



LEADING AND MANAGING TEAMS

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LEADERSHIP

Leadership is the ability to influence a group toward the achievement of a vision or set of goals.

- Not all managers are leaders.

Non-sanctioned leadership is often as important or more important than formal influence.

LEADERS AND MANAGERS

Process	Management	Leadership
Vision	<ul style="list-style-type: none">● Plans and budgets● Develop processes and set timelines	<ul style="list-style-type: none">● Establish the strategic direction and refines the vision
Human Development	<ul style="list-style-type: none">● Delegate responsibility● Implement the vision● Display low emotion● Limit employee choices	<ul style="list-style-type: none">● Align the organization to vision● Communicate the vision, mission, and strategic direction● Display driven, high emotion● Increase choices
Execution	<ul style="list-style-type: none">● Control processes● Identify problems, and solutions● Monitor results● Take a low-risk approach to problem-solving	<ul style="list-style-type: none">● Motivate and inspire● Aim to satisfy basic human needs● Take high-risk approach to problem-solving
Outcome	<ul style="list-style-type: none">● Provide expected results to leadership and other stakeholders.	<ul style="list-style-type: none">● Promote useful and drastic changes

TRAIT THEORIES OF LEADERSHIP

A. Strong Leaders

1. **Trait theories of leadership** focus on personal qualities and characteristics.
2. Comprehensive reviews of the leadership literature organized around the Big Five framework has found **extraversion to be the most important trait of effective leaders**, but it is more related to the way leaders emerge than to their effectiveness.
3. Leaders who like being around people and can assert themselves (extraverted) as well as are disciplined and **able to keep commitments they make (conscientious)**, have an apparent advantage when it comes to leadership, suggesting good leaders do have key traits in common.
4. Another trait that may indicate effective leadership is **emotional intelligence (EI)**

TRAIT THEORIES OF LEADERSHIP

A. Strong Leaders

6. However, research has demonstrated that people high in EI are more likely to emerge as leaders, even after taking cognitive ability and personality into account

7. Based on the latest findings, we offer two conclusions.

a. First, we can say that **traits can predict leadership**.

b. Second, **traits do a better job predicting the emergence of leaders** than they do at distinguishing between effective and ineffective leaders.

BEHAVIORAL THEORIES OF LEADERSHIP

Behavioral theories of leadership implied we could train people to be leaders

Ohio State Studies

1. The most comprehensive theories resulted from the Ohio State Studies, which sought to identify independent dimensions of leader behavior.
2. Beginning with more than a thousand dimensions, the studies narrowed the list to two that substantially accounted for most of the leadership behavior described by employees: *initiating structure* and *consideration*
3. **Initiating structure** is the extent to which a leader defines and structures his or her role and those of the subordinates to facilitate goal attainment.
4. **Consideration** is the extent to which a leader has job relationships that are characterized by mutual trust, respect for employees' ideas, and regard for their feelings.
 - a. A leader high in consideration helps employees with personal problems, is friendly and approachable, treats all employees as equals, and expresses appreciation and support.

Consideration	High	<p>Low structure, high consideration</p> <p>Less emphasis is placed on structuring employee tasks while the leader concentrates on satisfying employee needs and wants.</p>	<p>High structure, high consideration</p> <p>The leader provides a lot of guidance about how tasks can be completed while being highly considerate of employee needs and wants.</p>
	Low	<p>Low structure, low consideration</p> <p>The leader fails to provide necessary structure and demonstrates little consideration for employee needs and wants.</p>	<p>High structure, low consideration</p> <p>Primary emphasis is placed on structuring employee tasks while the leader demonstrates little consideration for employee needs and wants.</p>
		Low	High
		Initiating Structure	

BEHAVIORAL THEORIES OF LEADERSHIP

GLOBE Study

1. Some research from the **GLOBE study** suggests there are **international differences** in preference for **initiating structure and consideration**.
 - a. Based on the values of Brazilian employees, a **U.S. manager** leading a team in Brazil would need to be **team-oriented, participative, and humane**.
 - b. Leaders **high in consideration** would succeed best in **this culture**.
 - c. A leader high in initiating structure (relatively task-oriented) will do best and can make decisions in a relatively autocratic manner

SUMMARY OF TRAIT AND BEHAVIOUR THEORIES

Summary of Trait Theories and Behavioral Theories

- Leaders who have certain traits and who display culturally appropriate consideration and structuring behaviors do appear to be more effective.
- Traits and behaviors do not guarantee success.

- **Autocratic (Authoritarian)**
- **Bureaucratic**
- **Democratic**
- **Coercive**
- **Transactional**
- **Transformational**
- **Laissez-Faire**

GROUP DYNAMICS

A **group** is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.

Groups can be either formal or informal.

- **Formal groups:** those defined by the organization's structure.
- **Informal groups:** alliances that are neither formally structured nor organizationally determined.

Five stage model of group formation

Stage I Forming

Members
get to know
each other &
set ground
rules



Stage II Storming

Members
come to
Resist
Control by
group
Leaders &
Show
hostility



Stage III Norming

Members
Work
Together
developing
Close
Relationships
& feelings of
Cohesiveness



Stage IV Performing

Group
members
work
towards
Getting
their jobs
done



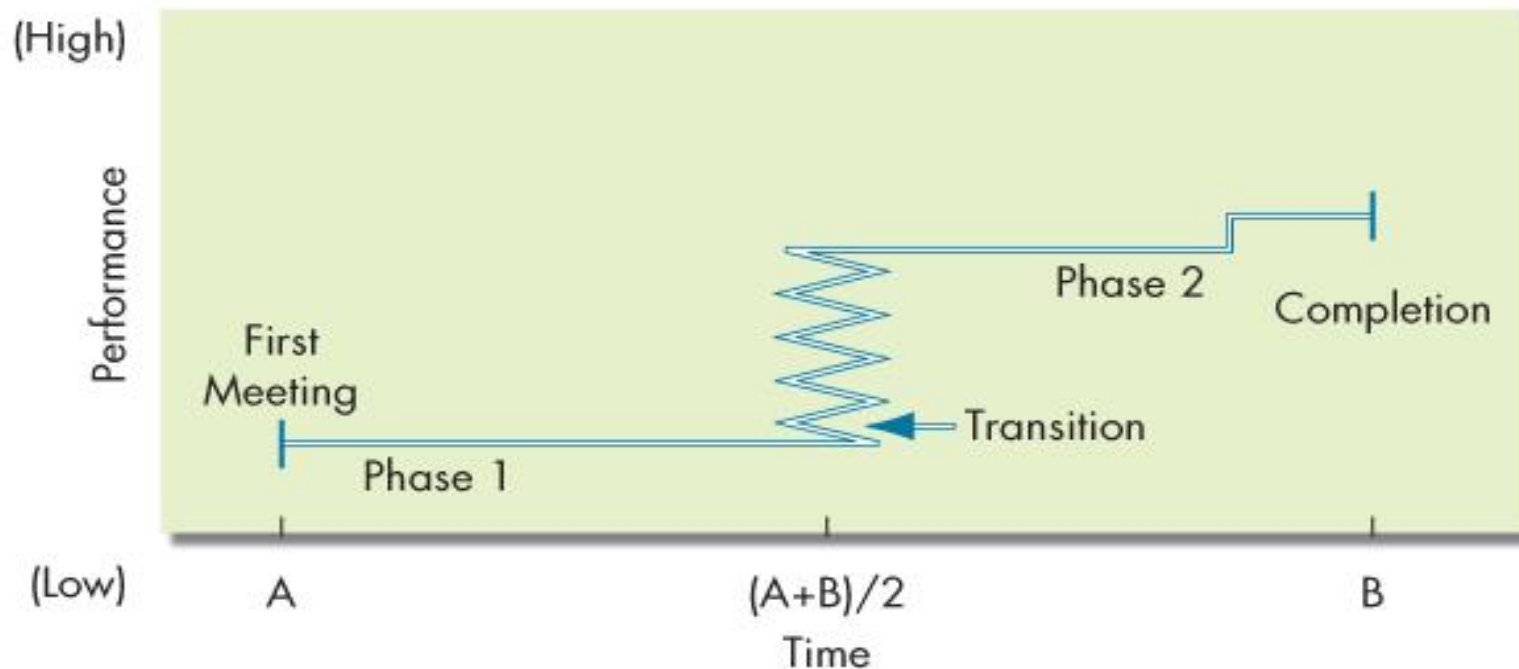
Stage V Adjourning

Group
may
disband
either
after
meeting
their goals
or because
members
Leave



ALTERNATE MODEL FOR TEMPORARY GROUPS

Exhibit 9-1 The Punctuated-Equilibrium Model



Sequence of actions:

1. Setting group direction
2. First phase of inertia
3. Half-way point transition
4. Major changes
5. Second phase of inertia
6. Accelerated activity

GROUP PROPERTIES

Roles

Norms

Status

Cohesiveness

Diversity

ROLE

Role: a set of expected behavior patterns attributed to someone occupying a given position in a social unit.

- **Role perception:** one's perception of how to act in a given situation.
- **Role expectations:** how others believe one should act in a given situation.
- **Psychological contract**

Role conflict: situation in which an individual faces divergent role expectations.

- We can experience **inter-role conflict** when the expectations of our different, separate groups are in opposition.

NORMS

Norms:

- Acceptable standards of behavior within a group that are shared by the group's members.

Norms and Emotions

- Norms dictated the experience of emotions for the individuals and for the groups – in other words, people grew to interpret their shared emotions in the same way.

Positive Norms and Group Outcomes

- If employees aligned their thinking with positive norms, these norms would become stronger and the probability of positive impact would grow exponentially.
- Positive group norms may well beget positive outcomes, but only if other factors are present.

Norms and Culture

- Do people in collectivist cultures have different norms than people in individualist cultures? Of course they do.
- But did you know that our orientation may be changed, even after years of living in one society.

STATUS AND SIZE

Status: a socially defined position or rank given to groups or group members by others.

- **Status characteristics theory:** status is derived from one of three sources:
 - The power a person wields over others.
 - A person's ability to contribute to a group's goals.
 - An individual's personal characteristics.

Status and Norms: high status individuals often have more freedom to deviate from norms.

Status and Group Interaction: high status people are often more assertive.

Status Inequity: perceived inequity creates disequilibrium and can lead to resentment and corrective behavior.

Status and Stigmatization: stigma by association.

Group Status: “us and them” mentality and ensuing polarization.

STATUS AND SIZE

Group size affects the group's overall behavior.

- Large groups are good for gaining diverse input.
- Smaller groups are better doing something with input.

Social loafing: the tendency for individuals to expend less effort when working collectively than alone.

COHESIVENESS AND DIVERSITY

Degree to which group members are attracted to each other and are motivated to stay in group.

Increasing group cohesiveness:

1. Make the group smaller.
2. Encourage agreement with group goals.
3. Increase time members spend together.
4. Increase group status and admission difficulty.
5. Stimulate competition with other groups.
6. Give rewards to the group, not individuals.
7. Physically isolate the group.

COHESIVENESS AND DIVERSITY

Diversity: degree to which members of the group are similar to, or different from, one another.

- Increases group conflict, especially in the short term.

Culturally and demographically diverse groups may perform better over time.

- May help them be more open-minded and creative.

GROUP DECISION MAKING

Strengths of group decision making:

- More **complete information** and knowledge
- Increased **diversity** of views
- Increased **acceptance** of solutions

Weaknesses of group decision making:

- **Time** consuming
- **Conformity** pressures
- **Dominance** of a few members
- Ambiguous responsibility

Effectiveness and efficiency of group decisions:

Accuracy

Speed

Creativity

Acceptance

EXPLAIN HOW ORGANIZATIONS CAN CREATE TEAM PLAYERS

Creating Team Players

- **Selecting:** hire team players
- **Training:** create team players
- **Rewarding:** incentives to be a good team player

When not to use teams...

Ask:

- Can the work be done better by one person?
- Does the work create a common goal or purpose?
- Are the members of the group interdependent?

