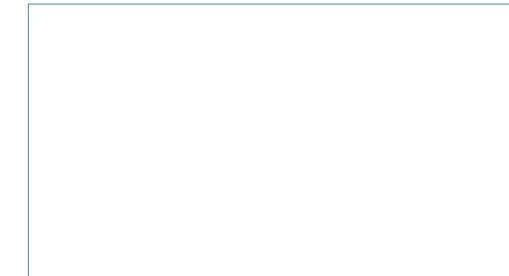
- Kolb's Learning Cycle is based on the Jean Piaget's focus on the fact that learners create knowledge through interactions with the environment.

## 1. Concrete Experience:

- This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each learner engages in an activity or task. Kolb believed that the key to learning is involvement.

## 2. Reflective Observation:

- This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself.



# Cont.

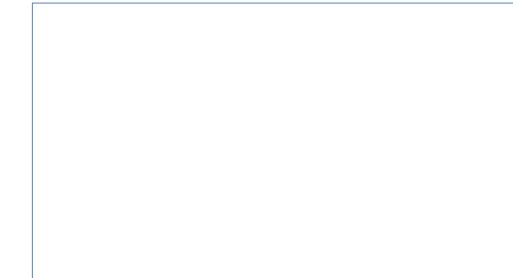
## 3. Abstract Conceptualization

- The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.

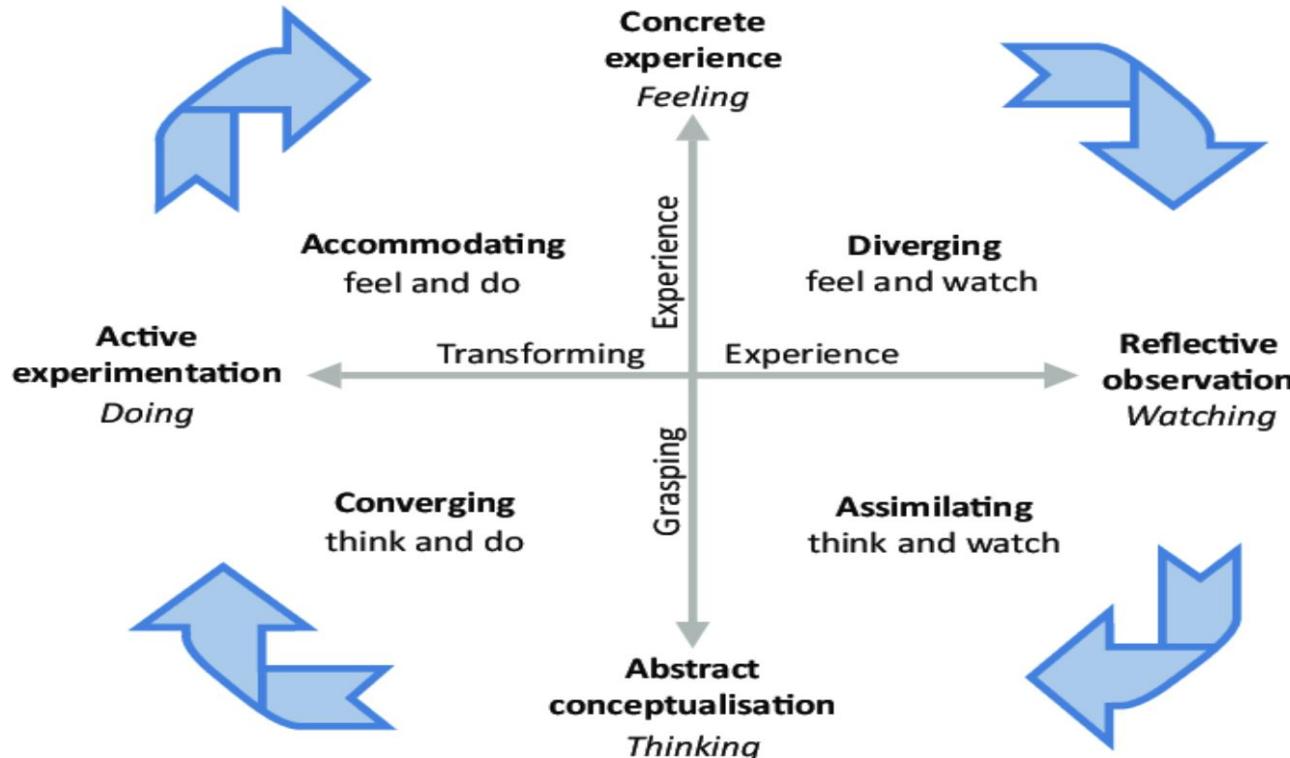
## 4. Active Experimentation:

- This stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future.

<https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>



# Kolb's Learning Styles



<https://educationaltechnology.net/wp-content/uploads/2020/12/kolb-learning.png>

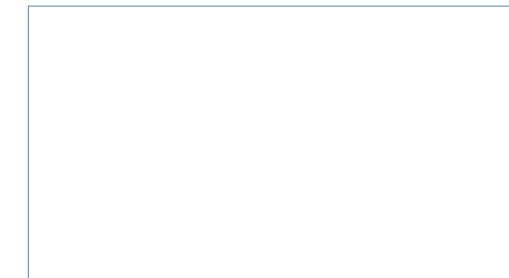
# Cont.

## 1. Diverging (concrete experience/reflective observation)

- This learning style takes an original and creative approach. Rather than examining concrete experiences by the actions taken, individuals tend to assess them from various perspectives.

## 2. Converging (abstract conceptualization/active experimentation)

- This learning style highlights problem solving as an approach to learning.
- Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. Unlike Diversers, they tend to avoid people and perceptions, choosing instead to find technical solutions.



# Cont.

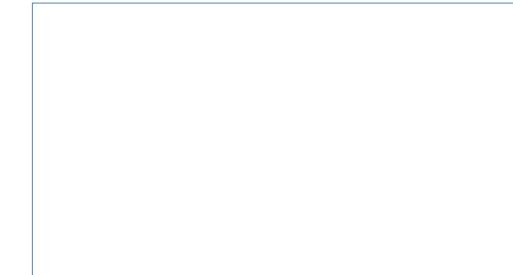
## 3. Assimilating (abstract conceptualization/reflective observation)

- This learning style emphasizes reasoning. Individuals who demonstrate this learning style are able to review the facts and assess the experience as a whole.

## 4. Accommodating (concrete experience/active experimentation)

- This learning style is adaptable and intuitive. These individuals use trial and error to guide their experiences, preferring to discover the answers for themselves. They are able to alter their path based on the circumstance and generally have good people skills.

<https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/>

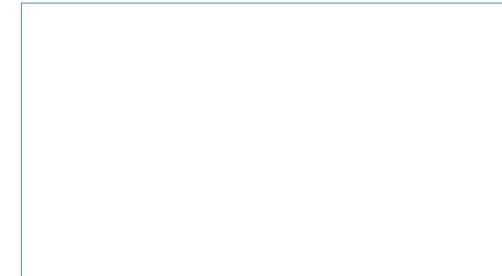


# How Can Online Learning Help with Experiential Learning?

Here are just a few ways learning technologies can help us learn from experience and reflection.

## 1. Experiential Learning Activities

Simulate concrete experiences! Online learning provides an awesome platform for recreating real-world tasks, all within the safety of virtual reality. These experiences can take many forms within online training, such as learning games or game-based learning.



[https://www.growthengineering.co.uk/wp-content/uploads/2020/12/Learner\\_Image\\_2\\_450x336px.jpg](https://www.growthengineering.co.uk/wp-content/uploads/2020/12/Learner_Image_2_450x336px.jpg)

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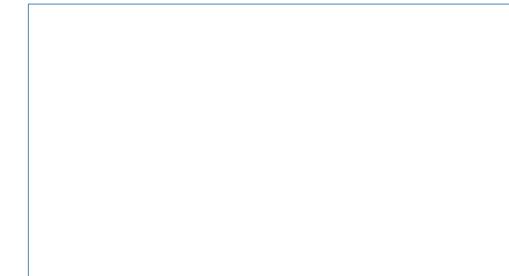
**2. Provide Opportunities for Reflection-** Provide ample opportunity within the training for reflection. Following a piece of learning or simulated experience, you could include open-ended quiz questions that invite learners to consider and evaluate their experience.

**3. Experiment-** Don't forget to give learners the chance to try, try again! Through simulated experiences, reflective questions and social learning, everyone will be eager to try out their new skills.

## **4. Learn From Each Other through Social Learning**

Another important factor in the reflective observation stage of experiential learning is observing and learning from the experiences of others.

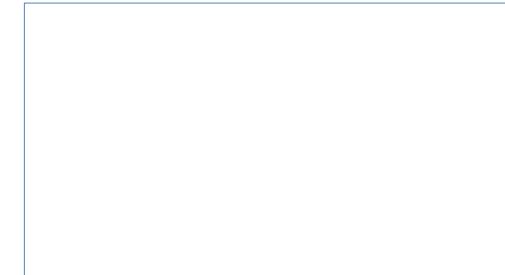
<https://www.growthengineering.co.uk/what-is-experiential-learning/>



# How Corporate Companies use Experiential Learning

Here are some activities and approaches that you can consider when tailoring your own experiential learning initiatives:

- 1. Simulations:** This experiential training technique uses electronic, mechanical or software-based activities to simulate a real-world situation to which a learner must react.
- 2. Case Studies:** These are great examples of experiential learning that are based on real-life instances, situations that have transpired in the past.



## Cont.

- 3. Role Playing:** These are experiential training activities designed to help employees appreciate specific work situations from perspectives different than their own.
- 4. Sensitivity Training:** One highly effective experiential training strategy to enhance employee self-awareness and confidence is sensitivity training.
- 5. Gaming:** Experiential learning games are a popular way to help employees learn by doing. The games can be organized in a way that individuals and groups play with each other, by either collaborating or competing, like in the real world.
- 6. On Job Training (OJT):** Of all the experiential learning strategies out there, OJT is probably the one that offers the most realistic training experience.

<https://www.outlife.in/experiential-learning.html>

# Conventional learning Vs Experience learning

Conventional learning	Experience learning
Targeted Training – Targeted	Theoretical Learning – Very Practical
Solved in its frame	Open and flexible
For the needs of the organization	For personal growth
Knowledge transfers	Knowledge usually develops
Examples: conferences, presentations, etc	Examples: hobbies, passions, etc

<https://www.academiaerp.com/blog/experiential-learning-vs-conventional-learning-which-works-better-and-why/>

# Is Experiential learning the future of learning?

- There are eight reasons why experiential learning is the future of learning.

1. Experiential Learning Accelerates Learning
2. Experiential Learning Provides a Safe Learning Environment
3. Experiential Learning Bridges the Gap Between Theory and Practice
4. Experiential Learning Produces Demonstrable Mindset Changes
5. Experiential Learning Increases Engagement Levels
6. Experiential Learning Provides Accurate Assessment Results
7. Experiential Learning Enables Personalized Learning
8. Experiential Learning Delivers Exceptional Return on Investment (RoI)

<https://www.knolskape.com/experiential-learning-vs-traditional-learning-methodologies/>

# **Case Study: Increasing Employability of Indian Engineering Graduates through Experiential Learning Programs and Competitive Programming**

## **Background, Motivation and Objective**

With regard to engineering, there have been serious concerns about the employability of Indian graduates. There are alarming statistics in a NASSCOM report, which estimates that, of the 3 million joining the IT workforce, only twenty five percent of graduates with engineering background are employable. The figures are grave in the context of graduates from sciences and humanities, which is less than fifteen percent. Aspiring Minds has been administering a computer-based test called AMCAT to lakhs of students in 650+ engineering institutions measure employability of technical graduates.

This considers parameters like Business Communication & English, Logical & Numerical skills, analytical & problem-resolution skills and coding. The results are a revelation, 47% of graduates cannot be employed in any domain or sector of the knowledge economy.

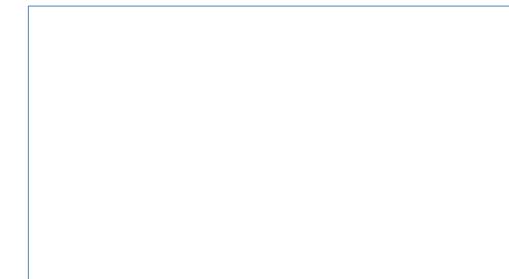
# **Case Study : Cont.**

17.91%, 3.67% and 40.57% are the employability figures for software services, software products and BPO. Only 3.84% graduates are start-up ready and 6.56% are design job ready and the same trend for other core engineering jobs. There is an urgent need to improve employability of our engineering graduates. This calls for lateral thinking and out-of-the-box initiatives such as experiential learning programs and competitive programming; implementations of which we explore in a top-ranking private university as a case study.

## **Statement of Contribution/Methods**

The case study of implementation of initiatives in experiential learning programs and competitive programming in a private university is highlighted. An Experiential learning program titled Live-in-Labs as part of the curriculum is explored.

This program is student-centric, learner-centric, participatory and hands-on and they provide students an avenue to apply their acquired engineering knowledge, concepts and skills and deploy on a real-time basis in India's villages.



## **Case Study : Cont.**

It's Course Outcomes (CO) such as human-centered design concepts to document observations and user experiences, user-needs assessment and prioritization are enlisted. A very strong mapping to several Program Outcomes (PO) is observed unlike various regular courses in curriculum. Structured competitive programming initiative in which students compete with others in a contest environment in parameters such as program correctness, execution time, and development time is yet another effort towards student-centered learning. Platforms such as CodeChef, HackerRank and contests such International Collegiate Programming Contest (ICPC), which is considered as the Olympics of Collegiate Programming with annual participation of 50,000 students in 2000+ universities in 100+ countries are efforts in this direction. Competitive Programming initiative's learning objectives also spans several POs.

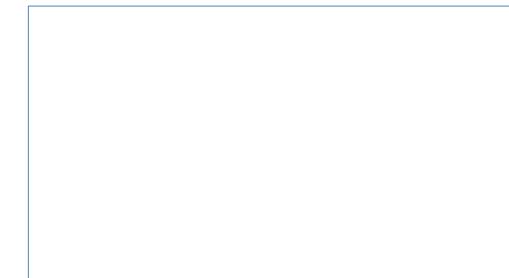
### **Results, Discussion and Conclusions.**

Strong mapping of COs to POs inherent in the experiential learning programs improves the employability as also the progression and prospects of the students.

## Case Study : Cont.

Live-in-Labs® program exposes students to pressing issues confronted by village communities in India, through experiential learning opportunities, in order to apply theoretical concepts into application & deployment, by the devising of innovative technology remedies, and facilitation of crucial and collaborative problem-resolution capabilities of the students participating in the program. The participation of several students from foreign universities also enriches learning, collaboration and diversity. Every Live-in-Labs project results in a student paper published in reputed journals and conferences. It also improves student progression in terms of higher studies and high-paying jobs.

Competitive programming dramatically improves student skills and capabilities in problem solving, coding, team work, innovation and creativity. It is also observed that code geeks from competitive programming initiatives are invariably the ones to secure the highest paying jobs in dream companies like Google, Amazon and Facebook.



# Research Paper



Journal of Management Development  
Vol. 32 No. 3, 2013  
pp. 295-308

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0262-1711  
DOI 10.1108/02621711311318283

# Experiential learning: inspiring the business leaders of tomorrow

Denise Baden

*School of Management, University of Southampton, Southampton, UK, and*  
Carole Parkes

*Aston Business School, Aston University, Birmingham, UK*

## Purpose

The complex challenges of sustainable development and the need to embed these issues effectively into the education of future business leaders has never been more urgent. The purpose of this paper is to discuss different approaches taken by two UK signatories to the UN Principles for Responsible Management Education (PRME).



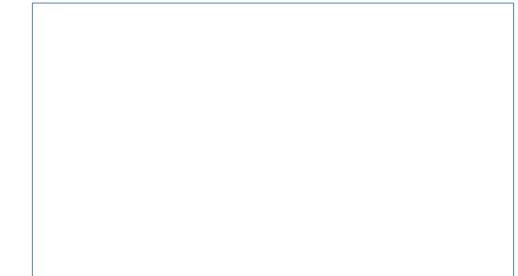
# **Research Paper**

## **Design/methodology/approach**

The two approaches examined are: MSc Entrepreneurship students opting for placements with social enterprises; and MBA students undertaking workshops using “live” case studies. A content analysis of the experiences of students from their written reflective narratives is presented. This is supplemented by reflections of the facilitators and tutors.

## **Findings**

The analysis reveals that the opportunity to work with social entrepreneurs and/or “responsible” business professionals provides the business students with inspirational role models and positive social learning opportunities.



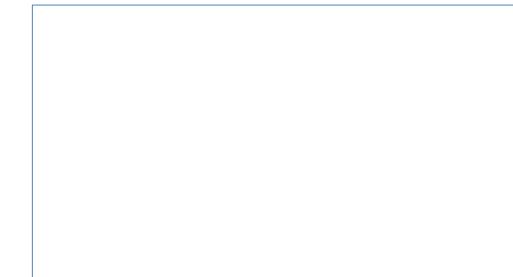
# Research Paper

## Research limitations/implications

This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.

## Practical implications

This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.



# BOOK RECOMMENDATION

## Experiential Learning

**ASIN :** 0749448970

**Authors:** Colin Beard, John P Wilson

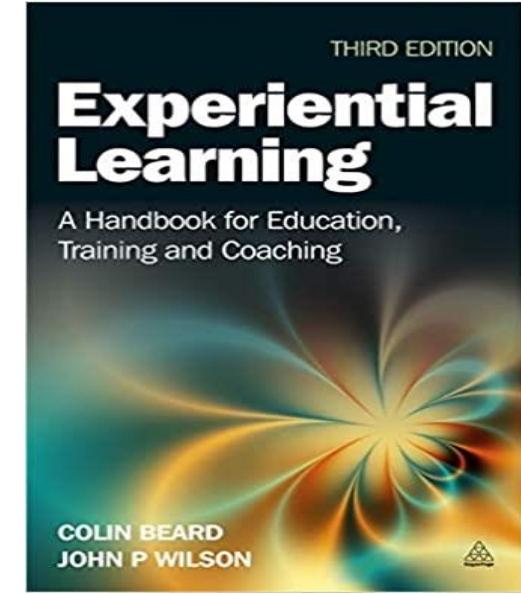
**Publisher:** Kogan Page Ltd; 3rd edition

**Language:** English

**Paperback:** 320 Pages

**ISBN-10 :** 0749467657

**ISBN-13 :** 978-0749467654



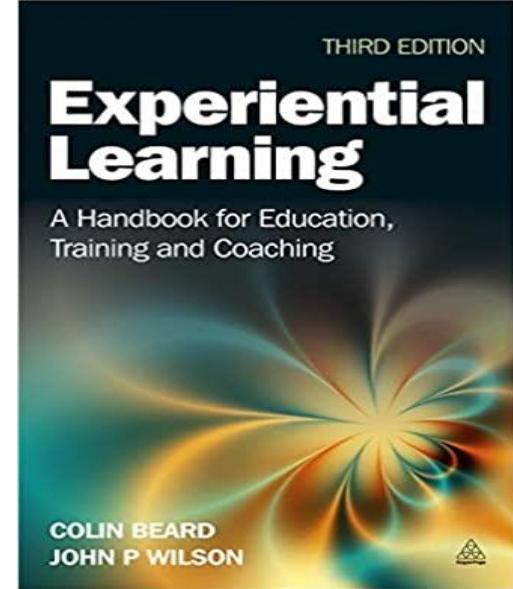
<https://www.amazon.com/Experiential-Learning-Handbook-Education-Training/dp/0749467657>

# BOOK RECOMMENDATION

It presents a simple model the Learning Combination Lock, which illustrates the wide range of factors that can be altered to enhance the learning experience. The theory is brought to life with hundreds of examples from around the world and covers issues such as experience and intelligence facilitation, good practice and ethics learning environments experiential learning activities working with the senses and emotions.

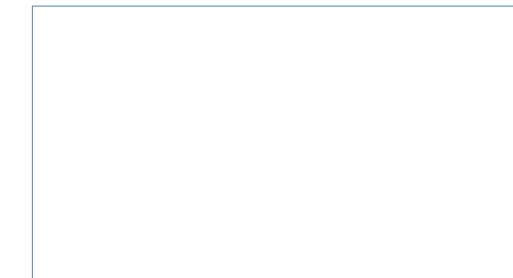
Experiential Learning offers the skills that can be successfully applied to a variety of settings including management education, corporate training, team-building, youth-development work, counselling and therapy, schools and higher education and special-needs training.

<https://www.amazon.com/Experiential-Learning-Handbook-Education-Training/dp/0749467657>



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# Thank You



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NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 49

### Action Learning

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES

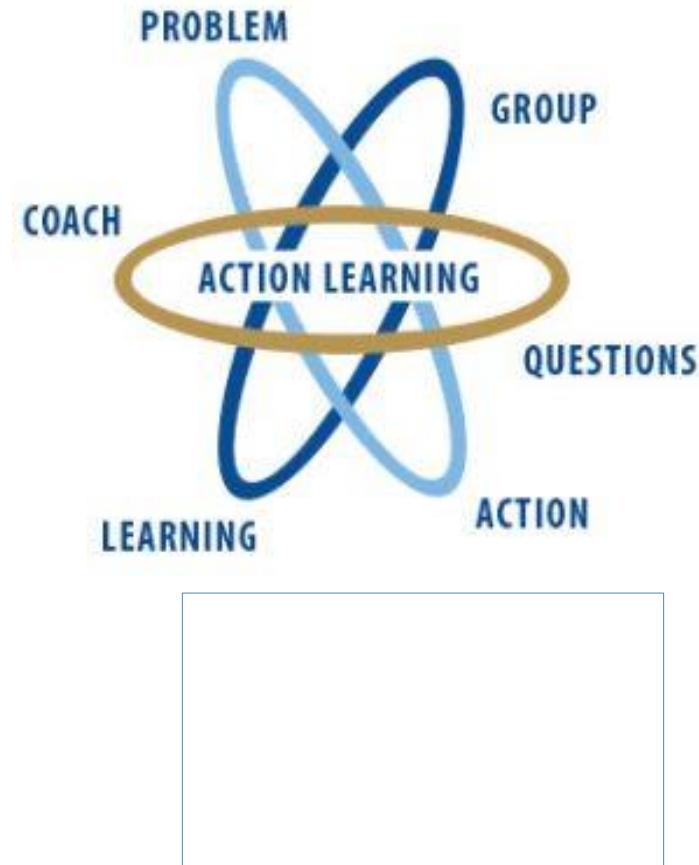


# Contents

- Action Learning and its Benefits
- Components of the action learning program
- Types of Action Learning
- The Action Learning Process
- The Principles of Action Learning Model
- Action Learning Cycle
- The Action Learning Sets
- The 4 Key Components of Action Learning Theory
- 5 tips for Running Action Learning Groups
- Case Study
- Research Paper
- Book Recommendation
- References

# Action Learning

- Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization.
- It helps organizations develop creative, flexible and successful strategies to pressing problems.
- Action Learning solves problems and develops leaders simultaneously because its simple rules force participants to think critically and work collaboratively.



<https://extensionaus.com.au/extension-practice/action-learning/>

# Benefits of Action Learning

**At an individual level**, action learning helps:

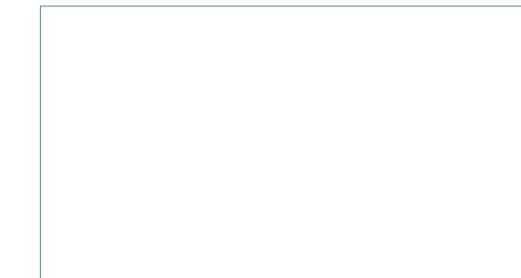
- Enhance personal effectiveness and productivity
- Use reflection to enhance learning from personal experiences
- Enhance personal leadership and soft skills
- Develop self-confidence and assertiveness
- Self-expression as the practice the idea of speaking freely
- Improve awareness of how assumptions, beliefs, attitudes and organizational interests influence thinking, decisions and actions
- Augment self-awareness, awareness of others and the intelligence to adapt to the presented situation.

# Benefits of Action Learning(Cont.)

## At an organizations Level

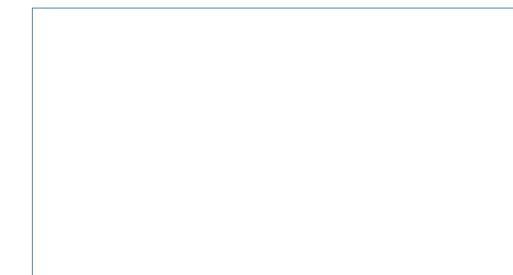
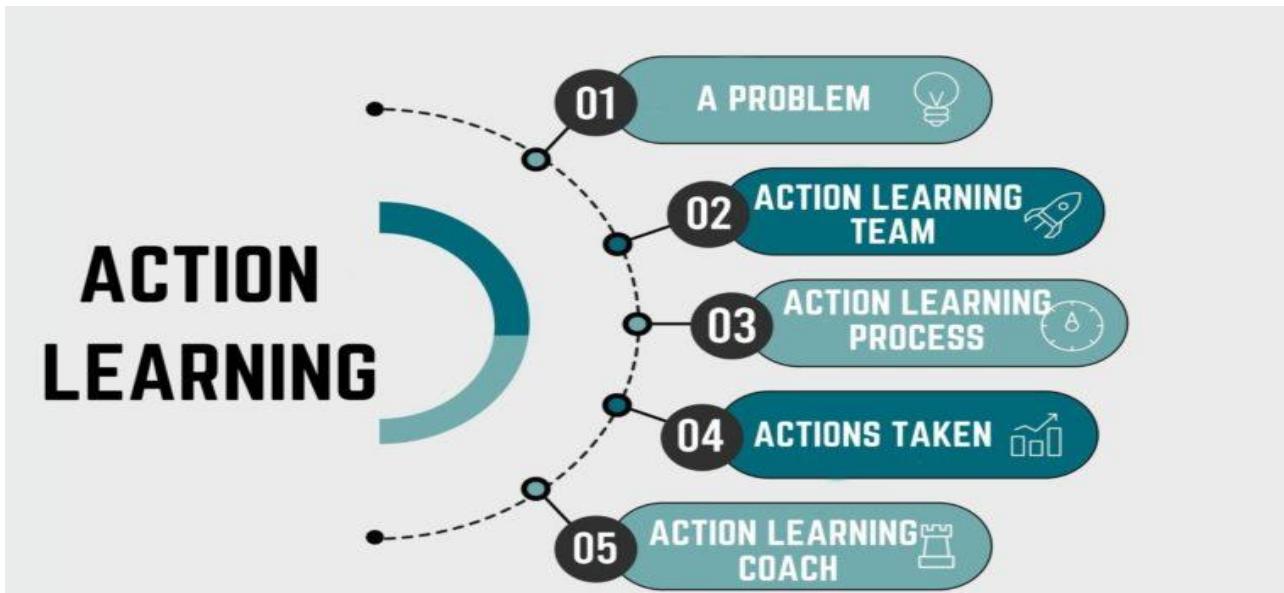
- Enhance business performance at all levels.
- Rapidly solve urgent and important and business challenges to evolve best, collective solutions.
- Develop innovative approaches and solutions that lead to substantial cost savings and increased ROI.
- Develop a culture of staff engagement, involvement and performance, at all levels.
- Set strategic direction of the company as it approaches collective solutions to many challenges
- Leverage the Action Learning process for effective succession planning by allowing the opportunity for potential members to work in real life problem solving process.

<https://helpcentre.tcglobal.com/hc/en-us/articles/360037218491-What-are-the-major-benefits-of-Action-Learning->



# Components of the action learning program

- An action learning program is a well-designed program where proper steps are followed to solve a problem related to its employees.



<https://www.marketing91.com/wp-content/uploads/2020/09/Components-of-action-learning-program-768x432.jpg>

# **Components of the action learning program(Cont.)**

## **1. A problem**

The first and most crucial component of action learning is “a problem.” A problem can be a work project, a challenge faced by the organization, an employee’s issue, an issue with the employee’s behavior in the organization, an opportunity, or a task.

## **2. An action learning team or group**

The second principal component of the action learning process is the group of people or the action learning team. The group members participate in the process either voluntarily or selected based on their experience or problem-solving skills.

## **3. Action learning process**

The third component of the action learning process is the steps involved in the process. In this process, the action learning process members ask the right questions to get deep insights into the situation.

# **Components of the action learning program(Cont.)**

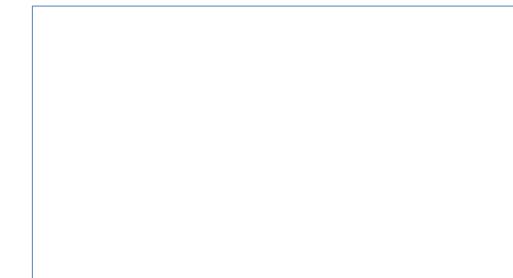
## **4. Actions are taken**

The action learning process is incomplete without the action taken to solve the problem. The purpose of the action learning process is to reach a point to determine the actions to solve the problem. The group members should be given the freedom to decide the actions they want to take and implement those actions.

## **5. Action learning coach**

An action learning coach is someone who is designated to control and coach the members of the action learning team. The action learning coach plays a vital role in leading the group in the right direction. He helps the group members reflect on the problem and think about the various solutions to solve the problem.

<https://www.marketing91.com/action-learning/>



# Types of Action Learning

Team-Project Action Learning	Individual-Project Action Learning
Entire team works on a single project	Team works on individual projects
Project determined by organization	Projects selected by participants
Participants determined by organization	Participants self-select
Organization take action	Individuals take action
Team recommends and/or implements	Individuals implements solutions

[https://www.researchgate.net/publication/283794420\\_What\\_is\\_Action\\_Learning\\_Components\\_Types\\_Processes\\_Issues\\_and\\_Research\\_Agendas](https://www.researchgate.net/publication/283794420_What_is_Action_Learning_Components_Types_Processes_Issues_and_Research_Agendas)

# The Action Learning Process

- The most common action learning process can be summarized according to the three stages of the action learning process: preparation, team meetings, and follow-up activities (Cho & Bong, 2013).

## Preparation

- As a first step, sponsors (executives and managers) in the organization are secured before launching an action learning project. Before setting up meetings building trust and rapport between participants and organizations is the key to success in action learning.

**Team Meetings-** Action learning projects are work-based and difficult to solve alone. In the team meetings stage, action learning practitioners deal with the project and team selection, roles of a learning coach, problem-solving processes, reflection, and organizational support.

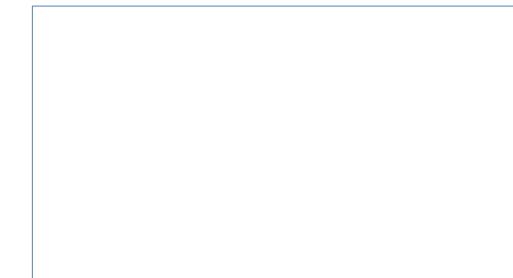
# The Action Learning Process(Cont.)

- In the team selection, team members with diverse backgrounds are highly desired because participants of diversity can generate innovative ideas and explore different solutions.

## Follow-up Activities

- In the follow-up activities stage, organizations (sponsors) make a decision on the implementation of action learning teams' solutions at the final team presentations. Participants share their solutions and lessons learned from their action learning process with other organizational members through annual action learning conferences and knowledge management systems (e.g., intranets) in the organization.

[https://www.researchgate.net/publication/283794420\\_What\\_is\\_Action\\_Learning\\_Components\\_Types\\_Processes\\_Issues\\_and\\_Research\\_Agendas](https://www.researchgate.net/publication/283794420_What_is_Action_Learning_Components_Types_Processes_Issues_and_Research_Agendas)

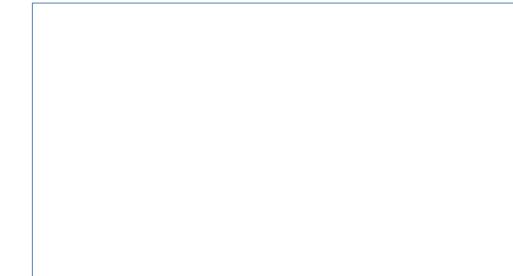


# The Principles of Action Learning Model

The principles involved in the Action Learning Model are as follows:

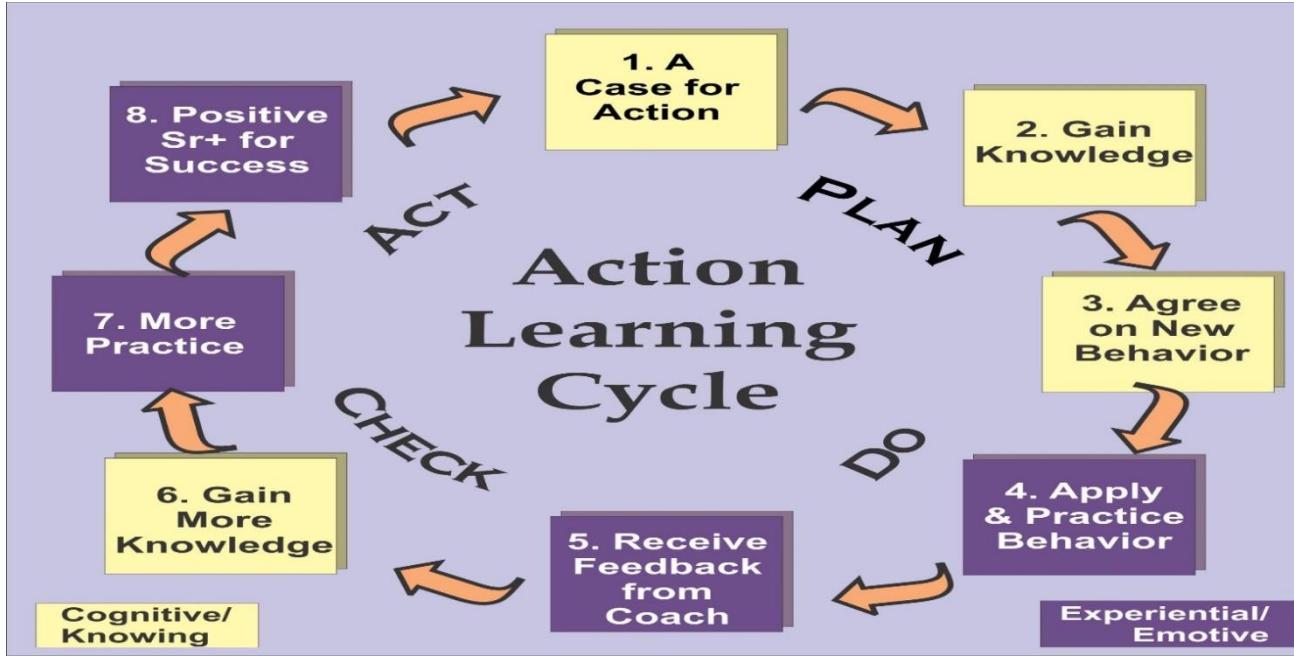
1. The learning experience should be centered around finding an answer or a solution to a problem that exists in the real world.
2. Learning is a voluntary process, and the learner must be willing to learn.
3. Action Learning is a highly social activity and process which takes time to be fully effective. The typical action learning program can last between four to nine months.
4. Developing the individual's knowledge base and skill sets are just as essential as arriving at the solution to the scenario or problem.

<https://elearningindustry.com/action-learning-model>



# Action Learning Cycle

The eight steps illustrated here constitute a cycle of learning and continuous improvement. In many ways they correspond to the PDCA cycle of improvement.



<https://www.lmmiller.com/wp-content/uploads/2012/02/Action-Learning21.jpg>

# Action Learning Cycle(Cont.)

- The steps illustrated in yellow are primarily knowing/gaining knowledge steps.
- The steps in purple are more experiential and have more impact on how the learner feels.

## 1. Build A Case for Action:

- It is essential that team members understand the business case for action.
- As management embarks on a process of continuous improvement they need to point to competitors, best practices, financial benchmarks and the voice of the customers who are telling us that we need to improve.

**2. Gain Knowledge:** Transferring knowledge is what most corporate trainers do best. It is what classrooms are best designed to accomplish. It is why we have books and websites. However, knowledge very often does not result in behavioral change.

# Action Learning Cycle(Cont.)

## 3. Agree on New Behavior:

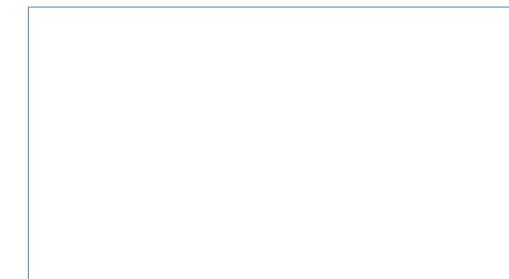
- Intention is the beginning of change. The guitar instructor may teach a chord position or scale on the fret board. By itself, that is useless knowledge. It only becomes useful when practiced.

## 4. Apply & Practice New Behavior:

- Imagine learning to play a musical instrument. Learning any new skill is much the same way. Teams need to practice problem solving and experiment.

## 5. Receive Feedback from Coach

- The role of the *sensei* has become understood as an element of Toyota culture. A *sensei* is, essentially, a personal coach and mentor. Someone who can guide, observes, and gives feedback and encouragement.



## **6. Gain More Knowledge:**

- And now, the cycle becomes obvious. After each lesson learned, action or deliverable completed, the team receives feedback from the coach and then goes on to learn the next element of development: how to develop a balanced scorecard; how to map their work process; how to recognize variances of common versus special cause; how to reduce waste and cycle time, etc.

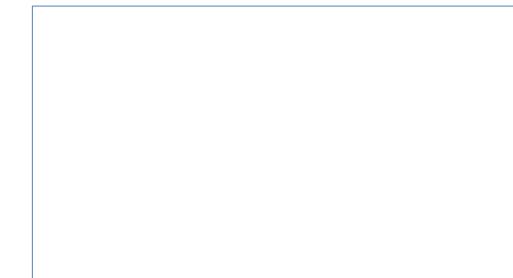
## **7. More Practice:**

- The team and their coach should map out a series of ten to twenty steps that the team or individual will learn then do, then gain feedback and reflection.

## **8. Positive Reinforcement from Coach and the Natural Environment:**

- As teams practice the skills of continuous improvement they begin to have an impact on actual performance.

<https://www.lmmiller.com/action-learning-cycles-of-learning-are-the-key-to-developing-a-culture-of-continuous-improvement/>



# The Action Learning Sets

The groups that are formed in Action Learning are known as “action learning sets”. In action learning sets, the learners are encouraged to meet on a regular basis, explore answers to the problems, and to collectively decide upon the most appropriate solution. Usually, the steps involved in the process are:

- Describing the problem as it is perceived by the action learning set.
- Discussing the problem by allowing each member of the action learning set to ask questions.
- Assessing what has been discovered during the process so far, and determining which action should be taken.
- Evaluating the outcome that was produced by the solution.
- Re-evaluating the problem solving method and determining if it is effective

<https://elearningindustry.com/action-learning-model>

# The 4 Key Components of Action Learning Theory

There are four other key components that may be applied in an action learning sets:

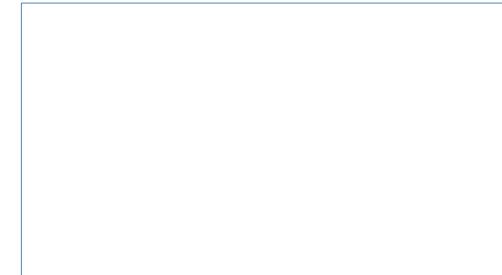
**1. A Problem** This is typically a non-technical problem, and must pertain to either strategic or tactical-based scenarios or issues.

**2. A Client** This is the entity who set forth the problem. This may be a member of the group, an instructor, or an outside organization.

**3. A Set Adviser** This is the individual who facilitates the set and presents the guidelines for the problem solving process.

## **4. The Process**

This involves an assessment and analysis of the problem, reflection, the formulation of a possible solution or hypothesis.



<https://elearningindustry.com/action-learning-model>

# 5 tips for Running Action Learning Groups

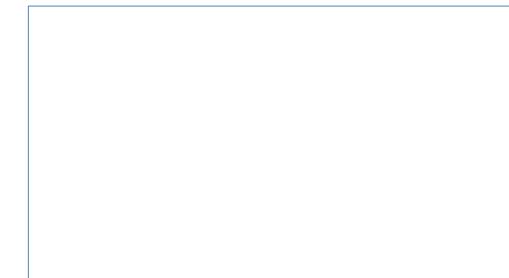
The following 5 tips are aimed at helping you to run successful Action Learning Groups.

## **1. Individuals should choose to ‘sign up’ for Action Learning**

Successful Action Learning groups stay together because they choose to and not because they have to. It is a good idea that the process for joining an Action Learning group be a voluntary one.

## **2. Pay attention to the environment**

Often we don't pay too much attention to where we have meetings. This is not an option when you are running Action Learning



# **5 tips for Running Action Learning Groups(Cont.)**

## **3. Work with a skilled Facilitator**

In Action Learning the facilitator will role model the skills that others are expected to learn and use in the session.

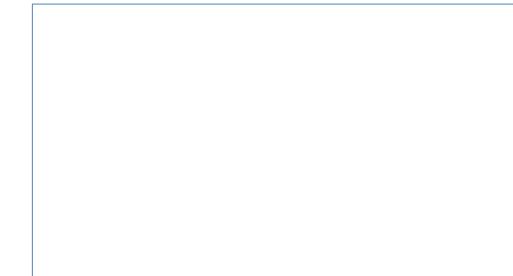
## **4. Run an introductory session on Dialogue**

Running a session on Dialogue will help a group to start as you mean them to go on. The principles will actively help the group not to fall into the trap of developing an inbuilt compulsion to fix other people's problems.

## **5. Be rigorous with time**

Time and how you use it is critical for the success of an Action Learning session. Everyone must have an equal slot of it and don't be afraid of being up front about it

[https://cdn.ymaws.com/associationforcoaching.site-ym.com/resource/resmgr/Articles\\_&\\_Handy\\_Guides/Organisations/Handy\\_Guides/Top\\_5\\_tips\\_Running\\_Action\\_LG.pdf](https://cdn.ymaws.com/associationforcoaching.site-ym.com/resource/resmgr/Articles_&_Handy_Guides/Organisations/Handy_Guides/Top_5_tips_Running_Action_LG.pdf)



# Case Study : Leadership Development in the Private Sector: 3M

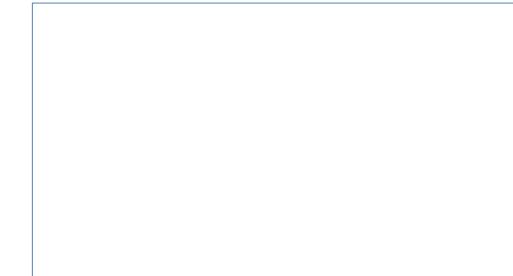
3M is a science and product company that generates approximately \$30 billion in annual revenues and consists of 85,000 employees located in more than 70 countries. Headquartered in St. Paul, Minnesota, the 65,000 products in 3M's portfolio include adhesives, abrasives, nanotechnology, electronics and software, lighting management, microreplication, and nonwoven materials and some 40 other technological platforms. Many of these products, such as Post-It notes, are highly recognizable. 3M has always put a premium on innovation, and to date its 8,000 research scientists have generated over 3,100 U.S. patents. Because of the success of its products, 3M has consistently been ranked as a top 10 Most Admired Company by Fortune magazine.



Image Source: <https://www.lcdnet.org/media/cache/31/ae/31aec638f177fc41d69004f82494bdfd.jpg>

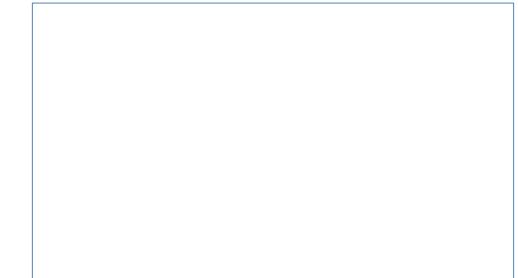
# Case Study : (Cont.)

- In 2006 the company noticed that the costs for getting new products to the market were rising at an alarming rate. 3M did not want to focus exclusively on reducing costs, however, as this could negatively impact the development of new products. Company managers believed that the key to improving both efficiency and innovation was employee engagement, which it defined as, "An individual's sense of purpose and focused energy, evident to others in the display of personal initiative, effort, and persistence directed towards organizational goals." 3M management felt that the more people who were engaged with their work, the more likely they would be to offer and execute ideas to improve innovation and reduce costs.
- 3M had been measuring employee satisfaction and attitudes toward work since the early 1950s and redesigned these companywide surveys as part of the focus on employee engagement.



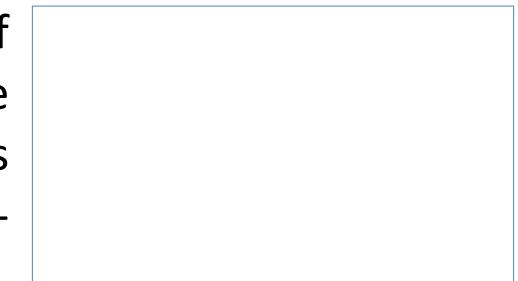
# Case Study : (Cont.)

- The data were collected in such a way that individual first-line supervisors, mid-level managers, country managers, regional executives, and functional managers could see the average engagement levels of their respective employees. At the same time, the Leadership Development function at 3M supplemented its offerings in order to educate leaders on what employee engagement is, how it can be a competitive advantage, and what they can do to improve it.
- 3M's Leadership Development function has been recognized as one of the best in the world and makes extensive use of leaders teaching leaders (i.e., the CEO and executive leadership team all spend time teaching leadership courses to fellow 3M leaders). The function's action learning programs are offered to some of the best and brightest in the company and consist of temporary teams that are tasked with developing ideas and business plans to generate an additional \$25 million in sales or significant revenue.



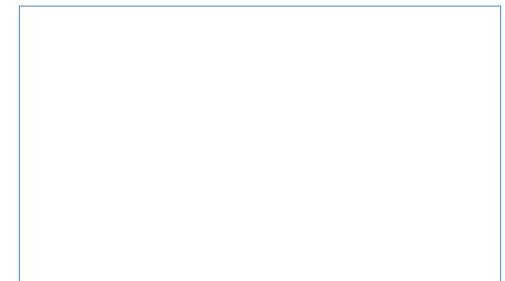
# Case Study : (Cont.)

- The function also offers traditional classroom training and hundreds of e-learning modules for leaders in first-line, midlevel, and executive-level leadership positions. Social media, do-it-yourself YouTube-type videos, blogs, wikis, and the like are also used extensively to teach leaders how to promote employee engagement. As a result of these leadership development efforts, overall employee engagement has improved dramatically to 4.8/5.0, new products are being released, revenues are growing, and costs are being managed more effectively.
- 3M's new CEO Inge Thulin, himself a product of this well-established company widely known for its innovation and leadership development, is also now bringing an even greater focus on people development. Within a week of his appointment as CEO, he announced a new vision for the company and six major business strategies, one of which was aimed directly at raising the bar even higher for “building high-performing and diverse global talent” at 3M.



# Case Study : (Cont.)

- Certainly, many companies think leadership effectiveness at all levels is critical to driving an aggressive growth strategy: Thulin, however, has operationalized this, making development of all talent, including leaders, a core business strategy



# Research Paper



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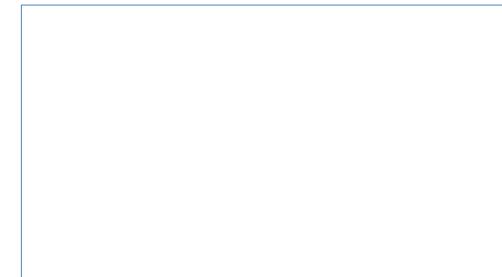
# Authentic leadership and mindfulness development through action learning

Louis Baron

*Department of Organization and Human Resources,  
Université du Québec à Montréal, Montréal, Canada*

## Purpose

The purpose of this paper is to evaluate a three-year training program based on action learning principles with regard to its effectiveness in fostering authentic leadership (AL) and mindfulness among the participants.



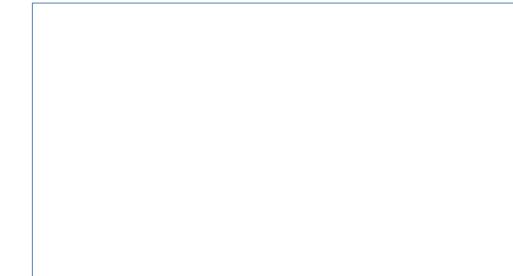
# Research Paper

## Design/methodology/approach

Data were obtained using a mixed-method design. Quantitative data were collected using a quasi-experimental sequential cohort design with comparison group, in which 143 participants responded to a self-evaluation questionnaire up to six times over a three-year period. Semi-structured interviews were also conducted with 24 managers.

## Findings

The results indicate that, as participants evolved through the leadership development program, self-reports of AL and mindfulness increased significantly and linearly as determined using repeated measures ANOVA, paired t-tests, and content analysis of interviews.



## Practical implications

The results suggest that a leadership development program based on action learning principles can foster the development of AL and mindfulness. The core elements of action learning (i.e. working on real problems, gaining new insights in a supportive and confrontational environment of one's peer) appear to be key to bringing about real changes in the behavior of participating managers and maximizing the chances of generating lasting effects.

## Originality/value

This is the first longitudinal study to demonstrate that the development of mindfulness and AL – which calls for internalization of attitudes and behaviors – can be fostered by a leadership development program. The question of whether AL can be developed through planned interventions is paramount for advancing theory and research on AL.

# Book Recommendation

## Optimizing the Power of Action Learning: Real-Time Strategies for Developing Leaders, Building Teams and Transforming Organizations

**Authors:** Michael J. Marquardt, Peter Cauwelier, Shannon Banks, & Choon Seng Ng

**Publisher:** Nicholas Brealey International; 2nd edition (16 February 2011)

**Language:** English

**ISBN-10:** 1904838332

**ISBN-13:** 978-1904838333

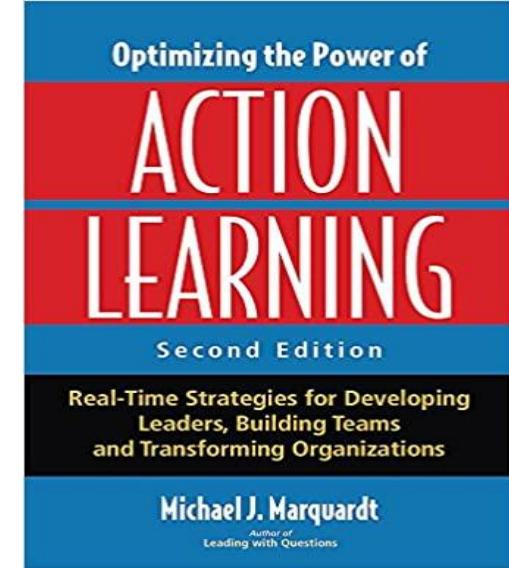
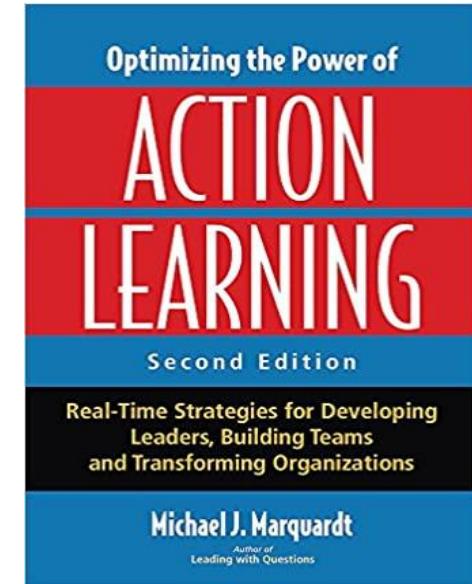


Image Source: <https://www.amazon.in/Optimizing-Power-Action-Learning-Organizations/dp/1904838332>

# Book Recommendation

This newly revised edition demonstrates how action learning can be used to address today's increasingly complex organizational challenges. Profiling such global leaders as LG, Sony, and Boeing, Marquardt shows how these and other organizations have flourished by discovering how to optimize the power of action learning. Packed with extensive enhancements, including new international case studies, and more strategies to introduce and maintain action learning programs within an organization, Optimizing the Power of Action Learning delivers an innovative and fresh perspective - making it a must-have for any organization looking to heighten competitive advantage and sustain success.

Image Source: <https://www.amazon.in/Optimizing-Power-Action-Learning-Organizations/dp/1904838332>



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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 50

### Developmental Planning: GAPS ANALYSIS

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- What is G.A.P.S?
- Development Planning
- Conducting a GAPS (Goal, Ability, Perception, Standards) Analysis
- Identifying and Prioritizing Development Needs: Gaps of GAPS
- Bridging the Gaps: Building a Development Plan
- Five steps of coaching
- Case Study
- Research Paper
- Book Recommendation
- References

# What is G.A.P.S?

- GAPS is a critical part of your professional development.
- It Is Coined by Peterson and Hicks “Leader and Coach” in 1996.
- It’s important for leaders and followers to stay “relevant”.
- G.A.P.S is an acronym for goals, abilities, perceptions and standard. Its used to build skill, knowledge and behavior in you personal and professional life.



<https://frontlinemanagementexperts.files.wordpress.com/2015/06/gaps-gary-tremolada-professional-development-trainer.gif>

# Development Planning

- Development planning refers to the strategic measurable goals that a person, organization or community plans to meet within a certain amount of time. It generally also includes the criteria that will be used to evaluate whether or not the goals were actually met.
- Development planning refers to the strategic measurable goals that a person, organization or community plans to meet within a certain amount of time. Usually the development plan includes time-based benchmarks.



<https://bohatala.com/wp-content/uploads/2018/10/Development-Planning-for-Business-300x212.png>

# Development Planning

## Conducting a GAPS (Goal, Ability, Perception, Standards) Analysis

### Goals:

Where do you want to go?

*Step 1:* Career objectives:

Career strategies:

### Standards:

What does your boss or the organization expect?

*Step 5:* Expectations:

### Abilities:

What can you do now?

*Step 2:* What strengths do you have for your career objectives?

*Step 3:* What development needs will you have to overcome?

### Perceptions:

How do others see you?

*Step 4:* 360-degree and performance review results, and feedback from others:

- Boss
- Peers
- Direct reports

Sources: D. B. Peterson and M. D. Hicks, *Leader as Coach* (Minneapolis, MN: Personnel Decisions International, 1996)

The specific steps for **conducting a GAPS analysis** are as follows:

**Step 1: Goals**-The first step in a GAPS analysis is to clearly identify what you want to do or where you want to go with your career over the next year or so. This does not necessarily mean moving up or getting promoted to the next level.

The one of the most important aspects of this step in the GAPS analysis are that leadership practitioners will have a lot more energy to work on development needs that are aligned with career goals, and in many cases advancing to the next level may not be a viable or particularly energizing career goal.

# Conducting a GAPS Analysis(Cont.)

**Step 2: Abilities-** People bring a number of strengths and development needs to their career goals. Over the years you may have developed specialized knowledge or a number of skills that have helped you succeed in your current and previous jobs.

Similarly, you may also have received feedback over the years that there are certain skills you need to develop or behaviors you need to change. Good leaders know themselves—over the years they know which strengths they need to leverage and which skills they need to develop.

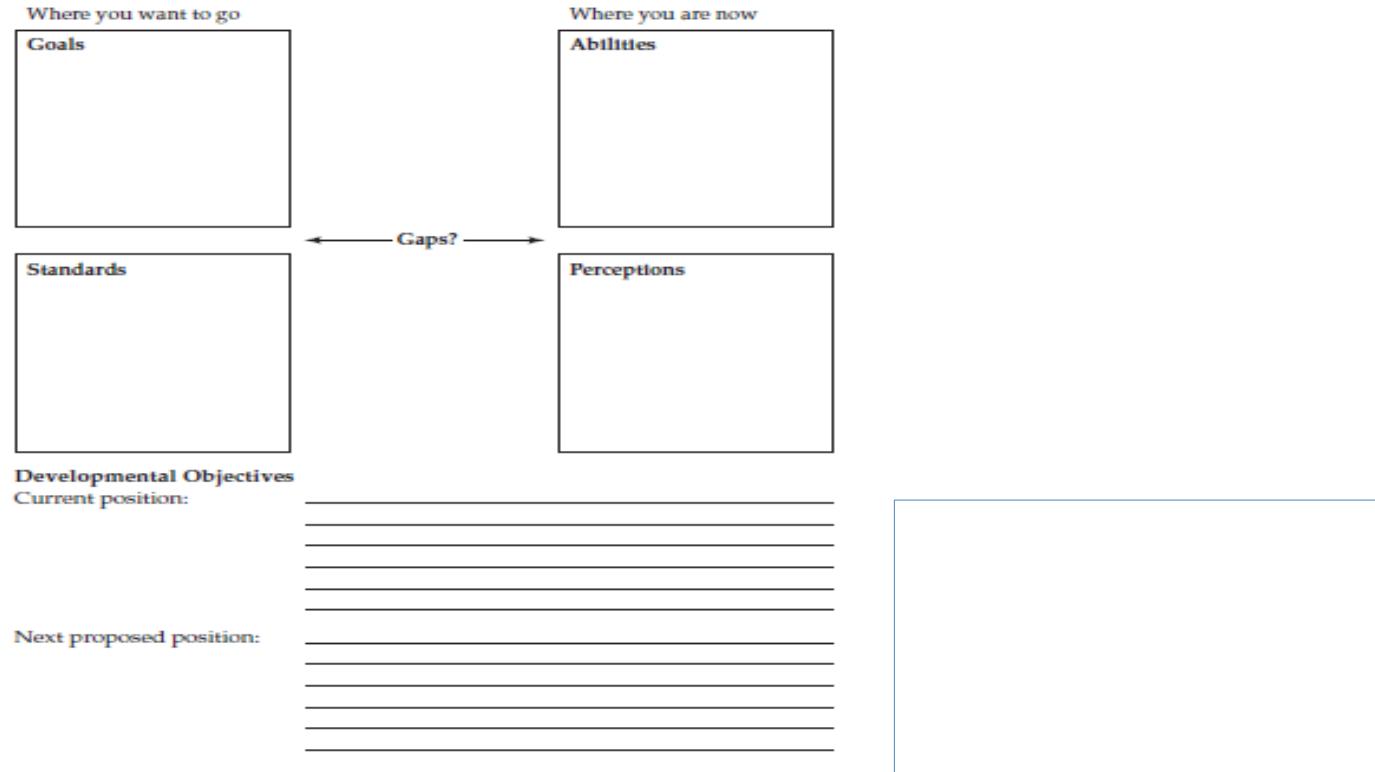
**Step 3: Perceptions-** The perceptions component of the GAPS model concerns how your abilities, skills, and behaviors affect others.

# Conducting a GAPS Analysis(Cont.)

What are others saying about your various attributes? What are their reactions to both your strengths and your development needs? A great way of obtaining this information is by asking others for feedback or through performance reviews or 360-degree feedback instruments.

***Step 4: Standards-*** The last step in a GAPS analysis concerns the standards your boss or the organization has for your career objectives. For example, your boss may say you need to develop better public speaking, delegation, or coaching skills before you can get promoted. Similarly, the organization may have policies stating that people in certain overseas positions must be proficient in the country's native language, or it may have educational or experience requirements for various jobs.

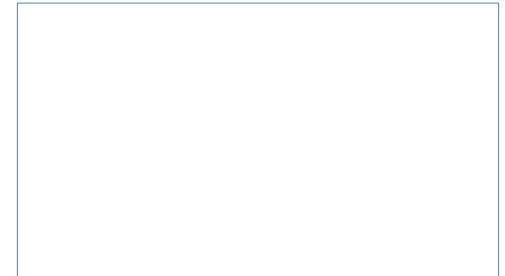
# Identifying and Prioritizing Development Needs: Gaps of GAPS



Sources: D. B. Peterson and M. D. Hicks, *Leader as Coach* (Minneapolis, MN: Personnel Decisions International, 1996)

# Identifying and Prioritizing Development Needs: Gaps of GAPS

- As shown in Figure, the goals and standards quadrants are future oriented; these quadrants ask where you want to go and what your boss or your organization expects of people in these positions.
- The abilities and perceptions quadrants are focused on the present: what strengths and development needs do you currently have, and how are these attributes affecting others? Given what you currently have and where you want to go, what are the gaps in your GAPS?

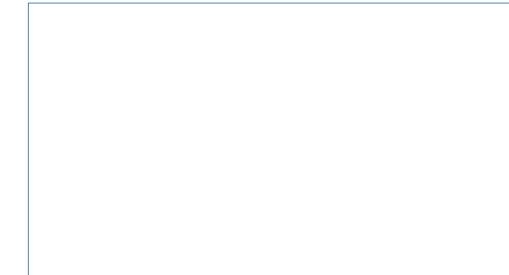


# Bridging the Gaps: Building a Development Plan

- A gaps-of-the-GAPS analysis helps leadership practitioners identify high priority development needs, but it does not spell out what leaders need to do to meet these needs.
- The specific steps for creating a high-impact development plan are as follows:

## ***Step 1: career and development objectives.***

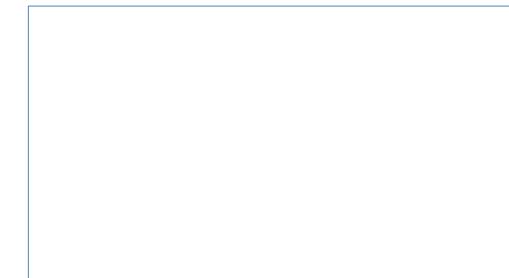
- Your career objective comes directly from the goals quadrant of the GAPS analysis; it is where you want to be or what you want to be doing in your career a year or so in the future. The development objective comes from your gaps-of-the- GAPS analysis; it should be a high-priority development need pertaining to your career objective.



# Bridging the Gaps: Building a Development Plan(Cont.)

***Step 2: criteria for success.*** What would it look like if you developed a particular skill, acquired technical expertise, or changed the behavior outlined in your development objective? This can be a difficult step in development planning, particularly with “softer” skills such as listening, managing conflict, or building relationships with others.

***Step 3: action steps.*** The focus in the development plan should be on the specific, on-the-job action steps leadership practitioners will take to meet their development need. However, sometimes it is difficult for leaders to think of appropriate on-the-job action steps.



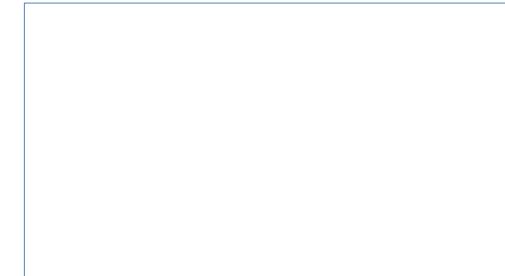
# Bridging the Gaps: Building a Development Plan(Cont.)

## ***Step 4: whom to involve and when to reassess dates.***

- This step in a development plan involves feedback—whom do you need to get it from, and how often do you need to get it? This step in the development plan is important because it helps keep you on track. Are your efforts being noticed? Do people see any improvement? Are there things you need to do differently? Do you need to refocus your efforts?

## ***Step 5: stretch assignments.***

- When people reflect on when they have learned the most, they often talk about situations where they felt they were in over their heads. These situations stretched their knowledge and skills and often are seen as extremely beneficial to learning.



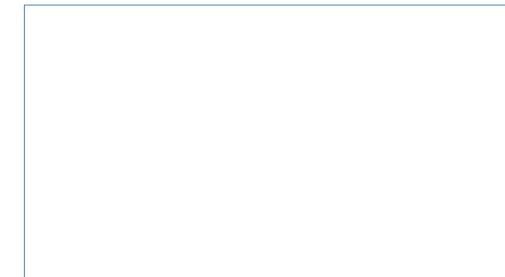
# Bridging the Gaps: Building a Development Plan(Cont.)

## *Step 6: resources.*

- Often people find it useful to read a book, attend a course, or watch a recorded program to gain foundational knowledge about a particular development need. These methods generally describe the how-to steps for a particular skill or behavior.

## *Step 7: reflect with a partner.*

- In accordance with the action–observation– reflection model, people should periodically review their learning and progress with a partner. The identity of the partner is not particularly important as long as you trust his or her opinion and the partner is familiar with your work situation and development plan.

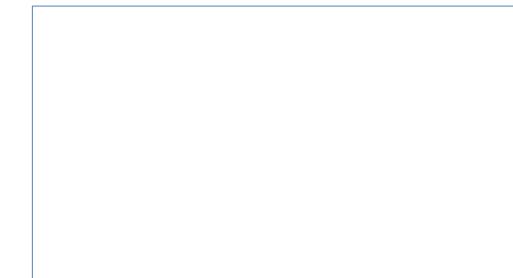


# Five steps of coaching

- The five steps of coaching give leaders both a good road map and a diagnostic model for improving the bench strength of their followers.
- Peterson and Hicks pointed out that this model works particularly well for high performers—individuals who tend to benefit the most from, but are often overlooked by, leaders when coaching.

## 1. Forging a Partnership

- The first step in informal coaching involves establishing a relationship built on mutual trust and respect with a follower.
- Leaders should have high credibility to build a strong relationship with followers.
- Leaders should develop good listening skill to better understand their follower's career aspirations and motivators.



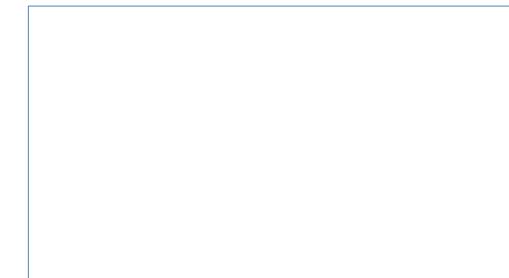
## 2. Inspiring Commitment: Conducting a GAPS Analysis

<p><b>Goals:</b> Where do you want to go?</p> <p><i>Step 1: Career objectives:</i></p> <p>Career strategies:</p>	<p><b>Abilities:</b> What can you do now?</p> <p><i>Step 2: What strengths do you have for your career objectives?</i></p> <p><i>Step 3: What development needs will you have to overcome?</i></p>	
<p><b>Standards:</b> What does your boss or the organization expect?</p> <p><i>Step 5: Expectations:</i></p>	<p><b>Perceptions:</b> How do others see you?</p> <p><i>Step 4: 360-degree and performance review results, and feedback from others:</i></p> <ul style="list-style-type: none"><li>• Boss</li><li>• Peers</li><li>• Direct reports</li></ul>	

Image source: <https://www.chegg.com/homework-help/questions-and-answers/discuss-detail-would-conduct-gaps-analysis-covered-starting-page-470-course-textbook-pleas-q17887198>

# Five steps of coaching(Cont.)

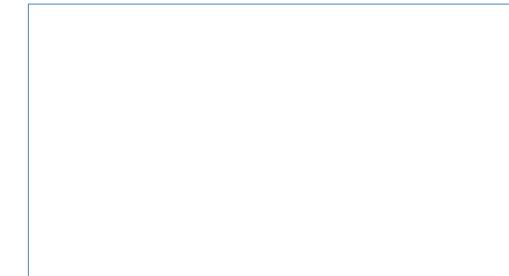
- In the goals quadrant of the GAPS analysis, the leader should write the coachee's (subordinates) career objectives.
- In the perceptions quadrant, the leader would write how the coachee's behavior affects others.
- One way to gather additional information is to have both the leader and the coachee complete a GAPS analysis independently, and then get together and discuss areas of agreement and disagreement.
- During this discussion the leader and coachee should also do a gaps-of-the-GAPS analysis to identify and prioritize development needs.



# Five steps of coaching(Cont.)

## 3. Growing Skills: Creating Development and Coaching Plans

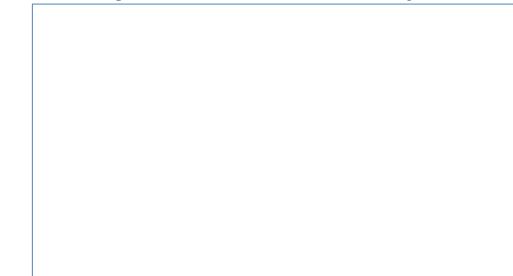
- Once the follower's development needs are identified and prioritized, they will need to build development plans to overcome targeted needs.
- The followers show high level of commitment when they are given the opportunity to develop their own plans.
- Once a draft development plan is created, the leader and coach can use the development planning checklist to review the plan.
- In addition to the development plan, leaders must build a coaching plan that outlines the actions they will take to support their coachees' development.



# Five steps of coaching(Cont.)

## 4. Promoting Persistence: Helping Followers Stick to Their Plans

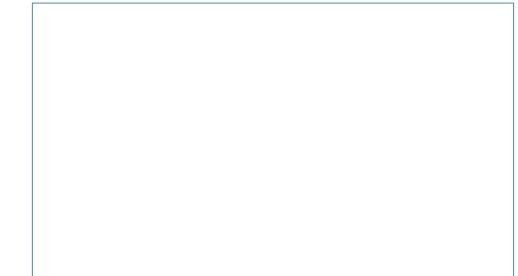
- Sometimes followers build development plans with great enthusiasm, but then take no further action.
- This step in the coaching process is designed to help followers to manage their irresponsible act.
- A large part of coaching deals with helping the followers stick to their development plans.
- A leader should observe the follower while practicing their objective or may be the job related activity and provide immediate feedback.
- Leaders can also help to promote persistence by capitalizing on coachable moments.



# Five steps of coaching(Cont.)

## 5. Transferring Skills: Creating a Learning Environment

- Tichy and Cohen aptly pointed out that the most successful organizations are those that emphasize the learning and teaching process, so that leaders are created throughout the company.
- Leaders can create learning environments by regularly reviewing their followers' development.
- Perhaps the easiest way to do this is by making leaders and followers development partners; then both parties can provide regular feedback and ongoing support.
- Leaders and followers can also review coaching plans to see what is and is not working and make the necessary adjustments.



## **Case study: Once a Company meets its objectives, Can it rest?**

In the early 1990s the Chubb corporation, one of the nations' premiere insurance companies, set very challenging objectives for itself. For example, the property and casualty insurer had set a target of selling 25% of its policies outside united states by 2000. It reached 24% in 1995. Rather than slow down, Chubb management felt the only response was to increase the difficulty of its objectives.

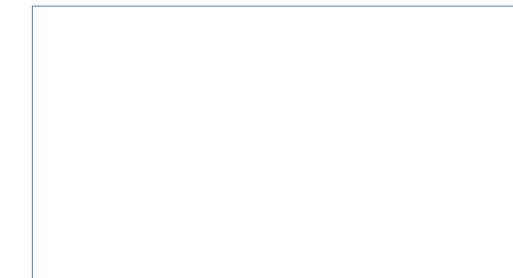
Chubb had correctly forecasted an increasing trend toward internationalization; companies were already looking across boarders for new market and new suppliers so they were also likely to look overseas for their insurance. Chubb wanted to be there when international companies came looking. .

Part of Chubb's strategy to achieve international business success was to position itself as the insurance firm that bets understood global business.

# Case study: Once a Company meets its objectives, Can it rest?

To meet that challenges Chubb developed a policy to help exporters manage the broad array of unique risks they face when doing business aboard. Called the exporters package portfolio their insurance policy includes insurance for such unique international risk challenges as kidnap/ransom and extortion, open-ocean cargo, political risk, and products-withdrawal expense.

By 1997 Chubb was again achieving its globalization goals ahead of schedule. Chubb had more than 100 offices operating in the world's top insurance markets. Chubb's aggressive strategy of opening its own office as rather than using joint ventures or cooperative marketing agreements clearly differentiated the company from other global insurers like AIG and CIGNA. At the same time Chubb was having great success abroad, it was winning service awards in the United States.



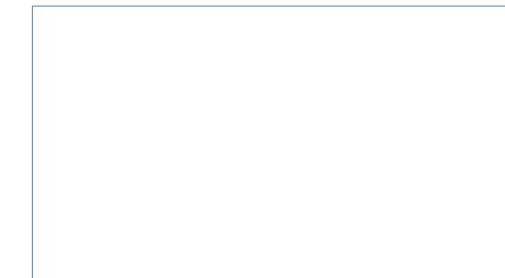
# Case study: Once a Company meets its objectives, Can it rest?

Worth magazines' Readers choice' survey named Chubb the top pick for homeowners' insurance.

Given Chubb's track record for success, it would seem that setting More difficult objectives would be in order. Yet Chubb's management might wonder, could Chubb continue to meet all its challenging goals, or at some point would it falter? Was now a time for Chubb to slow down, or should it push on?

## Questions

1. In what ways does Chubb's behavior reveal a well thought out planning process?
2. What risks might Chubb face if it continues to push for more difficult objectives.
3. Should Chubb push for higher levels of internationals revenues in its next round of objective setting?



# Research Paper



Journal of Management  
Development  
Vol. 36 No. 7, 2017  
pp. 930-939  
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0262-1711  
DOI 10.1108/JMD-06-2016-0092

## The impact of leadership coaching on leadership behaviors

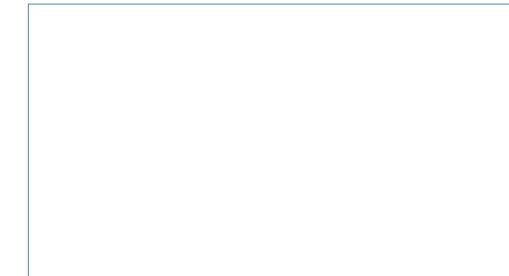
Erica L. Anthony

*Department of Business Administration, Morgan State University,  
Baltimore, Maryland, USA*

Received 11 June 2016  
Revised 8 December 2016  
Accepted 9 December 2016

### Purpose

Given the huge national and corporate investment in developing management and leadership capability, questions about the effectiveness of such development activities are valid, necessary and urgent. This paper aims to examine this issue.

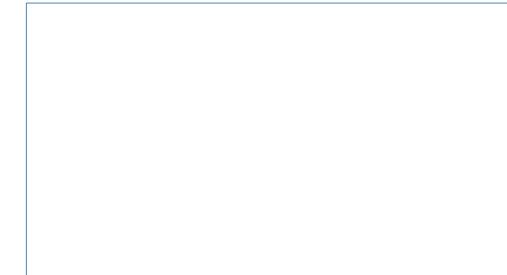


## **Design/methodology/approach**

There were 1,000 respondents consisting of matched pairs of HR managers and line managers drawn from 500 organizations. The survey was carried out using archive data collected in 1996, 2000 and 2004.

## **Findings**

The report provides evidence demonstrating how management and leadership development works when it is: a clear organizational priority with employers taking responsibility; linked to business strategy with established processes and frameworks; designed to build relevant competences and behaviors; and focused on long-term tenure of employees.

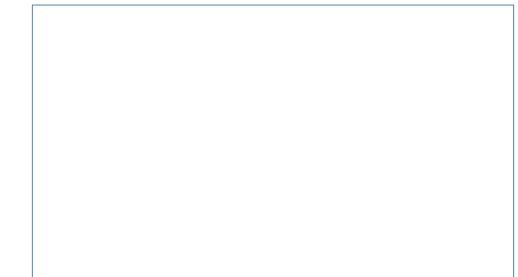


## **Research limitations/implications**

This report continues the influential research series started in the mid-1980s when the Chartered Management Institute worked with Charles Handy and others to analyze how the UK developed its managers. Studies were carried out every four years throughout the 1990s: the previous survey, “Achieving management excellence”, was carried out in 2000 and has been extensively referenced by Government, business and the media.

## **Practical implications**

Communicate to policy makers, employers and employees that there is clear evidence that management and leadership development improves organizational performance over time. Derive the greatest benefits by implementing management and leadership development (MLD) in a coherent and strategic way. Develop the skill-sets associated with people management, leadership, customer care and motivation/teamwork.



# Book Recommendation

**Career Planning, Development, and Management: An Annotated Bibliography**

**Authors:** Jonathan P. West

**Publisher:** Routledge; 1st edition (20 November 2018)

**Language:** English

**Paperback :** 328 pages

**ISBN-10 :** 1138629936

**ISBN-13 :** 978-1138629936

**CAREER  
PLANNING,  
DEVELOPMENT,  
AND MANAGEMENT**

An Annotated Bibliography

Jonathan P. West

ROUTLEDGE LIBRARY EDITIONS:  
HUMAN RESOURCE MANAGEMENT



<https://www.amazon.in/Career-Planning-Development-Management>

# Book Recommendation

Substantial literature has emerged on the subject of career planning, development, and management.

Academic research by economists, educators, political scientists, psychologists, and sociologists has made the study of careers in organizations an important interdisciplinary focus in the social sciences. This proliferation of materials has resulted from a growing concern with such career issues as quality of life, job opportunities for minorities and women, economic downturns, career mobility, and the changing success ethic. This annotated bibliography, first published in 1983, seeks to bring together in a single volume significant academic research from various disciplines.

**CAREER  
PLANNING,  
DEVELOPMENT,  
AND MANAGEMENT**

An Annotated Bibliography

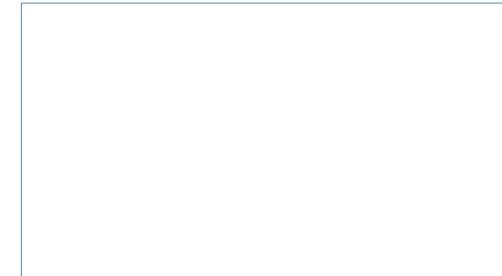
Jonathan P. West

ROUTLEDGE LIBRARY EDITIONS:  
HUMAN RESOURCE MANAGEMENT



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<https://doi.org/10.1108/00197850610646052>
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- Robbins, S. P., Judge, T. A., & Vohra, N. (2016). Organizational Behavior (16th Edition). Pearson Education Inc.



# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE - 51

### Coaching and Mentoring

PROF. SANTOSH RANGNEKAR  
DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Coaching and Its application
- The GROW Coaching Model
- The STEPPPA Model
- How to Become a Better Coach
- Mentoring and Its Feature/process
- Mentoring Techniques or Models
- Merits and Demerits of Mentoring
- Coaching Vs Mentoring Vs Training
- 6 Things Great Mentors Do Differently
- Case Study
- Research Paper
- Book Recommendation
- References

# Coaching

- Coaching is a process that is designed to assist motivated individuals in making changes to further their professional development.
- Coaching in a business environment is a training method in which a more experienced or skilled individual provides an employee with advice and guidance intended to help develop the individual's skills, performance and career.
- Coaching is a commonly used method of employee development that has generated positive business outcomes.



<https://www.slc-coaching.com/wp-content/uploads/2019/04/Human-Resource-Management-Systems-Banner-770x420.jpg>

# Coaching Applications

Coaching can be an effective tool in meeting numerous organizational needs:

## ❖ EXECUTIVE DEVELOPMENT

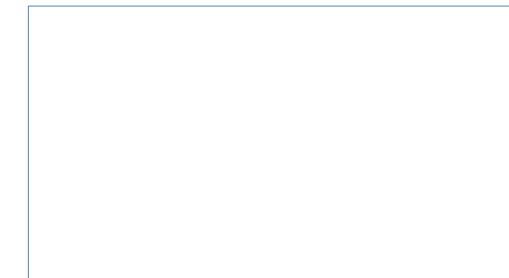
- COACHING is also useful for developing high-potential prospects for purposes of succession planning.

## ❖ MANAGEMENT DEVELOPMENT

- Supervisors and managers are on the front lines of organizational performance and need to develop skills to motivate collective effort.

## ❖ DEVELOPMENT FOR HR PROFESSIONALS

- Coaching can be an important developmental approach for HR professionals.



# Coaching Applications(Cont.)

## ❖ DIVERSITY, EQUITY AND INCLUSION COACHING

- Coaching can also be an effective tool to support an organization's diversity, equity and inclusion initiatives, although organizations must take care that such efforts do not amount to unlawful discrimination.

## ❖ CROSS-CULTURAL COACHING

- As the business world continues to evolve in a global marketplace, executive coaching takes on a new dimension: cross-cultural perspectives.

## ❖ HEALTH COACHING

- In this age of consumer-directed health care, health coaching is taking on a more prominent role in educating and empowering employees to make smart health care purchasing decisions—and smarter decisions about their own health.

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/coachinginabusinessenvironment.aspx>

# The GROW Coaching Model

- The GROW model was created by Sir John Whitmore and colleagues in the late 1980s and has become one of the most popular coaching models for setting goals, improving performance, and coaching (Performance Consultants, 2020).

**1. Establish the goal-** Define a goal that is motivating, inspiring, and drives success. Perhaps it is behavior that needs to change or an aspiration to be reached.



<https://www.coachingcultureatwork.com/wp-content/uploads/2019/11/GROW-model.jpg>

## **2. Examine the reality**

- Understand where the client is now and identify any barriers that are causing issues. Then recognize strengths, qualities, and resources that may help.

## **3. Explore the options**

- Consider the options for moving forward. Challenge the individual or group with imaginative coaching questions.

## **4. Establish the will**

- Now that we have a list of options, agree on the actions, timing, accountability, and reporting. The client must commit to what they will do *next*.

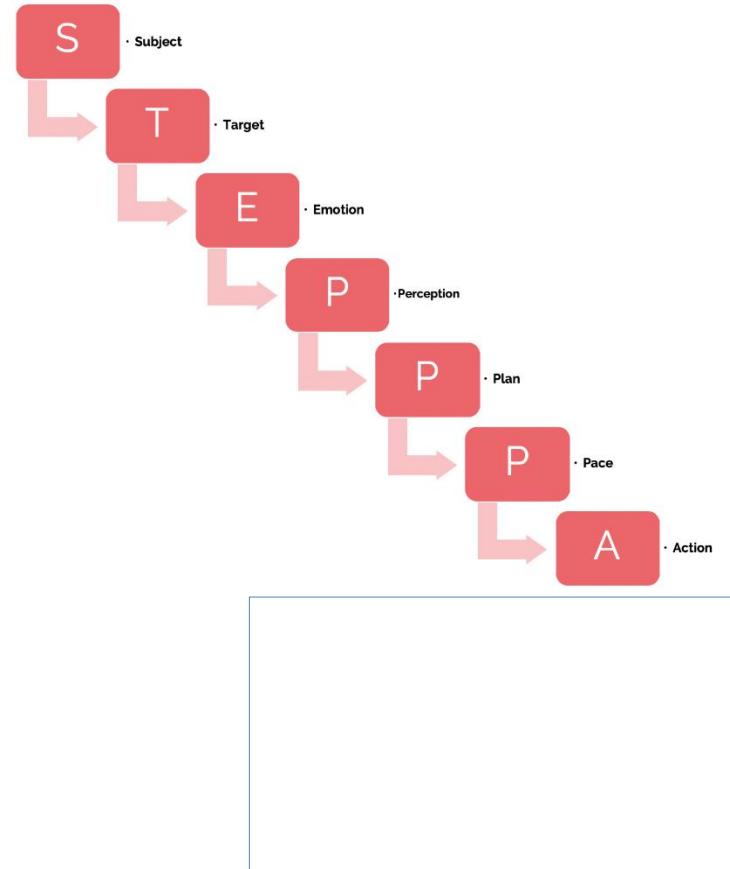
**GROW model** is incredibly powerful, but only if the coach ensures:

- 1.that the goal is genuinely inspiring,
- 2.that the client considers the present before looking at the options, and
- 3.that they fully commit.

<https://positivepsychology.com/coaching-models/>

# The STEPPPA Model

- STEPPPA (2003) is a coaching and mentoring model developed by world-renowned coach and instructor, Dr. Angus McLeod. It acts as a process by which the context and emotion of a situation or issue can be used to define and act towards new goals.
- STEPPPA is primarily utilized as a technique when there are difficult emotions in play which need to be overcome.



[https://www.businessballs.com/pluginfile.php/22735/mod\\_accelerate/attachments/767/Screenshot%202018-11-07%20at%2015.38.33.png](https://www.businessballs.com/pluginfile.php/22735/mod_accelerate/attachments/767/Screenshot%202018-11-07%20at%2015.38.33.png)

# The STEPPPA Model(cont.)

**Subject-** The starting point of the coaching session will be to identify and understand the subject and context of the discussion.

**Target Identification-** At this stage in the process, the coachee is encouraged to establish an attainable target or outcome, following the SMART (Specific, Measurable, Accurate, Realistic and Timely) template for goal-setting.

## Emotion

No decision is entirely objective - emotions are one of our most important motivators, but yet are often neglected by mentors when it comes to aiding their mentees to make important decisions.

# The STEPPPA Model(Cont.)

**Perception-** Perception refers to the understanding of the wider context of the mentee's situation and goals – how it will impact the grand scheme of things, how it will impact other people's emotions and goals, and how it will open doors for the next stage of progress.

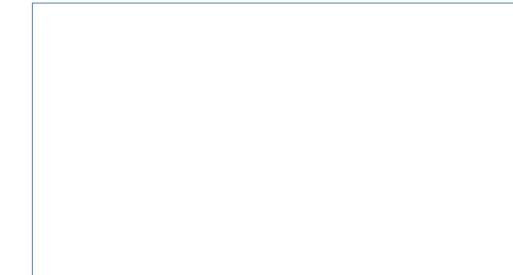
**Plan-**Once a target and overall path are initially decided upon, it is necessary to develop and systematically organise the first steps along said path.

**Pace-**The pace of the plan should be decided through setting timescales and deadlines for the completion of each individual task within.

## Action/Amend

The entire STEPPPA process should be reviewed, including each individual decision that has been made.

<https://www.businessballs.com/coaching-and-mentoring/stepppa-model/>



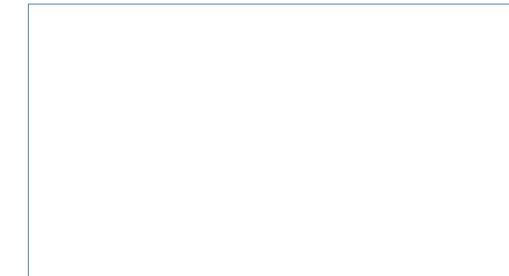
# How to Become a Better Coach

Here are three ways to become a better coach to your team and to yourself:

## 1. Become a better listener

Employees who feel their voice is heard are 4.6 times more likely to feel empowered to do their best work, according to this Salesforce survey featured in *Forbes*. Listening is the often-forgotten skill that managers lack.

**2. Reject a Premise, Get a Promise:** We all have a premise, if you will, that reflects how we see the world. That premise (also called a perspective, or point of view) is the reason we move forward, or stay stuck. Coaches challenge the premise, with the words of Nelson Mandela: "It seems impossible, until it's done".



# How to Become a Better Coach(Cont.)

## 3. Safety and the Biggest Promise You Can Keep

- Can you listen to your employees or clients without judgement, no matter what comes out of their mouths? That's tricky! The impulse to correct, fix and change is a strong one in effective managers.

## Some other coaching skills for managers

1. Asking questions
2. Active listening
3. Growth mindset
4. Career development
5. Self-improvement

<https://www.forbes.com/sites/chriswestfall/2019/07/04/coaching-matters-how-leaders-become-better-coaches-build-stronger-teams/?sh=3d229902405e>

<https://www.cultureamp.com/blog/coaching-vs-managing-5-key-tactics-for-managers>

# Mentoring

- Mentoring is a relationship in which a senior manager in an organization assumes the responsibility for grooming a junior person.
- Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development.
- Mentoring can be formal and Informal.

<https://ieg.worldbankgroup.org/blog/role-mentoring-growing-next-generation-evaluators>



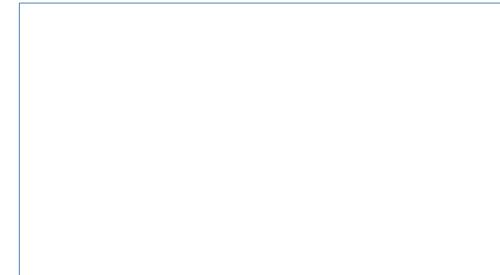
# The Important Features/Processes of Mentoring

**Career Functions:** Career functions are those aspects of relationship that enhance career advancement. These includes:

- ❖ Sponsorship
- ❖ Exposure and visibility
- ❖ Coaching
- ❖ Protection
- ❖ Challenging assignments

## Psychological Function

- ❖ Role Modelling
- ❖ Acceptance and Confirmation
- ❖ Counselling



# Mentoring Techniques or Models

**One-on-One Mentoring:** This type of mentoring is the most traditional of all the types of mentoring. Only the mentor and mentee are involved in this type of mentoring.

**Group Mentoring:** In this model, one or several mentors work with a group of mentees.

**Peer Mentoring:** Participants in this model are from the same role or department or have shared or similar experiences, whether in their professional or personal lives.

**Distance or E-Mentoring:** With such advanced technology, the mentorship relationship no longer has to be face-to-face.



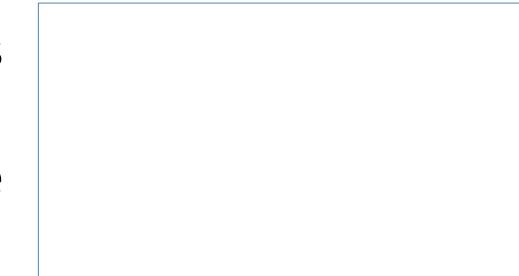
<https://d22bbllmj4tvv8.cloudfront.net/f0/45/314bf4074f3cae0273046695c1fe/mentoring-cloud-glossary-graphic.jpg>

# Mentoring Techniques or Models(Cont.)

**Speed Mentoring:** This type of mentoring is a play on speed dating and usually occurs as part of a corporate event or conference. The mentee has a series of one-on-one conversations with a set of different mentors and usually moves from one mentor to the next after a brief meeting.

**Reverse Mentoring:** This mentoring relationship is flipped from the traditional model. Instead of a senior professional mentoring a more junior employee, the junior employee mentors a more senior professional. This relationship is usually for the younger or more junior professional to teach the skills or a new application or technology to the more senior one.

<https://www.td.org/talent-development-glossary-terms/what-is-mentoring>



# Merits and Demerits of Mentoring

Merits	Demerits
There is an excellent opportunity to learn.	It may creates feeling of jealousy among quickly through continuous interaction. Other workers who are not able to show equally good performance.
Constant guidance helps the mentee advantage.	If mentor form overly strong bonds with to be on track, using facilities to good trainees, unwanted favouritism may result. This can have a demoralizing effect on other workers, affecting their work performance in an negative way.

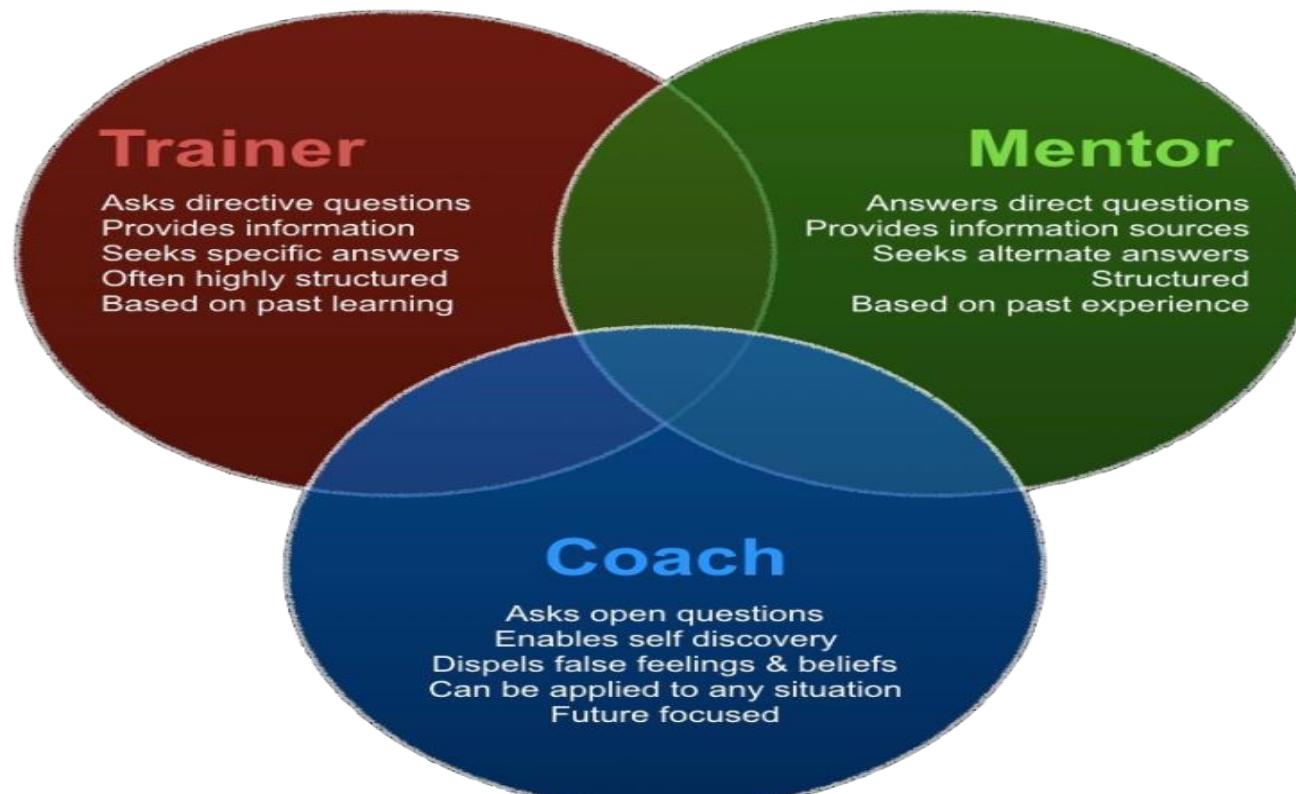
# Coaching Vs Mentoring

Basis	Coaching	Mentoring
Meaning	<b>Coaching is mostly based on the present as the goals set by a coach are based on things you can do at present.</b>	<b>A mentor can be your father, mother, a friend or a person who is more experienced than you at a particular thing.</b>
Orientation	Task	Relationship
Emphasis on	Performance	Career
Time Horizon	Short Term	Long Term
Specialization	A coach who imparts coaching has expertise in the concerned field.	A mentor is a person having good knowledge and experience.
Type	Formal	Informal

<https://keydifferences.com/difference-between-coaching-and-mentoring.html>



# Training, Coaching, and Mentoring



<https://nathanwood.consulting/2017/12/04/the-differences-between-training-coaching-and-mentoring/>

# 6 Things Great Mentors Do Differently

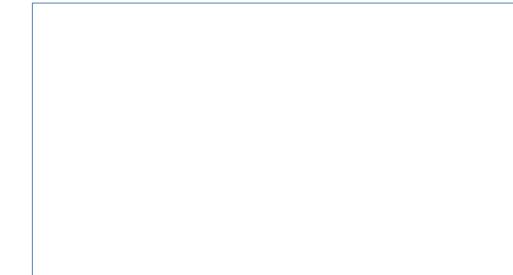
The following six factors that set great mentors apart:

**1. Great mentors take action**-Good mentors should believe in their mentees enough to take risks for them.

**2. Great mentors present challenges.**

Great mentors invest in the success of their mentees and, often, that means pushing them beyond their expectations.

**3. Great mentors are "emotionally intelligent."**- Emotional intelligence requires being open-minded and inquisitive, listening well and reading body language correctly.



# 6 Things Great Mentors Do Differently(Cont.)

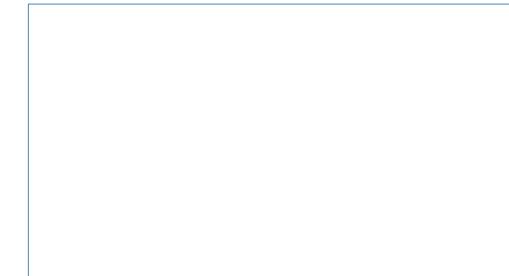
## 4. Great mentors have the experience their mentees want.

On the surface, this one probably seems obvious. But where I think many mentees go wrong is looking at this in a general sense, rather than focusing on the specifics.

## 5. Great mentors don't sugarcoat their failings-When you're in a mentorship role, it can be tempting to be the "all-knowing, all-powerful" being your mentee sees you as.

## 6. Great mentors say “No”- Especially in forced mentorship situations, mentors may find it difficult to set boundaries. But in all circumstances, it's the ability to say no that makes a mentor truly effective.

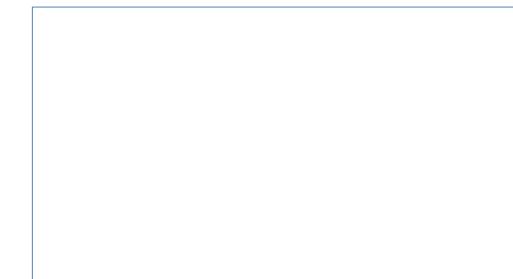
<https://www.entrepreneur.com/article/289021>



## **Case study: Lost business due to lack of leadership depth**

Fuel Learning's client, one of Europe's largest logistics and supply chain organizations, lost a £160 million (\$251 million) contract as a direct result of the fact that the organization had no leadership development initiative in place. Their prospect cited it as a deal breaker: because they did not see evidence that the logistics and supply chain organization had strong leadership management, the prospect became concerned that if they signed the contract, the logistics company would simply promote unqualified employees to fill the necessary leadership roles as they came into existence.

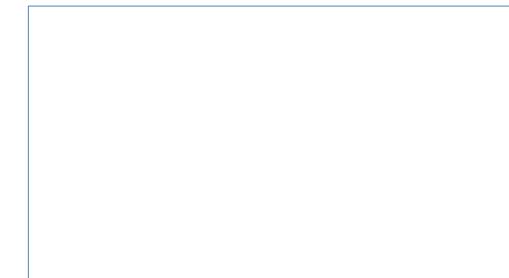
The organization who did win the contract, on the other hand, had a strong talent development program in place. The logistics organization recognized that this was not only an unsustainable path, but a noncompetitive one. Among the steps Fuel Learning helped them take were:



## **Case study: Lost business due to lack of leadership depth**

- Designing and implementing a talent management program with mentoring at the heart of it.
- Making mentoring a key feature in all their talent development efforts, and at all levels of the organization.
- Training mentors in their role in the program, ensuring that they knew both what to do, as well as the organizational goals – regardless of seniority.
- Training mentees to know what they could expect, and how to get the best use out of the program and the mentoring partnership.

There is a common perception that mentoring for leadership development, like coaching, is often limited to higher levels of organization who want to work at executive levels.



## Case study: Lost business due to lack of leadership depth

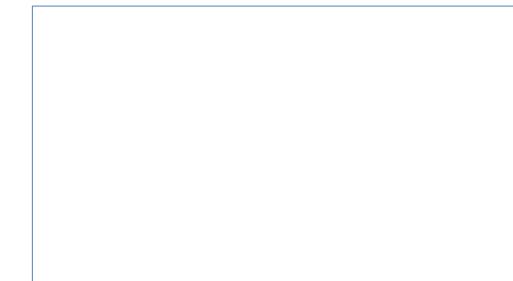
- This should not be the case. Fuel Learning's client found that many high-potentials at all levels of the organization have managed to leapfrog levels due to having had good mentoring to drive and support their development. These were individuals who would usually take a few years to be promoted to higher levels of leadership.

Furthermore, mentoring is a knowledge-sharing method, which makes it especially valuable for organizations developing leaders for their succession pipeline. Fuel Learning's client specifically chose mentoring as a development method, as opposed to the more traditional options of coaching and training, in order for mentees to gain an understanding of not just the skills, but also the relationships, processes, and culture related to their career trajectories within the company.

## **Case study: Lost business due to lack of leadership depth**

The results of the program were remarkable: the client has won, to date, £260 million (\$408 million) in contracts because of their talent development program. Additionally, they now use talent development as a key market differentiator, reporting that speaking about their mentoring program in client sales meetings sets them apart from their competitors. In fact, the success of their talent development program is starting to transform their industry. Their competitors are taking note of the speed of their growth, as it is far outstripping the competitors'.

Lastly, and most importantly, they now have leaders who can move at a faster pace. Their leaders are no longer lagging behind the pace of the rapidly changing world, and the organization no longer needs to promote unprepared employees to positions of leadership out of necessity.



# Research Paper



Journal of Management  
Development  
Vol. 36 No. 7, 2017  
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0262-1711  
DOI 10.1108/JMD-06-2016-0092

## The impact of leadership coaching on leadership behaviors

Erica L. Anthony

*Department of Business Administration, Morgan State University,  
Baltimore, Maryland, USA*

Received 11 June 2016  
Revised 8 December 2016  
Accepted 9 December 2016

### Purpose

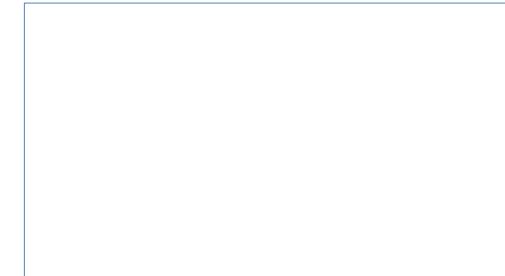
Leadership coaching has received increased popularity over the past decade; however, there is a paucity of research that has examined its impact on leader behaviors within organizations. Drawing upon transformational leadership theory, the purpose of this paper is to understand the benefits provided to followers when leaders experience leadership coaching.

## **Design/methodology/approach**

This cross-sectional study collected data from 75 mid- to senior-level organizational leaders and 188 followers.

## **Findings**

The results of this study reveal that leadership coaching is positively associated with leaders engaging in individualized consideration toward their followers, and in turn, leaders engage in constructive leadership behaviors (i.e. more delegation and less close supervision).



## **Research limitations/implications**

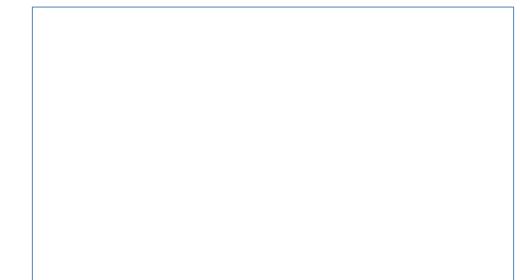
While this study contributes to our understanding of leadership coaching for organizational leaders, it, however, focuses on a specific set of leadership behaviors and does not examine the practices embedded in the coaching process.

## **Practical implications**

Leadership coaching facilitates the leader's aspiration to provide their followers with more individual support. Organizations, in turn, need to promote more opportunities and practices for this interaction to continue.

## **Originality/value**

This is the first study to empirically demonstrate the relationship between leadership coaching and constructive leadership behaviors.



# Book Recommendation

## The Leader's Guide to Coaching & Mentoring: How to Use Soft Skills to Get Hard Results

**Authors:** Fiona Dent

**Publisher:** FT Publishing International; 1st edition (10 September 2015)

**Language:** English

**Paperback :** 256 pages

**ISBN-10 :** 1292074345

**ISBN-13 :** 978-1292074344

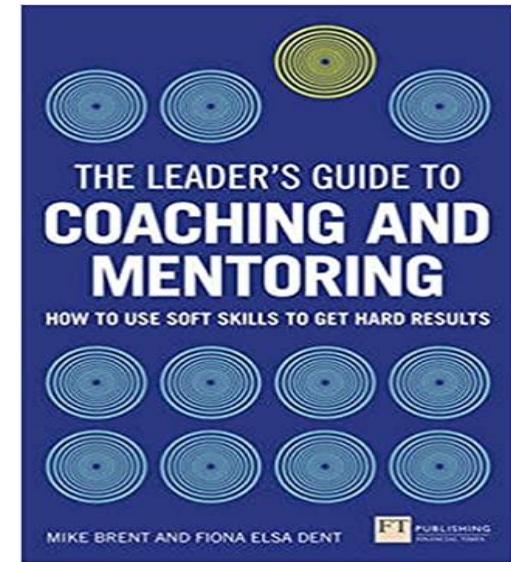


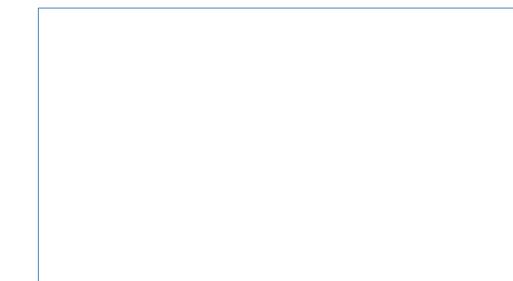
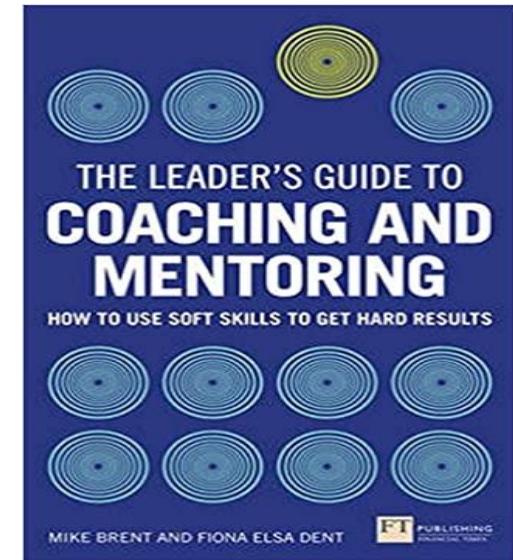
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# Book Recommendation

The Leader's Guide to Coaching & Mentoring is a highly practical handbook that helps managers get the most out of their people. It includes grounded advice on the practicalities of both coaching and mentoring – such as how to structure a session – as well as core content on:

- The skills required for coaching and mentoring, including listening, questioning, observing body language, challenging and affirming
- The established processes for coaching and mentoring, such as GROW, relational coaching, reverse mentoring and solution-focused coaching
- The scenarios in which coaching and mentoring skills are particularly appropriate, for example, coaching under-performers, coaching star performers and coaching for career development

Image Source: [https://images-na.ssl-images-amazon.com/images/I/51UUUi5MDjeL.\\_SX318\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/51UUUi5MDjeL._SX318_BO1,204,203,200_.jpg)



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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 52

### Women In Leadership Roles

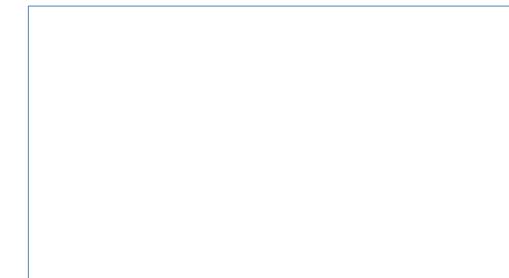
PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# Contents

- Women in Leadership
- Characteristics of Women Leadership
- Where Are the Women?
- Where Are the Women In India?
- Barriers to Women's Leadership
- What are the main challenges for female leaders?
- 10 reasons why we need more women in leadership roles at the workplace
- HOW CAN YOUR WORKPLACE BETTER FOSTER GENDER EQUITY?
- Case Study
- Research Paper
- Book Recommendation
- References



# Women in Leadership

- Women are gradually making their leadership presence felt in entrepreneurship, administration, education, engineering, health, etc. at regional, national, and global levels.
- Women are now resolved to break the traditional glass ceiling that barred them from entering leadership positions even if they possessed requisite skills and talent to occupy them.
- The world has witnessed the advent of women leaders such as Hillary Rodham Clinton, Indra Nooyi, Oprah Winfrey, Theresa May, Christine Lagarde, to name a few.

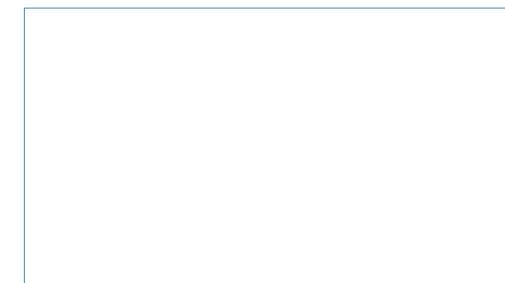


Image source- [https://www.tutorialspoint.com/women\\_in\\_leadership/images/leadership.jpg](https://www.tutorialspoint.com/women_in_leadership/images/leadership.jpg)

# Some Women Corporate Leaders



**Karen Lynch**  
CEO, CVS  
Health ([CVS](#))

**Mary Barra**  
CEO, General  
Motors ([GM](#))

**Safra Catz**  
CEO, Oracle  
([ORCL](#))

**Indra Nooyi**  
former CEO  
of Pepsico.

<https://www.investopedia.com/news/top-women-ceos/>

# Characteristics of Women Leadership

- Here is some of the common characteristic features of women leaders –
- ❖ **Transformational Leadership Style**
- Women leaders are more transformational than men leaders. They function as a role model for their subordinates. They inspire their team and spend a lot of time coaching their team.
- ❖ **Task-Focused**
- Women leaders are invariably focused on completion of tasks assigned within deadlines.
- ❖ **Prefer to Work in Collegial Atmosphere**
- Women leaders generally prefer leading and creating flat organizational structures that enables all to work in a collegial atmosphere interpedently.

# Characteristics of Women Leadership(Cont.)

## ❖ Promote Cooperation and Collaboration

- Women leaders promote cooperation and collaboration amongst the team members.

## ❖ Communication Style

- Women leaders tend to be participatory and possess a democratic style of leading people. They seem to abhor 'command and control style' practiced by male leaders.

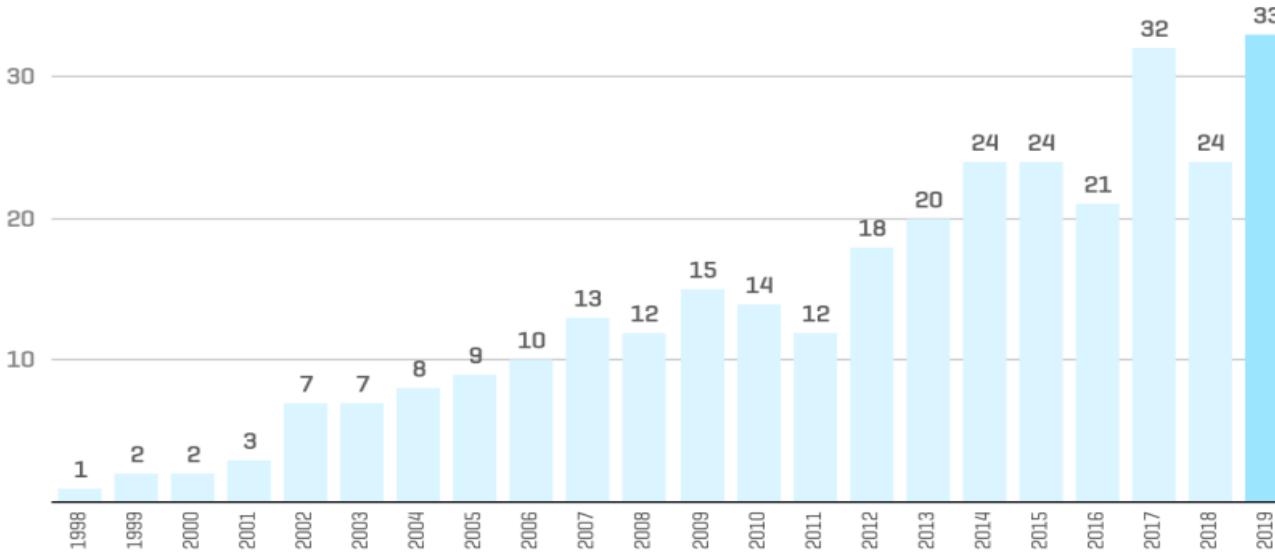
## ❖ Self-Branding

- Unlike their male counterparts, women leaders often appear to be modest or silent about their own accomplishments. They are seldom good at branding themselves.

[https://www.tutorialspoint.com/women\\_in\\_leadership/women\\_in\\_leadership\\_introduction.htm](https://www.tutorialspoint.com/women_in_leadership/women_in_leadership_introduction.htm)

# Where Are the Women?

## Number of Female CEOs in the Fortune 500



*As of June 1, 2019; includes Bed Bath & Beyond's interim CEO*

SOURCE: Fortune

FORTUNE

[https://content.fortune.com/wp-content/uploads/2019/05/export-2yt01-1.png?w=810&\\_ga=2.222549017.36117999.1631608393-1143107267.1631608393](https://content.fortune.com/wp-content/uploads/2019/05/export-2yt01-1.png?w=810&_ga=2.222549017.36117999.1631608393-1143107267.1631608393)

# Where Are the Women?

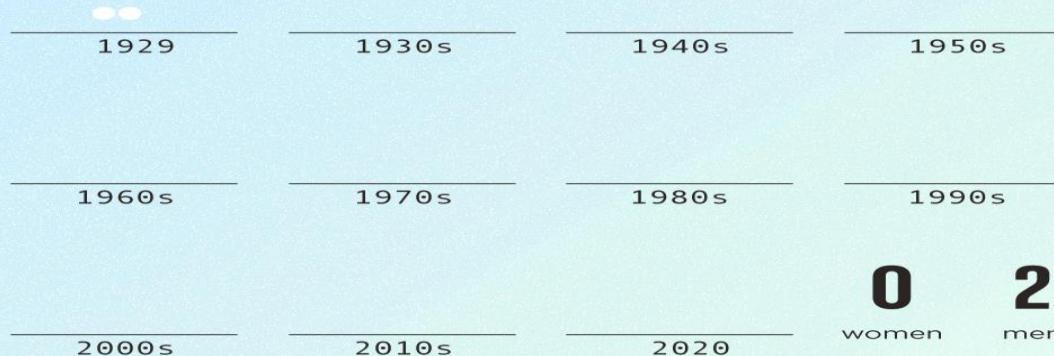
## THE ACADEMY AWARDS: WINNERS FOR BEST DIRECTOR

From 1929 to 2020



**Kathryn Bigelow**  
is the only woman director  
to win in the ceremony's  
**92-year** history

- Women
- Men

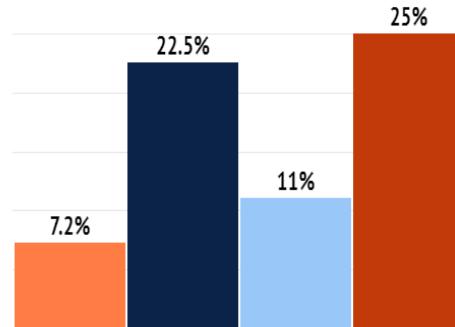


SOURCE | The Academy Awards

# Where Are the Women?

## Women in Corporate Leadership

- Fortune 500 CEOs (36)
- Fortune 500 board seats
- Top jobs in S&P 1500
- C-suite jobs in the top 1000 companies



## Women in Academic Leadership

- Full professors
- College presidents
- Presidents who are women of color
- Medical school deans

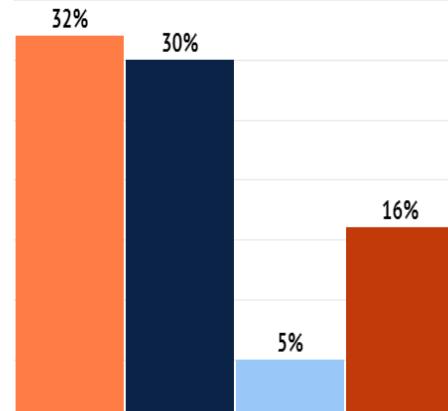


Image Source: <https://www.aauw.org/resources/research/barrier-bias/>

# Where Are the Women In India?

- The Companies Act, 2013, makes it mandatory to have at least one woman on company boards, but the increase in gender representation on paper must translate into practices and culture.
- Women hold 17% of board positions in corporate India, but only 11% leadership roles.
- India fares better than its Asian counterparts when it comes to diversity in executive and non-executive roles in corporate boardrooms.
- Women in India occupy five percent executive chairs and 10 percent non-executive chairs, the numbers stand at 2.6 percent and 5 percent respectively in Asia. Around 23 percent large company boards in India average at least three women, up from 10 percent in 2018.

<https://www.livemint.com/companies/news/indian-women-rank-ahead-of-global-peers-in-leadership-roles-11614795615945.html>

# Where Are the Women In India?(Cont.)

- The country is ahead of global average in women working in senior management positions and ranks third globally.
- Representation of women in corporate India has increased from 21% five years ago to 30% now, with higher representation in non-technical roles (31%) over technical roles (26%), the study by management consulting firm Zinnov, in collaboration with Intel India, has shown. However, only 11% of senior leaders are women, compared with 20% in mid-level roles and 38% in junior roles, it said.
- Consultancy firm Grant Thornton also claims Over 98 per cent of businesses in India have at least one woman in senior management as against the global average of 90 per cent.

<https://economictimes.indiatimes.com/news/company/corporate-trends/india-ahead-of-world-average-on-women-in-senior-management-report/articleshow/81318172.cms?from=mdr>

# Barriers to Women's Leadership

- The “qualities” of a leader — as well as the path to achieve leadership roles — are still largely based on an outdated male model that shuts women out.

## ➤ Old Stereotypes

- Because men have been leaders for so long, the traits associated with leadership are often thought of as masculine and not viewed as favorably when exhibited by women.



Image Source : <https://bized.aacsb.edu/articles/2018/12/leadership-barriers-for-women-in-higher-education>

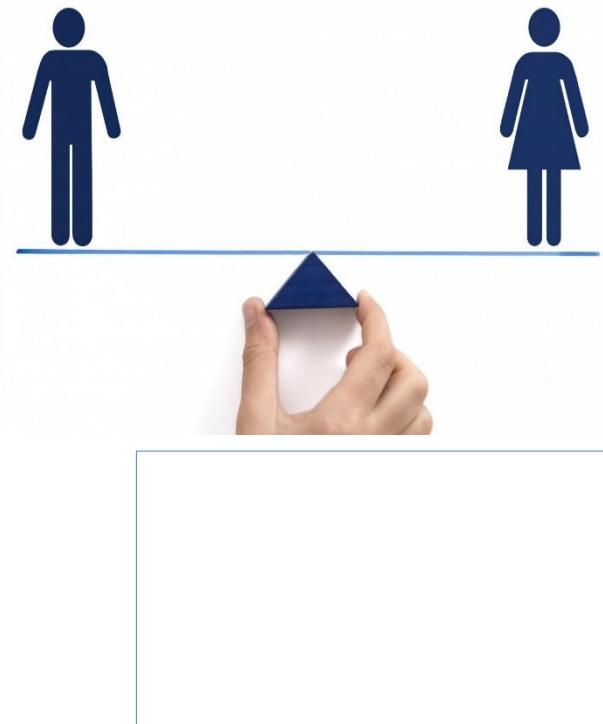
# Barriers to Women's Leadership(Cont.)

- **Fewer “connections”**
  - Men still surpass women in having the networks to learn about opportunities and find mentors and sponsors to champion their advancement.
- **Bias and Discrimination**
  - Sexual harassment, hostile work environments and subtle biases are still obstacles. Women of color face even further obstacles to their advancement and, as a result, are even less likely to move into leadership roles.
- **Lack of Flexibility**
  - Balancing work and family can be a challenge that limits women from seeking leadership roles. Workplaces are still designed a decades-old notion of male and female domestic roles.

<https://www.aauw.org/resources/research/barrier-bias/>

# What are the main challenges for female leaders?

- Here is some of the major challenges faced by women leaders:
- The first and most obvious challenge is that most of the people in the room are men, but this creates an opportunity for women to stand out and create a long-lasting impression from the off.
- A scenario that appears time and time again revolves around building a supportive network in a space that males dominate. Use this chance to seek both men and women as connections and mentors who will help you along your career path.

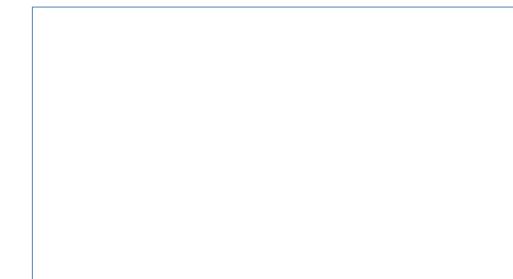


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# What are the main challenges for female leaders?(Cont.)

- Often with a full-time role, coupled with the additional stress of raising your own family, it can be hard to juggle work alongside personal life. However, if the pandemic has taught us anything, it is to create a healthy work-life balance.
- The sad nature for a lot of women is that expectations can often be set lower, and the trick is not to see this in a dim light, but to change your vision and realise it's easier to exceed your goals and showcase why you shouldn't be overlooked.
- Women can often be perceived as more emotional and less decisive than men, yet women bring more diverse physical, mental and emotional experiences to everyday conversations.

<https://www.naturalhr.com/2021/03/23/10-reasons-why-the-world-needs-more-women-in-leadership-roles/>



# **10 reasons why we need more women in leadership roles at the workplace**

Here are some benefits women can bring to leadership roles:

**1. Women leaders will paint the future-** A woman who is currently not in a leadership role can be a daunting prospect entering such a high-profile role with current stigmas that may be attached. In turn, this could push away the younger generation from striving to break down barriers.

**2. Unique transformational ideas will be brought to the front-** meta-analysis comparing male and female leaders identified those female leaders were more transformational. They demonstrated more contingent reward behavior than the two-dimensional actions (active and passive management) presented by male leadership.

### **3. The enhancement of teamwork**

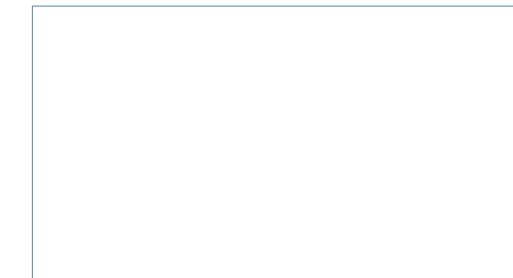
- There is no doubt that we've all seen women demonstrate passion, enthusiasm and a capability to take command of a situation when need be (let's not look further than our own mothers or female caregivers in this instance).

### **4. Women demonstrate superior leadership values**

- Heading back to a national Pew Research Center Social and Demographic Trends survey, 2,250 adults ranked women better than or equal to men in seven of the eight primary leadership traits assessed throughout the survey.

### **5. Business-wide communication can be enhanced**

- Communication is said and known to be among a woman's strongest skill. Female leaders will utilize this power to enhance meaningful conversations with employers, co-workers and partners.



## **6. Achieve a better financial outcome**

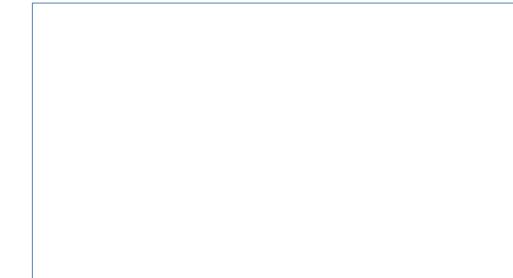
- Within a more diverse workplace, the more likely creative ideas are going to be presented. This helps fuel growth and helps create more sustainability within an organization.

## **7. Fresh new outlooks and perspectives**

- Women leaders will bring skills, different perspectives, and innovative ideas to the table, but these three combined will help create new perspectives that lead to better decision-making as a whole for the business.

## **8. Women leaders can provide better mentorship**

- Especially for the younger generation, the power of role models cannot be overlooked. Regardless of a person's gender, all people need someone who will guide them to progress in their careers.



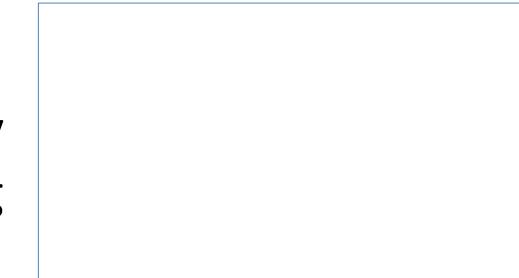
## **9. The ability to wear many hats**

- In a women's life, wearing different hats within their roles is often a common occurrence. You can find them often balancing careers, households and taking up the mantel of parental guidance along with many other experiences. These combined help women leaders to quickly adjust to new situations and focus on finding solutions to real-life work issues.

## **10. Women in leadership roles can close the gender pay gap**

- Something that can often be overlooked is that the gender pay gap can be transformed into a gender opportunity gap. It has been seen that when males and females start their progress from scratch, men are usually offered more opportunities leading to higher-paying positions.

<https://www.naturalhr.com/2021/03/23/10-reasons-why-the-world-needs-more-women-in-leadership-roles/>



# HOW CAN YOUR WORKPLACE BETTER FOSTER GENDER EQUITY?

- **Commit to conducting regular pay audits.** Analyzing compensation by gender (as well as by race) allows companies to identify inequities and take steps to correct them.
- **Commit to a culture of fairness and equity and build that into their core values.** Employers need to review their hiring and promotion practices to make sure women have equal opportunity.

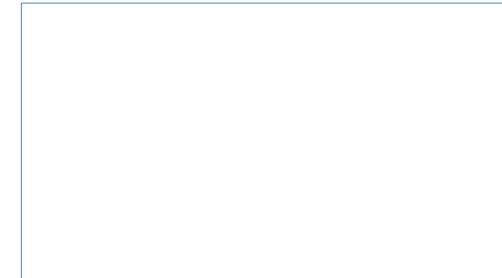
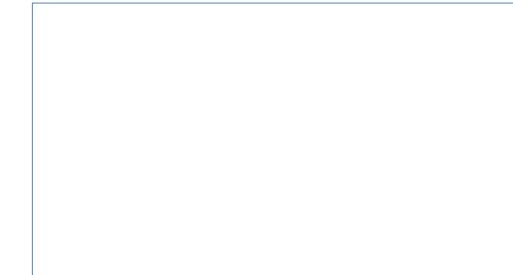


Image Source : <https://www.strategyblocks.com/wp-content/uploads/2017/09/people.png>

- **Adopt practices and policies to encourage salary transparency.** Job descriptions should include salary bands for each position and role within an organization. Pay secrecy policies — such as ones that punish employees from discussing or inquiring about wages — should be abandoned.
- **Abandon the practice of using salary history to set wages.** This perpetuates the gender pay gap because it assumes that prior salaries were fairly established.
- **Ensure workplace flexibility so that women — and men — can better balance the demands of their home life with their jobs.** Good parental leave policies — as well as leave for other types of family caregiving — are essential to enabling everyone to succeed and advance in their careers.

<https://www.aauw.org/resources/article/business-case-for-gender-equity/>



# Case Study: Women in Leadership Roles

- Rashmi was a fresher in a factory assisting the plant HR Manager. She had done her BHRM degree and joined the factory as a Trainee Apprentice. MITESH was the new Head-Operations who used to sit in the city office and visit the factory twice a week. He Was looking for an Executive Assistant (EA). He saw RASHMI underutilized in the factory and after discussing with the Plant HR Manager, he offered RASHMI to work as his EA managing his schedule, communication and data analytics requirement. MITESH promised RASHMI He would train her, but it was up to Rashmi to pick up things quickly. RASHMI Pick the fast and in five months' time was managing quite well. The city office was 1.5 hours from RASHMI's residence, which was close to the factory. But She had a hunger to grow and learn, and so she moved to a PG close to the city office to avoid commuting time.

# Case Study: Women in Leadership Roles

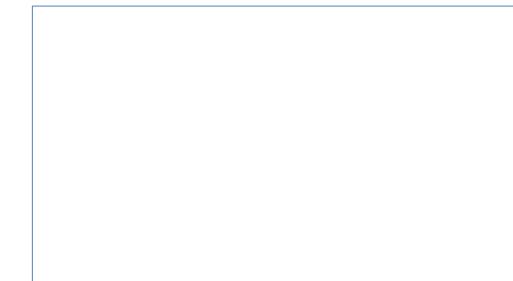
- After four months as the EA to the Head-Operations, the Plant HR Manager resigned, and the factory was in a crisis as there was number one to take care of HR, Salary Processing and Statutory requirements.
- MITESH Discuss the matter with RASHMI, and she happily volunteered to support the factory by spending three days a week in the factory and three days a week doing his EA work. MITESH was happy with himself. He loved to throw challenges at junior staff and see them struggle initially, but with their **grit** and **enthusiasm**, they did not let work suffer.

Things moved on and after interviewing a good number of candidates (as the pressure on MITESH to fill in the vacancy quickly was relieved due to RASHMI pitching in), MITESH finally selected a new Plant HR Manager.

# Case Study: Women in Leadership Roles

- RASHMI also supported the new Plant HR Manager in the initial weeks by handing over all the relevant files, information and work.
- After that, things were going smoothly. Suddenly MITESH saw a marked drop in RASHMI's engagement and performance. He was quite senior and guarded and did not ask RASHMI directly the reason for her drop in performance. She would take unplanned leaves, forget deadlines and act strangely at times. Two weeks of this and one day RASHMI came in and put in her papers. She had worked for 11 months in the organization. MITESH Was heartbroken.

Again, he would have to search for a new person and teach her/him from scratch. The reason which RASHMI gave for her quitting was to support her father in his shop as he was not keeping well. 'Not The real reason' MITESH thought to himself.



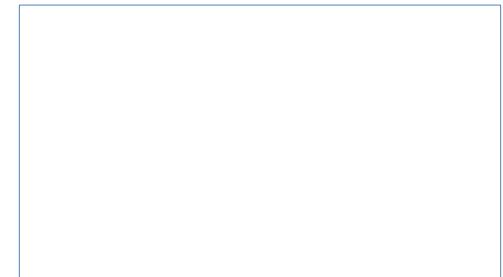
# Case Study: Women in Leadership Roles

- The next day, he called RASHMI to his cabin and mildly probed for the reason for her quitting. And did she sing. She said, “I'll put in everything to my work, did two jobs for almost 5 months and sometimes used to reach home at 9:00 PM. As a girl, I travelled 1.5 hours to the city office and at times 1.5 hours more to go to the factory for the second half. All this for what?” She continued hysterically, “I saw everybody getting their increment in their salaries. When I checked my salary credit **nil increment**. And then I realised bosses are only for sucking your blood, but when it is payback time, they forget all the work you have done.”

The reality was that MITESH was new. He didn't get into too much detail of what increment was given to everyone. RASHMI Was not considered for increment as she had joined mid-year. She would be due for increment next year after she had completed 1.5 years.

# Case Study: Women in Leadership Roles

- MITESH Tried his best to console RASHMI and explain about company policy. “But I work for you first, then I work for the company.” MITESH Pleaded for another chance to correct the situation immediately. MITESH Didn't want to lose her at any cost, and he genuinely believed she deserved a good increment. (As a trainee, she was at a low base).
- But RASHMI was done with and refused to budge, and MITESH had to give up in the end. A good employee last as she was an emotional girl and her boss failed to manage the **emotions and legitimate expectations** of the lady in the room.



# Research Paper



Journal Name:  
INDUSTRIAL AND  
COMMERCIAL  
TRAINING

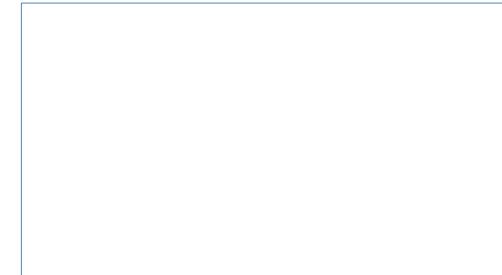
Vol. 46 No. 6 2014,  
Pp. 332-337

## Stereotyping and women's roles in leadership positions

Cortney Baker

### Purpose

The purpose of this paper is to provide a literature review of current trends with regard to women in leadership positions. Women are increasingly reported as having excellent leadership skills. In fact, women, more than men, are praised for having traits and styles that are associated with effective leadership performance.

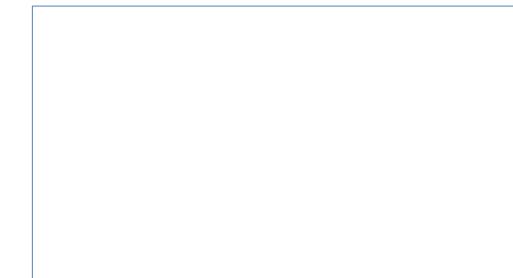


## **Design/methodology/approach**

The design of this paper was a literature review of current research on gender differences in men and women in top leadership roles.

## **Findings**

Despite the evidence that women are capable of being top performers, women are still not attaining top-level leadership positions in comparison to their male peers. This paper will consider some of the reasons that women have difficulty in climbing the corporate ladder as well as discuss stereotyping and gender as it relates to leadership traits.

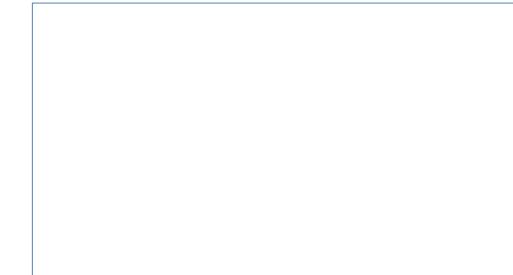


## **Social implications**

As a result of this paper, employers are encouraged to hire and promote women into their corporations top leadership positions.

## **Originality/value**

This paper further contributes to the discussion of women in leadership and the disparity that continues in having women employed in the upper echelons of corporations. The value of this paper is to provide employers further evidence that women comprise skillsets that necessary for company advancement.



# BOOK RECOMMENDATION

## Women and Leadership: Conversations with some of the world's most powerful women

**Authors:** Julia Gillard & Ngozi Okonjo-Iweala

**Publisher:** Transworld Digital (23 July 2020)

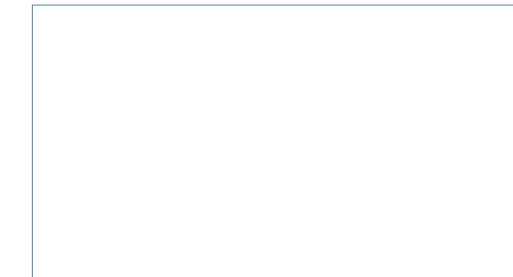
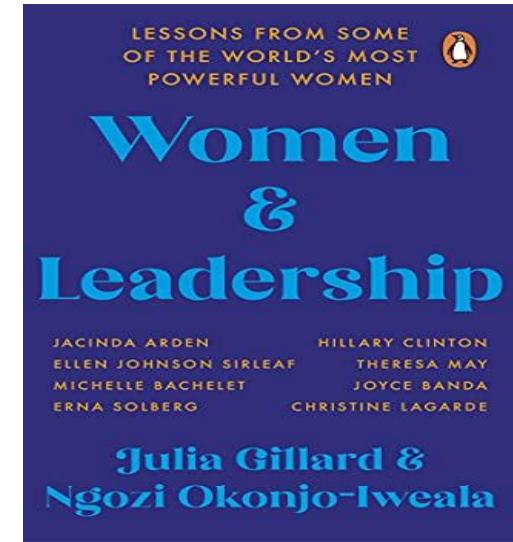
**Language:** English

**Paperback:** 334 Pages

**ISBN :** 0262045745

**ASIN :** B0891YHYJV

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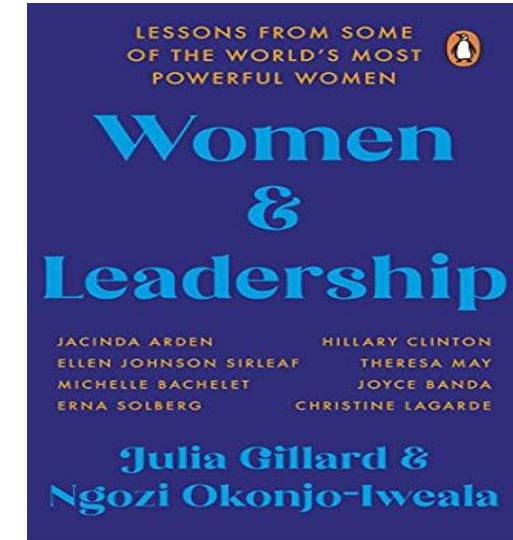


# BOOK RECOMMENDATION

Women make up less than 10 per cent of national leaders. Behind this statistic lies a pattern of unequal access to power. Drawing on current research and in conversation with some of the world's most powerful and interesting women about their lived experience, Gillard and Okonjo-Iweala explore gender bias and ask how we get more women into leadership roles.

Speaking honestly and freely, women leaders such as Jacinda Ardern, Hillary Clinton, Michelle Bachelet and Theresa May talk about their ideas receiving less acknowledgement than their male colleagues' ideas, what it's like to be body-shamed in the media, and the things they wish they had done differently. Their stories reveal how gender and sexism affect perceptions of women as leaders, their pathways to power and the circumstances in which their leadership comes to an end. The result is a rare insight into life as a leader and a powerful call to arms for women everywhere.

<https://m.media-amazon.com/images/I/41E5c3DpNIS.jpg>



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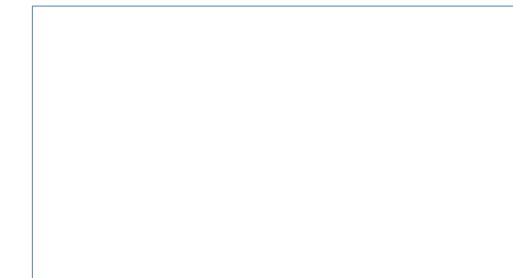
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<https://www.aauw.org/resources/research/barrier-bias/>

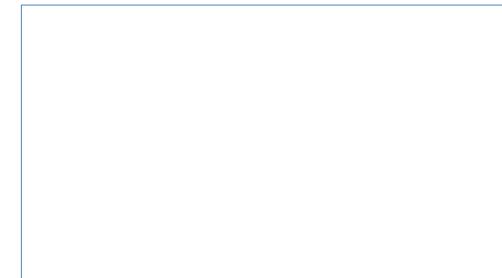
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<https://www.aauw.org/resources/article/business-case-for-gender-equity/>



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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 53

### Building Effective Relationship with Subordinates and Peers

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES

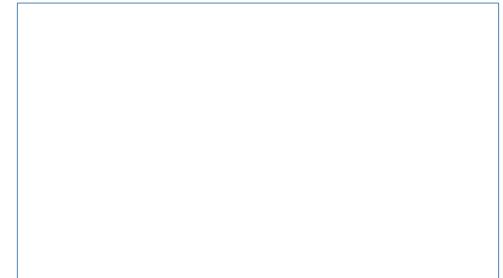


# Contents

- Supervisor-Subordinate Relations
- Components of Good Relationship
- Responsibilities of Supervisor
- Why do peer relationships at work matter?
- Communication & Leadership in the Workplace
- How to Build Good Work Relationships
- Graicunas Theory on the Span of Management
- 14 Tips For Improving Your Relationship With Your Boss
- Case Study
- Research Paper
- Book Recommendation
- References

# Supervisor-Subordinate Relations

- The supervisor-subordinate relationship should be clearly defined in your workplace. As a manager, you bear the primary responsibility for building and maintaining a good working bond with each employee.
- Good relations at work place Make Work enjoyable and productive.
- According to the Gallup organization, people who have a best friend at work are seven times more likely to be engaged in their jobs.



<https://yourbusiness.azcentral.com/examples-insubordination-action-9696.html>

Image source- [https://res.cloudinary.com/vantagecircle/image/upload/v1551272095/Healthy-relationship-with-employees-1\\_f9y0di.png](https://res.cloudinary.com/vantagecircle/image/upload/v1551272095/Healthy-relationship-with-employees-1_f9y0di.png)

# Components of Good Relationship

- A good work relationship requires trust, respect, self-awareness, inclusion, and open communication.

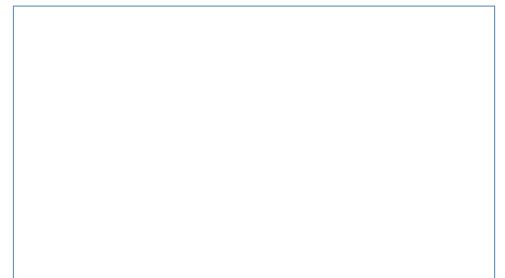
## ❖ Trust

- when you trust your team members, you can be open and honest in your thoughts and actions.

## ❖ Respect

teams working together with mutual respect, value one another's input, and find solutions based on collective insight, wisdom, and creativity.

[https://www.insperity.com/wp-content/uploads/trust\\_and\\_respect\\_in\\_workplace1200x630-848x400.png](https://www.insperity.com/wp-content/uploads/trust_and_respect_in_workplace1200x630-848x400.png)



# Components of Good Relationship(Cont.)

## ❖ Self-awareness:

- This means taking responsibility for your words and actions, and not letting your own negative emotions impact the people around you.

## ❖ Inclusion

- don't just accept diverse people and opinions, but welcome them! For instance, when your colleagues offer different opinions from yours, factor their insights and perspective – or "cultural add" into your decision-making.

## ❖ Open communication

- all good relationships depend on open, honest communication.

# Responsibilities of Supervisor



Image Source : <https://www.indeed.com/career-advice/career-development/responsibilities-of-a-supervisor>

# Why do peer relationships at work matter?

- Good Relationship with peers offers a number of advantages — not only for individuals, but for the entire organization.
- ❖ **Peer relationships increase productivity and performance**
- Gallup research found that 30% of employees say they have a best friend at work. That percentage of workers is reportedly seven times as likely to be engaged in their jobs and produce higher-quality work.
- ❖ **Peer relationships boost retention**
- You want your best employees to stick around for the long haul.
- ❖ **Peer relationships improve team morale**
- Finally, relationships at work keep your team's spirits high.

<https://www.wrike.com/blog/importance-of-peer-relationships-at-work/>

# Communication & Leadership in the Workplace

- Good communication and leadership skills are essential if you want to be a productive, effective manager.
- It's not enough to be knowledgeable about what you do; you must also be able to share your knowledge with the people you manage.
- Leadership styles affect employee morale, productivity and retention.

## ❖ Develop Communication Skills

- Good communication skills help ensure that your staff members understand your instructions and expectations.



Image source-<https://l.hnux.com/350x235p/s3-us-west-1.amazonaws.com/contentlab.studioid/getty/f2ef69c93ccf4e2b8370da3b2084b961.jpg>

# Communication & Leadership in the Workplace(Cont.)

## ❖ Empower Employees

- Empowering employees involves giving employees autonomy and allowing them to make some decisions concerning their work, as explained by Leadership Choice.

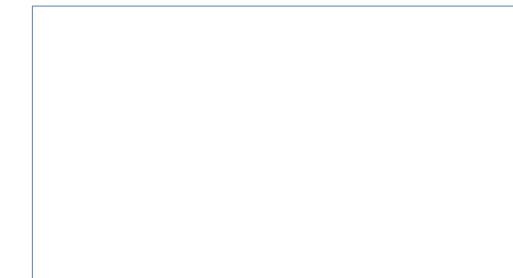
## ❖ Recognize Achievements

- Good leaders understand that employees aren't only motivated by money, but by recognition for their work. Praise employees at staff meetings and write them notes thanking them for their efforts.

## ❖ Be a Role Model

- Leaders don't just tell employees what to do. Leadership in the workplace means showing employees how it should be done through exemplary role modeling.

<https://work.chron.com/should-relationship-exist-between-supervisor-subordinate-27839.html>



# How to Build Good Work Relationships

- There are steps you can be used get on better with your colleagues.
- ❖ **Identify Your Relationship Needs**  
Do you know what you need from others? And do you know what they need from you? Understanding these needs can be instrumental in building better relationships.
- ❖ **Focus on Your Emotional Intelligence(EI)**
  - By developing your EI, you'll become more adept at identifying and handling the emotions and needs of others.

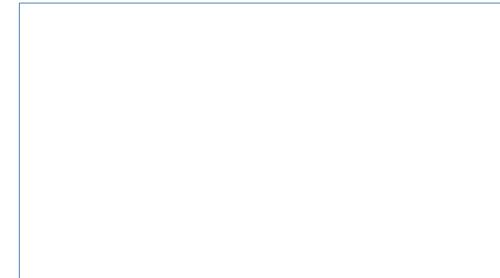


Image Source : <https://web-static.wrike.com/cdn-cgi/image/width=880,format=auto,q=80/blog/content/uploads/2020/11/Understanding-the-Importance-of-Peer-Relationships-at-Work-1.jpg?av=c34caba349d7b37ae040fe9029cde8e3>

# How to Build Good Work Relationships(Cont.)

## ❖ Practice Mindful Listening

People respond better to those who truly listen to what they have to say.

## ❖ Schedule Time to Build Relationships

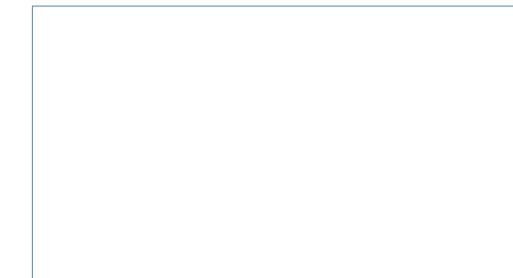
If possible, you could ask a colleague out for a quick cup of coffee. These little interactions take time but lay the groundwork for strong relationships.

## ❖ Manage Your Boundaries

Make time, but not too much! Sometimes, a work relationship can impair productivity, especially when a friend or colleague begins to monopolize your time.

## ❖ Be Positive

Focus on being positive. **Positivity** is contagious and people gravitate to those that make them feel good.



# How to Build Good Work Relationships(Cont.)

## ❖ Appreciate Others

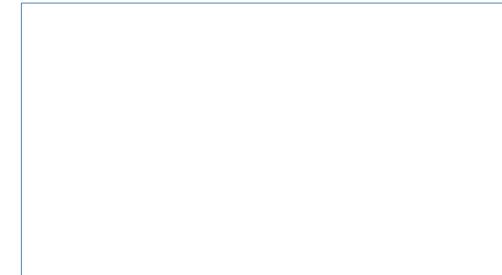
Everyone, from your boss to the intern, wants to feel that their work is appreciated. So, genuinely compliment the people around you when they do something well.

## ❖ Develop Your People Skills

Good relationships start with good people skills.

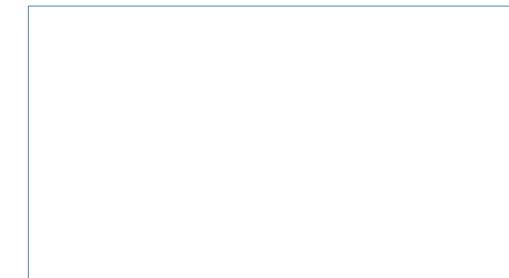
## ❖ Avoid Gossiping

- Office politics and Gossips can ruin workplace relationships. If you're experiencing conflict with someone in your group, talk to them directly about the problem.



# Graicunas Theory on the Span of Management

- V.A. Graicunas a French management Consultant, made a study on superior-subordinate relationship.
- He developed a mathematical formula to analyze this relationship.
- He suggested that the number of possible relationships increases with the number in the number of subordinates.
- Graicemas has identified three specific kinds of superior-subordinate relationships in every organization. They are:
  - ❖ **Direct Single Relationship:**
  - This refers to relationships that are easily and clearly recognized by the individuals who are his immediate subordinates. They are equal to the number of subordinates supervised.



## ❖ **Direct Group Relationships:**

- This means the group relationships between the superior and each possible combination of subordinates.
- **Example:** A manager having three subordinates would have three direct group relationships.
- Formula =  $n (2^{n-1} - 1)$  where n represents the number of subordinates.

## ❖ **Cross Relationship:**

- Cross relationships are mutual relationships among subordinates necessary for working under the same superior.
- Graicunas developed the following formula to give the total number of all the three kinds of relationships where n = number of subordinates.
- $n(2^{n/2} + n + 1)$

# 14 Tips For Improving Your Relationship With Your Boss

*Here's how to strengthen your relationship with your boss:*

## 1. Put yourself in your boss's shoes.

- Figure out the challenges your boss will encounter that day and be prepared to offer solutions



## 2. Show value.

- They hired you for a reason, so make sure that you're adding value to the organization and/or position.

Image Source- <http://www.managementregistry.com/2018/12/14/how-to-improve-your-relationship-with-your-boss/>

# **14 Tips For Improving Your Relationship With Your Boss(Cont.)**

## **3. Know when and how to communicate with your boss.**

- Employees need to Learn how your supervisor likes to communicate and receive communication, and mimic this style.

## **4. Get to know your boss personally.**

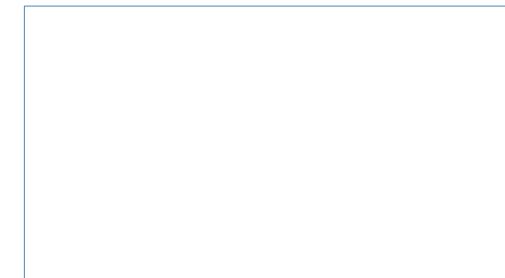
- Bosses are human, so communicate with them on a personal level.

## **5. Ask for feedback.**

- Don't be afraid to ask your boss for feedback.

## **6. Offer to help.**

- You should ask as your boss if they need help on any projects.



# 14 Tips For Improving Your Relationship With Your Boss(Cont.)

## 7. Keep your supervisor informed.

- No one likes surprises, so if you are experiencing challenges in your work, communicate those.

## 8. Stay above office politics and gossip.

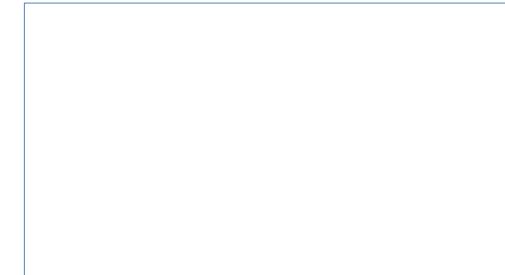
- it's better to never engage in gossip about your boss, nor anyone else for that matter.

## 9. Under-promise and over-deliver.

- Put your best foot forward to exceed your boss's expectations.

## 10. Ask for help and advice.

- people also like to be seen as subject matter experts, especially your boss.



# **14 Tips For Improving Your Relationship With Your Boss(Cont.)**

## **11. Do whatever it takes to make your boss look good.**

- Everyone cares about their work reputation, or at least they should.

## **12. Establish a line of open communication.**

- If you are honest and communicate openly with your supervisor, this will help build transparency and trust in the relationship.

## **13. Show your boss respect.**

- Even if you don't like your boss, respect them.

## **14. Be authentic.**

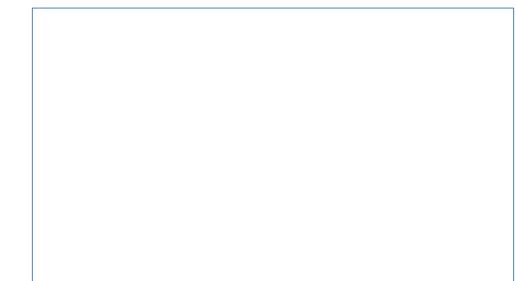
- Be authentic in your approach.

<https://www.forbes.com/sites/jacquelynsmith/2013/10/16/14-tips-for-improving-your-relationship-with-your-boss/?sh=75c943f459b0>

# Case Study: People Problem or Business Problem

- SAHIL was the new VP of Sales who was promoted from inside the organization. Umang, who was the GM (south), was earlier his peer and now his reportee. Both had been 3+ years in the organization in senior roles and were quite mature to accept the new reality. But the new relationship started on a frosty note as both expected the others to change to the new reality. Soon their cold war became corridor talk, and everyone was betting on how much time SAHIL would tolerate Umang. CHIRAG, the CEO, got a whiff of this but decided to stay out of it. He felt that it was SAHIL's problem. SAHIL was new to the role. Both would mature into the new relationship if he gave them time.

DHRUV was another GM in SAHIL's team, who was seeing the relationship between SAHIL and UMANG deteriorate and was pained to see the impact on the business and the rest of the team.



# Case Study: People Problem or Business Problem

- He took it upon himself to sort things out between Umang and SAHIL and invested a lot of energy and used his personal rapport with both UMANG and SAHIL to convince each on the other's behalf. He even tried to bring the ex-VP (Sales) into the picture to settle the matter, but the ex-VP declined as he felt (and rightly so) that the same would give a wrong connotation to the rest of the organization.
- After a few instances, DHRUV got proof that his efforts were paying fruit, but things would again go back to status quo, and each would blame the other for the same. The team suffered although the business was going wrong, so the impact was not yet visible on performance.

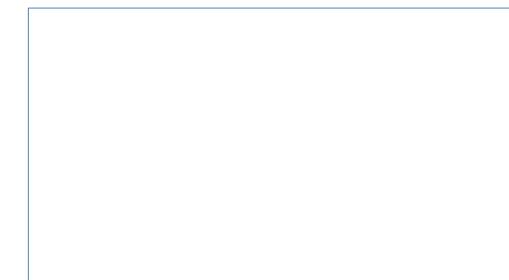
But DHRUV was sure it would impact team performance negatively in the long term, and so continued his crusade. With time, DHRUV saw SAHIL giving him the cold shoulder at times and not interacting with him for days at a stretch.

# Case Study: People Problem or Business Problem

- Yeh kya ho gya ( what happened)? He understood from his colleagues that SAHIL felt quite settled and in command in his new role but considered DHRUV a fence sitter, i.e., not fully supporting him in his endeavors. He wanted DHRUV to support him fully (read blindly), then only he could see DHRUV as a long-term player in his team. Regarding UMANG, SAHIL had made up his mind that UMANG had to go. He was waiting for the opportune time. If DHRUV was to move from the fence to SAHIL's side, things would be that much easier to convince the CEO that GI was a loner who was high-headed and that everyone in the team disliked him.

Now how did we land up from there to here?

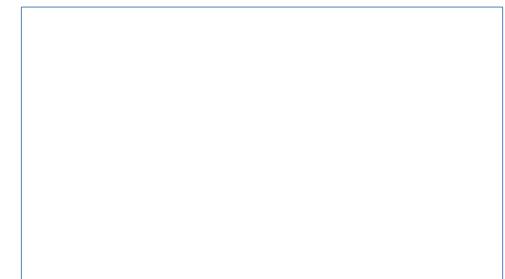
DHRUV was kind of lost. Here, he was trying to solve emotional issues and repair relationships, and suddenly he was an “issue”. What was he to do?



# Case Study: People Problem or Business Problem

- In this catch-22 situation, DHRUV was a performer for most of his 6+ years in the organization, kind of saw a dip in his performance for two quarters continuously. He was called by HR and informed that the organization wanted him to move on (in other words, he was being handed the pink slip). Everybody was aligned with SAHIL including CHIRAG. A year later Umang too decided to move to another company.

WOW, what an end to a people problem which became a business problem for the person who wanted to solve the people problem.



# Research Paper



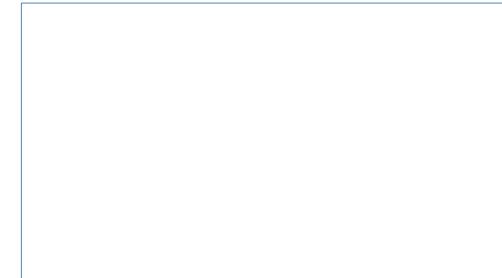
International Journal  
of Productivity and  
Performance  
Management

## Mediation of superior-subordinate relationship and a climate of innovation on psychological empowerment

Sumi Jha

### Purpose

The purpose of this paper is to establish the relationship between psychological empowerment (PE) and four variables: autonomy, openness, superior-subordinate relationship (SSR), and climate of innovation (CI). The paper also aims to establish the mediating effects of SSR and CI on PE.

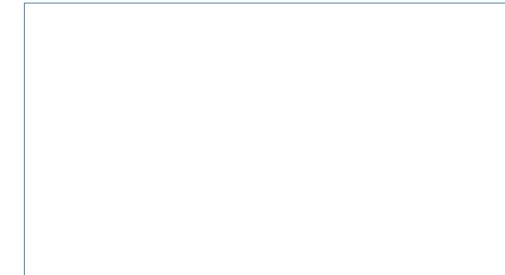


## **Design/methodology/approach**

The sample size for the study was 319 employees (197 managers and 122 team leaders) from ten leading information and communication technology companies of India. Structural equation modelling was used to test the model under study. Bootstrapping was applied to provide better estimation of the sample.

## **Findings**

The exogenous variables under study were autonomy and openness. The mediating variables were SSR and CI. Results supported the model and indicated a significant direct effect between exogenous variables and PE. The role of SSR and CI as mediator was also ascertained.

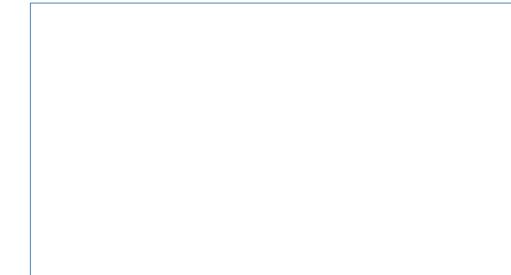


## **Practical implications**

The paper highlights that the managers of service organizations should take initiatives to provide a conducive climate for innovation. Having the right climate for innovation and support from superiors will make employees feel psychologically empowered.

## **Originality/value**

Although as researchers and as practitioners the authors understand the importance of innovation climate and role of superior, few studies have sought to explain the mediating effects of SSR and CI.



# BOOK RECOMMENDATION

## The Power of Friends at Work: Forty Stories about Trust, Loyalty, Communication...and Play

**Authors:** Debbie Morello

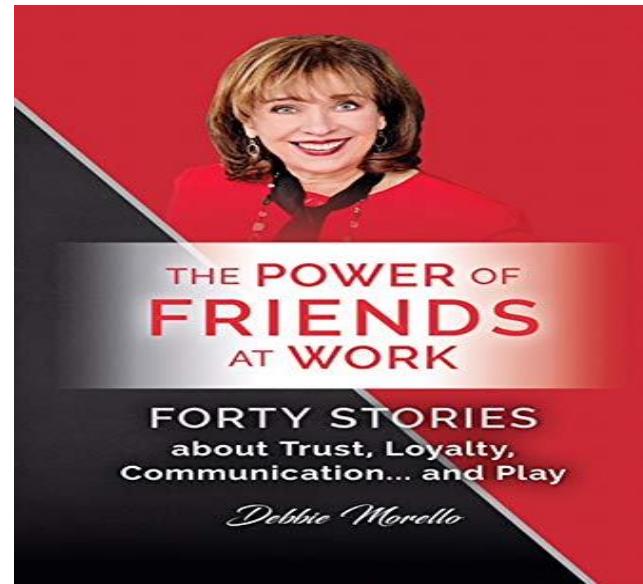
**Publisher:** Morello & Associates; 1st edition  
(23 October 2018)

**Language:** English

**Paperback:** 136Pages

**ISBN :** 0999803417

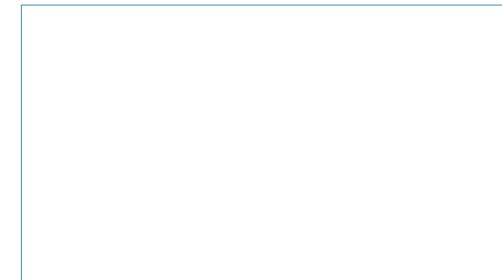
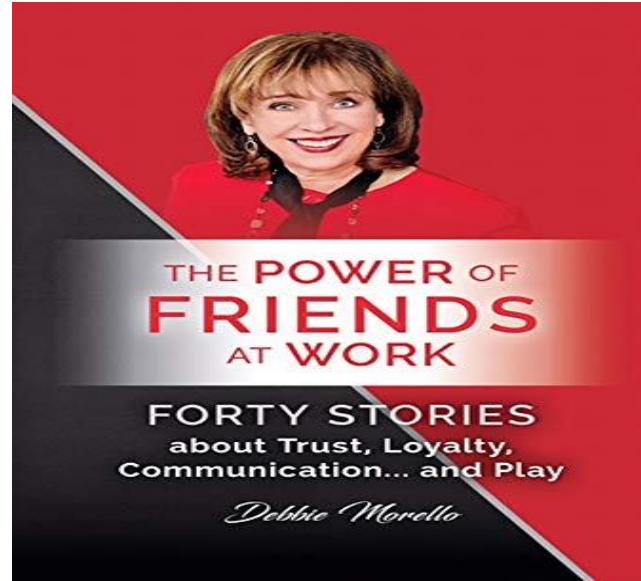
**ASIN :** B07JNPP31Y



[https://www.amazon.in/s?k=Relationship+with+Subordinates+and+Peers&ref=nb\\_sb\\_noss](https://www.amazon.in/s?k=Relationship+with+Subordinates+and+Peers&ref=nb_sb_noss)

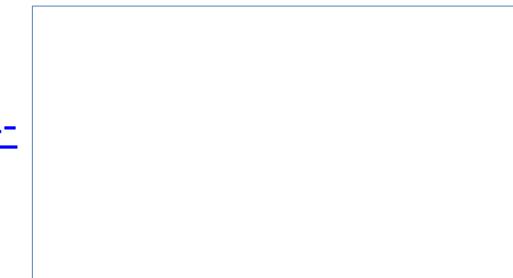
# BOOK RECOMMENDATION

All too often our work life is depressing drudgery, but it doesn't have to be this way. In "The Power of Friends at Work" learn how work relationships lead you to optimal success or abysmal failure. Discover how work relationships that embrace trust, loyalty, boundaries, communication, networking, and play can profoundly influence both personal and professional job satisfaction. Compare the relationships in these stories with your own experiences to maximize career growth while enjoying every moment along the way. Each section has Thoughts and Takeaways for discussions with colleagues, friends, and book clubs.



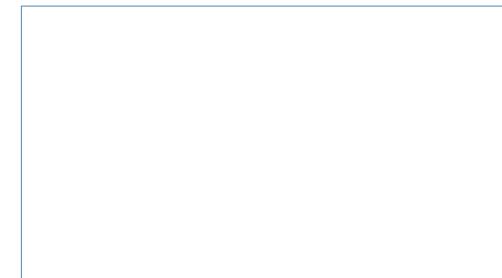
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- <https://work.chron.com/should-relationship-exist-between-supervisor-subordinate-27839.html>
- <https://www.businessmanagementideas.com/management/span-of-management/graicunas-theory-on-the-span-of-management-theories-management/13250>
- <https://www.mindtools.com/pages/article/good-relationships.html>
- <https://www.forbes.com/sites/jacquelynsmith/2013/10/16/14-tips-for-improving-your-relationship-with-your-boss/?sh=75c943f459b0>



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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 54

### FOSTERING FOLLOWERS SATISFACTION

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Followers' Satisfaction
- Satisfaction as Link among Leadership and Performance
- What Followers want to get satisfied?
- Personal Traits Followers look for in their Leader
- Theories of Follower's Satisfaction
  - Affectivity
  - Herzberg's Two-Factor Theory
  - Organizational Justice
- Global, Facet, and Life Satisfaction
- Outcomes of Satisfaction of Followers
- Research paper
- Case study
- Book recommendation
- References

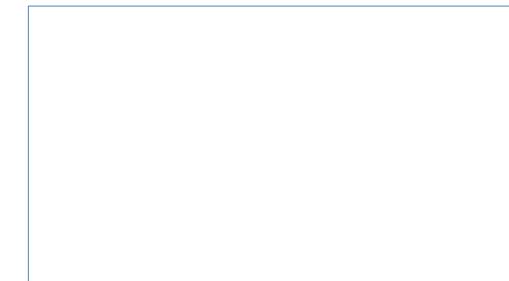
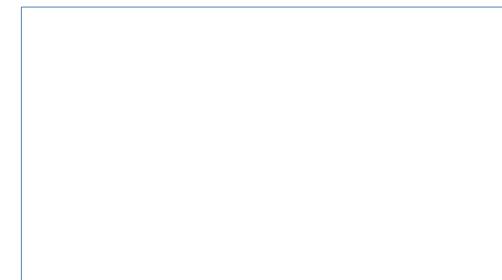


Image Source: <https://in.pinterest.com/pin/231935449549039938/>

“The goal of many leaders is to get people to think more highly of the leader. The goal of a great leader is to help people to think more highly of themselves.”

-J. Carla Nortcutt



# Followers' Satisfaction

- **Satisfaction** - “A good feeling that you have when you have achieved something or when something you wanted to happen does happen; something that gives you feeling to gain/derive satisfaction from something.” - Oxford Advance Learner’s Dictionary (2000)
- **Follower Satisfaction** - “Followers’ satisfaction is the extent to which employees are happy or content with their Leaders and work environment.”

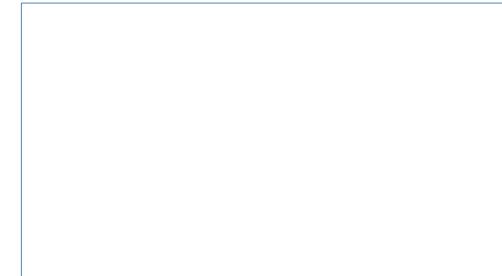
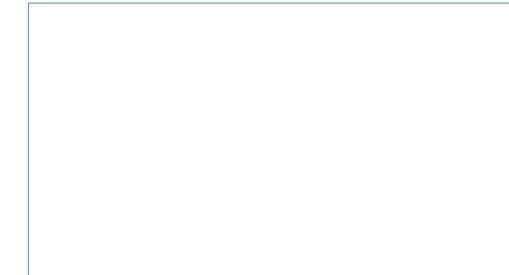


Image Source: <https://www.smartkarrot.com/resources/blog/customer-satisfaction-surveys/>

# Followers' Satisfaction (Cont.)

- Research has shown that the **satisfied workers** are more likely to continue working for an organisation
  - More likely to engage in Organisation Citizenship Behaviours
- **Dissatisfied Worker:** More likely to be adversarial in their relations with leadership.
  - May engage in diverse sorts of counterproductive behaviour
- Dissatisfaction is a key reason why people leave organizations, and many of the reasons people are satisfied or dissatisfied with work are within the leader's control.



# Followers' Satisfaction (Cont.)

Why People Leave or stay with organizations

Why Do People Leave Organizations?	Why Do People Stay with Organizations?
Limited recognition and praise	Promises of long-term employment
Compensation	Exciting work and challenge
Limited authority	Fair pay
Poor organizational culture	Encourages fun, collegial relationships
Repetitive work	Supportive management



Image Source: <https://partnerhope.com/stay-go-complicated-question/>

# Satisfaction as Link among Leadership and Performance



Image Adapted from Source: (Huges et al ,2015)

# What Followers want to get satisfied?

## Job Characteristics

- Variety in Work
- Task Significance
- Autonomy
- Role Specificity
- Worktime Flexibility
- Reward
- Recognition
- Career Growth

## Group & Organizational Characteristics

- Participative Involvement
- Group Integration & Cohesiveness
- Organization Climate & Structure
- Communication Practices

## Leader Characteristics

- Leader- Reward behaviour
- Leader- Punishment behaviour
- Leader-Member Exchange

# Personal Traits Followers look for in their Leader

- **Fairness & Honest** Be fair & Honest with all followers
- **Respect & Trust** Followers want to respect & trust and be respected & trusted by their manager.
- **Dependability** Followers wish ability to count on their manager when needed.
- **Collaboration** Followers want to be a part of their manager's team and be asked to contribute ideas and solutions.
- **Genuineness** Employees sometimes spend more time with their boss than with their families-they don't want a phony.
- **Appreciation** Followers desire to be appreciated for who they are and what they do
- **Responsiveness** Follower wish manager to listen, understand and respond. Be a sponge, not a brick wall.

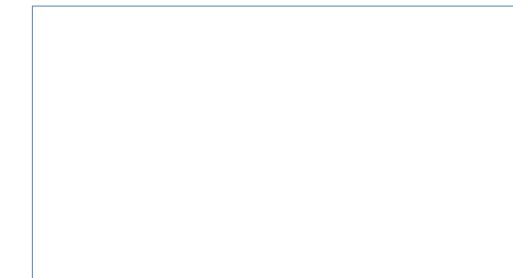
# Theories of Satisfaction

Theory or Approach	How Leaders Can Improve Job Satisfaction
<b>Maslow's hierarchy of needs</b>	Helping ensure people's needs are satisfied
<b>Achievement orientation</b>	Securing needed resources, clearing obstacles, and allowing people to work on activities that matter to them
<b>Goal setting</b>	Setting high goals and helping people to accomplish them
<b>Empowerment</b>	Giving people needed training and more decision-making authority
<b>Operant approach</b>	Administering rewards.
<b>Affectivity</b>	Hiring happier people
<b>Herzberg's 2-factor theory</b>	Giving people more meaningful work
<b>Organizational justice</b>	Treating people fairly

# Major Three Theories of Satisfaction

## Affectivity: Is the Cup Half Empty or Half Full?

- Affectivity refers to one's tendency to react to stimuli in a consistent emotional manner.
- People with a disposition for **negative affectivity** consistently react to changes, events, or situations in a negative manner. They tend to be **unhappy** with themselves and their lives, and are more likely to focus on the downside or disadvantages of a situation.
- People with a disposition for **positive affectivity** consistently react to changes, events, or situations in a positive manner. They are **happy** with their lives and tend to take an upbeat, optimistic approach when faced with new situations.



# Affectivity: Is the Cup Half Empty or Half Full? (Cont.)

- People with a **positive affective** disposition tend to see a cup as **half full**;
- People with a **negative affective** disposition are more likely to describe a glass as **half empty**
- Researchers have found that **negative affectivity is related to job dissatisfaction**, and **positive affectivity to job satisfaction**
- Such Research suggest that leadership initiatives may have little impact on a person's job satisfaction if her affective disposition is either extremely positive or negative.



Image Source: <https://kevinliebl.wordpress.com/2017/09/09/its-not-whether-the-glass-is-half-empty-or-half-full-its-whether-the-contents-will-quench-your-thirst/>

# Herzberg's Two-Factor Theory: Does Meaningful Work Make People Happy?

- Herzberg labeled the factors that led to **satisfaction** at work **motivators**, and he labeled the factors that led to **dissatisfaction** at work **hygiene factors**

Hygiene Factors	Motivators
Supervision	Achievement
Working conditions	Recognition
Co-workers	The work itself
Pay	Responsibility
Policies/procedures	Advancement and growth
Job security	

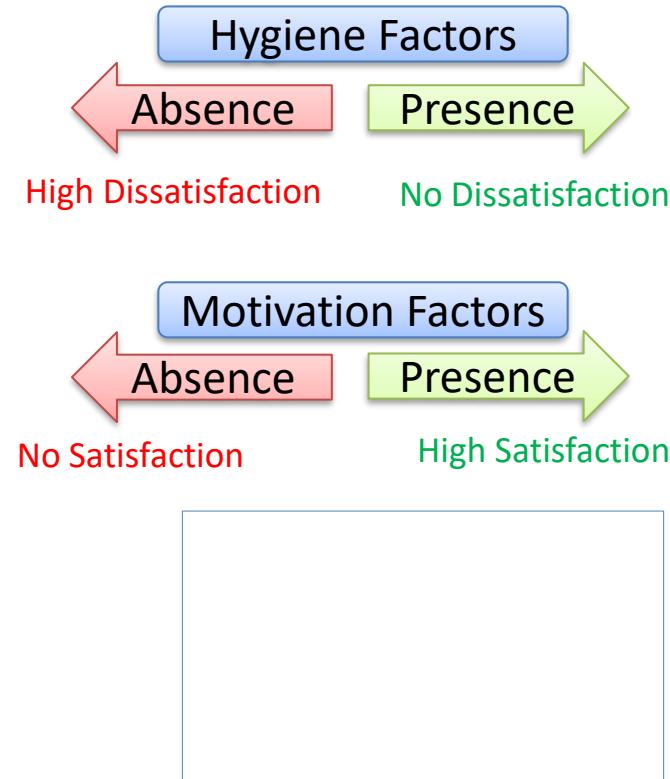
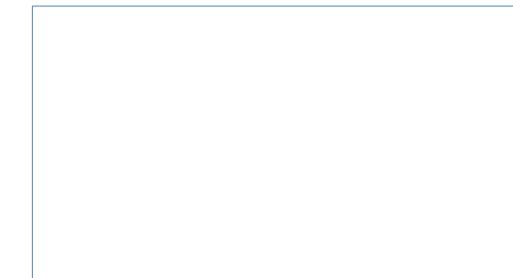


Image adapted from Source: <https://www.businessmanagementideas.com/motivation/herzbergs-two-factor-theory-of-motivation/7780>

# Organizational Justice: Does Fairness Matter?

- Organizational justice is based on the premise that people who are treated unfairly are less productive, satisfied, and committed to their organizations.
- Organizational justice is made up of **three** components. (Trevino, 1992)
  - ❖ **Interactional justice** reflects the degree to which people are given information about different reward procedures and are treated with dignity and respect.
  - ❖ **Distributive justice** concerns followers' perceptions of whether the level of reward or punishment is commensurate with an individual's performance or infraction.  
Dissatisfaction occurs when followers believe someone has received too little or too much reward or punishment.



# Organizational Justice: Does Fairness Matter? (Cont.)

- ❖ Perceptions of **procedural justice** involve the process by which rewards or punishments are administered. If someone is to be punished, followers will be more satisfied if the person being punished has been given **adequate warnings** and has had the **opportunity to explain** his or her actions, and if the punishment has been administered in a **timely and consistent manner**.
- Research has shown that these different components of organizational justice are related to:
  - Satisfaction with the leader
  - organizational citizenship behaviors
  - counterproductive work behaviors
  - Pay,
  - Promotion
  - The job itself



Image Source: <https://www.marketing91.com/organizational-justice/>

# Motivation Process to Satisfy Followers

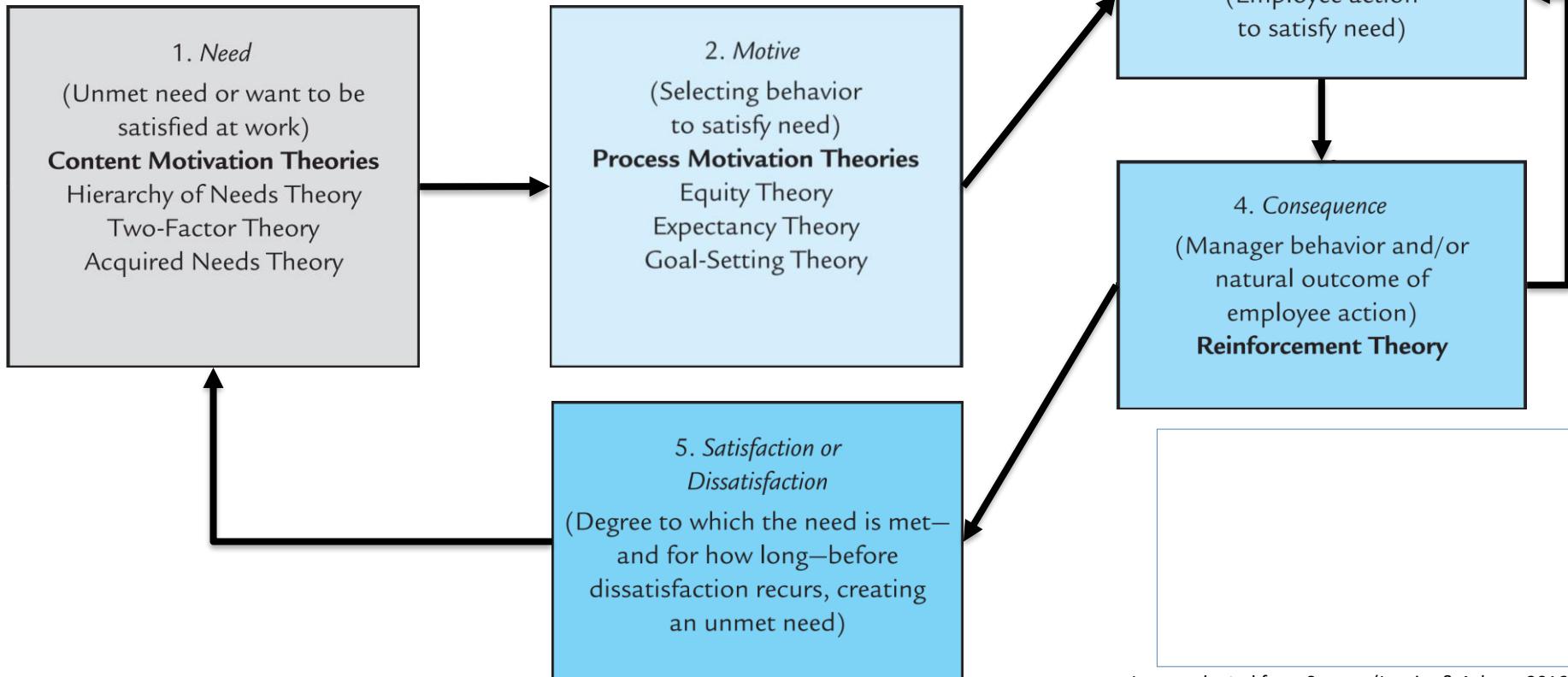


Image adapted from Source: (Lussier & Achua , 2016)

# Global, Facet, and Life Satisfaction

- Three different types of items typically found on job satisfaction survey:
- ❖ **Global satisfaction** assesses the overall degree to which employees are satisfied with their organization and their job
- ❖ **Facet satisfaction** assess the degree to which employees are satisfied with different aspects of work, such as pay, benefits, promotion policies, working hours and conditions, and the like. People may be relatively satisfied overall but still dissatisfied with certain aspects of work.
- ❖ **Life satisfaction** concerns one's attitudes about life in general
- **Hierarchy effect:** People with longer tenure or in higher positions tend to have higher global and facet satisfaction than those newer or lower in organization.

# Outcomes of Satisfaction/Dissatisfaction of Followers

## ❖ Summary of Different Variables Correlated to Job Satisfaction

Variables related to job satisfaction	Direction of relationship	Strength of relationship
Motivation	Positive	Moderate
Organisational citizenship behaviour	Positive	Moderate
Absenteeism	Negative	Weak
Tardiness	Negative	Weak
Withdrawal cognitions	Negative	Strong
Turnover	Negative	Moderate
Heart disease	Negative	Moderate
Perceived stress	Negative	Strong
Pro-union voting	Negative	Moderate
Job performance	Positive	Moderate
Life satisfaction	Positive	Moderate
Mental health	Positive	Moderate

Source: (Sinding et. al., 2018)

# Outcomes of Satisfaction/Dissatisfaction of Followers (cont.)

## ❖ Satisfaction and Motivation

- A recent meta-analysis of 9 studies and 2,237 workers revealed significant positive relationship b/w motivation and job satisfaction. (Kinicki et. al., 2002)
- Because satisfaction with supervision also was **significantly** correlated with motivation, managers are advised to consider how their behavior affects employee satisfaction.
- Managers can potentially **enhance employees' motivation through** various attempts to **increase job satisfaction.**

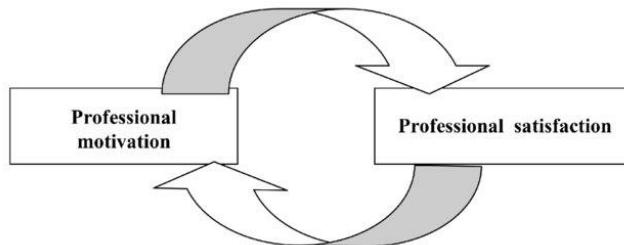
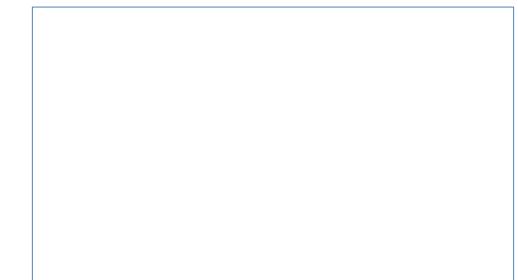


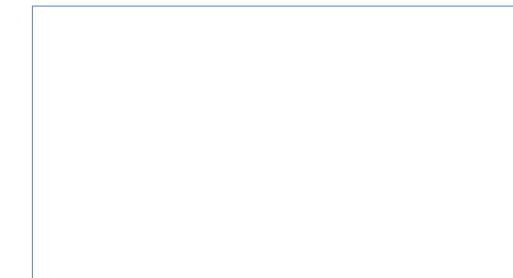
Image Source: [https://www.researchgate.net/publication/349097860\\_Interdependence\\_between\\_Professional\\_Motivation\\_and\\_Satisfaction\\_of\\_the\\_Nursing\\_Staff](https://www.researchgate.net/publication/349097860_Interdependence_between_Professional_Motivation_and_Satisfaction_of_the_Nursing_Staff)



# Outcomes of Satisfaction/Dissatisfaction of Followers (cont.)

## ❖ Satisfaction and Organizational Citizenship Behaviour

- Organizational citizenship behaviors consist of employee behaviors that are beyond the call of duty & Managers certainly would like employees to exhibit these behaviors.
- A meta-analysis covering 6,746 people and 28 separate studies revealed a significant and **moderately positive correlation** between organizational citizenship behaviors and job satisfaction. (Podsakoff et. al.,2000)
- Moreover, additional research demonstrated that employees' citizenship behaviors were determined more by leadership and characteristics of the work environment than by an employee's personality.



# Research Paper



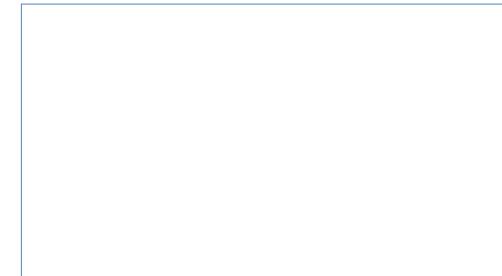
## Mindfulness and Leadership: Communication as a Behavioral Correlate of Leader Mindfulness and Its Effect on Follower Satisfaction

*Johannes F. W. Arendt<sup>1</sup>\*, Armin Pircher Verdorfer<sup>2</sup> and Katharina G. Kugler<sup>1</sup>*

<sup>1</sup> Department of Psychology, Ludwig-Maximilians-Universität München, Munich, Germany, <sup>2</sup> TUM School of Management, Technical University of Munich, Munich, Germany

### Purpose

In recent years, the construct of mindfulness has gained growing attention in psychological research. However, little is known about the effects of mindfulness on interpersonal interactions and social relationships at work. Addressing this gap, the purpose of this study was to investigate the role of mindfulness in leader–follower relationships.



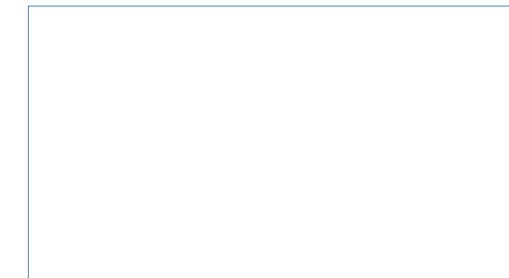
# Research Paper

## Design/methodology/approach

Building on prior research, we hypothesize that leaders' mindfulness is reflected in a specific communication style ("mindfulness in communication"), which is positively related to followers' satisfaction with their leaders. We used nested survey data from 34 leaders and 98 followers from various organizations and tested mediation hypotheses using hierarchical linear modeling.

## Findings

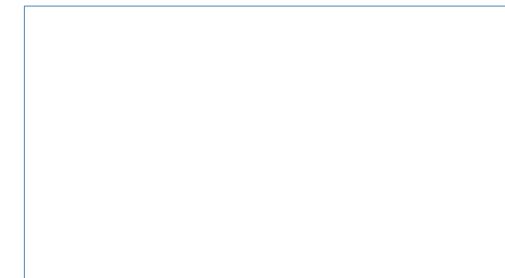
Our hypotheses were confirmed by our data in that leaders' self-reported mindfulness showed a positive relationship with several aspects of followers' satisfaction. This relationship was fully mediated by leaders' mindfulness in communication as perceived by their followers



# Research Paper

## Practical implications

Our findings emphasize the potential value of mindfulness in workplace settings. They provide empirical evidence for a positive link between leaders' dispositional mindfulness and the wellbeing of their followers, indicating that mindfulness is not solely an individual resource but also fosters interpersonal skills. By examining leaders' mindfulness in communication as an explanatory process, we created additional clarification about how leaders' mindfulness relates to followers' perceptions, offering a promising starting point for measuring behavioral correlates of leader mindfulness.



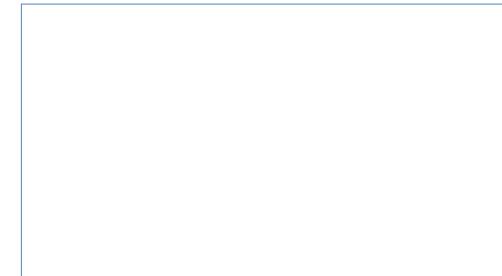
# Research Paper

## Research limitations/implications

Due to the cross-sectional design, causal conclusions cannot be drawn from our data. Secondly the researchers were able to recruit, on average, only a few followers per leader. Furthermore, the research exclusively referred to the regulation of unpleasant emotions, while ignoring positive emotions.

## Originality/value

This research tries to add to the growing body of knowledge in terms of assessing relationship between mindfulness, follower satisfaction and communication



# Case Study : Consolidated Products

- Consolidated Products is a medium-sized manufacturer of consumer products with nonunionized production workers. Ben Samuels was a plant manager for Consolidated Products for 10 years, and he was well liked by the employees.
- They were grateful for the fitness center he built for employees, and they enjoyed the social activities sponsored by the plant several times a year, including company picnics and holiday parties.
- He knew most of the workers by name, & spent part of each day walking in the plant to visit with them & ask about their families/hobbies.
- Ben believed that it was important to treat employees properly so they would have a sense of loyalty to the company.

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

- He tried to avoid any layoffs when production demand was slack, figuring that the company could not afford to lose skilled workers who are so difficult to replace.
- The workers knew that if they had a special problem, Ben would try to help them. Ben believed that if you treat people right, they will do a good job for you without close supervision or prodding.
- Ben applied the same principle to his supervisors, and he mostly left them alone to run their departments as they saw fit.
- He did not set objectives and standards for the plant, and he never asked the supervisors to develop plans for improving productivity and product quality.

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

- Under Ben, the plant had the lowest turnover among the company's five plants, but the second-worst record for costs and production levels. When the company was acquired by another firm, Ben was asked to take early retirement, and Phil Jones was brought in to replace him.
- Phil had a growing reputation as a manager who could get things done, and he quickly began making changes. Costs were cut by trimming a number of activities such as the fitness center at the plant, company picnics and parties, and the human relations training programs for supervisors.
- Phil believed that training supervisors to be supportive was a waste of time. His motto was: "If employees don't want to do the work, get rid of them and find somebody else who does."

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

- Supervisors were instructed to establish high-performance standards for their departments and insist that people achieve them. A computer monitoring system was introduced so that the output of each worker could be checked closely against the standards.
- Phil told his supervisors to give any worker who had substandard performance one warning, and then if performance did not improve within two weeks, to fire the person.
- Phil believed that workers don't respect a supervisor who is weak and passive. When Phil observed a worker wasting time or making a mistake, he would reprimand the person right on the spot to set an example.

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

- Phil also checked closely on the performance of his supervisors. Demanding objectives were set for each department, and weekly meetings were held with each supervisor to review department performance.
- Finally, Phil insisted that supervisors check with him first before taking any significant actions that deviated from established plans and policies.
- As another cost-cutting move, Phil reduced the frequency of equipment maintenance, which required machines to be idled when they could be productive.
- Because the machines had a good record of reliable operation, Phil believed that the current maintenance schedule was excessive and was cutting into production.

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

- Finally, when business was slow for one of the product lines, Phil laid off workers rather than finding something else for them to do.
- By the end of Phil's first year as plant manager, production costs were reduced by 20 percent and production output was up by 10 percent.
- However, three of his seven supervisors left to take other jobs, and turnover was also high among the machine operators.
- Some of the turnover was due to workers who were fired, but competent machine operators were also quitting, and it was becoming increasingly difficult to find any replacements for them. Finally, talk of unionizing was increasing among the workers.

Case Source: (Gary Yukl, 2020)

# Case Study : Consolidated Products (Cont.)

## Questions

- Q1)** Describe and compare the managerial behavior of Ben and Phil. To what extent does each manager display specific relations behaviors (supporting, developing, recognizing) and specific task behaviors (clarifying, planning, monitoring)?
- Q2)** Compare Ben and Phil in terms of their influence on employee attitudes, short-term performance, and long-term plant performance, and explain the reasons for the differences.
- Q3)** If you were selected to be the manager of this plant, what would you do to achieve both high employee satisfaction and performance?

Case Source: (Gary Yukl, 2020)

# Book Recommendation

## The Art of Followership:

### How Great Followers Create Great Leaders and Organizations

**Authors:** Ronald E Riggio, Ira Chaleff

and Jean Lipman-Blumen

**Publisher:** Jossey Bass ( A Wiley Imprint)  
(January, 2008)

**Language:** English

**Paperback:** 416 Pages

**ISBN-10:** 1955655170

**ISBN-13:** 978-0787996659

## THE ART of FOLLOWERSHIP

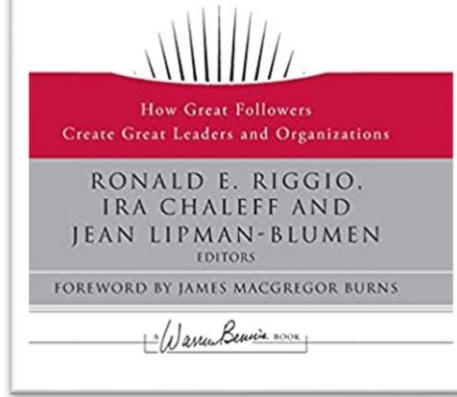


Image Source: <https://www.amazon.com/Art-Followership-Followers-Leaders-Organizations/dp/0787996653>

# Book Recommendation

- *The Art of Followership* puts dynamic leader-follower interaction at the forefront of discussion. It examines the multiple roles followers play and their often complex relationship to leaders.
- Book outlines how followers contribute to effective leadership and to organizations overall. And defines followership and its myriad meanings.
- *The Art of Followership* explores the practice and research that promote positive followership and reveals the part that followers play in setting the standards and formulating the culture and policies of the group.

## THE ART of FOLLOWERSHIP

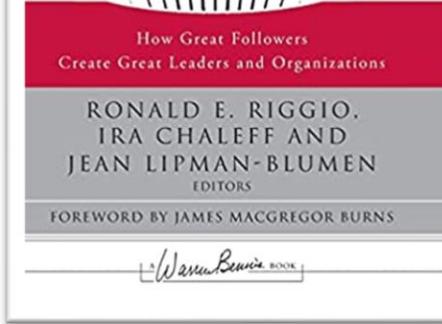


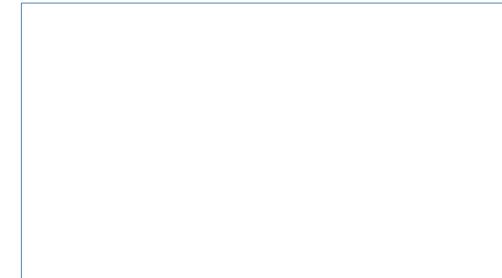
Image Source: <https://www.amazon.com/Art-Followership-Followers-Leaders-Organizations/dp/0787996653>

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# Thank You



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NPTEL ONLINE  
CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 55

### THE ART OF COMMUNICATION

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

1. Effective Communication
2. Importance of Effective Communication
3. Example of Effective Communication
4. Inspirational Communication
5. How to be Inspirational Communicator
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8. Eight Principle of Supportive Communication
9. Example of Supportive Communication
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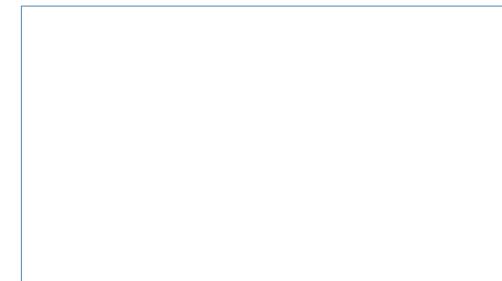
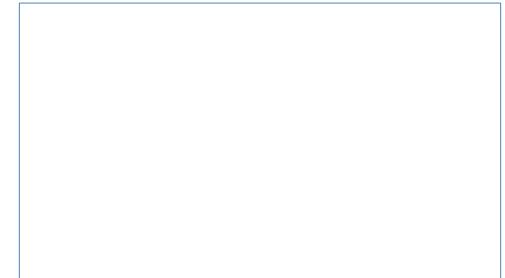


Image Source: <https://resumegenius.com/blog/resume-help/communication-skills>

**“The Art of Communication is  
the language of leadership.”**

**-James Humes**



# Effective Communication

- Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior (*Merriam-Webster Dictionary*)
- Communication effectiveness is the degree to which someone tells others something and ensures that they understand what was said (Bass & Stogdill, 1990).
- Effective communication involves the ability to transmit and receive information with a high probability that the intended message is passed from sender to receiver.

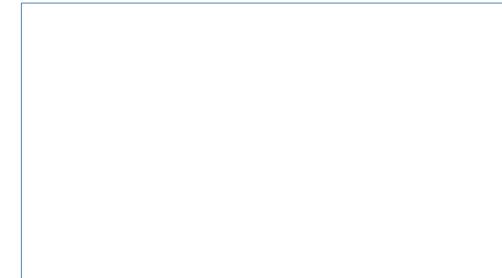


Image Source: <https://www.shutterstock.com/image-vector/communication-colorful-typography-banner-overlapping-squares-1398444674>

# Importance of Effective Communication



Image Source: <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>

# Example of Effective Communication

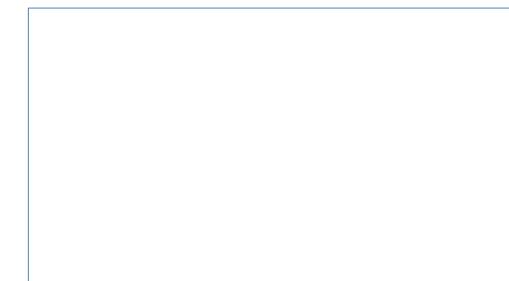
## Google CEO motivational speech

Some of effective ways applied in communication practice by Sundar Pichai

- Use of Humor
- Clarity about the ideas
- Non verbal actions
- Body Language
- Use of Visual Aids
- Moderate Pace of Speech
- Use of whole stage (Continuous movement)

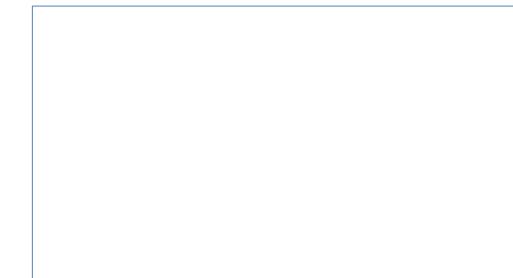


Google CEO Sundar Pichai's I/O 2017 keynote  
Video Source: <https://www.youtube.com/watch?v=vWLcyFtni6U>



# Inspirational Communication

- One of dictionary meaning of Inspiration is “communication to the spirit”
- Even though everyone can communicate, most people can't communicate in an inspirational way.
- The source of inspirational communication comes from the heart, not the head. It is based on the vision a leader has for his business, and it is conveyed on a level that surpasses and transcends the brain. It is more heart than head. More engaging than informing.
- Inspirational communication is all about creating that energy and motivation to get people to do what you want them to do and follow your lead.



# How to be Inspirational Communicator

- **Finding Your Inspirational Side** - The biggest and most important feature of something that is inspirational is in the underlying message of the story. That message uses a powerful belief that moves the audience. In a sense, the belief behind your story is what makes your communication speak to the spirit.
- **Something People Can Believe In** - Not every belief will work though. It has to be something your audience can directly relate to. It's also important to make the underlying belief of your story something believable.
- **Be Uplifting and Empowering** Your message needs to be positive and uplifting so it leaves the person feeling better than before.
- **Articulate your vision** The delivery of your inspiring belief is just as important as the belief itself.

Source: <https://dosomethingcool.net/how-to-be-an-inspirational-communicator/>

# Example of Inspirational Communication

Three lessons Indra Nooyi shared in her speech

1. Please be a lifelong student and don't lose that curiosity
2. Whatever you do throw yourself into it throw your head heart and hands into it I look at my job not as a job I look at it as a calling as a passion
3. Help others rise, greatness comes not from a position but from helping build the future all of us in positions of power have an obligation to pull others up you know



Never be happy with what you know: Indra Nooyi

Video Source: <https://www.youtube.com/watch?v=24d4rfnsOxg>

# Example of Inspirational Communication

Team Building communication for Chak De India!

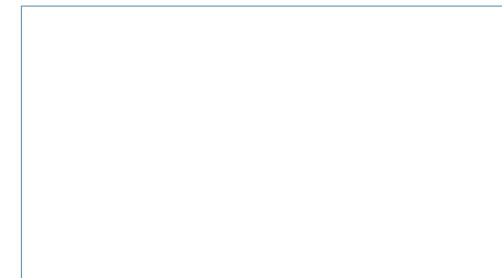
- You have seventy minutes.
- In the coming years, no matter what happens, whether you win or lose....no body can take these seventy minutes away from you.
- I am not going to tell you how to play this game. Instead, you will tell me - by playing the game.
- If every player in this team, plays the best hockey of her life...then even God himself cannot take these seventy minutes away from you.



Chak De India Movie Inspirational Communication by Sharukh Khan Playing role of hockey team Coach

Video Source:

<https://www.youtube.com/watch?v=xK3x7EOA30s>



# Supportive Communication

- Supportive Communication is a kind of interpersonal communication that helps you communicate accurately and honestly, especially in difficult circumstances, **without jeopardizing interpersonal relationships.**
- It is not hard to communicate supportively—to express confidence, trust & openness—when things are good and when people are doing what you like.
- But when you have to correct someone else's behavior, when you have to deliver negative feedback, or when you have to point out shortcomings of another person, communicating in a way that builds and strengthens the relationship is more difficult.

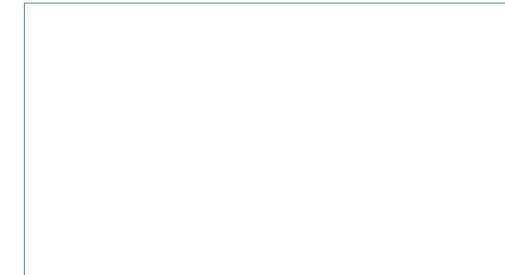


Image Source: <http://www.rise-learning.co.uk/lunch-learn-supportive-communication.html>

# Eight Principles of Supportive Communication

## 1. Supportive Communication Is Based on Congruence, Not Incongruence

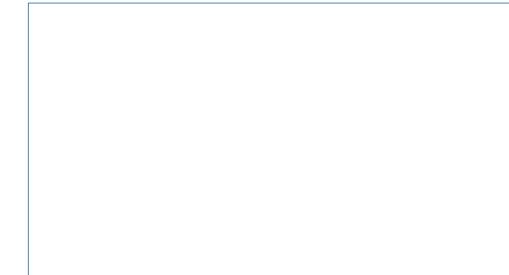
- The best relationships, are based on congruence. That is, what is communicated, verbally and nonverbally, matches exactly what you are thinking and feeling.
- Two kinds of **incongruence** are possible:
  - One is a mismatch between what you are experiencing and what you are aware of. E.g. Deep seeded anger, sadness, or fear
  - Second is a mismatch between what you think or feel and what you communicate. E.g. feeling guilty about one's thoughts or feelings, thinking them to be inappropriate or wrong



# Eight Principles of Supportive Communication (Cont.)

## 2. Supportive Communication Is Descriptive, Not Evaluative

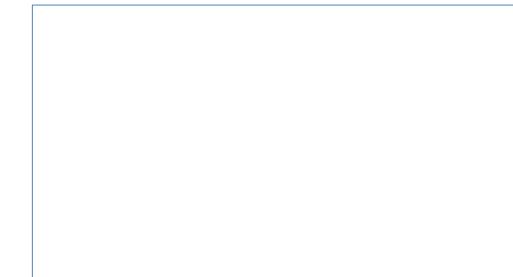
- **Evaluative communication** makes a judgment or places a label on other individuals or on their behavior: “You are doing it wrong.” “You are incompetent.” “You messed up.”
- **Descriptive communication** is designed to reduce the tendency to evaluate and to perpetuate a defensive interaction. It involves three step:
  - **Step 1 :** Describe objectively the event, behavior, or circumstance
  - **Step 2 :** Focus on the behavior and your reaction, not on the other person’s attributes.
  - **Step 3 :** Focus on solutions and avoid discussing who’s right or wrong.



# Eight Principles of Supportive Communication (Cont.)

## 3. Supportive Communication Is Problem-Oriented, Not Person-Oriented

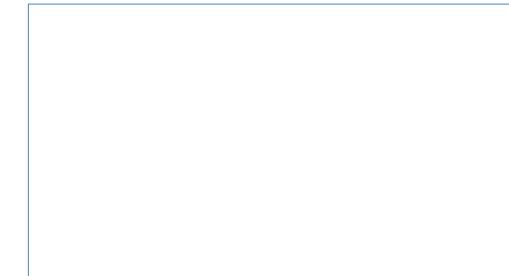
- **Person-oriented communication** focuses on the characteristics of the individual, not the event.
- **Problem-oriented communication** focuses on problems and solutions rather than on personal traits.
- “**This is the problem**” rather than “**You are the problem**” illustrates the difference between problem and person orientation
- In building positive, supportive relationships, problem-oriented communication should also be linked to accepted standards or expectations rather than to personal opinions.



# Eight Principles of Supportive Communication (Cont.)

## 4. Supportive Communication Validates Rather Than Invalidates Individuals

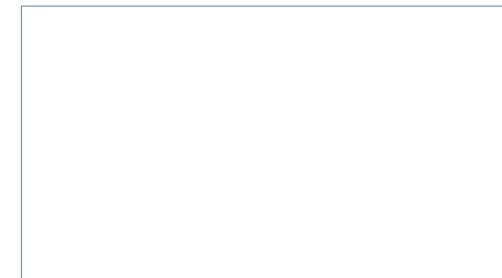
- Validating communication helps people feel recognized, understood, accepted, and valued
- Communication that is invalidating arouses negative feelings about self-worth, identity, and relationships to others. It denies the presence, uniqueness, or importance of other individuals. You can invalidate people in four main ways.
  - **Superiority-oriented** Communication
  - **Rigidity** in Communication
  - **Indifferences** in Communication (not acknowledge person's existence or importance)
  - **Imperviousness** (not acknowledge the feelings or opinions of the other person.)



# Eight Principles of Supportive Communication (Cont.)

## 4. Supportive Communication Validates Rather Than Invalidates Individuals (Cont.)

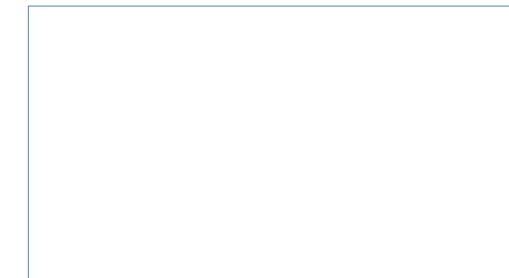
- Validating Communication has four attributes:
  - **Respectful, egalitarian communication** (the opposite of superiority-oriented communication) is especially important when a person with a higher status interacts with a person of a lower status.
  - **Flexibility in communication**
  - **Two-way communication**
  - Fourth way to express validation **based on agreement** is to identify positive behaviors, positive attitudes, and positive consequences.



# Eight Principles of Supportive Communication (Cont.)

## 5. Supportive Communication Is Specific (Useful), Not Global (Non-useful)

- The more specific a statement is, the more effective it is in motivating improvement.
- For example, the statement “**You have trouble managing your time**” is too general to be useful, whereas “**You spent an hour scheduling meetings today when that could have been done by your assistant**” provides specific information that can serve as a basis for behavioral change.
- Global(non-useful) statements are usually extremes & absolute that lead to defensiveness or disconfirmation
- E.g. **You never ask for my advice.**
- **You have no consideration for others' feelings.**
- **You either do what I say or I'll fire you,**



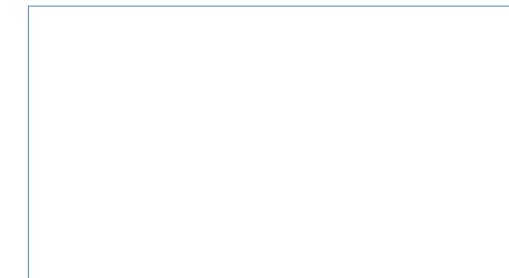
# Eight Principles of Supportive Communication (Cont.)

## 6. Supportive Communication is Conjunctive, Not Disjunctive

- Conjunctive communication is connected to previous messages in some way. It flows smoothly.
- Disjunctive communication is disconnected from what was stated before.

## 7. Supportive Communication Is Owned, Not Disowned

- Taking responsibility for your statements and acknowledging that the source of the ideas is yourself and not another person or group is called owned communication.
- Disowned communication is suggested when you use third person or first-person-plural words: “We think,” “They said,” or “One might say.”



# Eight Principles of Supportive Communication (Cont.)

## 8. Supportive Communication Requires Supportive Listening, Not One-Way Message Delivery

- The previous seven attributes of supportive communication all focus on message delivery, where you are the initiator of the communication. But another aspect of supportive communication—**listening and responding effectively** to someone else's statements.

- Maier, Solem, and Maier (1973, p. 311) stated:

“In any conversation, the person who talks the most is the one who learns the least about the other person. The good supervisor therefore must become a good listener.”

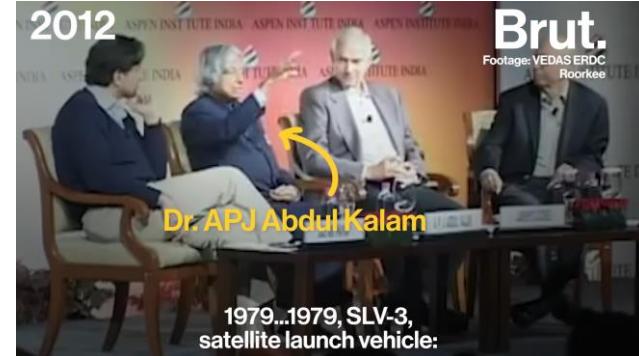


# Example of Supportive Communication

A Leader Should Know How to Manage Failure:

APJ Abdul Kalam

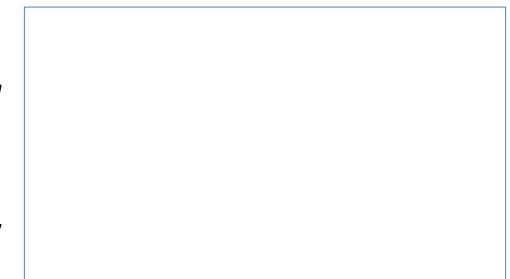
- “We thought we were ready for Launch. At four minutes before the satellite launch, the computer began to go through the checklist of items that needed to be checked.”
- “One minute later, the computer program put the launch on hold; But I bypassed the computer, switched to manual mode, and launched the rocket.”
- “In the first stage, everything worked fine. In the second stage, a problem developed. Instead of the satellite going into orbit, the whole rocket system plunged into the Bay of Bengal.”



1979...1979, SLV-3,  
satellite launch vehicle:

Dr. APJ Abdul Kalam at Wharton India Economic Forum in Philadelphia, Video Source:

<https://www.youtube.com/watch?v=l4k2jHNNid8>



# Example of Supportive Communication (Cont.)

A Leader Should Know How to Manage Failure:

**APJ Abdul Kalam**

- *"Prof. Satish Dhawan, had called a press conference. It was my failure, but instead, he took responsibility for the failure as chairman of the organisation."*
- *July 1980, we tried again to launch the satellite — and this time we succeeded. Again, there was a press conference. Prof. Dhawan called me aside and told me, "You conduct the press conference today.".*
- *"I learned a very important lesson that day. When failure occurred, the leader of the organisation owned that failure. When success came, he gave it to his team."*



Dr. APJ Abdul Kalam (Project Director – Roshini 1979) & Prof. Satish Dhawan (Chairman ISRO-1979)

Video Source: [https://www.youtube.com/watch?v=Tx\\_uIxRa2c](https://www.youtube.com/watch?v=Tx_uIxRa2c)

Source: <https://dosomethingcool.net/how-to-be-an-inspirational-communicator/>

# Research Paper



Corporate Communications: An International Journal  
Vol. 19 No. 2, 2014  
pp. 147-165

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DOI 10.1108/CCIJ-02-2013-0007

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Received 8 February 2013  
Revised 28 May 2013  
Accepted 10 July 2013

## Purpose

The concept of “communicative leadership” is used in organisations that analyse and develop leaders’ communication competence. A scholarly definition of this concept is lacking, and the implications of leaders’ communication and the development of communication competence for organisations are rarely discussed.

# Conceptualizing communicative leadership

## A framework for analysing and developing leaders’ communication competence

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Sundsvall, Sweden*

# Research Paper

## Purpose (Cont.)

The purpose of this paper is to create a theoretical framework around the concept of “communicative leadership”, which can contribute to future research and development of leaders’ communication competence.

## Design/methodology/approach

Three research questions were addressed: what communicative behaviours are central to leaders? How can “communicative leaders” be characterized? What is a “communicative leader”? Literature from the leadership and communication research fields was reviewed and related to these questions

**Findings** - Four central communicative behaviours of leaders (i.e. structuring, facilitating, relating, and representing), eight principles of communicative leadership, and a tentative definition are presented.

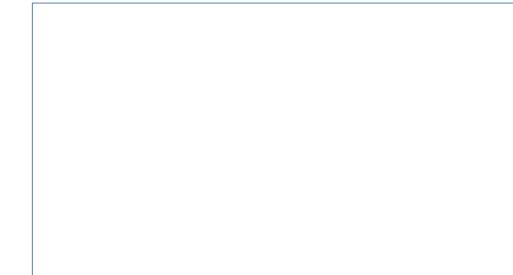
# Research Paper

## Findings (Cont.)

A communicative leader is defined as someone who engages employees in dialogue, actively shares and seeks feedback, practices participative decision making, and is perceived as open and involved.

## Originality/value

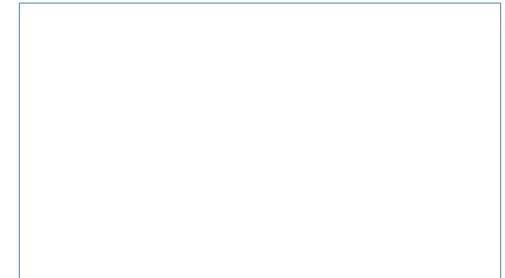
Communicative leadership is a concept emerging from organisational needs, articulated by corporate and public organisation leaders. This article links its core constructs to academic quantitative and qualitative research in an integrated framework, which can guide further research and the development of leaders' communication competence.



# **Research Paper**

## **Practical implications**

A theoretical foundation to the practice of analysing and developing leaders' communication competence is provided, which is related to employee engagement and organisational performance.



# Case Study : Communication via hierarchy

- Ram is GM (exports) of ABC Co. was sitting with his deputy Shyam who was responsible for exports to Europe at 10 am with a serious issue at hand Their biggest deal in Europe, Alexander, had sent a mail that as the Euro has crashed by 5% and he was already uncompetitive by 5%, he would not be able to place further orders unless ABC Co. reduced prices by minimum 10%.
- Ram has visited Alexander 10 months back, and Alexander was happy with the quality of ABC Co. He exclusively sold its products in five countries of Europe under a joint Indo-French co-brand. At that time ten months ago, Europe had appreciated by 5%, and the raw material was also up.
- Ram requested, in fact pleaded with Alexander for a 3% price increase but, Alexander did not agree.

Case Source: (Batra, 2018)

# Case Study : Communication via hierarchy (Cont.)

- Ram was discussing the options with Shyam and contemplating to refuse giving any further discount as the SKUs which Alexander brought were already at a thin margin. Giving further discount would make them negative margin.
- As there was some exigency, Ram stopped the discussion and told Shyam that they would continue it post lunch.
- Around 2 pm as Ram and Shyam were continuing the discussion about Alexander, the CEO Mahesh walked into the room. Ram was surprised as the CEO hardly meet him once per week, that also mostly on scheduled meetings.
- Both Ram and Shyam Got up. Ram thought some other matter had cropped up, but Mahesh mentioned he had come to discuss about Alexander only as Shyam had called him to inform about the mail Alexander had sent.

Case Source: (Batra, 2018)

# Case Study : Communication via hierarchy (Cont.)

- Shyam has forwarded Alexander mail to Mahesh. “*So what is your plan of action Ram?*”
- There was a pause, and Ram was thinking about what to say. Before he could give his opinion, the CEO Mahesh blured out “*I think we should agree to Alexander's demand as shyam was mentioning that Alexander has started looking for other suppliers. We should not lose our top European distributor at any cost.*”
- Ram was **staring** at Shyam. He already had one problem on hand, now he had two. Either he agree with Mahesh and sell at a lose to Alexander, or he counters him by talking him through the entire facts of how Alexander was a aggressive party who needed Alexander as much or even more than Alexander needed him.

Case Source: (Batra, 2018)

# Case Study : Communication via hierarchy (Cont.)

- Ram decided to postpone the discussion and told Mahesh, he would think over it and get back to him.
  - After Mahesh left, Ram blasted Shyam, but Shyam was unapologetic. Shyam said, *“One wrong decision, and we would lose Alexander. He contributes 40% of my total territory. I do not want to be a non-achiever, so I went to Mahesh.”*
1. What should be the prospective negotiation strategy of ABC Co. without price reductions of 10%?
  2. What Communication strategies can Ram adopt for dealing with Alexander?
  3. What criteria should be put forth by ABC Co. in case it looks for other distributors in the long run?
  4. Was the decision of Shyam right to opt out of hierarchy Communication?

Case Source: (Batra, 2018)

# Book Recommendation

## Communicate Like a Leader : Connecting Strategically to Coach, Inspire, and Get things done

**Authors:** Dianna Booher

**Publisher:** Berrett-Koehler Publishers;  
(June, 2017)

**Language:** English

**Paperback:** 208 Pages

**ISBN-10:** 1626569002

**ISBN-13:** 978-1626569003

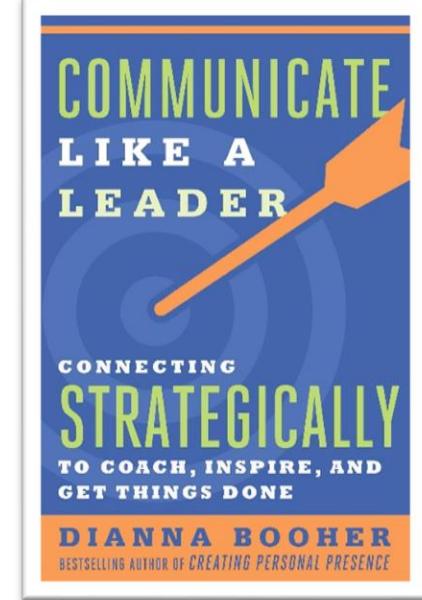


Image Source: <https://www.amazon.in/Communicate-Like-Leader-Connecting-Strategically/dp/1626569002>

# Book Recommendation

## Draw Them In, Don't Drive Them Away!

- When People often get promoted to leadership positions without knowing how to communicate an inspiring strategic vision to the people who report to them, they become stuck in micromanagement mode.
- Author wants to prevent micromanagement before it happens by providing you with the right leadership communication skills. This book offers practical guidelines to help professionals think, coach, converse, speak, write, meet, and negotiate strategically to deliver results.
- In 36 brief chapters, Author present how to communicate effectively to audiences up and down the organization so one can fulfill most essential responsibilities as a leader.

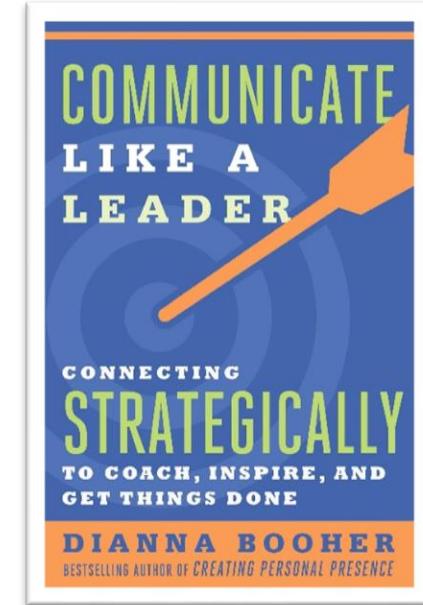


Image Source: <https://www.amazon.in/Communicate-Like-Leader-Connecting-Strategically/dp/1626569002>

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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 56

### SETTING GOALS AND PROVIDING CONSTRUCTIVE FEEDBACK

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Setting Goals
  - Specific and Observable
  - Attainable but Challenging Goals
  - Commitment
  - Feedback
- Example -Ratan Tata's Goal (Tata Nano Car)
- Constructive Feedback
- 6 Elements of Constructive Feedback
- Listen before giving Feedback
- Responses for Constructive Feedback & its Types
- Research paper
- Case study
- Book recommendation
- References

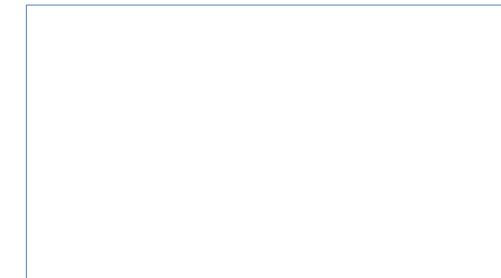
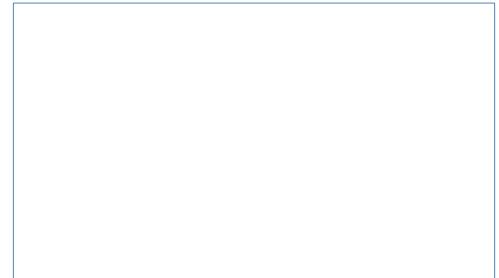


Image Source: <https://gloopa.co.uk/importance-of-giving-and-receiving-constructive-feedback-to-colleagues/>

“When a man does not know what harbor he is making for, no wind is the right wind”  
-Seneca



# Setting Goals

- Setting goals and developing plans of action to attain them are important for individuals and for groups.
- The most important step in accomplishing a personal or group goal is stating it right in the first place.
- When team members all share the same goals and each member clearly understands his or her role in helping achieve the goals, performance is enhanced.
- Setting team goals should be an **inclusive process** (*Jones et. al., 2010*). The process should allow for open and honest exchange of ideas. Effective teams strive for consensus, consistency, and agreement on team goals.



Image Source: <https://www.derekthomas.biz/2021/01/18/why-goal-setting-isnt-enough/>

# Goals Should Be Specific and Observable

- General goals do not work as well because they often do not provide enough information regarding which particular behaviors are to be changed or when a clear end state has been attained.
- The idea of having specific goals is closely related to that of having observable goals. It should be clear to everyone when a goal has or has not been reached.
- Specific, Observable goals are also time limited. Without time limits for accomplishing goals, there would be little urgency associated with them.
- Neither would there be a finite point at which it is clear whether a person or group has accomplished the goals.  
*For example, it is better to set a goal of improving the next quarter's sales figures than just improving sales.*

# Specific and Observable Goals – Case of Tata Nano

- The “One Lakh Car” that drive “One Billion Dreams”
- **Idea Generation** – *“I saw families riding around on scooters with kids standing up and the mother carrying a baby and sitting pillion and decided to do something about it. It started as a quest for an affordable transportation solution”* –Ratan Tata
- The goal for the Tata Nano was to sell the world's cheapest car (*without compromising on safety, quality and environment*) to the lower and middle-income segments in India.



Image Source: <https://www.news18.com/news/auto/industrialist-ratan-tata-is-still-proud-of-his-tata-nano-affordable-car-project-heres-why-2525073.html>

# Goals Should Be Attainable but Challenging

- Some people seem to treat goals as a sort of loyalty oath they must pass, as if it would be a break with their ideals or reflect insufficient motivation if any but the loftiest goals were set. Yet to be useful, goals must be realistic
- The corollary to the preceding point is that goals should also be challenging. If goals merely needed to be attainable, then there would be nothing wrong with setting goals so easy that accomplishing them would be virtually guaranteed.
- Setting easy goals does not result in high levels of performance; higher levels of performance come about when goals stretch and inspire people toward doing more than they thought they could.
- Goals need to be challenging but attainable to get the best out of ourselves.

# Attainable but Challenging Goals – Case of Tata Nano

## The world's cheapest car

The Tata Nano is being marketed as the affordable car for millions of Indians

### Tata Nano



Price:  
US\$2,000  
(basic model)

Height: 1.6 m  
Length: 3.1 m  
Width: 1.5 m



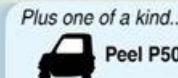
### Small cars compared



To go on sale in April



Two versions first introduced in 2002  
US\$19,200



Plus one of a kind...  
Peel P50  
Manufactured in the early 60s  
Only 100 ever produced

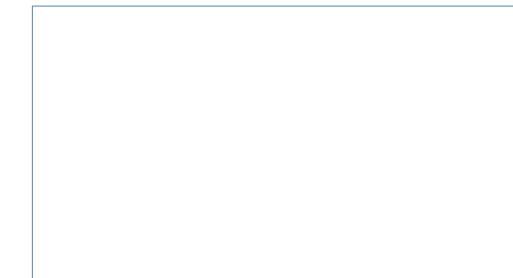
AFP 170309 Source: TataNano, MiniCooper, TopGear

- The goal to make the cheapest car in the world was attainable yet very challenging.
- The developers had to do lot of innovation while considering to keep the car have five people capacity
- R&D Team did many innovations for the car like two piston engine for cars, rear wheel drive with real placement of engine.
- Adding all the features at minimum possible cost was the real challenge.

Image Source: <https://app.emaze.com/@AFTILIWW#4>

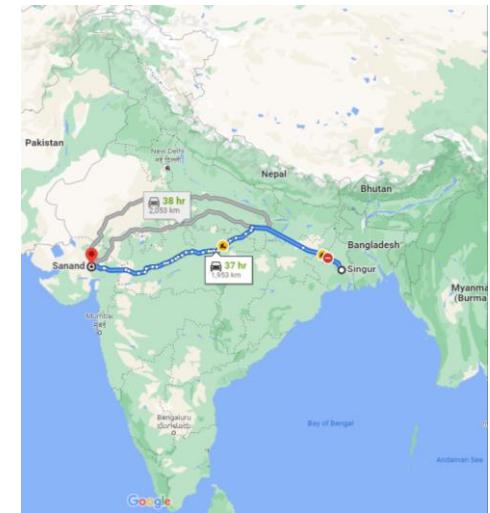
# Goals Require Commitment

- There is nothing magical about having goals; having goals per se does not guarantee success.
- Unless supported by real human commitment, goal statements are mere words.
- Organizational goals are most likely to be achieved if there is commitment to them at both the top and the bottom of the organization.
- Top leadership needs to make clear that it is willing to put its money in goal.
- When top leadership sets goals, it should provide the resources workers need to achieve the goals and then should reward those who do. Subordinates often become committed to goals simply by seeing the sincere and enthusiastic commitment of top leadership to them.



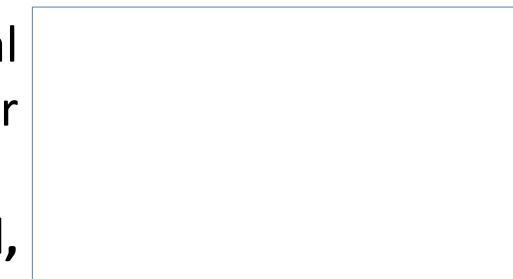
# Commitment – Case of Tata Nano

- Tata Motors first setup plant in **Singur**, West Bengal. But, the project faced massive opposition from displaced farmers. The unwilling farmers were given political support by West Bengal's then opposition party TMC and various **environmental activists** .
- Just before the launch, they were compelled to close the plant. Ratan Tata blamed agitation by that time chief minister and supporters for the pullout decision
- But the group remained committed to attaining the goal and decided to shift the plant to **Sanand, Gujrat** after warm welcome from then CM of Gujarat Narendra Modi
- It took **14 months** to build a **new factory** in Sanand, Gujarat compared to **28 months** for **old the Singur factory**.



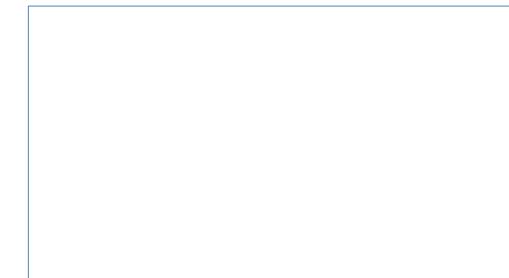
1952 KM journey from Singur to Sanand

Image Source: <https://www.google.com/maps>



# Goals Require Feedback

- One of the most effective ways to improve any kind of performance is to provide feedback about how closely a person's behavior matches some criterion, and research shows that performance is much higher when goals are accompanied by feedback than when either goals or feedback are used alone.
- Goals that are specific, observable, and time limited are **conducive** to ongoing assessment and performance-based feedback, and leaders and followers should strive to provide and seek regular feedback.
- In case feedback regarding goals are **not taken care** of, it may have **devastating effects** on achievement of the goal, even may lead to complete failure, thus use of feedback constructively is required.



# Feedback Ignorance – Case of Tata Nano

- **Fire issue in Tata Nano**

Although the company do increase safety parameters but it was not constructively used by the marketing team to correct the “**unsafe**” perception for Nano.

- **Ignorance of Marketing Feedback**

Another major issue which Tata Nano Marketing team failed to constructively utilized was making the image of Nano to be the “**Cheap**”.

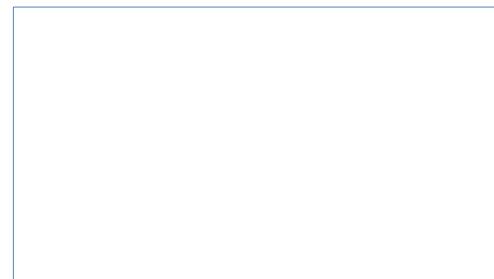
India is young and aspirational country where owning a car is think of a luxury and no one wish to be looked upon as a person who can't afford a car but still want “**Cheap**” car. Instead such people found it better to buy other model's used cars



Image Source:  
<https://www.motorbeam.com/unauthorized-fitments-caused-tata-nano-fire/>



Image Source :  
<https://www.ndtv.com/cities/why-did-the-nano-catch-fire-413775>



# Constructive Feedback

- **Feedback** is information about reactions to a product or a person's performance of a task which may be used as a basis for improvement.
- **Constructive feedback** is meant to help improve the performance of an individual or a team, and shouldn't be used to tear them down.
- Giving constructive feedback involves sharing information or perceptions with another about the nature, quality, or impact of that person's behavior.
- Getting helpful feedback is essential to a subordinate's performance and development. Without feedback, a subordinate will not be able to tell whether she's doing a good job or whether her abrasiveness is turning people off and hurting her chances for promotion.

Image Source: <https://www.gograph.com/clipart/human-group-people-organization-puzzle-pieces-solution-gg57622521.html>

# 6 Elements of Constructive Feedback

## 1. Helpful

“I got better scores when I was going through this program than you just did.”

“This seems to be a difficult area for you. What can I do to help you master it better?”

## 2. Direct

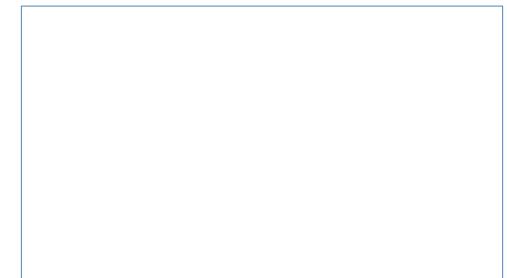
“It’s important that we all speak loud enough to be heard in meetings.”

“I had a difficult time hearing you in the meeting because you were speaking in such a soft voice.”

## 3. Specific

“Since you came to work for us, your work has been good.”

“I really like the initiative and resourcefulness you showed in solving our scheduling problem.”



# **6 Elements of Constructive Feedback**

## **4. Descriptive**

“I’m getting tired of your rudeness and disinterest when others are talking.”

“You weren’t looking at anyone else when they were talking, which gave the impression you were bored. Is that how you were feeling?”

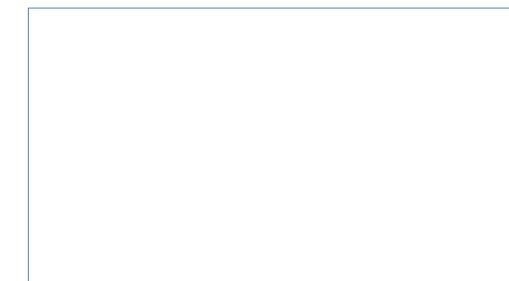
## **5. Timely**

“Mr. J, I think I need to tell you about an impression you made on me in the staff meeting **last month.**”

“Joe, do you have a minute? I was confused by something you said in the meeting **this morning.**”

## **6. Flexible**

Although feedback is best when it is timely, sometimes waiting is preferable instead of giving feedback at the earliest opportunity.



# Role of Listening before giving feedback (Cont.)

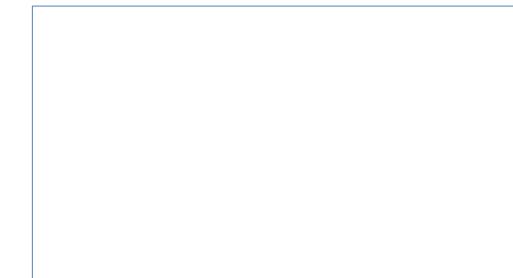
- Systems view of communication emphasized that effectiveness depends on both transmitting and **receiving** information.
- Listening to others is very important before expressing one's feedback to others.
- People in leadership roles are only as good as the information they have, and much of their information comes from watching and listening to what goes on around them.

## ❖ Attend to the Sender's Nonverbal Behavior

- Much of the social meaning in messages is conveyed nonverbally, and when verbal and nonverbal signals conflict, people often tend to trust the nonverbal signals.



Image Source: <https://resumegenius.com/blog/resume-help/communication-skills>

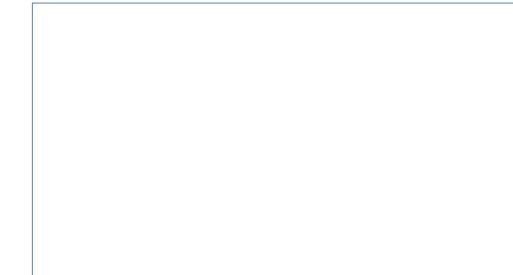


# **Role of Listening before giving feedback (Cont.)**

- ❖ **Demonstrate Nonverbally That You Are Listening**
  - Make sure your nonverbal behaviors show that you have turned your attention entirely to the speaker.
  - Put aside, both mentally and physically, other work they may have been engaged in.
  
- ❖ **Actively Interpret the Sender's Message**
  - The essence of active listening is trying to understand what the sender means
  - We need to keep our minds open to the sender's ideas.
  - Good listeners withhold judgment about the sender's ideas until they have heard the entire message. This way, they avoid sending the message that their minds are made up and avoid jumping to conclusions about what the sender is going to say

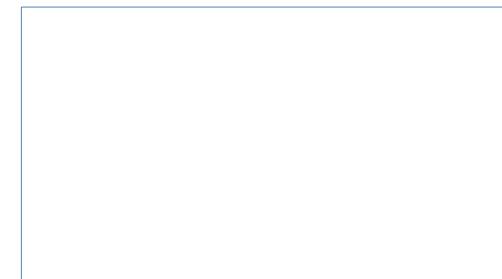
# Role of Listening before giving feedback (Cont.)

- ❖ **Use Paraphrasing words for ensuring Mutual Understanding**
  - I'm not sure I understand what you mean; is it . . . ?
  - What I hear you saying is . . .
  - From your point of view . . .
  - You appear to be feeling . . .
  - Correct me if I'm wrong, but . . .
  - Do you mean . . . ?
  - It seems you . . .
  - As you see it . . .
  - You think . . .
  - I get the impression . . .
- ❖ **Avoid Becoming Defensive**
  - Defensive behavior is most likely to occur when someone feels threatened. Although it may seem natural to become defensive when criticized, defensiveness lessens a person's ability to constructively use information.



# Response for Feedback

- People do not know they are being listened to unless you make some type of response.
- This can be simple eye contact and nonverbal responsiveness such as smiles, nods, and eye contact.
- However, when you coach or counsel someone, you also must select carefully from a repertoire of verbal response alternatives which clarify the communication as well as strengthen the interpersonal relationship.
- There are four major types of Responses:
  - ❖ **Advising**
  - ❖ **Deflecting**
  - ❖ **Probing**
  - ❖ **Reflecting**



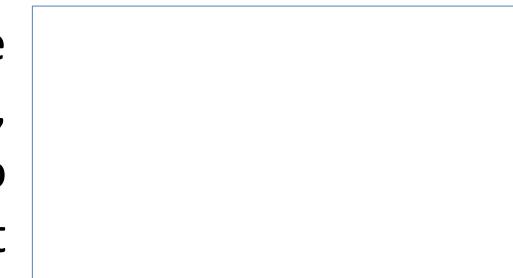
# Response Types for Feedback

## ❖ Advising

- An advising response provides direction, evaluation, personal opinion, or instructions. Such a response imposes on the other person your point of view, and it allows you to control the topic of conversation

## ❖ Deflecting

- A deflecting response switches the focus from the communicator's problem to one you select. You deflect attention away from the original problem or the original statement.
- You essentially changes the subject. You may substitute your own experience for that of the other person (e.g., "Let me tell you something similar that happened to me") or introduce an entirely new topic (e.g., "That reminds me of the time that...").

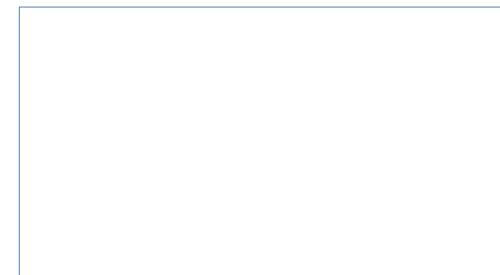


# Response Types for Feedback (Cont.)

## ❖ Probing

- A probing response asks a question about what the other person just said or about the problem he or she has shared.
- The intent of a probe is to acquire additional information, to help the other person say more about the topic, to help you become more empathetic with more insight, or to help you develop more appropriate responses.

TYPE OF PROBE	EXPLANATION
Elaboration	Use when more information is needed. ("Can you tell me more about that?")
Clarification	Use when the message is unclear or ambiguous. ("What do you mean by that?")
Repetition	Use when topic drift occurs or statements are unclear. ("Once again, what do you think about this?")
Reflection	Use to encourage more in-depth pursuit of the same topic. ("So, you are saying that you are having difficulty?")

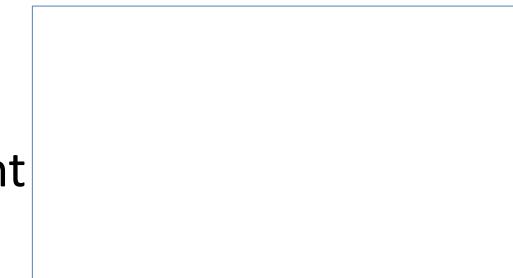


# Response Types for Feedback (Cont.)

- ❖ **Reflecting**
- The primary purpose of the **reflecting response** is to mirror back to the communicator the message you heard and to communicate understanding and acceptance of the person.
- **Reflecting** the message in different words allows the speaker to feel listened to, understood, and free to explore the topic in more depth.

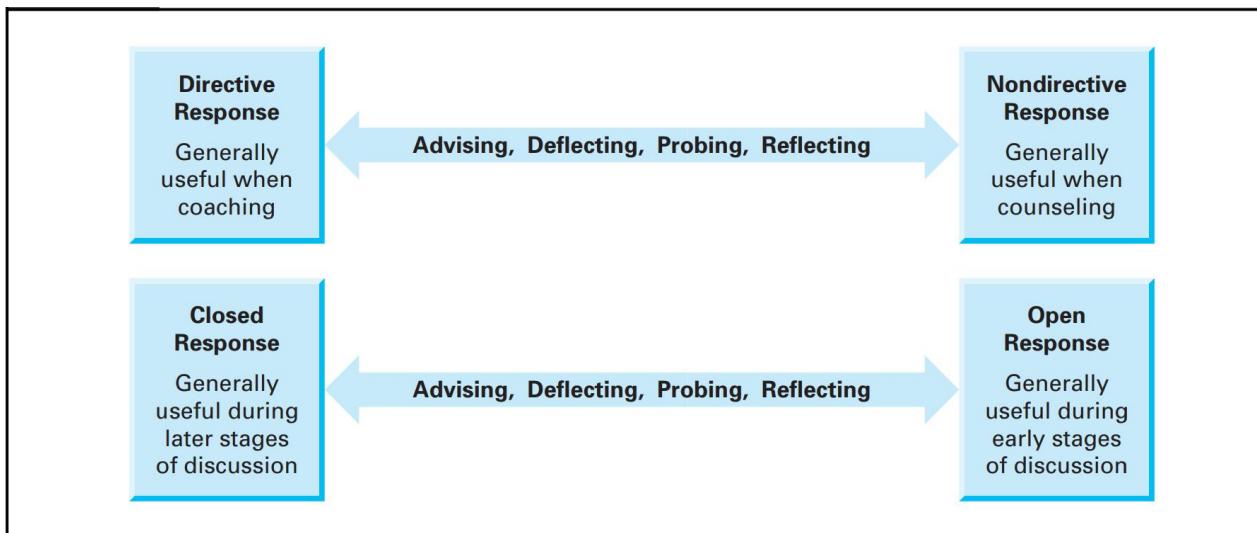
You should keep the following rules in mind when using reflective responses.

1. Avoid expressing agreement or disagreement with the statements
2. Avoid repeating the same response over and over
3. Avoid mimicking the communicator's words.
4. Respond to expressed feelings before responding content
5. Respond with empathy and acceptance



# Response Types for Feedback (Cont.)

- ❖ **Which type of Response is good ?** Based on two continuums we may select which type of response we should use for feedback. – Directive to non directive response or closed to open response.



# Research Paper



International Journal of Productivity  
and Performance Management  
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Received November 2004  
Accepted February 2005

## The effects of goal setting and feedback on manufacturing productivity: a field experiment

Timothy C. Stansfield

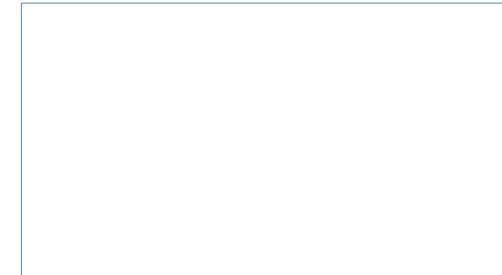
*IET International Inc., Toledo, Ohio, USA, and*

Clinton O. Longenecker

*University of Toledo, Toledo, Ohio, USA*

### Purpose

To describe the conduct and outcomes of a field experiment in a US manufacturing facility using goal setting and feedback as productivity improvement tools.



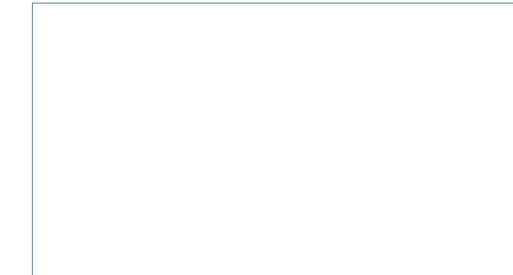
# **Research Paper**

## **Design/methodology/approach**

Initial studies were conducted to determine a baseline of performance. A two-month field experiment was utilized to test and measure productivity. It involved the implementation of changes to three manufacturing cells for a six-week period and the training of supervisors and staff. Researchers performed the collection of data, implementation of changes and training of workers.

## **Findings**

Findings suggest that goal setting and timely feedback will lead to improved work performance, greater efficiency, and the establishment of more challenging goals. In addition, findings suggest that information systems which facilitate goal setting and feedback are more effective than traditional supervision systems at improving performance.



# **Research Paper**

## **Research limitations/implications**

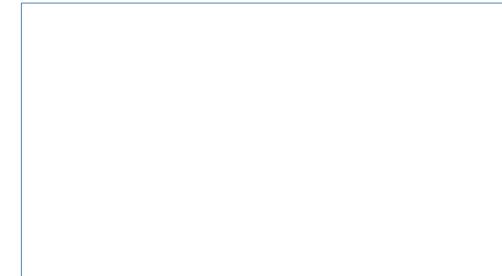
Several limitations of this study should be noted. First, the time frame for the intervention was limited to two months. A longer data collection period could ensure the longevity of the conclusions of this analysis. Second, all subjects received verbal feedback followed by the addition of graphic feedback. Therefore, sequence effects cannot be ruled out. On an overall basis, though, the findings of this study can clearly be applied to a wide range of manufacturing organizations.

## **Practical implications**

The study is useful for all managers seeking a competitive advantage through improved productivity. It provides significant insight into ways to improve productivity through the use of goal setting and performance feedback implemented by information systems.

# Research Paper

**Originality/value** – This paper fulfills a need for insight into methods for improving productivity, as well as offering practical aid to managers in the manufacturing industry.



# Case Study : River Bank

- River Bank is a regional bank in the northeastern part of the United States. The human resource manager for River Bank asked consultants to conduct an intervention to improve the influence skills of mid-level corporate managers.
- The intervention included a feedback report about a manager's use of each type of influence tactic with subordinates and a training workshop to improve skills in using the influence tactics.
- To assess the benefits of the training workshop, the consultants compared the effects for managers who were in the workshop to the effects for a control group of managers who would not get any training until later in the year.



Image Source: <https://www.linkedin.com/company/riverbankonline>

Case Source: (Gary Yukl, 2020)

# Case Study : River Bank

- Assignment of managers to the training group or the control group was random. A group of similar managers in another bank in the same region was used to compare the effects of the feedback and training workshop to the effects of only providing managers with a printed feedback report.
- Three or more subordinates of each manager were asked to fill out a questionnaire that measures how much their manager used each of several specific influence tactics in attempts to influence the subordinates over the past few months.
- All individuals who provided feedback would be anonymous, and feedback results for each influence tactic would only be seen by a focal manager as the mean score for data from all the manager's subordinates.

Case Source: (Gary Yukl, 2020)

# Case Study : River Bank

- Most of the subordinates agreed to provide the requested feedback. The focal managers also filled out self-report measures on their use of the influence tactics with subordinates. The “premeasure” surveys were conducted shortly before any feedback or training was provided.
- The influence behavior of the managers from this premeasure was similar for the three groups of managers (training workshop, feedback only, control group).
- The survey on influence behavior was repeated three months after the date of the training workshop to determine if there was any change in the use of the influence tactics with subordinates.
- The feedback report explained each influence tactic and compared a manager's self-perceived use of the tactic to the mean score for subordinate perception of how much the manager used the tactic.

Case Source: (Gary Yukl, 2020)

# Case Study : River Bank

- The recipient was encouraged to pay special attention to any large discrepancies between self-ratings and ratings by subordinates, or between the subordinate ratings and norms based on results for all subordinates in the company who provided data. The feedback report also explained when each tactic is most likely to be effective for influencing subordinates, peers, and bosses.
- The training workshop was conducted by facilitators at the corporate headquarters for River Bank. The first part of the three-hour workshop was designed to ensure that the focal managers understood the different influence tactics and their feedback reports.
- The facilitators explained each section of the report and answered any questions about it.

Case Source: (Gary Yukl, 2020)

# Case Study : River Bank

- The next part of the workshop was designed to help the managers understand how the influence tactics can be used in specific situations involving influence attempts with subordinates, peers, or bosses.
- The managers worked in small groups to develop an influence strategy for some realistic scenarios, then the groups presented their recommendations and gave examples of what a manager would say or do in each situation.
- For this premeasure there was no significant difference in rated effectiveness for the three groups of managers (workshop, feedback only, control group).
- Three months after the date of the training workshop the same bosses were surveyed again and asked to rate the recent performance for each subordinate manager.

Case Source: (Gary Yukl, 2020)

# Case Study : River Bank

- There was a significant improvement in the effectiveness of the managers in the training workshop, and they also had a significant increase in their use of the most relevant influence tactics (reported by subordinates).

## Questions

1. What do the findings suggest about the importance of providing a feedback and training workshop, even though it is much easier and less costly to only provide managers with feedback reports?
2. What other things could be done to improve the effectiveness of the feedback and training workshop?

Case Source: (Gary Yukl, 2020)

# Book Recommendation

## Feedback Skills for Leaders: Building Constructive Communication Skills Up and Down the Ladder

**Authors:** Patti Hathaway  
**Publisher:** Crisp Pub Inc.;  
(Feb, 2006)  
**Language:** English  
**Paperback:** 134 pages  
**ISBN-10:** 1418864919  
**ISBN-13:** 978-1418864910

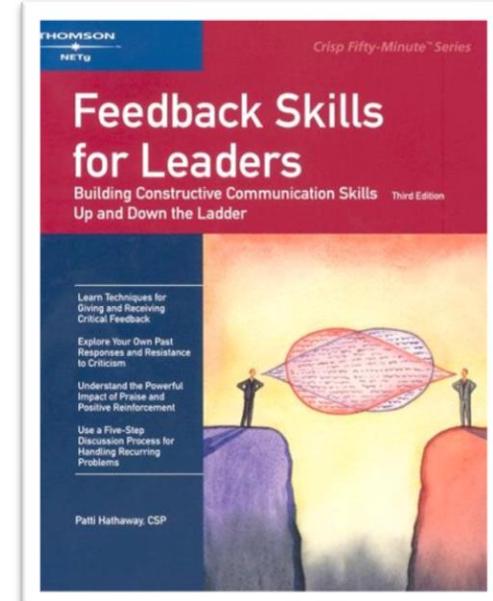


Image Source: <https://www.amazon.in/Feedback-Skills-Leaders-Constructive-Communication/dp/1418864919/>

# Book Recommendation

This Book shows new and even experienced managers the benefits of developing this critical skill, both in giving and receiving feedback along with techniques for receiving and responding to critical feedback and will learn the positive impact of praise and positive messages.

This edition includes new information on how gender and generational differences can impact employees' expectations and how well feedback is received.

Leaders who learn how to provide effective feedback, create opportunities for employees to grow, and make positive contributions to their organizations.

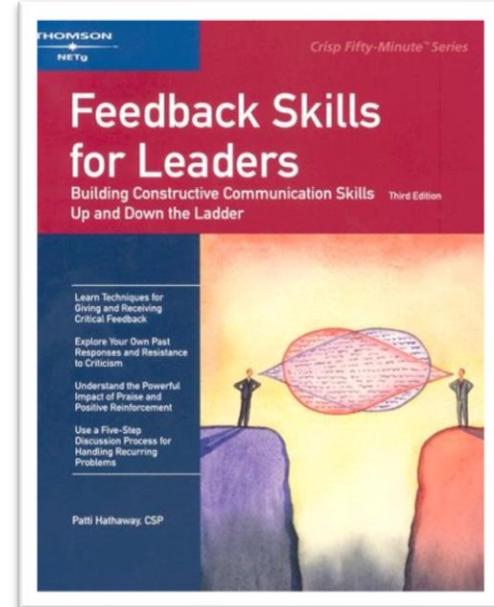


Image Source: <https://www.amazon.in/Feedback-Skills-Leaders-Constructive-Communication/dp/1418864919/>

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# Thank You



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CERTIFICATION COURSE

# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 57

### Enhancing Creativity Problem Solving Skill

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES

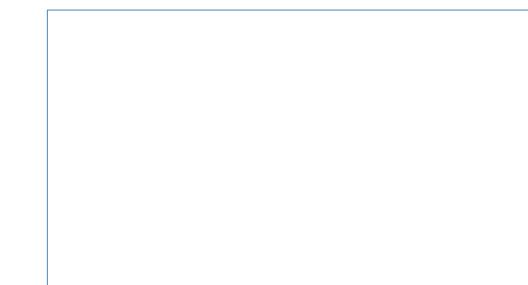
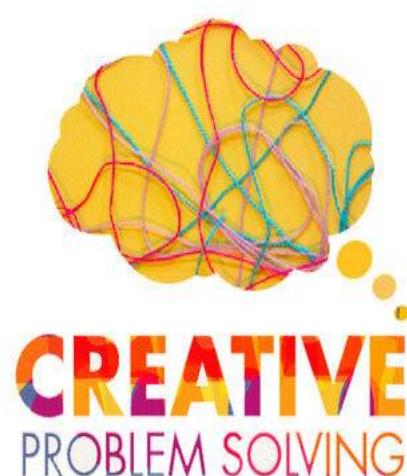


# Contents

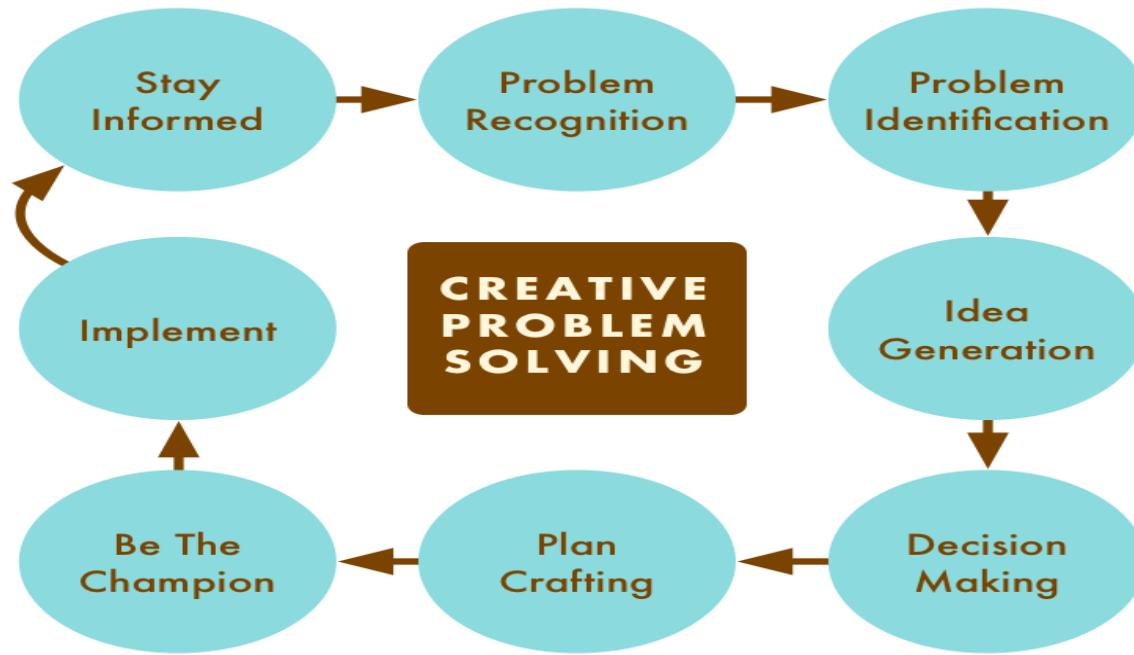
- What is Creative Problem-Solving?
- Core Principles of Creative Problem Solving
- CPS Learner's Model
- Steps in Problem Solving
- Convergent Vs Divergent Thinking
- The Creative Problem-Solving Process: Tools and Strategies
- Want To Be More Valuable In Your Career?
- How to improve your creativity skills
- 5 Ways to Sharpen Your Problem-Solving Skills
- Case Study
- Research Paper
- Book Recommendation
- References

# What is Creative Problem-Solving?

- Alex Osborn, founder of the Creative Education Foundation, first developed creative problem-solving in the 1940s, along with the term "**brain-storming.**" And, together with Sid Parnes, he developed the Osborn-Parnes Creative Problem Solving Process.
- Creative problem-solving is an approach that identifies unique solutions to issues through a process of problem identification and resolution planning. It goes beyond conventional approaches to find solutions to workflow problems, product innovation or brand positioning.



# Creative Problem Solving



[https://idea-sandbox.com/blog\\_images/cps\\_diagram-1.png](https://idea-sandbox.com/blog_images/cps_diagram-1.png)

# Core Principles of Creative Problem Solving

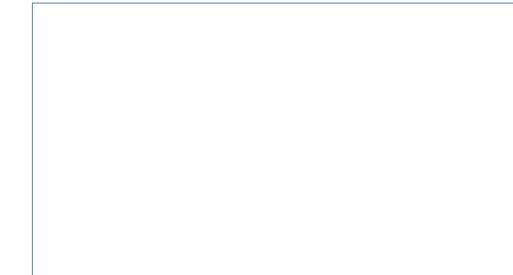
CPS has four core principles. Let's explore each one in more detail:

- ❖ **Divergent and convergent thinking must be balanced.**

- The key to creativity is learning how to identify and balance divergent and convergent thinking (done separately), and knowing when to practice each one.

- ❖ **Ask problems as questions.**

- When you rephrase problems and challenges as open-ended questions with multiple possibilities, it's easier to come up with solutions. Asking these types of questions generates lots of rich information, while asking closed questions tends to elicit short answers, such as confirmations or disagreements.



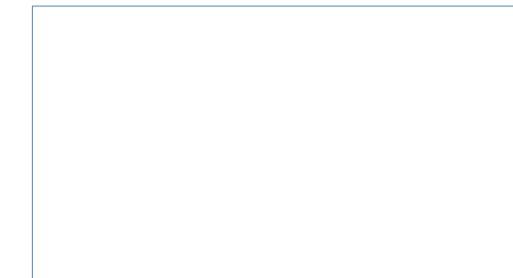
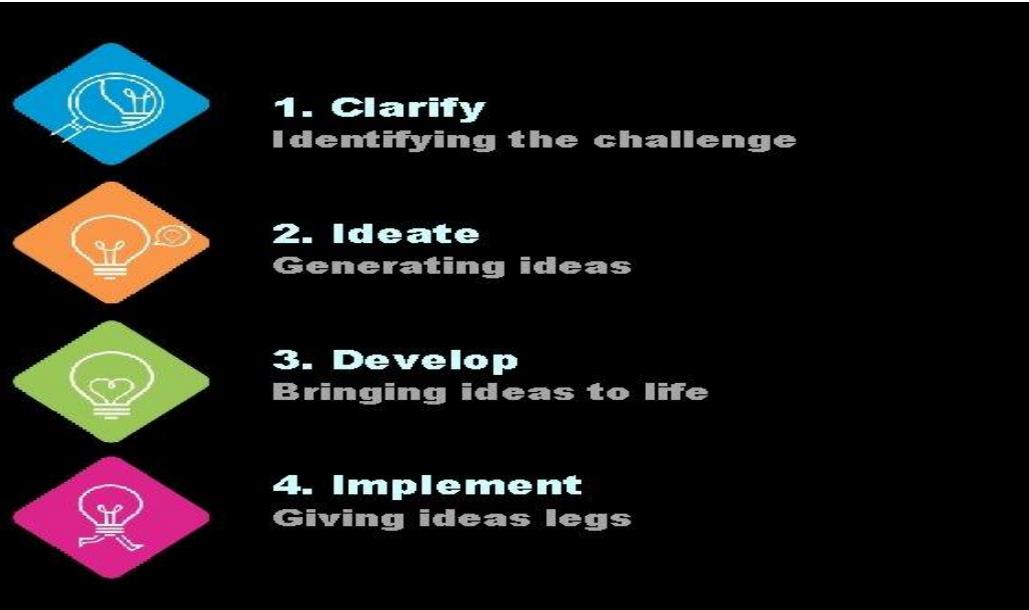
# Core Principles of Creative Problem Solving

- ❖ **Defer or suspend judgment.**
  - As Alex Osborn learned from his work on brainstorming, judging solutions early on tends to shut down idea generation. Instead, there's an appropriate and necessary time to judge ideas during the convergence stage.
- ❖ **Focus on "Yes, and," rather than "No, but."**
  - Language matters when you're generating information and ideas. "Yes, and" encourages people to expand their thoughts, which is necessary during certain stages of CPS. Using the word "but" – preceded by "yes" or "no" – ends conversation, and often negates what's come before it.

<https://www.mindtools.com/pages/article/creative-problem-solving.htm>

# CPS Learner's Model

- We can use each of the four steps of the **Creative Problem Solving (CPS) Learner's Model** (shown in figure below) to generate innovative ideas and solutions.



[https://slidetodoc.com/presentation\\_image\\_h/05976b9bd77c684b2ab7a978701c1977/image-48.jpg](https://slidetodoc.com/presentation_image_h/05976b9bd77c684b2ab7a978701c1977/image-48.jpg)

## **1. Clarify**

**Explore the Vision-** Identify the goal, wish, or challenge.

**Gather Data-** Describe and generate data to enable a clear understanding of the challenge.

**Formulate Challenges-** Sharpen awareness of the challenge and create challenge questions that invite solutions.

## **2. Ideate**

**Explore Ideas-** Generate ideas that answer the challenge questions.

## **3. Develop**

**Formulate Solutions-** To move from ideas to solutions. Evaluate, strengthen, and select solutions for best “fit.”

## **4. Implement**

**Formulate a Plan-** Explore acceptance and identify resources and actions that will support implementation of the selected solution(s).

# Steps in Problem Solving

## THE FIVE PRIMARY STEPS IN PROBLEM SOLVING



# Convergent Vs Divergent Thinking

Convergent	Divergent
The process of figuring out a concrete solution to any problem	The process of thinking that explores multiple possible solutions in order to generate creative ideas.
It is a straight forward process that focuses on figuring out the most effective answer to a problem.	It is opening the mind in various directions and trying out multiple solutions for a problem.
Its characteristics include- speed, accuracy and logic	Its characteristics include- spontaneous, free-flowing and non-linear

<https://www.psychestudy.com/cognitive/thinking/convergent-vs-divergent>



# The Creative Problem-Solving Process: Tools and Strategies

The following tools and strategies can help provide groups with some structure and can be applied at various stages of the problem-solving process.

## ❖ Divergent Thinking Tools:

### ➤ Brainstorming

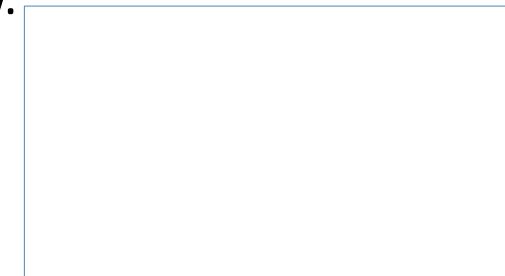
- Defined by Alex Osborn as “a group’s attempt to find a solution for a specific problem by amassing ideas”.

### ➤ 5 W's and an H

- The 5 W's and an H are Who, What, Where, Why, and How.

### ➤ Reverse Assumptions

- This activity is a great way to explore new ideas.



# The Creative Problem-Solving Process: Tools and Strategies

## ❖ Convergent Thinking Tools

### ➤ How-How Diagram

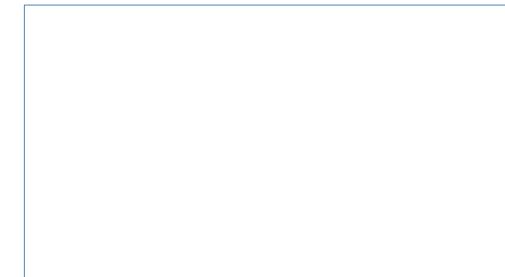
- This is the perfect activity to use when figuring out the steps required to implement a solution.

### ➤ The Evaluation Matrix

- Making an evaluation matrix creates a systematic way of analyzing and comparing multiple solutions.

### ➤ Pair & Share

- This activity is suitable to help develop promising ideas. After making a list of possible solutions or questions to pursue, each individual student writes down their top 3 ideas.



<https://www.innovativeteachingideas.com/blog/creative-problem-solving-tools-and-skills-for-students-and-teachers>

# Want To Be More Valuable In Your Career?

- If you want to be more valuable in your career, then you need to understand the relationship of creativity innovation and problem-solving.
  - The formula to being more creative on purpose is a mix of **growth mindset** and **curiosity** combined with **actual problem solving tools** which hopefully yields better solutions that if implemented would be **innovative**. Sounds complicated, so lets break it down.
- ❖ **Being more creative on purpose.**
- The key here is to purposely seek out the knowledge, learning and experiences that take you down a creativity path.

**Innovation, Creativity**



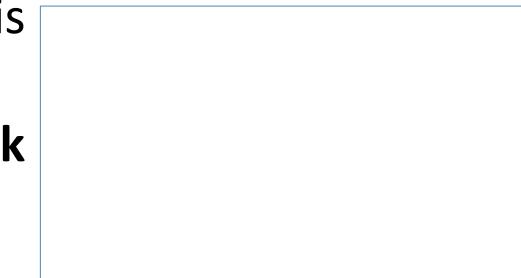
**& Problem-Solving**

# Want To Be More Valuable In Your Career?(Cont.)

- ❖ Learning how to solve problems.
  - You don't solve problems by pulling random people in a room and doing a brainstorming session that goes nowhere over two hours.
  - First, research and learn problem solving frameworks. Second, learn how to really identify the real problem and not the symptom.
- ❖ Allowing innovation to happen.
  - If I asked you to be more innovative, what would you do?  
It's almost impossible to be innovative on purpose. This is where the formula mentioned below comes into play.

**Growth mindset + curiosity + problem solving framework  
and tools = potential innovation.**

<https://www.forbes.com/sites/bernhardschroeder/2020/04/01/want-to-be-more-valuable-in-your-career-then-you-need-to-understand-the-crazy-and-complex-relationship-of-creativity-problem-solving-and-innovation/?sh=1240c23a7900>



# How to improve your creativity skills

- As we've learned, creativity skills are really desirable for employers and can be incredibly useful in the workplace.
- Here is some of the points to develop our creativity in different ways.

## ❖ Work on your self-awareness

- Becoming self-aware and acknowledging the limitations of our own thought processes when it comes to creativity is the first step to becoming more creative and innovative.



<https://hustlertalks.com/wp-content/uploads/2020/04/how-to-improve-creative-thinking-skills.jpg>

# How to improve your creativity skills(Cont.)

## ❖ Practise empathy

- Empathy is a key element in emotional intelligence and will allow you to understand the viewpoints of customers, clients, and co-workers.

## ❖ Expand your knowledge

- Become an expert in your field and you'll understand every angle of a problem.

## ❖ Draw on your previous experiences

- Look to experiences you have had in the past, and harness your personal history to give you perspective on the situation at hand.

## ❖ Collaborate with others

- This is one of the best ways of conjuring creative solutions, as well as identifying potentially obvious solutions that may not have been tried before.

<https://www.futurelearn.com/info/blog/improve-workplace-creativity-problem-solving-skills>

# 5 Ways to Sharpen Your Problem-Solving Skills

Here are 5 methods you can follow to sharpen your problem-solving skills:

## 1. Question the Problem Repeatedly with “Why?”

- To solve a problem, you need first to define it. To do so, start by asking yourself, “Why did this problem occur?” Follow up on your answer with another “Why?” Keep going until you dig into the root cause.

## 2. Draw a Mind Map to Visualize the Problem

- Take out a piece of paper, a few colored pens, and draw a mind map of the problem at hand. Make sure that your drawing includes the central idea, which is the problem itself, and that it contains the reasons for the occurrence.



# **5 Ways to Sharpen Your Problem-Solving Skills(Cont.)**

## **3. List All Possible Solutions**

When trying to solve a problem, come up with as many solutions as possible, even if they sound ridiculous to you. Also Brainstorm bad ideas.

## **4. Always be Willing to Learn**

Even if you're the most accomplished person on the planet, know that there's always room for improvement.

## **5. Give Your Brain a Good Workout with Puzzles & Brainteasers**

This may sound like child's play, but doing puzzles and playing games involving logic, like chess and Sudoku, hones your problem-solving skills by helping you learn strategies and techniques that you can later apply to real-life situations.

<https://www.forbes.com/sites/forbesbooksauthors/2020/01/28/5-ways-to-sharpen-your-problem-solving-skills/?sh=32ac16c143b9>

# Case Study: Coke vs Pepsi

Back in the 1980s, the Coca-Cola Company became very concerned about its future. Coke held a dominant position in market share around the world with 18 percent compared to Pepsi-Cola's 4 percent. However, Coke's market share began to erode versus Pepsi until by the end of the decade, Coke had slipped to 12 percent market share while Pepsi had increased to 11 percent. More importantly, Pepsi began advertising the "Pepsi Challenge" in which consumers were asked to choose between Coke and Pepsi in blind taste tests. Pepsi claimed that its product won these tests time and time again. Even exclusive Coke drinkers, Pepsi claimed, chose the taste of Pepsi above the taste of Coke.

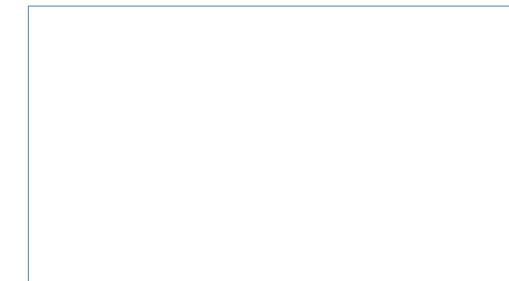
Coca-Cola's management claimed that these tests were rigged or were merely a marketing ploy. However, Coke secretly conducted its own tests in which cola drinkers were given two drinks—one marked M and one marked Q. They were given a drink and asked to identify the taste they preferred. To their shagrin, Coke's executives found the same result.

# Case Study: Coke vs Pepsi

Cola drinkers preferred the taste of Pepsi 57 percent to 43 percent for Coke. The sweeter, smoother taste of Pepsi seemed to be preferred by a wide margin. In a very competitive marketplace where a tenth of a percentage point is worth millions in revenues, this gap was enormous.

One alternative for Coke was to defend its share of the marketplace by continuing to advertise and market its product, and to ensure that Coke product placement was more widespread and better positioned than Pepsi's. That is, one option was to ensure that consumers were simply more aware of Coke and had easier access to it than Pepsi.

Another alternative was to engage in a massive R&D effort and find a new product that would match or exceed Pepsi's taste among cola drinkers. Coke selected this latter strategy. The R&D lab spent multiple-millions to produce a new product labelled New Coke. In blind taste tests, New Coke beat Pepsi by 6 to 8 percentage points among cola drinkers, so Coke was confident that it had a hit product on its hands.



# Case Study: Coke vs Pepsi

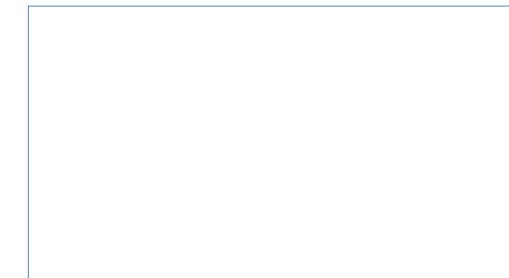
The company's CEO, Roberto C. Goizueta, announced that this was "the surest move the company has ever made." With a great deal of fanfare, Coke announced the release of the New Coke, assuming that it would be a major market success and blunt Pepsi's rise in market share. Instead, New Coke was a sales disaster. Sales of New Coke were abysmal and declined from the outset. Coca-Cola executives scrambled to respond to consumers demand that the original Coke be brought back. With a declining new product on the market and the abandonment of the traditional Coke, senior executives were under tremendous pressure to respond quickly.

The result, as we all know, was the re-introduction of Coke Classic (a supposed inferior-tasting product) several months later in an attempt to save the company.

# Case Study: Coke vs Pepsi

## Discussion Questions

1. What conceptual blocks were experienced by Coke executives?
2. What is the difference between a blind taste test and taking a six-pack home and consuming the entire amount? What do you suppose were the results of that test?
3. How do explain the success of Coke versus Pepsi over the last 20 years? What would you now advise Pepsi to do?
4. How do problem-solving and decision-making processes change under time pressures or crises?
5. Knowing what you know about problem solving, what kinds of conceptual blockbusters could be useful to Pepsi executives, or to Coke executives? What rules of thumb seem relevant in these kinds of situations?



# Research Paper



Team Performance Management:  
An International Journal  
Vol. 26 No. 7/8, 2020  
pp. 451-466  
© Emerald Publishing Limited  
1352-7592  
DOI [10.1108/TPM-06-2020-0049](https://doi.org/10.1108/TPM-06-2020-0049)

## Creative problem-solving techniques, paradigm shift and team performance

Tony Proctor

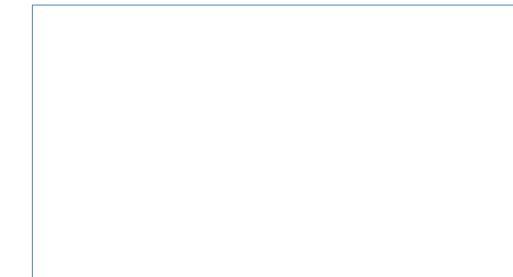
*University of Chester, Chester, UK*

Received 8 June 2020  
Revised 11 August 2020  
Accepted 13 August 2020

### Purpose

This paper aims to consider why creative problem-solving techniques may not always produce useful results and sets out to explain why this might be and what steps should be taken to avoid it happening. The paper provides an understanding of how different creative problem-solving techniques are best suited to gaining insights into problems requiring different degrees of paradigm shift.

It argues that team members' personalities and thinking styles and team composition should be taken into account when using the techniques. It examines the role the facilitator plays in planning and conducting the ideation process.

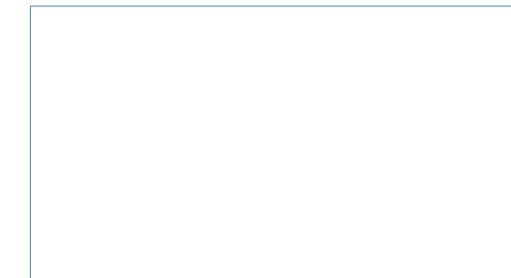


## **Design/methodology/approach**

The paper provides simple illustrations of some of the creative problem-solving techniques. It reviews relevant literature and argues how individual differences of team members along with team composition can influence team performance in using the creative problem-solving techniques.

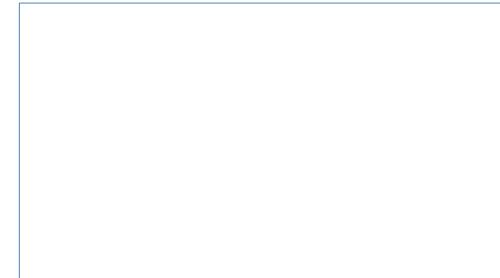
## **Findings**

Personality, thinking styles and learning styles are relevant to the effective use of creative problem-solving techniques. Team composition, team motivation and mood factors should also be taken into account. The facilitator is key in ensuring the efficacy of the problem-solving process.



## **Originality/value**

This paper will be helpful to academics who study creative problem-solving as well as informing management practitioners and trainers about the procedures and potential pitfalls to avoid.



# BOOK RECOMMENDATION

## Creativity and Problem Solving: The Brian Tracy Success Library

**Authors:** Brian Tracy

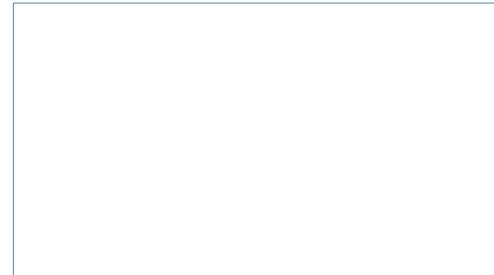
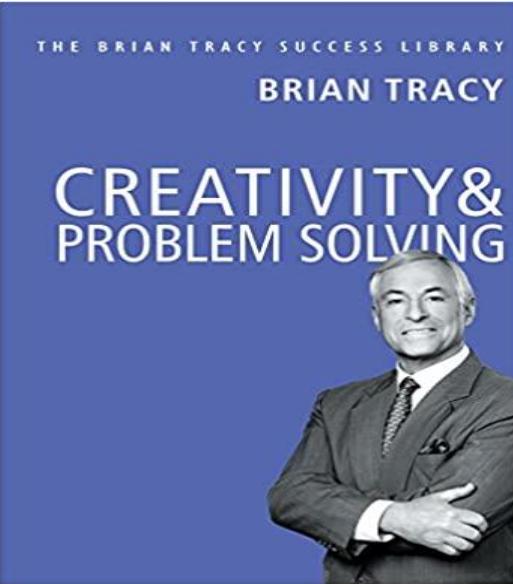
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**Paperback:** 112 Pages

**ISBN-10 :** 9387383113

**ISBN-13 :** 978-9387383111

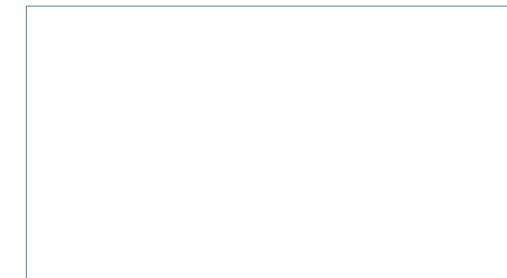
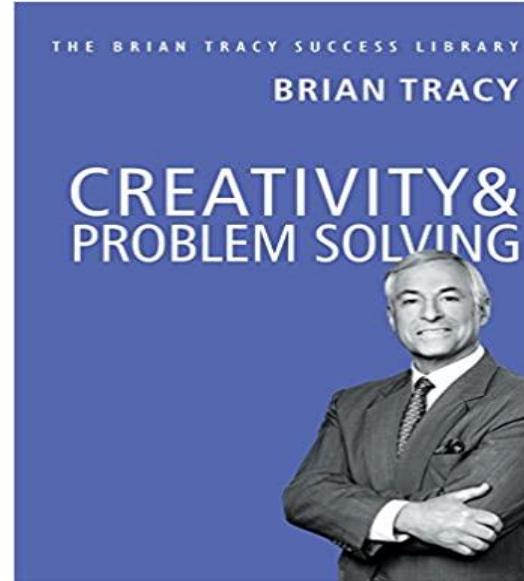


<https://www.amazon.in/Creativity-Problem-Solving-Success>

Library/dp/9387383113/ref=sr\_1\_3?dchild=1&keywords=creativity+problem+solving&qid=1632334145&sr=8-3

# BOOK RECOMMENDATION

The Brian Tracy Success Library is a fourteen-volume series of portable, hardbound books that interweave nuggets of Tracy's trademark wisdom with engaging real-life examples and practical tools, tactics and strategies for learning and honing basic business skills. This is a powerful, handy, reference series for managers, professionals, employees—just about anyone who wants a quick, easy, reliable and effective overview of and insights into aspects critical to business. The crucial element separating an exceptional career from a lackluster one is the ability to devise innovative solutions to work challenges. With research showing the direct relationship between ideas and profitability, creative thinking skills are vital to professional advancement. As one of the world's premiere success experts, Brian Tracy knows that creativity can be developed with practice and a few helpful tools.

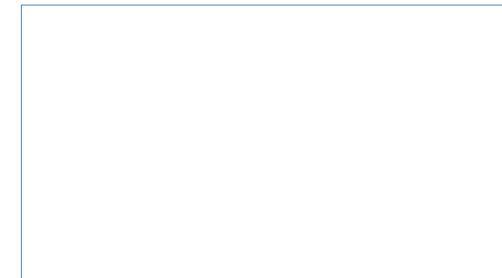


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- <https://www.forbes.com/sites/bernhardschroeder/2020/04/01/want-to-be-more-valuable-in-your-career-then-you-need-to-understand-the-crazy-and-complex-relationship-of-creativity-problem-solving-and-innovation/?sh=1240c23a7900>
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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 58

### Building High-Performance Teams: The Rocket Model

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES

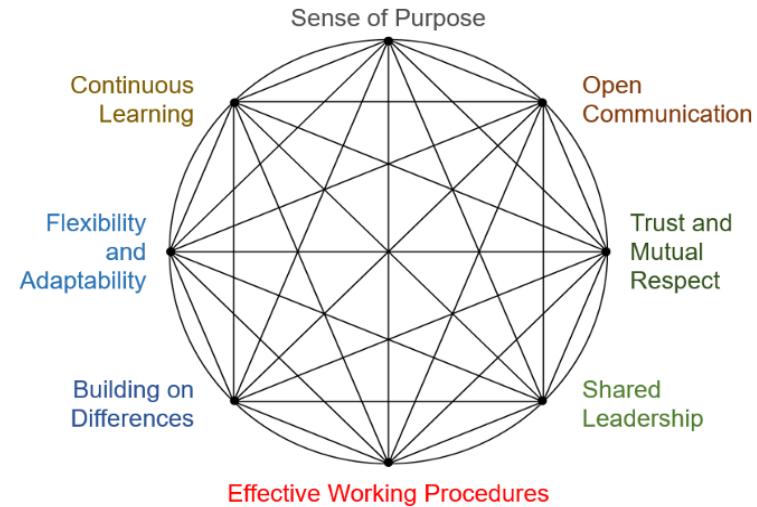


# Contents

- What is a high performing team?
- Characteristics of High Performance Teams
- The Rocket Model
- GRPI Model of Team Effectiveness
- The T7 Model of Team Effectiveness
- 7 Habits of Highly Successful Team Leaders
- How can you build and develop a high performing team?
- The Art Of Leading High-Performing Teams
- Case Study
- Research Paper
- Book Recommendation
- References

# What is a high performing team?

- High-performance teams is a concept within organization development referring to teams, organizations, or virtual groups that are highly focused on their goals and that achieve superior business results.
- As a group, a high-performing team strives for excellence through two-way open communication, mutual trust, common goals, shared leadership, clear job roles and the early resolution of conflict. Each team member accepts accountability for their own workload and actions.



[https://miro.medium.com/max/700/0\\*LSkjvUSqAlyftGvC.png](https://miro.medium.com/max/700/0*LSkjvUSqAlyftGvC.png)

# Characteristics of High Performance Teams

- Certain unique attributes separate a high-performing team from any other. Let's look at some of them.
- ❖ **Inclusive Thinking**
  - Inclusive thinking is key. When teams think inclusively, not only do people feel comfortable sharing unique perspectives but teams benefit from the value of exploring more possibilities.
- ❖ **Diversity**
  - Diversity has always been a key to cohesive, high-performing teams.

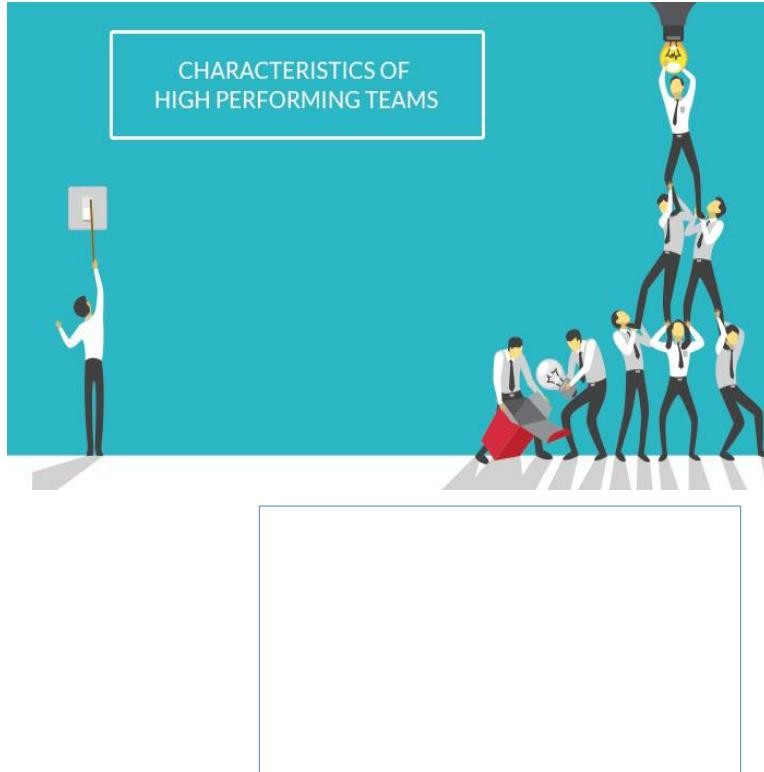


Image Source-<https://cdn.etechgs.com/egsmedia/wp-content/uploads/2019/10/Characteristics-of-High-Performing-Teams.jpg>

# Characteristics of High Performance Teams(Cont.)

## ❖ Respect And Trust

- To be a high-performing team, it's really critical for the team to have respect and trust, be able to throw blind passes and hold each other accountable with hard candid debates and conversations to get to the best answer for the business.

## ❖ Personal Excellence

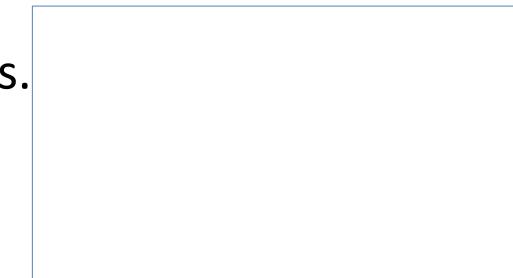
- Many factors play a part in a sustainable high-performing team, but personal excellence is a must.

## ❖ Communication

- Communication is one of the most essential building blocks.

## ❖ Healthy Conflict

- Healthy conflict is an essential element. Groupthink kills innovation and creativity



## ❖ **Adaptability**

- The pandemic has shown the highest performing teams are those most capable of adapting to change.

## ❖ **Openness To Innovation**

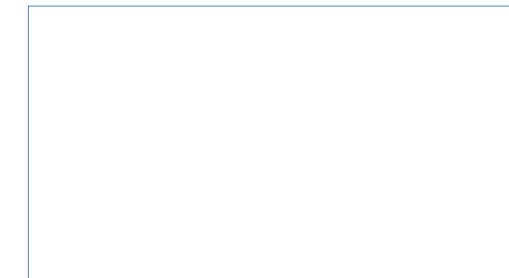
- Openness to innovative future-forward ideas is in the DNA of cohesive and high-performing teams

## ❖ **Ability To Surmount Challenges**

- The ability to surmount challenges thrown at us from outside the workplace now even more clearly defines a high-performing team.

## ❖ **Decision-Making Flexibility**

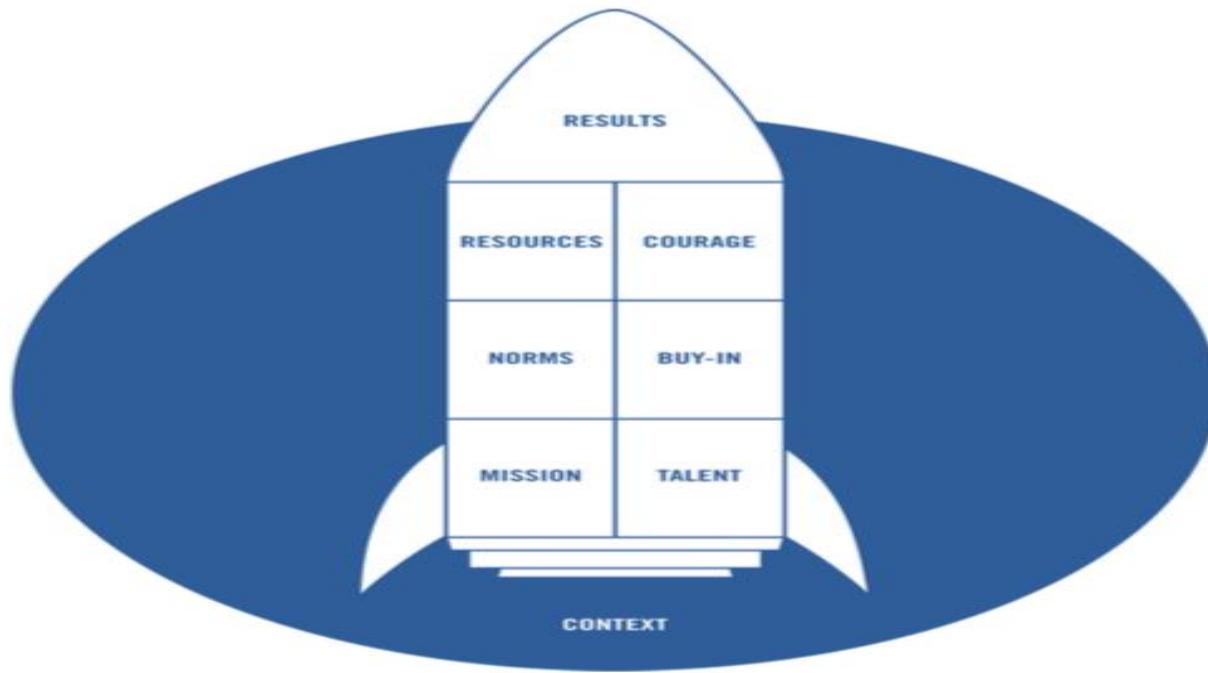
- High-performing teams have the freedom and flexibility to make decisions in real-time rather than waiting for management approval.



<https://www.forbes.com/sites/forbeshumanresourcecouncil/2020/09/16/14-characteristics-of-high-performing-teams/?sh=277415f216c6>

# The Rocket Model

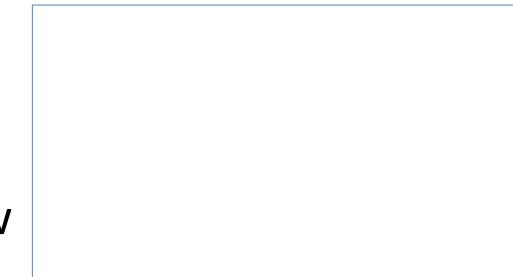
The Rocket Model is a framework and set of tools for boosting team performance.



<https://images.squarespace-cdn.com/content/v1/560d5ca2e4b05db7c9798e00/1521800772066-JY3WJA7A9K92EMPXRO65/rocket-model-scheme.png?format=750w>

# The Rocket Model(Cont.)

- **The Rocket Model** can be used to diagnose team dynamics, and to provide leaders with specific tools and activities to improve team performance. Here is eight critical questions every team must answer.
- ❖ **CONTEXT: WHAT ARE OUR CRITICAL ASSUMPTIONS?**
- Team formation gets off to a good start when team members share a common view of the context in which they're operating.
- ❖ **MISSION: WHY ARE WE HERE?**
- When team members agree on what success looks like, they set the stage for effectiveness. What will it mean to win? What are the goals, when do they need to be accomplished, what strategies will the team use, and how will progress be measured?



# The Rocket Model(Cont.)

## ❖ TALENT: DO WE HAVE THE TALENT WE NEED?

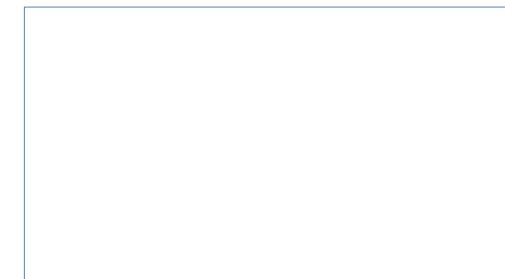
- It seems like it should be easy to get the right number of people with the right talents on a team.

## ❖ NORMS: WHAT ARE THE RULES?

- It's human nature for any group to develop norms for greeting, meeting, seating, communicating, deciding, and executing. These unwritten rules usually solidify fast, without any formal discussion.

## ❖ BUY-IN: ARE WE ALL COMMITTED TO SUCCESS?

- Buy-in happens when team members have a team-first, not a me-first, attitude. High-performance teams are committed to team goals, roles, and rules, and they're motivated to get necessary, day-to-day tasks done.



# The Rocket Model(Cont.)

## ❖ RESOURCES: DO WE HAVE THE RESOURCES NEEDED?

- Early on, teams need to figure out what resources are necessary for meeting their goals, and leaders may have to lobby key stakeholders to get those needs met.

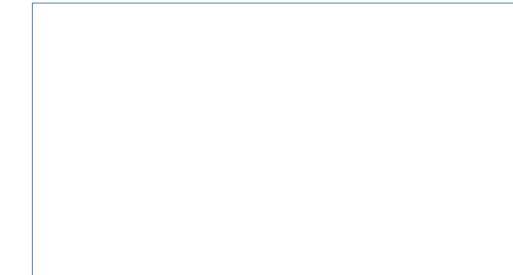
## ❖ COURAGE: HOW DO WE WORK THROUGH DISAGREEMENTS?

- The team members cultivate the necessary courage to raise difficult issues, while developing effective ways to work through disagreements and find solutions.

## ❖ RESULTS: ARE WE ACHIEVING OUR GOALS?

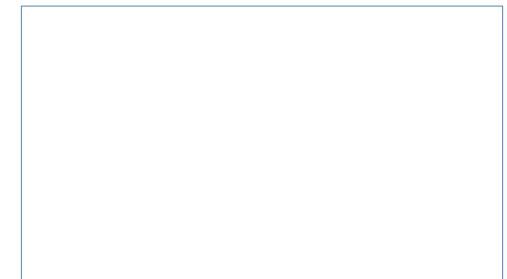
- Effective teams keep their eye on the prize. They measure results against mission, regularly track progress, learn from successes and failures, and devise ways to continue improving delivery.

<http://www.therocketmodel.com/what-is-rocket-model>



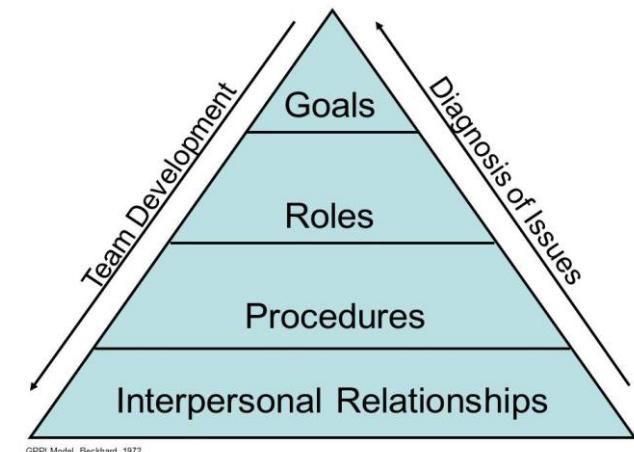
# How the Rocket Model helps leaders create superior teams

- Each of the seven components of the Rocket Model can be framed as a question. For example, the question for mission asks, 'Why are we here?' And for buy-in, 'Are we all committed to success?'
- To answer these questions, team members complete a questionnaire called the Team Assessment Survey (TAS-II). As team members provide personalized feedback in the survey, team strengths and weaknesses along all eight (including context) dimensions of the model are exposed.
- Leaders can then act to improve the weak areas.

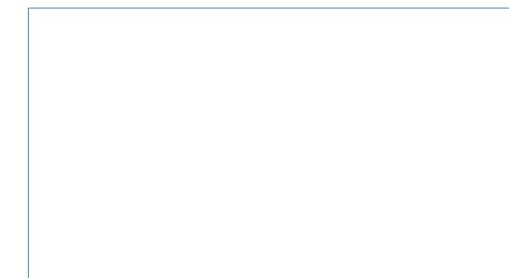


# GRPI Model of Team Effectiveness

- This model of team effectiveness was proposed by Rubin, Plovnick, and Fry as early as 1977. GRPI stands for Goals, Roles, Processes, and Interpersonal relationships. This model outlines four parts.
1. **Goals:** well-defined objectives and desired results, plus clearly communicated priorities and expectations
  2. **Roles:** well-defined responsibilities and acceptance of a leader
  3. **Processes:** clear decision-making processes as well as work procedures
  4. **Interpersonal relationships:** good communication, trust, and flexibility



GRPI Model, Beckhard, 1972

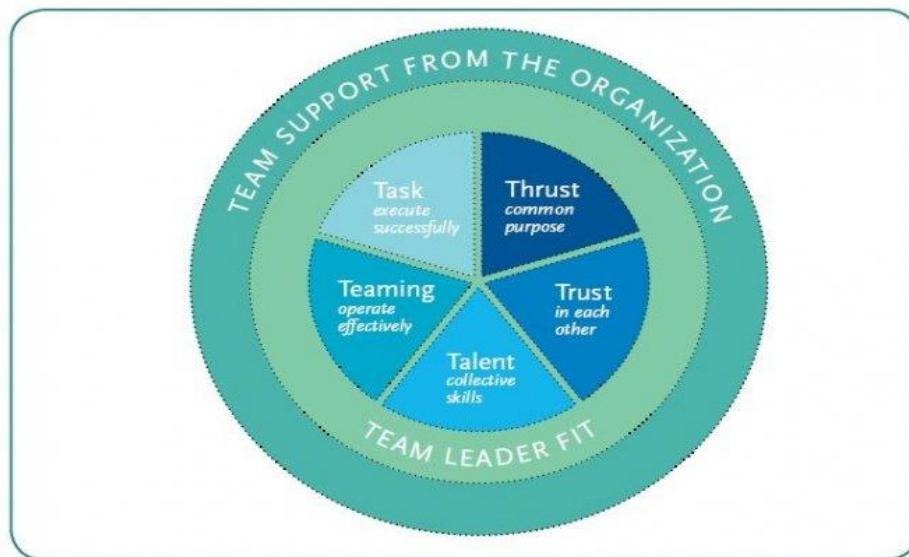


<https://www.wrike.com/blog/6-different-team-effectiveness-models/>

# The T7 Model of Team Effectiveness

- In 1995, Michael Lombardo and Robert Eichinger developed the T7 Model to define what factors affect team effectiveness. They identified five internal and two external factors, all starting with "T," hence the name, T7 model.

*The T7 Model of Team Effectiveness*



<https://web-static.wrike.com/blog/content/uploads/2016/12/6-Different-Team-Effectiveness-Models-to-Understand-Your-Team-Better-4.jpg?av=9fb7d54b8e144fe441189758d4e08a23>

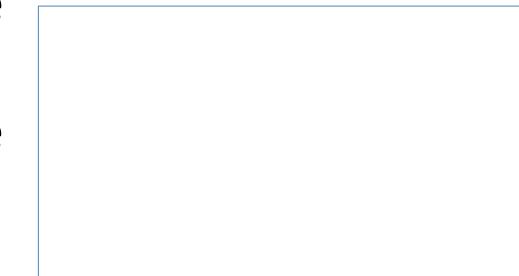
# The T7 Model of Team Effectiveness(Cont.)

**The internal team factors are:**

- **Thrust:** a common objective or goal
- **Trust:** the knowledge that your team has your back
- **Talent:** skills to do the job
- **Teaming skills:** the ability to function as a team
- **Task skills:** the ability to execute tasks

**The external team factors are:**

- **Team leader fit:** whether the leader works well with the team
- **Team support from the organization:** how the organization enables the team to work



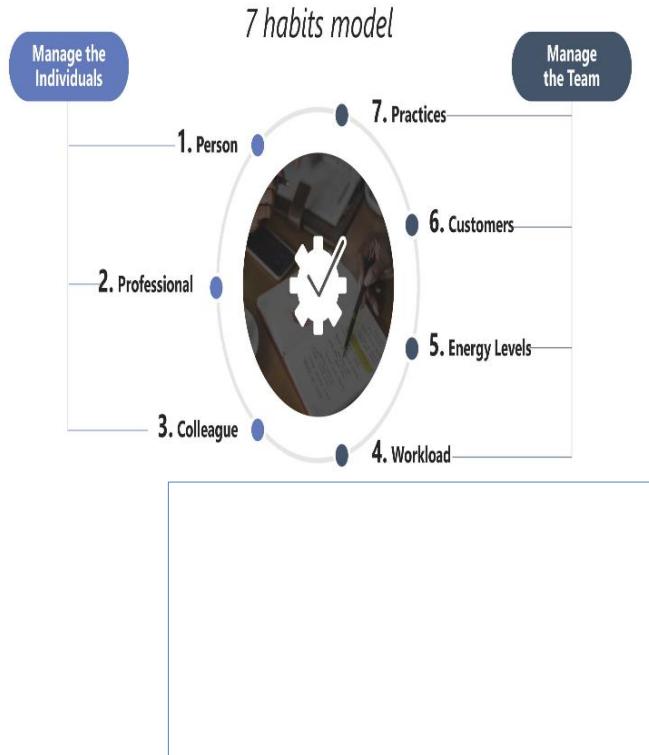
# 7 Habits of Highly Successful Team Leaders

## Aspect

Operational Team Leadership

## Why and When do you need this Model

- The 7 Habits model helps you successfully juggle the multiple dimensions which ensure a team stays ambitious, motivated, learning, supportive and performing. Without such a model, especially when you find yourself under pressure as a leader, it is likely you will fixate on a couple of the more urgent dimensions but neglect the others. You may deliver your project but destabilize your team and damage your reputation as a team leader!



[https://businesssimulations.com/literature/files/whitepaper-leadership-playbook/model\\_1.png](https://businesssimulations.com/literature/files/whitepaper-leadership-playbook/model_1.png)

# 7 Habits of Highly Successful Team Leaders(Cont.)

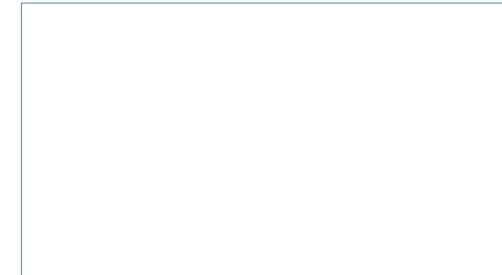
## The Bare Essentials

Effective team leaders manage the team individuals as:

- People
- Professionals
- Colleagues (team members)

They also support and manage the whole team's:

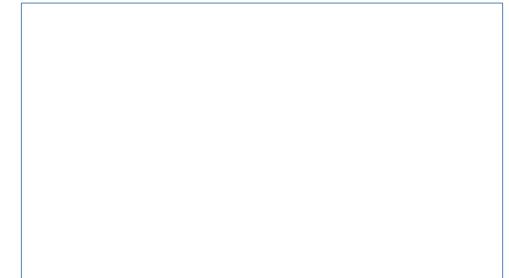
- Workload
- Energy Levels
- Customers
- Practices



<https://businesssimulations.com/white-papers/the-7-habits-of-highly-successful-team-leaders>

# How can you build and develop a high performing team?

- Make communication a priority
- Set SMART objectives
- Tackle conflict
- Understand where you are currently - and where you want to be
- Make sense of emotional intelligence
- The foundation of any successful team is trust
- Feedback is a gift



# The Art Of Leading High-Performing Teams

## ❖ Get To Know Your People.

- The art of developing and leading a high-performing team begins with connection and conversation. Whenever possible, spend some time talking with and taking a genuine interest in the individuals on your team.

## ❖ Build Your People.

- Leaders build their people. High-achieving individuals with a common vision create high-performing teams.



<https://rondepinhal.com/wp-content/uploads/2020/09/healthcare-leader-art-500.jpg>

# The Art Of Leading High-Performing Teams(Cont.)

## ❖ Provide Specific, Timely, Actionable Feedback.

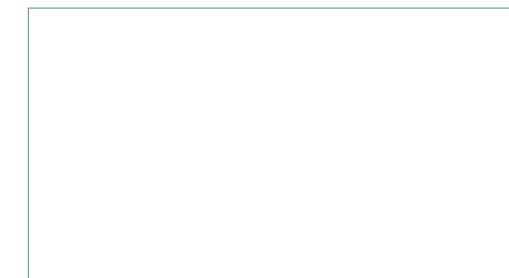
- Although you may not be able to connect with your team more than 15-20 minutes in a day, it is important to check in with your team members on a regular one-to-one basis.

## ❖ Lead With Vulnerability.

- Share stories of how you became a more decisive leader, dealt with uncertainty and developed interpersonal relationships.

## ❖ Navigate Change Through Conversation.

- Businesses and organizations are constantly changing to meet demands, evolve and grow.

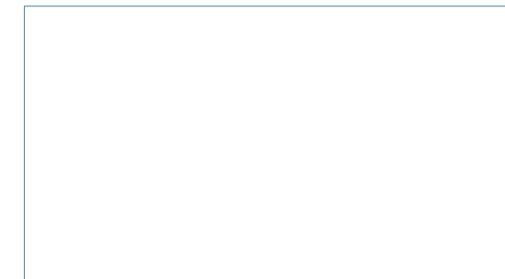


<https://www.forbes.com/sites/forbescoachescouncil/2020/09/03/the-art-of-leading-high-performing-teams/?sh=4a05745962e1>

# Case Study: Smart Teams and Dumb Teams

Have you noticed that some teams seem to be smart, while others seem, um, dumb? This characteristic has nothing to do with the average IQ of the team members but instead reflects the functionality of the whole team. Teams that are synergistic excel in logical analysis, brainstorming, coordination, planning, and moral reasoning. And teams that are dumb? Think of long unproductive meetings, social loafing, and interpersonal conflicts.

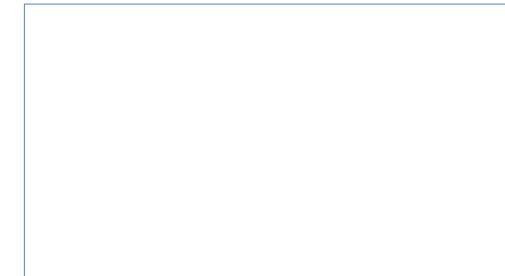
You might be remembering a few teams you've witnessed that are in the dumb category, but we hope you can think of a few that excelled. Smart teams tend to be smart in everything for any task, they will find a workable solution. But what makes them smart?



# Case Study: Smart Teams and Dumb Teams

Researchers in a Massachusetts Institute of Technology (MIT) study grouped 697 subjects into teams of 2 to 5 members to solve tasks, looking for the characteristics of smart teams (they weren't all smart). Here are the findings:

1. Smart teams did not allow individual members to dominate. Instead, there were more equal contributions from members than in other teams.
2. Smart teams had more members who were able to read minds. Just kidding! But the members were able to read complicated emotions by looking into the eyes of others. There is a test for this ability called Reading the Mind in the Eyes.



# Case Study: Smart Teams and Dumb Teams

3. Smart teams had more women. It's not that smart teams had more gender equality; these teams simply had more women. This result might be partly due to the fact that more women scored higher in the Reading the Mind in the Eyes test.

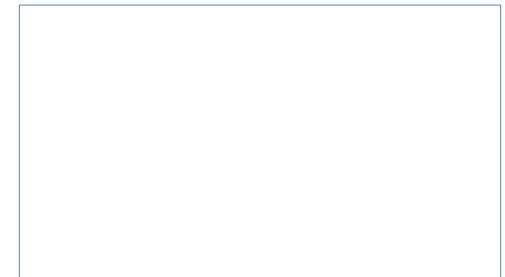
The researchers recently replicated the study using 68 teams and again found that some teams were smarter than others. This study added a new angle to the research: How would teams working in person differ from teams working online? Surprisingly, there was little difference: All smart teams

had more equal member communication (and plenty of it) and were good at emotion reading. When the online collaborators could not see each other,

# Case Study: Smart Teams and Dumb Teams

They practiced theory of mind, remembering and reacting cues they were able to detect through any mode of communication. Theory of mind is related to emotional intel to the emotional intelligence (EI). When we have the opportunity to hand-pick team members, we can look for those who listen as much as they speak, express empathy, and remember what others tell them about themselves. For teams to which we are assigned we can seek these attributes in others and help guide the team toward its best self. As for IQ? Here's the good news

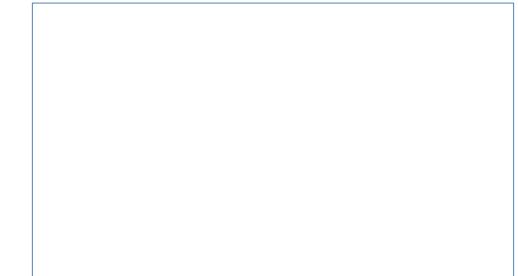
Recent research indicates that our membership in a team actually makes us smarter decision makers as individuals!



# Case Study: Smart Teams and Dumb Teams

## Questions:

1. From your experiences in teams, do you agree with the researchers' findings on the characteristics of smart teams? Why or why not?
2. On the highly functioning teams in which you've been a member, what other characteristics might have contributed to success?
3. The authors who suggested that membership in a team makes us smarter found that teams were more rational and quicker at finding solutions to difficult probability problems and reasoning tasks than were individuals. After participation in the study, team members were much better at decision making on their own, even up to 5 weeks later. Do you think this spillover effect would happen equally for people in smart teams and dumb teams? Why or why not?



# Research Paper



Team Performance Management  
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pp. 34-46  
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1352-7592  
DOI 10.1108/13527590710736716

## The Dynamic Organic Transformational (D.O.T.) team model for high-performance knowledge-worker teams

Hettie S. Courtney

*NASA/Goddard Space Flight Center, Greenbelt, Maryland, USA*

Ernelyn Navarro

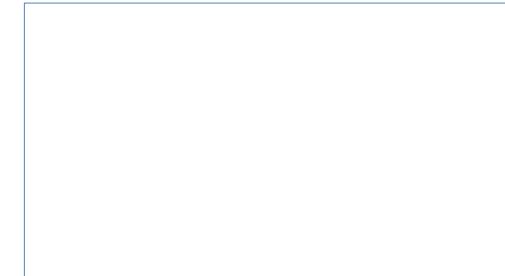
*St Mary Medical Center, Apple Valley, San Bernardino,  
California, USA, and*

Carrie A. O'Hare

*Stuyvesant Town Court, Stuyvesant, New York, USA*

### Purpose

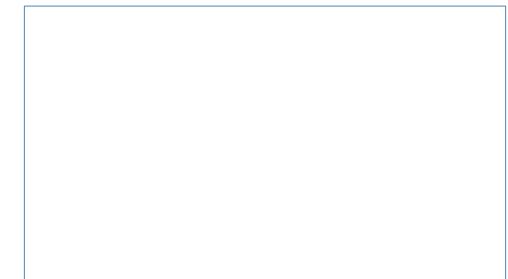
This paper aims to explain the dynamics of the five dimensional Dynamic Organic Transformational (D.O.T.) Team Model for knowledge-workers to use in achieving high performance.



## **Design/methodology/approach**

The D.O.T. Team Model is a dynamic team model developed to integrate and expand key concepts from open systems – contingency and dynamic congruence, transformational leadership, and learning organizations. The five dimensions of the D.O.T. Team Model consist of purpose, people, partnerships, process, and performance.

The D.O.T. Team Model is most applicable where subjective measures are used for high performing teams. This model transcends the existing team performance theory and provides a basis for future researchers to build onto the continuing evolutionary changes in team performance.

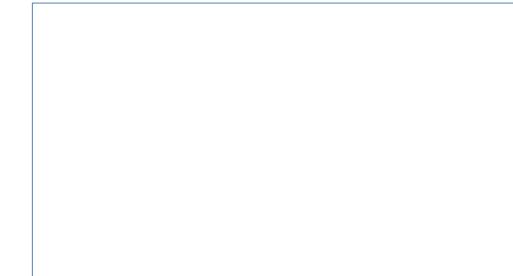


## **Findings**

The D.O.T. Team Model is a comprehensive and holistic approach for knowledge-workers to achieve high performance. This model is grounded in theory and by applying the five dimensions (purpose, people, partnerships, process, and performance) this model enables optimum fit with a high-performance team's organization and environments – allowing knowledge-worker members to effectively respond to dynamic changes and enhance its team and organizational performance.

## **Practical implications**

The article is particularly relevant to practicing knowledge-worker leaders and team members that operate in a dynamic environment requiring a high-performance team that can rapidly adapt and respond to change. The D.O.T. Team Model creates an understanding of the organizational and environmental dynamics necessary to achieve a high-performance team capable of operating in this dynamic environment.



# BOOK RECOMMENDATION

## The Rocket Model: Practical Advice for Building High Performing Teams

**Authors:** Gordon Curphy

**Publisher:** Hogan Press (30 May 2012)

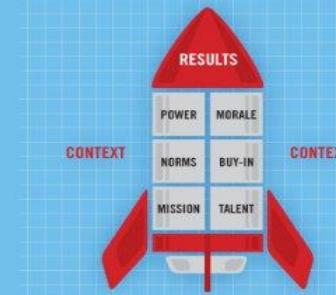
**Language:** English

**Paperback:** 198 Pages

**ASIN :** B00885Z0MC

### THE ROCKET MODEL

PRACTICAL ADVICE FOR BUILDING HIGH PERFORMING TEAMS



GORDON CURPHY | ROBERT HOGAN

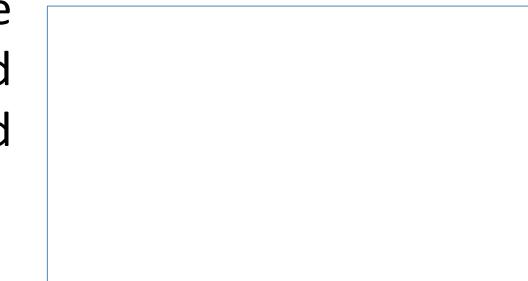
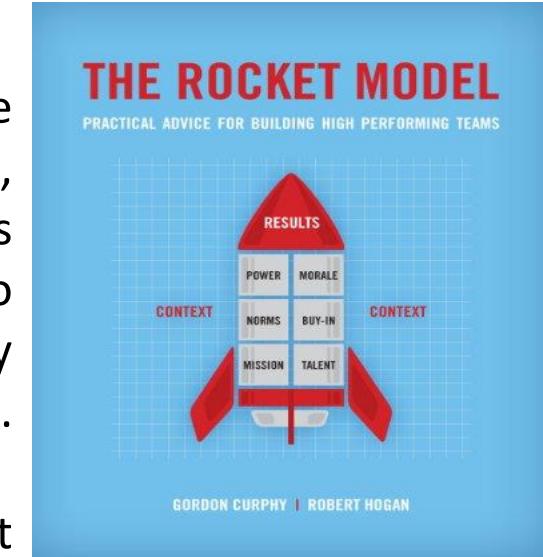
[https://www.amazon.in/Rocket-Model-Practical-Building-Performing-ebook/dp/B00885Z0MC/ref=sr\\_1\\_1?dchild=1&keywords=building+high+performance+team+rocket+model&qid=1632334743&sr=8-1](https://www.amazon.in/Rocket-Model-Practical-Building-Performing-ebook/dp/B00885Z0MC/ref=sr_1_1?dchild=1&keywords=building+high+performance+team+rocket+model&qid=1632334743&sr=8-1)

# BOOK RECOMMENDATION

Humanity's greatest accomplishments, from building the pyramids in Egypt to exploring the outer reaches of the universe, are the result of group effort. In business, high-performing teams can achieve superior results to individuals. Teams are also susceptible to countless forms of dysfunction, and, if poorly managed, even the most talented groups can fall flat.

Written by industry iconoclasts Drs. Gordon Curphy and Robert Hogan, The Rocket Model taps research and experience by the world's leading experts on human behavior, leadership, and team dynamics to create a practical model for building and managing high-performing teams.

[https://www.amazon.in/Rocket-Model-Practical-Building-Performing-ebook/dp/B00885Z0MC/ref=sr\\_1\\_1?dchild=1&keywords=building+high+performance+team+rocket+model&qid=1632334743&sr=8-1](https://www.amazon.in/Rocket-Model-Practical-Building-Performing-ebook/dp/B00885Z0MC/ref=sr_1_1?dchild=1&keywords=building+high+performance+team+rocket+model&qid=1632334743&sr=8-1)

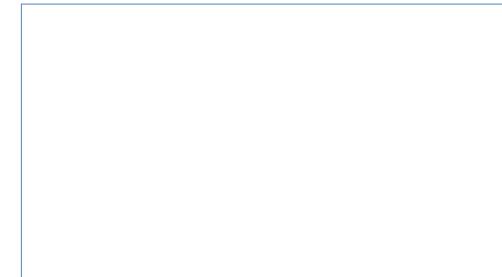


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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 59

### Building Credibility and Trust

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



# CONTENTS

- Trust
- Trust Triangle
- Four research-based practices to earn and keep the trust of others
- Trust, Diversity and Team Performance
- The Trust Equation
- Credibility
- The Three Components of Credibility
- Case Study
- Research Paper
- Book recommendation
- References

The process of building trust is an interesting one, but it begins with yourself, with what I call self trust, and with your own credibility, your own trustworthiness. If you think about it, it's hard to establish trust with others if you can't trust yourself.

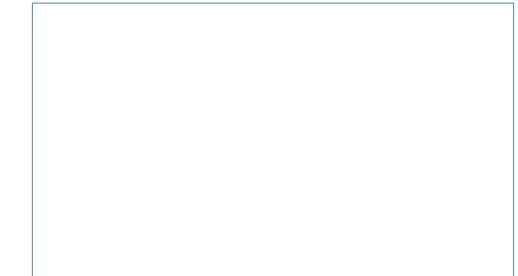
**Stephen Covey**

Source: <https://www.azquotes.com/quote/1177989>

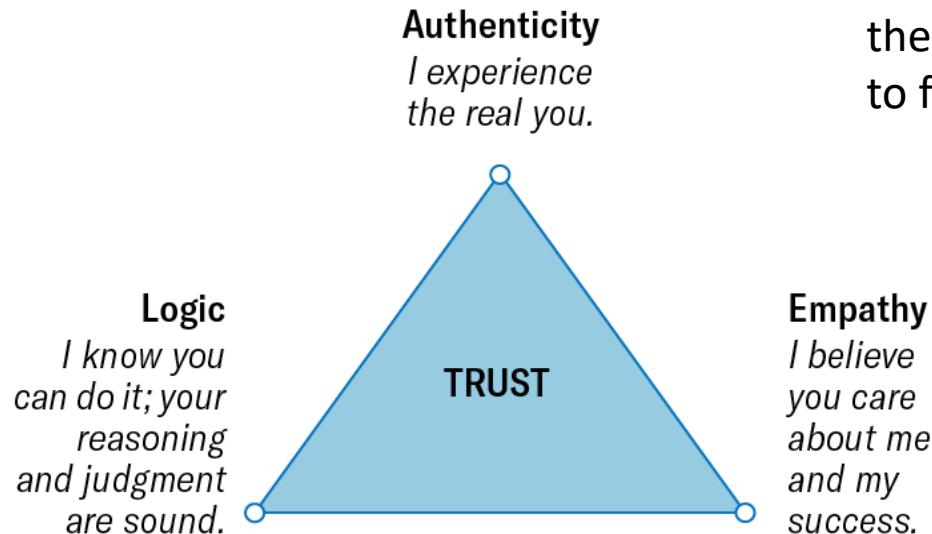
# Trust

- (a) a firm belief in the reliability or truth or strength etc. of a person or thing (b) the state of being relied on
- a confident expectation
- (a) a thing or person committed to one's care (b) the resulting obligation or responsibility (OED). The act of placing yourself in the vulnerable position of relying on others to treat you in a fair, open, and honest way.
- **Where do we Trust?**
  - ***Social trust*** - between people
  - ***Trust in organizations*** - between organizations and those they serve
  - ***Intra - organizational trust*** - within organizations
  - ***Inter- organizational trust*** - between organizations

Source: <https://www.slideserve.com/odetta/architects-of-trust-building-trust-in-the-workplace>



# The Trust Triangle

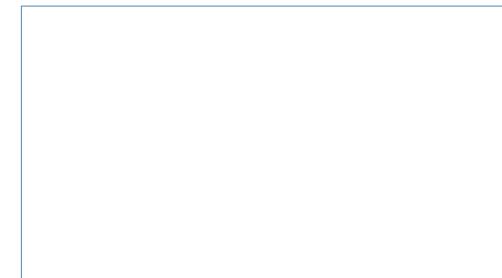


From: "Begin with Trust," by Frances Frei  
and Anne Morriss, May–June 2020

✉ HBR

Image Source: <https://hbr.org/2020/05/begin-with-trust>

Trust has three drivers: authenticity, logic, and empathy. When trust is lost, it can almost always be traced back to a breakdown in one of them. To build trust as a leader, you first need to figure out which driver you “wobble” on.



# **Four research-based practices for Leaders to master to earn and keep the trust of others: HBR Study**

## **1. Be who you say you are.**

- Embody your stated values.
- Acknowledge any say-do gaps

## **2. Treat others and their work with dignity**

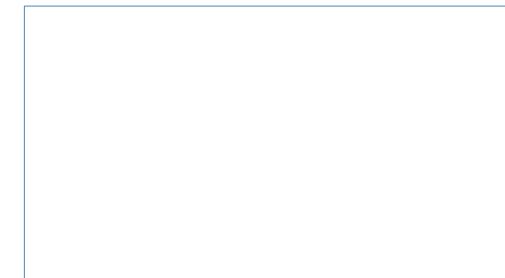
- Create opportunities for others to shine
- Be a safe place to fail

## **3. Balance transparency with discretion.**

- Set and keep information boundaries
- Offer and invite dissent and feedback.

## **4. Build bridges that unify.**

- Turn rivals into accomplices.
- Be fascinated by others to create belonging.

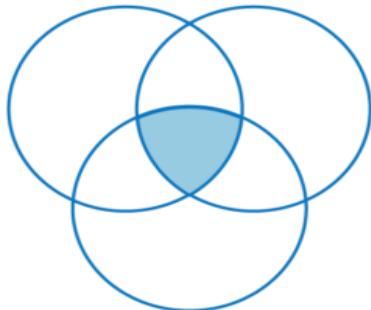


# Trust, Diversity and Team Performance

- Diversity doesn't automatically confer advantages in decision-making. In fact, if diverse teams aren't managed actively for inclusion, they can underperform homogenous ones.
- That's because shared knowledge is key in decision-making, and diverse teams, by definition, start out with less of it.
- But if you create conditions of trust that allow diverse team members to bring their unique perspectives and experiences to the table, you can expand the amount of knowledge your team can access—and create an unbeatable advantage.

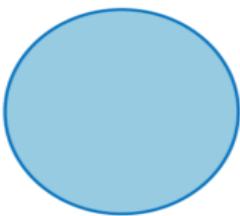
Source: <https://hbr.org/2020/05/begin-with-trust>

# Trust, Diversity and Team Performance



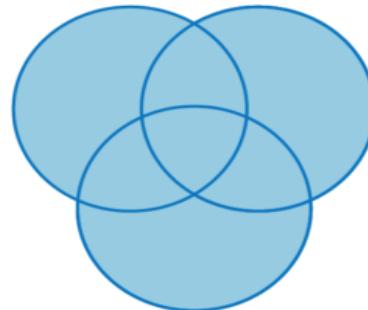
## Diverse teams

A diverse store of knowledge is partly shared.



## Homogenous teams

A common store of knowledge is fully shared.



## Inclusive teams

A diverse store of knowledge is fully shared.

From: "Begin with Trust," by Frances Frei and Anne Morriss, May–June 2020



Image Source: <https://hbr.org/2020/05/begin-with-trust>

# The Trust Equation

## *The Trust Equation*

$$T = \frac{C + R + I}{S}$$

*T* = Trustworthiness  
*C* = Credibility  
*R* = Reliability  
*I* = Intimacy  
*S* = Self-Orientation

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TQ stands for Trust Quotient. The Trust Quotient is a number — like your IQ or EQ — that benchmarks your trustworthiness against the four variables. The Trust Equation uses four objective variables to measure trustworthiness. These four variables are best described as: Credibility, Reliability, Intimacy and Self-Orientation.

Image Source: [https://trustedadvisor.com/public/Equation\\_Full-1.jpg](https://trustedadvisor.com/public/Equation_Full-1.jpg)

# The Trust Equation: Four Variables

## 1. CREDIBILITY

has to do with the words we speak. In a sentence we might say, “I can trust what she says about intellectual property; she’s very credible on the subject.”

## 2. RELIABILITY

has to do with actions. We might say, “If he says he’ll deliver the product tomorrow, I trust him, because he’s dependable.”

## 3. INTIMACY

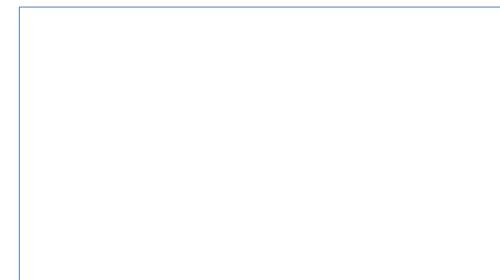
refers to the safety or security that we feel when entrusting someone with something. We might say, “I can trust her with that information; she’s never violated my confidentiality before, and she would never embarrass me.”

Source: <https://trustedadvisor.com/why-trust-matters/understanding-trust/understanding-the-trust-equation>

# The Trust Equation: Four Variables

## 4. SELF-ORIENTATION

refers to the person's focus. In particular, whether the person's focus is primarily on him or herself, or on the other person. We might say, "I can't trust him on this deal — I don't think he cares enough about me, he's focused on what he gets out of it." Or more commonly, "I don't trust him — I think he's too concerned about how he's appearing, so he's not really paying attention."



Source: <https://trustedadvisor.com/why-trust-matters/understanding-trust/understanding-the-trust-equation>

# Credibility

- Your reputation for being trustworthy.
- The degree to which others believe or trust in you.
- Credibility is your reputation for being trustworthy - trustworthy to perform your work with excellence; to care about those you work with and for; to live by high ethical, corporate, and personal values; and to deliver on your promises. In short, your credibility is the degree to which others believe or trust in you.

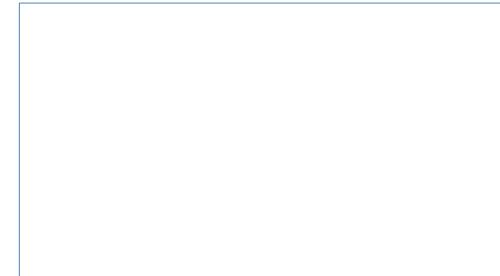


Image Source: <https://corporatestays.com/wp-content/uploads/2020/03/cross-multicultural-teams-1.jpg>

# The Three Components of Credibility



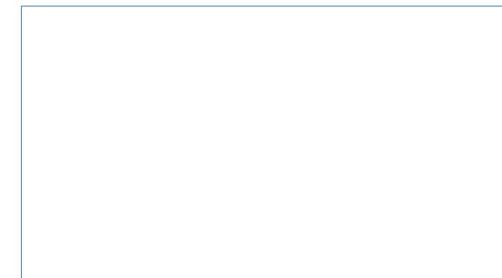
As a future manager and executive, you can control your reputation as a credible communicator by focusing on three well-established factors: **competence, caring, and character**. Research has shown that these three factors almost entirely account for whether a person is considered credible in professional situations. Credibility is like a three-legged stool. Without any one element, it is compromised.

Image Source: <https://player.slideplayer.com/26/8529591/data/images/img7.jpg>

# 1. The Role of Competence in Establishing Credibility

**Competence:** refers to the knowledge and skills needed to accomplish business tasks, approach business problems, and get a job done.

- Most people will judge your competence based on **your track record** of success and achievement.
- People develop competence through study, observation, and practice and real-world business experiences.
- How you communicate directly affects the perceptions others have of your competence.

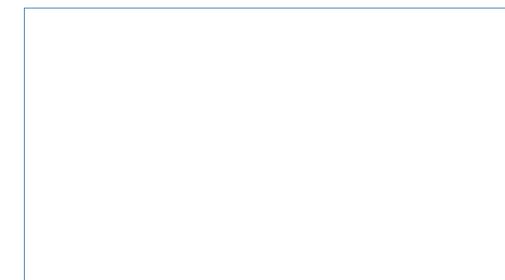


# The Role of Competence in Establishing Credibility

- People develop competence in many ways: through study, observation, and, most important, practice and real-world business experiences.
- Your entire business program is likely centered on developing competence in a certain business discipline and/or industry.
- You may already have significant business experience. If you're a novice, seeking internships and jobs related to your discipline will help you develop competence. How you communicate directly affects the perceptions others have of your competence.

**Two traits associated with competence:**

1. A focus on action and
2. An emphasis on results.



## 2. The Role of Caring in Establishing Credibility

- **Caring:** implies understanding the interests of others, cultivating a sense of community, and demonstrating accountability.
- People distrust individuals who are perceived as unconcerned about the interests of others or disinterested in causes above and beyond themselves.

Your colleagues, clients, and even your customers will trust you far more if they know you care about them. **As Mahatma Gandhi once stated**, “The moment there is suspicion about a person’s motives, everything he does becomes tainted.” This statement applies in nearly all business circumstances: People distrust individuals who are perceived as unconcerned about the interests of others or disinterested in causes above and beyond themselves. In the business world, caring implies understanding the interests of others, cultivating a sense of community, and demonstrating accountability.

# **Understanding the Interests of Others**

- Your ability to gain credibility strongly depends on your ability to show that you care for the needs of others.
- Effective communicators gain trust by connecting with others—that is, seeking to understand others' needs, wants, opinions, feelings, and aspirations.

## **Cultivating a Sense of Community**

The most effective business leaders in today's corporate environment have generally risen to their positions because of their sense of community and teamwork.

Speaking about “our needs” or “your needs” as opposed to “my needs” engenders trust and helps you come up with solutions that achieve mutual benefit



# Culture of Accountability

A sense of accountability involves a feeling of responsibility to stakeholders and a duty to other employees and customers.

By placing a rationale for accountability in your communications, you will generate substantial trust and goodwill from others.

5 WAYS TO FOSTER A CULTURE OF

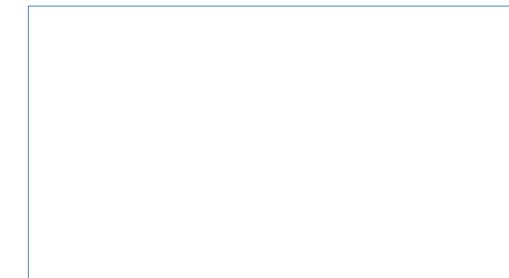
# ACCOUNTABILITY

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1. **GIVE** support.
2. **PROVIDE** freedom.
3. **SHARE** information.
4. **PROVIDE** resources.
5. **BE** clear.

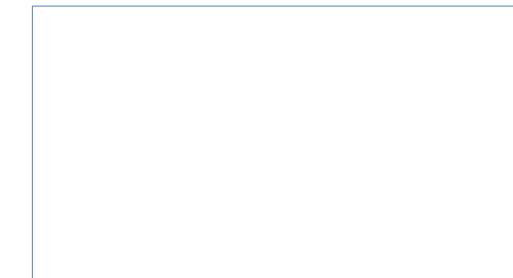
 Center for Creative Leadership®



Source: <https://www.ccl.org/wp-content/uploads/2020/11/5-ways-to-foster-accountable-leadership-center-for-creative-leadership-1024x536.png>

# The Role of Character in Establishing Credibility

- **Character:** refers to a reputation for staying true to commitments made to stakeholders and adhering to high moral and ethical values.
- Character has always been important in business relationships, especially long-term, collaborative relationships. It is becoming even more important—especially for leaders—in an increasingly open, transparent, connected, and interdependent workplace.



# What Determines Trust in Individuals in the Workplace?

Character is central in creating trust. Consider the recent research, depicted in figure Business executives were asked what the most important determinants of trust in workplace projects were. Overwhelmingly, character-based traits—that is, honesty, ethical behavior, willingness to exchange information—ranked at the top.

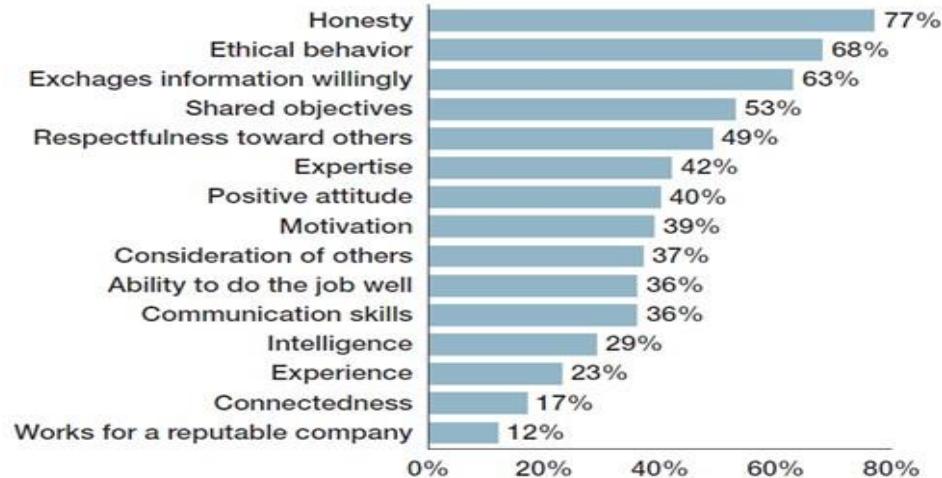
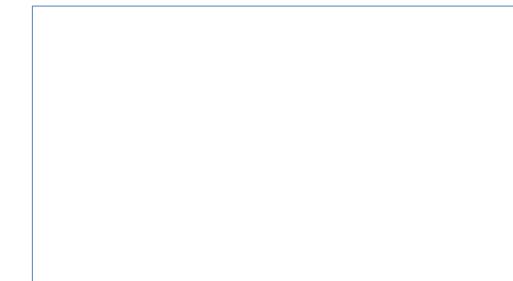


Image Source: <https://player.slideplayer.com/26/8529591/data/images/img9.jpg>

# Case Study : Trust is to be earned.

- Mayank, the BM of a company's Bangalore branch was sitting with his boss Shiv, the RM of South India. Shiv was sharing his angst with Mayank concerning Mayank not enrolling him in important decisions he was taking about distribution changes Mayank was implementing in the Karnataka market. Mayank was not comfortable with the conversation and did not want to be cowed down. He pounced on Shiv saying, "Why don't you trust me?" As he was getting unsettled, he repeated that 2-3 times with his emotions running high and he continued arguing, losing the logic he was giving while arguing with Shiv. Shiv was calm all the time with a slight smile on his face, but he did not counter Mayank.

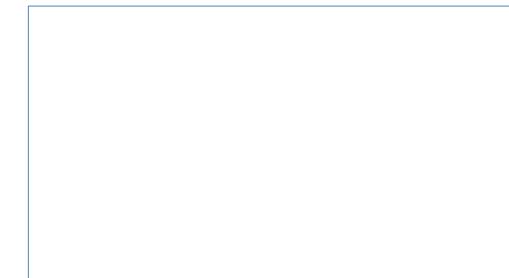
He just gave a signal to Mayank that there was no point in continuing the conversation for the time being. Mayank left after some time as Shiv was silent and not even making eye contact.



# Case Study : Trust is to be earned.

- The next day, Mayank went to Shiv 's room and tried to slip in a feeble apology, but he still wanted an answer to the question he had posed to Shiv the previous day about why Shiv did not trust Mayank. As Shiv had Mayank 's ears yearning to know the reason, he continued softly by quoting from the Mahabharata. He asked Mayank if he knew the story in the Mahabharata of how Arjun was depressed and would not lift his Gandiva (bow), as he did not want to kill his relatives for a piece of land. At that time Shri Krishna told Arjun, "Trust me, this is the purpose of your life: being a Kshatriya. Pick up your Gandiva."

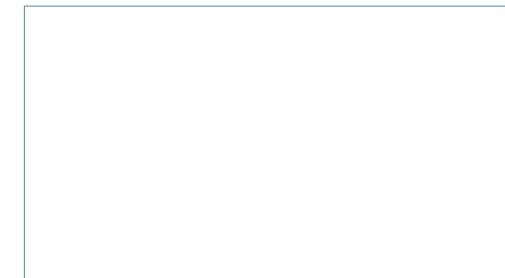
But Arjun replied that his inner doubts were still not allowing him to lift the bow. He asked for more logic, more reasons and more gyan from his Sakha. And that is how Shri Krishna recited the Gita to Arjun, about the philosophy of karma and convinced him to fight for what was right.



# Case Study : Trust is to be earned.

- Mayank was finding the discussion interesting and he asked Shiv, "What has that got to do with trust between us?" Shiv replied, "If Arjun found it difficult to trust his Sarathi on picking up his Gandiva, how do you expect me to give you my trust so easily?"
- Mayank was all ears but still didn't know where his boss was heading to. Shiv continued, "Trust is a very big word. It cannot be given or taken for granted. It has to be earned by one's actions and words. It gets strengthened with the right actions and right words and weakened by the wrong actions and wrong words." Shiv went further, "As your senior, I am responsible for your work, and I would not like you to take any misstep which you may regret later.

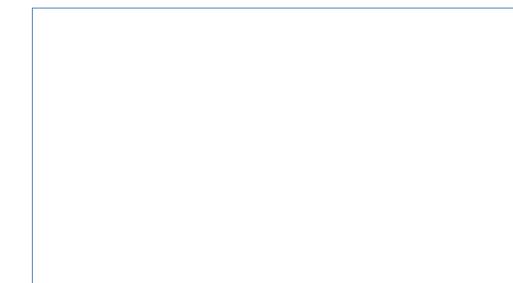
You can even question me that time asking 'Why didn't you stop me if I was going wrong?' But if you forget to share your actions with me, then I am in a helpless state of being.



# Case Study : Trust is to be earned.

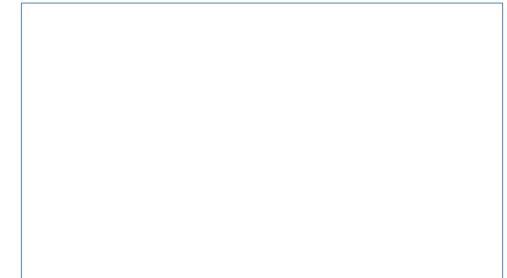
- I am responsible for my team member's success or failure, but I have no say in her/his actions. Just try and look at it from my side. You will not be comfortable in my position at all. Then you will surely understand where I am speaking from." "Nowhere am I taking away your decision-making authority of making distributions changes in your territory. No, that is with you only. But by including your senior, you prove that you are confident in your decisions and that you will be able to give the logic to support the same. Also, if there is any counter-questioning you are ready with the right answers as you are taking a thought-through decision, aren't you? But if you are unhappy at being questioned by your senior or do not want us to question you, then there is no requirement of having an RM in the company, is there?"

Mayank was quiet. His head was bent low in deep thought. Shiv continued. "In the past, when I was a new leader, I got stuck in the same wrong belief that if I trust someone, I should allow her/him to do whatever s/he feels is right.



# Case Study : Trust is to be earned.

- But when my team member was being screwed by my boss, I felt sorry for him and sorry for myself. That time, I promised myself that I would be fully aware and responsible for my team members actions and will push her/him to take thought-through decisions which s/he or I can defend in front of anyone, as we have already done a manthan (reflection through study) on the same." Mayank felt transformed. In his heart, he thanked God for giving him a boss like Shiv. He did not speak a word, but his smile said everything and he left.



# Research Paper



Leadership & Organization  
Development Journal  
Vol. 38 No. 6, 2017  
pp. 849-867

© Emerald Publishing Limited  
0143-7739  
DOI 10.1108/LODJ-12-2015-0293

## An integrative model of trust and leadership

Markus C. Hasel

*EMLYON Business School, Ecully, France, and*

Steven L. Grover

*University of Otago, Dunedin, New Zealand*

Received 29 December 2015

Revised 10 June 2016

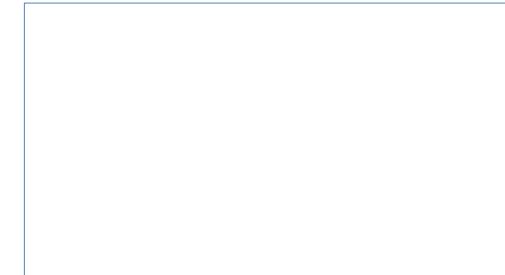
15 October 2016

30 November 2016

Accepted 30 November 2016

### Purpose

The purpose of this paper is to examine the interplay between different streams of trust and leadership and their impact on motivation and performance. The model answers recent calls for a better understanding of underlying mechanisms in these interactions.



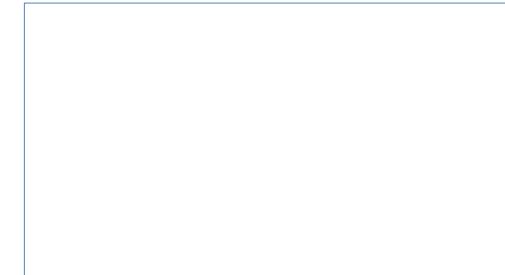
# **Research Paper**

## **Design/methodology/approach**

The authors drew from contemporary leadership and trust theories to develop ten propositions teasing out how specific person- and role-oriented leadership behaviors interact with calculus-, identification-, knowledge-based trust, motivation, and performance.

## **Findings**

The model accentuates the complexity of the interactions between trust, leadership, and follower outcomes. It guides future empirical research to unravel these intricate relations and accentuates their complexity.



# **Research Paper**

## **Research limitations/implications**

The ten propositions act as guidelines in mastering the complex art of leadership by understanding how behaviors affect followers. An important limitation originates in the detailed analysis of leadership and trust. Focusing on specific leadership behaviors and trust types leaves further scope for future research into additional behaviors and cofounding variables to arrive at a more holistic picture of the underlying mechanisms that make or break an effective leader.

## **Originality/value**

Contemporary theories on leadership and trust frequently view the different streams as overall constructs in lieu of multi-faceted phenomena. The model is a first of its kind in that it fuses contemporary leadership and trust theory to develop a set of propositions based on specific interactions between leadership behaviors and different forms of trust.

# Book Recommendation

## The SPEED of Trust: The One Thing That Changes Everything

**Authors:** Stephen M.R. Covey & Rebecca A. Merrill

**Publisher:** Free Press; Reprint edition (5 February 2008)

**Language:** English

**Paperback :** 384 pages

**ISBN-10 :** 1416549005

**ISBN-13 :** 978-1416549000

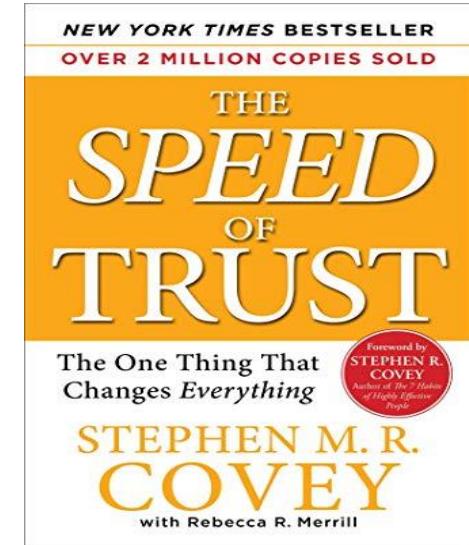
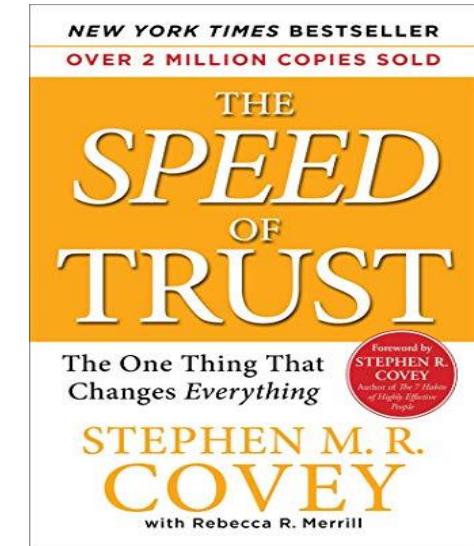


Image Source: <https://m.media-amazon.com/images/I/51TyjBe3KpL.jpg>

# Book Recommendation

Stephen M. R. Covey shows how trust—and the speed at which it is established with clients, employees, and all stakeholders—is the single most critical component of a successful leader and organization. Stephen M. R. Covey, widely known as one of the world's leading authorities on trust, asserts that it is “the most overlooked, misunderstood, underutilized asset to enable performance. Its impact, for good or bad, is dramatic and pervasive. It's something you can't escape.” Thankfully, it's also the thing that can dramatically improve your personal and professional success. Why trust? The simple, often overlooked fact is this: work gets done with and through people. The Speed of Trust offers an unprecedented and eminently practical look at exactly how trust functions in every transaction and every relationship—from the most personal to the broadest, most indirect interaction. It specifically demonstrates how to establish trust intentionally so that you and your organization can forego the time-killing, bureaucratic check-and-balance processes that is so often deployed in lieu of actual trust.

Image Source: <https://m.media-amazon.com/images/I/51TyjBe3KpL.jpg>



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- <https://slidetodoc.com/chapter-15-cultural-diversity-and-international-organizational-behavior/>
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# Thank You



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# LEADERSHIP AND TEAM EFFECTIVENESS

## LECTURE – 60

### Skills for Developing others

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



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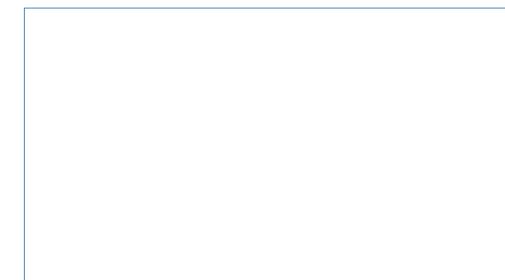
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- Develop Leadership Skills in Others: 3 Development Requirements
- Develop These Five Skills To Develop others: Forbes Study
- Six Cs for Guiding Behavior
- The 4 Recipes of Developing Others
- Case Study
- Research Paper
- Book recommendation
- References

# Developing Others:

- The process of training and developing your employees or team members to enable them to become more effective, take on bigger/ more significant challenges. Developing others also involves helping current employees learn new skills as the nature of their work- or the organization-changes.
- Managers play a critical role in helping their employees build the skills they need to be successful now and in the future.
- Managers and leaders should help direct reports determine which changes in behavior they would find beneficial, exploring options for how to get there, and providing them with opportunities to experience situations in which they can try out the new behaviors and receive the feedback and support they need to continue to learn and develop.

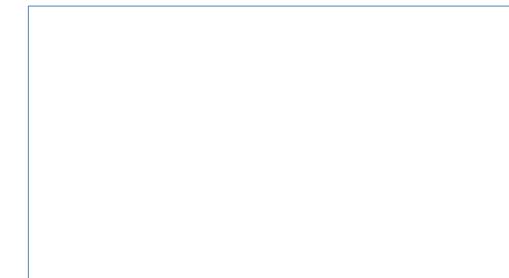
# Principles of Developing Others:

- People experience maximum development under certain conditions.
  - Personal conditions conducive to growth:
    - When there is a felt need
    - When encouraged by someone respected
    - When personal plans move from general goals to specific actions
    - When moving from a condition of lower to higher self-esteem
    - When moving from external to internal commitment



# Principles of Developing Others:

- **Organizational conditions conducive to growth:**
  - Basic respect for the worth and dignity of all
  - Individual differences are recognized, and a variety of learning experiences are provided
  - Each person is addressed at his/her level of development and helped to grow to fuller potential
  - Good communication prevails
  - Growth is rewarded through recognition and tangible signs of approval



# Principles of Developing Others:

- Principles to follow in developing others:
  - *Have a respectful attitude*
    - The desire to achieve something
    - Self-respect fuels success
  - *Build self-esteem*
  - *Use the correct medium or combination of techniques*
    - One-on-one coaching, formal education, professional conferences, on-the-job learning
    - Sabbaticals keep leaders fresh and motivated

# What Leadership Skills Do you need most to develop others: HBR Study

## WHAT LEADERSHIP SKILLS DO YOU NEED MOST?

These competencies were voted the most important for all management positions.



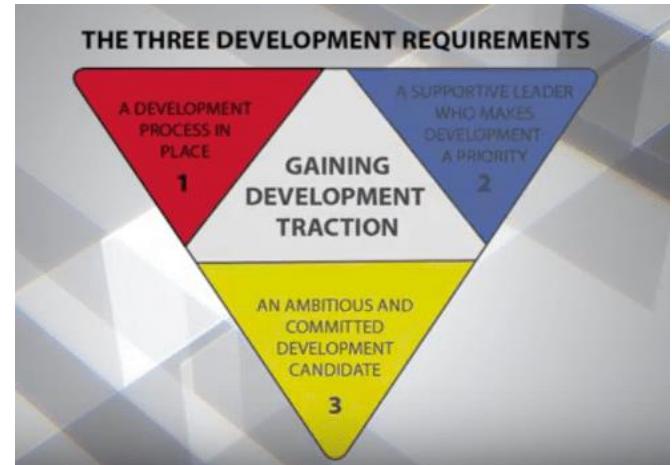
SOURCE ZENGER/FOLKMAN

HBR.ORG

Image Source: [https://hbr.org/resources/images/article\\_assets/2014/07/whatleadershipskills.gif](https://hbr.org/resources/images/article_assets/2014/07/whatleadershipskills.gif)

# Develop Leadership Skills in Others: 3 Development Requirements

- These are three pieces you need in place for effective leadership development. They work together like the three legs of a stool, which would fall over without one or two of the legs, so don't move forward in developing others without all three.
1. A Standard Development Process
  2. A Supportive Leader Who Prioritizes Development
  3. A Candidate Committed to Development



Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

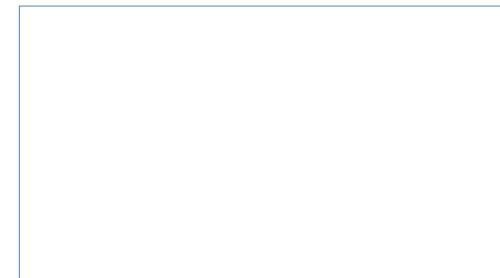
Image Source: [https://cmoe.com/wp-content/uploads/2017/03/2019-09-12\\_0728-1.png](https://cmoe.com/wp-content/uploads/2017/03/2019-09-12_0728-1.png)

# Develop Leadership Skills in Others: 3 Development Requirements

## 1. A Standard Development Process

Create a standard process for developing others. As soon as anyone shows potential for or interest in leadership, you can take them through it. The process could include:

- An initial discussion about developmental goals
- Finding opportunities in which that person can learn and grow
- Building a personalized development plan together
- Setting up systems to hold the employee accountable
- Scheduling follow-up meetings with the employee



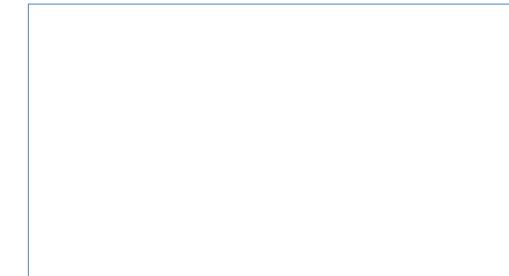
Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# Develop Leadership Skills in Others: 3 Development Requirements

## 2. A Supportive Leader Who Prioritizes Development

Your employee should see you as a valuable resource or coach. Remember the person who helped you to develop? To be that for someone else, focus on these behaviors:

- Be committed to the process of developing others.
- Help your employees select relevant, interesting learning opportunities.
- Help him or her stay committed to the process.
- Be a good example by working on your own development.
- Stay in regular communication with the employee about development assignments.
- Give him or her developmental resources and remove barriers to improvement.



Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>



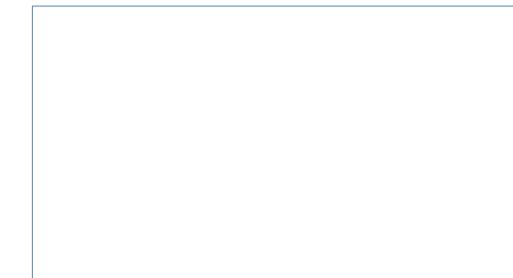
# Develop Leadership Skills in Others: 3 Development Requirements

## 3. A Candidate Committed to Development

Even your best efforts can only have their intended effect if a candidate is committed to the process. Good candidates generally begin as one of two types:

- 1. Already Interested:** These already have an interest in becoming better leaders. They'll be excited to learn as soon as you give them the opportunity.
- 2. Easily Motivated:** Some employees can become excited about developing if you explain the many benefits they will receive from the process. They may then choose to make a commitment and stick with it.

Remember that everyone builds their skills just one step at a time. Patience is therefore essential for leadership and developing others.



Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

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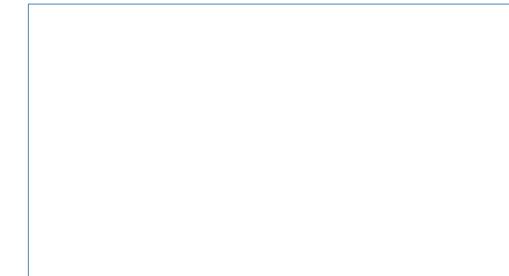
Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# Develop These Five Skills To Develop others: Forbes Study

If you aspire to become a business leader, you'll need to develop these five skills, which will enable you to be viewed as "leadership material" and help you to eventually rise to a leadership position.

## 1. Creativity

According to the [LinkedIn Learning 2020 Workplace Learning Report](#), creativity is one of the top skills all employees need. Creativity is important because nothing in business is static. As conditions change, leaders must adapt and execute on a new plan. Without the ability to be creative, companies become obsolete very quickly.



Source: <https://www.forbes.com/sites/forbescoachescouncil/2020/06/12/develop-these-five-skills-to-leap-into-leadership/?sh=e22c44b7e788>

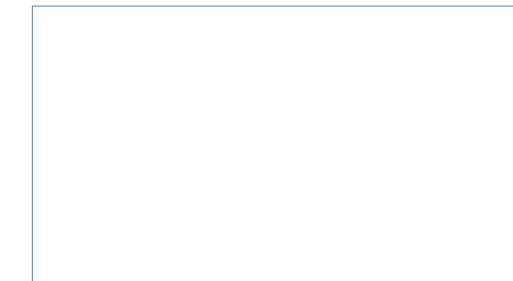
# **Develop These Five Skills To Develop others: Forbes Study**

## **2. Team Mindset**

For companies to function optimally, they need everyone to work together like a team. Everyone knows their position and knows that ultimately their role is to support other positions on the team. In the last few years, we've heard a lot about "brand you" and "you be you," but to be viewed as a leader, you need to be seen first as a team player and a team supporter.

## **3. Business Acumen**

Business acumen can be defined as an understanding of how business works in general and how your business works in particular. For instance, all companies have interdependencies — customer service is dependent on sales, which is dependent on marketing, which is dependent on product development, and so on.

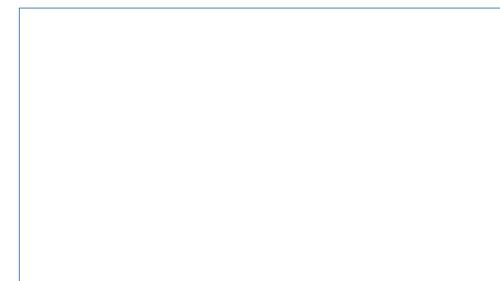


Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# Develop These Five Skills To Develop others: Forbes Study

## 4. External Perspective

This final skill is one that you won't see suggested often. To have an external perspective means to have a wide range of knowledge. Many individuals rely on being an expert in their field as a way to be promoted to leadership, but a true company leader understands more than just their role or even their company. They are conversant in their industry — its competitors, its challenges, new breakthroughs in the pipeline — as well as other industries and external factors.

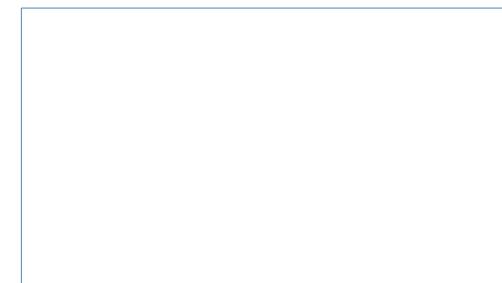


Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# Develop These Five Skills To Develop others: Forbes Study

## 5. Communication

The ability to communicate cannot be overstated. A business leader must be able to communicate his or her ideas to company employees so they buy into those ideas and execute them. As an up-and-coming leader, communication is the one skill that you can utilize daily to impress others. A confident verbal communicator will contribute during meetings without waiting to be called on and can lead discussions with others — even if they are not the ones managing the meeting.



Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# Six Cs for Guiding Behavior

## 1. Coaching

- Recognize gain
- Focused on improvement
- Instructive
- Balance of reason and emotion
- Informal and frequent

## 2. Clear Goals and Process

Linked to common context

Understood

Specific/written

Shared/of interest to us both

Systematic and universal

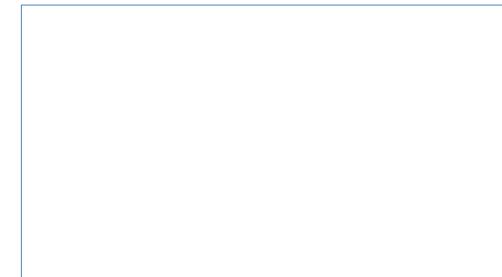


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# Six Cs for Guiding Behavior

## 3. Confrontation

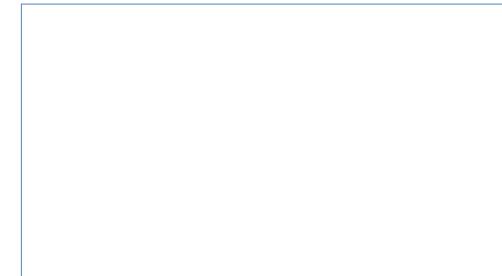
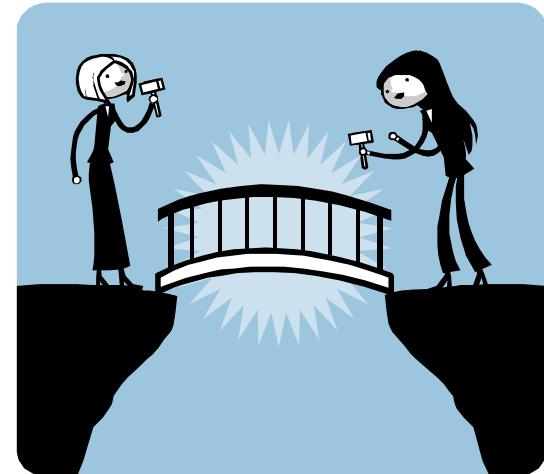
On a specific goal, commitment or behavior Real data on performance or behavior and its impact on you or others No speculation on your part as to motivation.

## 4. Capability

Skills in place

Attitudes aligned

Willing to make the effort



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# Six Cs for Guiding Behavior

## 5. Consequences

Rewards

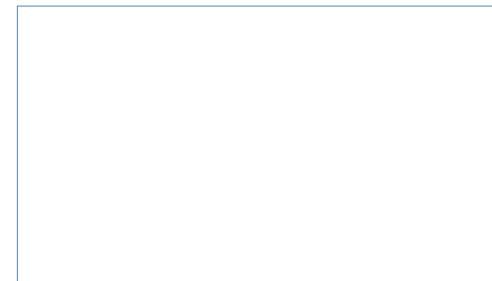
Sanctions

Consistency



## 6. Common Context

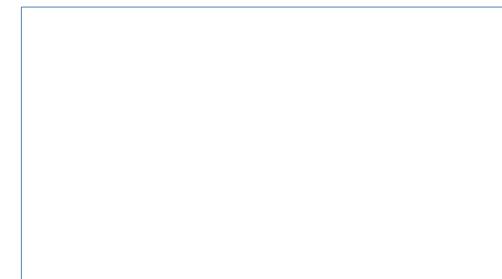
- Similar view of the end game/success
- Shared values, culture, expectations
- Comprehensive
- Both give and receive feedback



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[https://slidetodoc.com/presentation\\_image\\_h/abe5c8ce0d2f63ffbe94c4c5492e43ee/image-18.jpg](https://slidetodoc.com/presentation_image_h/abe5c8ce0d2f63ffbe94c4c5492e43ee/image-18.jpg)

# The 4 Vital Keys To Developing Others

1. **Leader's Skill At Performance Management.** Employees were much more likely to feel positive about their individual growth and development if their manager had done a good job of reviewing and discussing their individual performance, provided them regular feedback and giving the employees stretch assignments.
  - The most effective managers take the time to regularly review performance, discuss development plans and challenge team members to accomplish stretch goals.



Source: <https://www.forbes.com/sites/joefolkman/2016/11/10/the-4-vital-keys-to-developing-others/?sh=24305565fa30/>

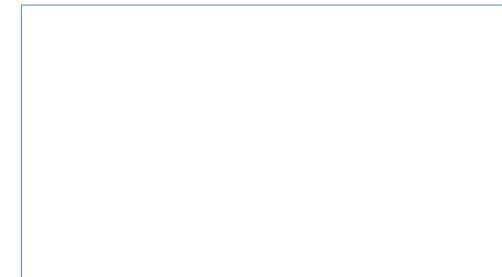
# The 4 Vital Keys To Developing Others

2. **Involvement Of Team Members.** When team members are involved in decisions about their development, assist in solving problems and provide input into organizational issues, they felt better about their opportunities for growth and development.
- Manager who tell employees what to do, when to do it and where to develop think that they are developing others but in reality they are throwing darts blind folded. Team members appreciate development when they have input and involvement.
- When development opportunities match up with a person's passion, they are energized. Even when employees get difficult assignments, when they are involved in the decision, there is a huge increase in performance.

Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

# The 4 Vital Keys To Developing Others

3. **Recognition.** Many people believe they don't really need recognition, but every person appreciates being recognized for their hard work, initiative or effort. When leaders are more effective at recognition, their employees feel more positive about their development. Development without recognition is like home work that never gets graded or reviewed. It requires a great deal of effort, but nobody seems to care.

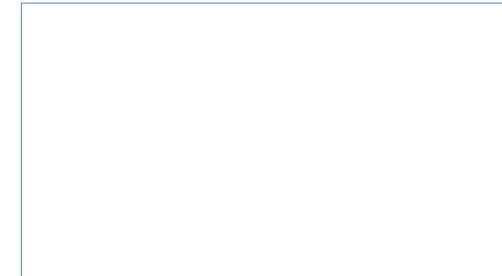


Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>



# The 4 Vital Keys To Developing Others

**4. Job Fits The Person.** Have you ever been in a job that was hard and where it was very difficult for you to succeed? Have you ever been in a job that just fit like a glove and success came easily? The reality is some people are going to be much better at some jobs than others and finding a job that fits a person's ability not only helps that person but the organization also wins. The best managers help their team members discover their genius.



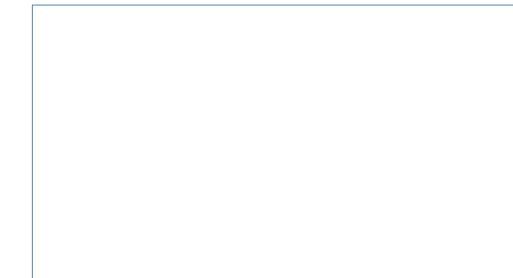
Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>



# Case Study: Andy's Recipe

Andy Garafallo owns an Italian restaurant that sits in the middle of a cornfield near a large Midwestern city. On the restaurant's far wall is an elaborate mural of the canals of Venice. A gondola hangs on the opposite side wall, up by the ceiling. Along another wall is a row of real potted lemon trees. "My ancestors are from Sicily," says Andy. "In fact, I can remember seeing my grandfather take a bite out of a lemon, just like the ones hanging on those trees." Andy is very confident about his approach to this restaurant, and he should be, because the restaurant is celebrating its 25th anniversary. "I'm darned sure of what I want to do. I'm not trying different fads to get people to come here. People come here because they know they will get great food. They also want to support someone with whom they can connect.

This is my approach. Nothing more, nothing less." Although other restaurants have folded, Andy seems to have found a recipe for success. Since opening his restaurant, Andy has had a number of managers.



Source: <https://cmoe.com/blog/leaders-responsible-developing-others/>

## Case Study: Andy's Recipe

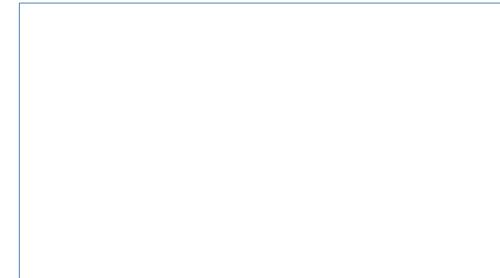
Currently, he has three: Kelly, Danielle, and Patrick. Kelly is a kitchen (food prep) manager who is known as very honest and dependable. She loves her work, and is efficient, good with ordering, and good with preparation. Andy really likes Kelly but is frustrated with her because she has such difficulty getting along with the salespeople, delivery people, and waitstaff. Danielle, who works out front in the restaurant, has been with Andy the longest, 6 years. Danielle likes working at Garafallo's—she lives and breathes the place. She fully buys into Andy's approach of putting customers first. In fact, Andy says she has a knack for knowing what customers need even before they ask. Although she is very hospitable, Andy says she is lousy with numbers. She just doesn't seem to catch on to that side of the business.

Patrick, who has been with Andy for 4 years, usually works out front but can work in the kitchen as well. Although Patrick has a strong work ethic and is great with numbers, he is weak on the people side. For some reason, Patrick treats customers as if they are faceless, coming across as very unemotional.

## Case Study: Andy's Recipe

In addition, Patrick tends to approach problems with an either-or perspective. This has gotten him into trouble on more than one occasion. Andy wishes that Patrick would learn to lighten up. "He's a good manager, but he needs to recognize that some things just aren't that important," says Andy. Andy's approach to his managers is that of a teacher and coach. He is always trying to help them improve. He sees part of his responsibility as teaching them every aspect of the restaurant business. Andy's stated goal is that he wants his managers to be "A" players when they leave his business to take on jobs elsewhere. Helping people to become the best they can be is Andy's goal for his restaurant employees. Although Andy works 12 hours a day, he spends little time analyzing the numbers.

He does not think about ways to improve his profit margin by cutting corners, raising an item price here, or cutting quality there. Andy says, "It's like this: The other night I got a call from someone who said they wanted to come in with a group and wondered if they could bring along a cake. I said 'yes' with one stipulation. . . .

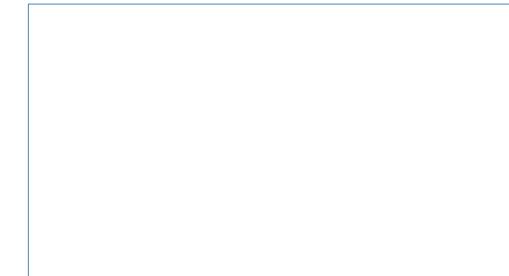


# Case Study: Andy's Recipe

I get a piece! Well the people came and spent a lot of money. Then they told me that they had actually wanted to go to another restaurant but the other place would not allow them to bring in their own cake." Andy believes very strongly in his approach. "You get business by being what you should be." Compared with other restaurants, his restaurant is doing quite well. Although many places are happy to net 5%–7% profit, Andy's Italian restaurant nets 30% profit, year in and year out.

Questions:

1. What accounts for Andy's success in the restaurant business?
2. From a skills perspective, how would you describe the three managers, Kelly, Danielle, and Patrick? What does each of them need to do to improve his or her skills?



# Research Paper



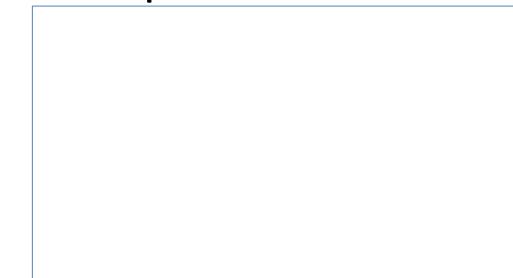
Journal of  
Management  
Development

## Leading after the boom: developing future leaders from a future leader's perspective.

Katie Lynn Akers

### Purpose

This paper aims for an open discussion of new traits which are important to the success of future leaders. By understanding what is important to the new generations coming into leadership roles and how that differs from previous generations, a new set of leadership traits can be developed to help future leaders find success. The purpose of this paper is to challenge the current practices of leadership traits that are being developed and defined for making successful leaders.



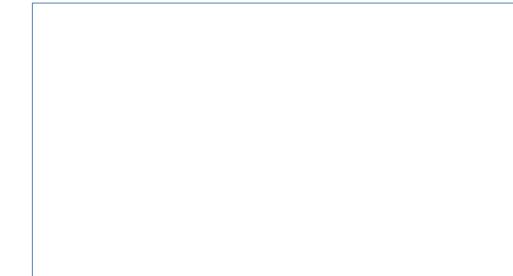
# **Research Paper**

## **Design/methodology/approach**

This paper was designed to raise questions regarding what traits are being developed in current leaders to make them successful and provide two suggestions for new traits to be developed in future leaders. The bulk of the research was from books that analyzed leadership characteristics and the generational needs of the previous and current generations. The information was accompanied with personal experience working as and with the new generation of potential leaders.

## **Findings**

This paper initiates the need for a discussion on why it is important to start discussing the development of the future generation of leaders. It suggests that the traits of curiosity and belief will be beneficial to the success and fulfillment of future leaders.



# Research Paper

## Research limitations/implications

Because of the newness of this concept in regards to curiosity and belief being leadership traits, the research comes from theories and a real life, relevant understanding of leadership development. Therefore, it is encouraged to continue to build upon the thoughts and ideas presented in the paper.

## Practical implications

This paper includes implications that there is a need for leadership development and that through the development of future leader traits, based on what they want from the workforce, will help to make them successful and sustainable future leaders.

# Book Recommendation

## Remarkable Leadership: Unleashing Your Leadership Potential One Skill at a Time

**Authors:** Kevin Eikenberry

**Publisher:** Jossey-Bass; 1st edition (31 August 2007)

**Language:** English

**Paperback :** 288 pages

**ISBN-10 :** 078799619X

**ISBN-13 :** 978-0787996192

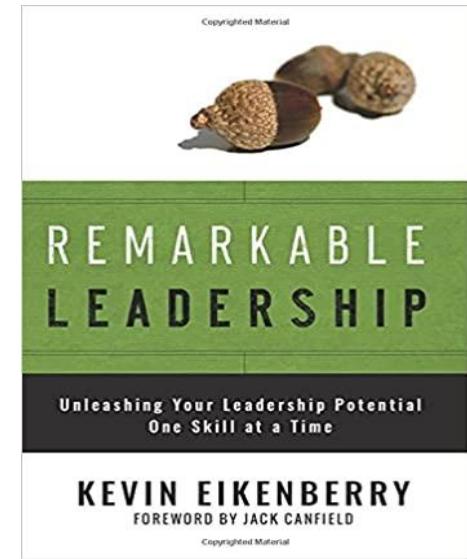


Image Source: [https://images-na.ssl-images-amazon.com/images/I/41Sp3XpdZQS.\\_SX346\\_BO1,204,203,200\\_.jpg](https://images-na.ssl-images-amazon.com/images/I/41Sp3XpdZQS._SX346_BO1,204,203,200_.jpg)

# Book Recommendation

Remarkable Leadership is a practical handbook written for anyone who wants to hone the skills they need to become an outstanding leader. In this groundbreaking book, Kevin Eikenberry outlines a framework and a mechanism for both learning new things and applying current knowledge in a thoughtful and practical way.

Eikenberry provides a guide through the most important leadership competencies, offers a proven method for learning leadership skills, and shows approaches for applying these skills in today's multitasking and overloaded world of work. The book explores real-world concerns such as focus, limited time, incremental improvement, and how we learn.

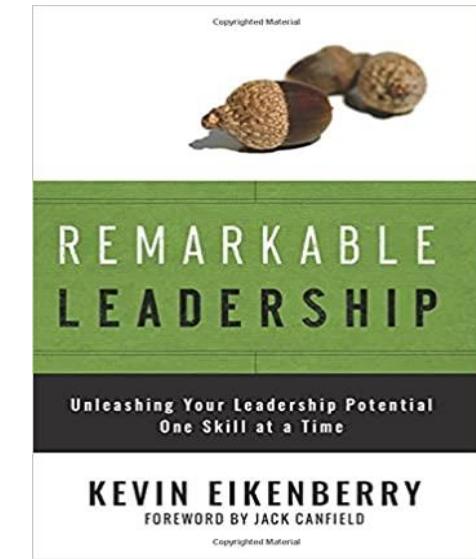


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  - <https://opentextbc.ca/organizationalbehavioropenstax/chapter/multicultural-teams/>

# Thank You