**Assignment 6: Leadership & Management**

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Leadership & Management.

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Introduction

The concept of teamwork is extremely important to the success of any team. All coaches talk about working as one unit, as a unified team. Teamwork and unselfishness create the backbone of a great team, without them a team cannot realistically compete. The team working as one cohesive unit is going to be the key in their success. While, the change management is a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state. Change Management is most commonly understood from four basic perspectives, which define the concept, process and tools. In thinking about what is meant by change management, at least four basic definitions come to mind: (i) the task of managing change; (ii) an area of professional practice; (iii) a body of knowledge; (iv) and, a control mechanism.

The essential elements for this presentation is focused on creating high performance teams, and managing change, communication and action plans. The limitations of this research are based on: as a leader/manager how do you ensure that various teams in an organization maximize output? What are the team evolution stages? What represent the productivity and morale team development stages in diagram? How do you ensure that you get the best from teams working in the field that are located in remote areas as well as how do you build trust in the teams and between the teams and the management? What are the coaching and mentoring skills for managers? What ate the eight pillars of coaching and mentoring? How design coaching process with aid of a diagram? As a manger you have encountered challenging behaviors from teams, how you managed the same with relevant scholarly back up? What are the practical tips of dealing with difficult people? How do you overcome resistance from the subjects that you manage? How differentiate transitional and transformational change? What is the role of change in an organization? What are the drivers of change in an organization accompanying? Two types of the analytical techniques are used: (1) Definition- setting down the precise of a word or phrase and showing why the distinctions implied the definition are necessary by expanding on particular elements that may be sources of confusion or misunderstanding. In addition, (2) Explanation – clarifying by the use of explanation, model and example.

# As a leader/manager how do you ensure that various teams in an organization maximize output?

A productive team has players that share common goals, a common vision and have some level of interdependence that requires both verbal and physical interaction. Teams come into existence through shared attitudes about a particular sport. They may come together for a number of different reasons, but their goals are the same - to achieve peak performance and experience success. The ends may differ but the means by which one gets there is the same - teamwork. Every member of the team is accountable when it comes to teamwork.

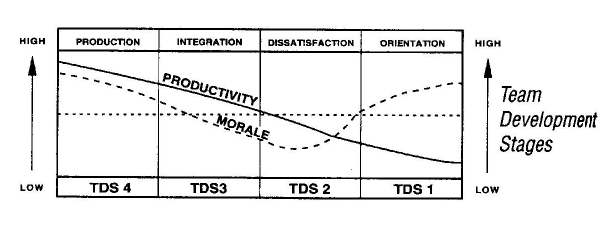
To succeed at the task in hand everyone involved needs to combine their efforts. If everyone does their job well, then it increases what the team can accomplish. This teamwork has to be recognized by everyone and know that great things can happen if individuals master the fundamentals and work together as one unit. Everyone has their own unique role, but each person's individual role must be recognized and appreciated.

# Explain in detail the team evolution stages?

Any team goes through various stages of working together – these are known as team Evolution Stages. These four phases are explained below in more detail:

* **Phase 1: Forming** - In the Forming stage, team members are getting to know one another and getting comfortable with one another. Members will naturally try to understand their own roles, the roles of the other team members and their purpose in the group. This is entirely natural and to be expected. People are unsure, suspicious and nervous.
* **Characteristics of Forming** are looking for the following behaviours in the forming stage:
* Members trying to define the task.
* Lofty, conceptual discussions as people try to express who they are.
* Discussions about what information needs to be gathered.
* **How to Address the Forming Stage - h**elp team members get to know one another. Make sure the purpose and task are clearly defined and share management expectations of the group. Give the team time to get comfortable with one another, but move the team along as well.
* **Phase 2: Storming -** Once the team works together for a while, they will leave the Forming stage and enter Storming. Politeness begins to wear off and dissension occurs over basic mission and operating procedures. Control often becomes the primary issue. Who is going to decide what? Disagreements can be either very obvious or subtle. Storming is the most difficult stage for a team to weather, but it is necessary for healthy team development. When team members begin to trust one another enough to air differences, this signals readiness to work things out.
* **Characteristics of Storming** are looking for the following behaviours in the storming stage:
* Members begin to show their true styles.
* A growing impatience will surface over lack of progress.
* Members will get into one another's territory, causing irritation.
* General disagreement over process, task and overall purpose of the team.
* **How to Address the Storming Stage** - do not ignore the Storming stage. Acknowledge it with the team as a natural developmental step. Facilitators should surface the conflicts and address them. This is a good time to review ground rules, revisit the purpose and related administrative matters of the team.
* **Phase 3: Norming** - Charting a Course when teams recognize their differences and have dealt with them, they move to Norming, the stage when they ask, "How are we going to accomplish our work?" Beyond the politeness and nervousness of Forming and past the issues and concerns of Storming, teams will want to review how they are functioning. As team members learn to work out their differences and emotional conflicts are reduced, they will have more time and energy to focus on their purpose.
* **Characteristics of Norming** are looking for the following behaviours in the norming stage:
* Ground rules and formal procedures that may have been overlooked in the beginning are now taken more seriously.
* The team will want to discuss items more; less time will be spent on idea generation, and more on decision-making.
* Members will want to limit agenda items to focus on specific topics.
* Subgroups may be formed to move along faster.
* Conflicts are addressed and resolved.
* **How to Address the Norming Stage** - at this stage, the team has PROCESS down fairly well. TASK will take on new significance, as the team will want to accomplish its purpose. Facilitators should keep this in mind and remind the team of the task. Also, facilitators should be more diligent in adhering to the road map, providing time for feedback, closure, etc.
* **Phase 4: Performing** - The Action Stage forming, Storming, Norming, and then Performing, the final stage of team development. Performing teams are just that, a highly effective, problem-solving unit that can reach solutions quickly and can even head off issues before they become problems.
* **Characteristics of Performing** a team in the performing stage will:
* Be productive! Tasks will be accomplished, and the team will look for more to do.
* Be pro-active, and not necessarily wait for direction from management.
* Demonstrate loyalty to the group, and respect individual dissension and disagreement.
* **How to Address the Performing Stage - t**eams at the performing level are generally self-regulating. The team will handle road maps, processes, decision-making and other matters of team management independently.

# With an aid of a diagram, explain the productivity and morale team development stages.



* Build a Strong Team, starting with you; make sure you are up for the task of managing remotely.
* Managers who run dispersed teams successfully share several traits. They work a lot, they travel — some more than half the time —and they thrive on their work and the culture they‘ve created.
* Remote managers need more energy, because much of what you have to do is transfer that energy to your team.

# Imagine you are a manger who has teams working in the field that are located in remote areas, how do you ensure that you get the best from them as well as how do you build trust in the teams and between the teams and the management.

**The successful remote manager has the following traits:**

* **Passion**: A remote set-up would not work unless your employees are motivated and running in collaborating, asking each other for help, sharing ideas. That energy has to start with you.
* **Availability**: Good remote communication requires extra effort. You need to go out of your way to address issues that would come up naturally and spontaneously if you all worked in one place. When your staff is spread across a number of time zones, they need to feel comfortable calling you at odd hours — even if it is dinner hour. Beyond the guidance or answers you can provide, which allows them to move forward with their work, your availability shows support, which helps strengthen your relationships with everyone. That said, establish reasonable guidelines about when to call.
* **Patience**: A two-hour dinner with an employee across the country may take up two days with travel time. In addition, it may take two hours instead of 10 minutes to schedule a conference call.
* **Reliability**: By doing what you say, you will do - whether it is helping solve a problem or sending a new laptop - you foster trust. Your reliability shows respect for what your workers are doing. Trust is particularly important in distance relationships; you build trust through actions that demonstrate reliability, integrity, and familiarity.

**Here are more ways to build trust in remote teams:**

* Be available. Do not let employee calls go to voicemail. When you absolutely cannot be reached, reply ASAP.
* Beware of using sarcasm and teasing in distance interactions, like email and conference calls, where signals can easily be crossed.
* Handle sensitive issues with discretion.
* Communicate in a variety of ways (email, phone, in person, etc.) and often.
* Visit employees on their turf. It shows respect for their time and interest in their life outside the job.

**Below are a few suggestions for setting up a remote work arrangement.**

* **Match people to the work** - extroverts and idea people tend to like tasks that require frequent and on-going communication. Make sure they are in an office with teammates they can collaborate with. Introverts and people confident making decisions can work more easily at home or on solo projects.
* **Match work to the time zone**. If some employees are working while others sleep, try to avoid assigning work that leaves team members perpetually in the hurry-up-and-wait cycle, as their counterparts half a world away complete their part of a project.
* **Assign backups**. For the most critical tasks, make sure you or someone else in your group can fill in on a moment‘s notice, like when someone is ill or quits. (And make sure you can access a remote worker‘s files and contacts from afar.)
* **Sign an agreement**. Specify when and how much a person may need to work, times they need to be available, performance objectives, and frequency of in-person meetings. This codifies expectations and provides something tangible for your employee to refer back to.
* **Assess**. At least a few times a year, ask what is working and what is not, and then make changes if necessary. Withdrawal is a common sign of a problem. Even if a person is meeting deadlines and producing quality work, they may be unhappy if you hear from them less and less.

# Enumerate the coaching and mentoring skills for managers.

Mentoring is a relationship built on trust, and one of its primary goals is to make a less experienced person (or persons new to a field of endeavour) more confident in their abilities and talents. Traditionally mentoring involves an older member of the same profession, a person with more experience and connections helping a newcomer to the field. Rather than focus on a particular skill, task or goal, mentoring is a long-term, on-going process. It is usually a more personal relationship, based in shared experience. As the newcomer grows, the mentoring relationship evolves.

Mentoring is often divided into two types: (i) informal mentoring relationships develop on their own, such as when a person approaches a possible mentor and that person agrees to form a mentoring relationship; (ii) formal mentoring relationships refer to assigned relationships, in which the organization oversees and guides the mentoring program in order to promote employee development.

These two types of mentoring can further be divided into three forms: (i) traditional mentoring in which there is a long-term relationship where a mentor guides the mentee‘s career; (ii) special project mentoring in which a mentor helps to guide a mentee‘s short-term project (normally lasting a few weeks to a few months); (iii) Peer mentoring: Peer mentoring assigns mentees to someone with experience who is in their age group. Peer mentoring usually occurs in educational settings, consisting either of one-on-one relationships or of group mentoring. Group mentoring consists of a mixture of experienced and new people working together to support one another. Groups meet face to face and via electronic conferencing at a designated time to discuss issues.

# Explain the eight pillars of coaching and mentoring.

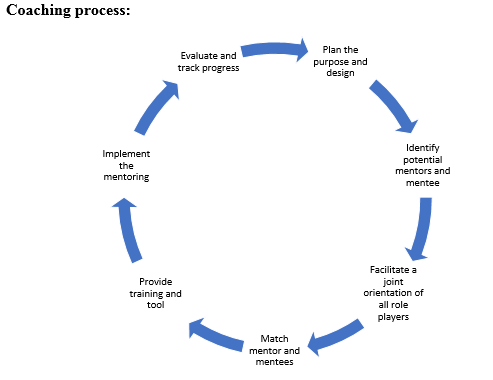
Every person benefits from a coach/mentor during his life. Good mentoring can be boiled down to a few important principles

1. **Co-equality**: Good mentors see themselves as co-equals or co-learners with their mentees. Mentors can benefit as much as their mentees or more from the process of providing insight and leadership to their peers.
2. **Two-Way Street**: In a mentoring relationship, it is not only the mentee who should be seeking out the mentor. Older colleagues or acquaintances acting as mentors should reach out to their less-experienced counterparts too.
3. **Listen**: Good mentors know how to listen. Great mentors know that listening is as important, if not more important, than talking. When it is time to respond, the listening you have done will give a clear picture of what to say.
4. **Professional to personal issues**: When mentoring someone in a professional setting, start the relationship with advice, insight and leadership related specifically to work. Only after the mentee brings up personal issues and only if you are comfortable addressing them, should you go beyond professional concerns.
5. **Humanize yourself**: Share both successes and failures. Do not make yourself out to be a superstar. This might alienate a vulnerable mentee and make him feel that failure is not an option. Present a full picture of how you came to be where you are today.
6. **Time management**: Maintain a regular schedule of meetings with your mentee. This helps ease some of the pressure on both mentor and mentee to reach out to each other. Set regular dates and times, and vary the meeting place to help refresh both parties.
7. **Goals**: Mentees need to know their own goals before seeking out a mentor. They also should be able to articulate them to help a mentor know how best to provide insight and leadership.
8. **Decisions**: In order to benefit from a mentoring relationship, mentees need to own their educational or professional experience. A mentor cannot make decisions on behalf of a junior colleague or acquaintance. Be honest with yourself and your mentor about what you want.

To mentor properly and effectively, it can be helpful to follow and understand certain key principles.

* **Positivity**: One of the most important principles of effective mentoring is providing an attitude and overall atmosphere of positivity. In order to foster an environment where an individual can grow and thrive, it is important to offer self-confidence and self-esteem.
* **Trust**: A mentoring relationship can go nowhere without trust. A mentor and mentor need to be able to communicate freely and openly, without fear of being judged or looking stupid. The primary base of a mentoring relationship should be mutual respect. A mentee needs to feel the utmost confidentiality and privacy in his relationship with his mentor.
* **Backing Off**: One very important element of mentoring knows exactly when to back off and step away. When guiding someone, situations can often get tense due to everything from differing opinions to difficulties in picking up and mastering new skills. Do not be pushy, and allow the person you are mentoring to have some space and grow, when necessary. Not everything comes overnight to everybody.
* **Motivation**: Although a mentor is there to gently guide another person through a situation or goal, it is also vital that the person does not view the mentor as a crutch of support. Mentors need the ability to successfully motivate and encourage others to be able to think independently. Question the person you are mentoring and promote the concepts of higher thinking and sharpening of critical-thinking skills.
* **Consistency**: To mentor someone effectively, it is crucial to have discussions on a consistent and regular basis. Frequent contact and reinforcement is necessary for the guidance of a mentor to have lasting impact on another person. Mentors need to be willing to put the time in for nurturing and guiding another person

# With an aid of a diagram, explain the coaching process.



* **Phase 1**: **Plan the program’s purpose and design**: This will link to the section or department‘s strategic objectives and the manner in which that department functions. There is not a one-size fits all‖ approach to mentoring. Questions around duration and frequency of meetings will be determined by the nature of the division or department.
* **Phase 2: Identify potential mentors and mentees**: Again, there are different ways of doing this. Each organization will decide what the criteria would be for mentors or mentees. Elements to consider could be reasons for mentoring (performance management, learnerships etc.)
* **Phase 3: Facilitate a joint orientation (mentor, mentee and supervisor)**: This can be done in various ways, individual meetings to workshops are all methods to orientated all role players about the extent of the mentoring program, roles and responsibilities
* **Phase 4: Match mentors and mentees**: Matching mentors and mentees is really more of an art than a science. While effective matching certainly calls for impartial judgments, based upon objective facts and thorough assessments of the participants; it also calls for a healthy dose of intuition. The goal of your matching process is to provide the mentees in your program with the most appropriate mentor. When considering potential matches, ensure both the prospective mentor and mentee:
  + Meet your program's eligibility criteria;
  + Have a look at some of the important criteria to consider in creating compatible matches: Needs, Gender, Location, Age, Race/Ethnicity, Interests, Values, Personalities, Life Experiences, and Preferences.
  + Are committed to the conditions of the match and the mentoring relationship

# As a manger you have encountered challenging behaviors from teams. Narrate a memorable experience that you have encountered and how you managed the same with relevant scholarly back-up.

Managing of Challenging Behaviours Building and leading a successful team depends on co-operation between all members of the group. One of the most difficult leadership competencies in our view is dealing with conflict. So, what is the best approach? First let us look at why conflict occurs then it will be easier to see how to deal with it. Why do people become difficult? (i) **The limit of their capabilities has been reached**: This could be in terms of skill set or physical workload, they start to make errors and do not deliver to the required standard, this causes frustration with peers. (ii) **They become disengaged**: This can often be caused by frustration when high-achievers are held back for a long period they will tend to withdraw from the team. (iii) **They get distracted**: Focus is key and if it moves elsewhere, effectiveness is reduced. Quite often, the cause of distraction is for personal reasons and while colleagues will be sympathetic initially, the issue can become tedious for all. **And** (iv) **loss of motivation**: Too little or too much delegation or challenge in the role can bring about de-motivation. This can quickly affect the morale of others as well as themselves and is dangerous to productivity.

# What are the practical tips of dealing with difficult people?

Dealing with difficult people generally is definitely one of the more difficult leadership competencies. It is tempting to work round a difficult person and to ‘sweep them under the carpet’ but you will only undermine the standards you have set for the team and your own position. Other members of the team will also realize that being difficult gets them out of dealing with the tasks they do not like. As a leader, do not bury these issue, work hard to deal with them early on in the process. Remember, many people do not cope well in adversarial situations and may even sabotage their own future because they cannot see a simple way out of the conflict. If your fair and balanced approach cannot resolve the issue, do not be afraid to involve your organization’s disciplinary policy to prevent wider problems from occurring.

# How do you overcome resistance from the subjects that you manage?

Dealing with change is among the greatest challenges facing managers and workers in modem day business management. Various authors indicate that it would be wise, when an organization is highly unionized, to view the trade union representatives as full stakeholders in any change or transformation.

A six-step process approach to overcoming resistance to change should be implemented sequentially:

* **Step 1**: Mobilize commitment to change through joint diagnosis of business problems. Help all employees to develop a shared diagnosis of what is wrong in an organization and what can and must be done about it.
* **Step 2**: Develop a shared vision of how to organize for competitiveness. Once commitment is obtained to the analysis of a problem, managers lead employees towards a task-aligned vision of the organization that defines new roles and responsibilities.
* **Step 3**: Foster not only consensus for the new vision, but also the necessary competence to enact it and required cohesion to move it along. Since employee commitment to change is uneven (some are enthusiastic, others are lukewarm, etc.) and everyone needs to develop competencies to make the changes work, and support mechanisms need to be in place. Managers who cannot adapt to change and transformation issues during this period must be replaced.
* **Step 4**: Spread revitalization to all departments without pushing it from the top. Use teams to break down resistance by enlisting their feedback about how to organize their department and responsibilities.
* **Step 5**: Institutionalize revitalization through formal policies, systems and structures. Enact changes in structures and systems that are consistent with change and transformation during this step (not earlier).
* **Step 6**: Monitor and adjust strategies in response to problems in the revitalization process. Monitoring the change and transformation process needs to be shared by all employees through use of an oversight team - key manager(s), union leaders, secretary, engineer, someone from finance, etc. Regular attitude surveys to monitor behaviour patterns are also essential.

When in your efforts to implement strategies and plans you experience resistance, the most popular assumption is that you have a communication problem and the need is for greater clarity regarding the vision or change management strategy. Perhaps you have not defined the problem in dramatic enough terms, built a hot enough fire for the platform. Maybe you assume that you have not been clear enough about the vision, or that that the strategy doesn‘t go into enough detail.

# Differentiate between transitional and transformational change.

Different kinds of change require different strategies and plans to effectively gain employee engagement and acceptance of change. The three types of change that occur most frequently in organizations are developmental, transitional and transformational. Change management theories effectively support how to deal with developmental and transitional change, but are less effective at dealing with successfully implementing transformational change. A critical step in determining which approach to use in overcoming resistance to implementing organization change is to determine which type of change the organization is experiencing.

* **Developmental change** occurs when a company makes an improvement to their current business. If a company decided to improve their processes, methods or performance standards this would be considered developmental change.
* **Transitional change** is more intrusive than developmental change as it replaces existing processes or procedures with something that is completely new to the company. The period when the old process is being dismantled and the new process is being implemented is called the transitional phase.
* **Transformational change** occurs after the transition period. Transformational change may involve both developmental and transitional change. It is common for transitional and transformation change to occur in tandem.

# What is the role of change in an organization?

Change management plays an important role in any organization since the task of managing change is not an easy one. When we say managing change, we mean to say making changes in a planned and systemic fashion. Changes in the organization or a project can be initiated from within the organization or externally. For example, a product that is popular among the customers may undergo a change in design based on the triggering factor like a competitive product from some other manufacturer. This is an example of external factors that triggers a change within the organization. How the organization responds to these changes is what is of more concern. Managing these changes come under change management .Reactive and proactive responses to these changes are possible from an organization.

Change management is done by many independent consultants who claim to be experts in these areas. These consultants manage the changes for their clients. They manage changes or help the client make the changes or take up the task themselves to make the changes that must be made. An area of change that needs attention is selected and certain models, methods, techniques and tools are used for making these changes that are necessary for the organization.

When there is a process in an organization, it is not an easy task to make changes to this process immediately. Sometimes a single organization may have varied business entities and changes in an entity may be reflected in another entity. In such organization, changes are not so easy. There are different types of organizations, which have many branches across the world with varied cultures.

# Enumerate the drivers of change in an organization accompanying each with a brief explanation and relevant examples.

Organizational change management is becoming increasingly important to the business community. The intensification of competition from manufacturers in emerging economies who can produce superior goods at cheaper prices, the introduction of new technology and changing consumer preferences and tastes can result in companies having to redefine their business goals and objectives

The following factors are some of the primary drivers of organizational change.

* **Inadequate Financial Performance**: Companies that fail to achieve financial benchmarks are forced to evaluate their business objectives and processes. This is one of the most important drivers of organizational change. If a new competitor enters the market with cheaper labour or a superior technology, companies that formally enjoyed prosperity can suddenly find a cannibalization of their market share. A failure to maintain a competitive presence in the market place can stress company resources and force a rethink of the opportunity cost of capital and resource redeployment.
* **Change in Strategic Objectives**: If a company shifts its focus from a product centric to a customer centric orientation, new processes are required to facilitate this re-orientation. This can result in redundancy to existing staff or manufacturing processes. Company restructuring from this is a primary driver of organizational change as the old is replaced with the new.
* **End of the Product Development Life Cycle:** A product can reach the end of its product life cycle and companies are forced to cut production and operating costs or exit the market. At this stage some companies sell out or merge with existing competitors. This results in structural changes to a company‘s business processes to either maintain profitability or refocus on new opportunities.
* **New Technology**: New technology can be a significant driver of organizational change. Consider the effect the internet is having on old style media and print companies. As internet access levels increase on a worldwide scale, companies are forced to adapt their existing operations to shifting consumer preferences. Companies that neglect rising trends face a diminishing market share to competitors who better understand and address the demands of their customers.
* **Mergers and Acquisitions**: When companies merge or consolidate operations, significant costs cutting and a re-engineering takes place. Redundancy and restructure to align with management objectives drives organizational change. The integration of two companies creates significant challenges to streamline operations and integrate existing IT operations into a centralized structure. Consider the implications of merging two independent billing systems which use different platforms and infrastructure. The careful dedicated planning required to bring this to fruition is part of the change management process.
* **Other drivers of change** include the changing economic environment, customer needs and expectations, vendor capabilities, government regulations, population demographics, financial considerations, resource availability and company direction.

# Conclusion

Teamwork is something that must be a high priority and given constant attention. Every player needs to understand how important it is for him or her to work smoothly together if they want to be successful. Each player must be dedicated to the whole team and be willing to act unselfishly. When challenges arise (as they always do), the team needs to have the resources, accountability and commitment to deal with them in a constructive and positive manner. A sense of teamwork will play an integral part in this. When you plan carefully and build the proper foundation, implementing change can be much easier, and you will improve the chances of success. If you are too impatient, and if you expect too many results too soon, your plans for change are more likely to fail. Create a sense of urgency, recruit powerful change leaders, build a vision and effectively communicate it, remove obstacles, create quick wins, and build on your momentum. If you do these things, you can help make the change part of your organizational culture. As leaders and managers mature, they realize the need to effective convey and receive information, and efforts at communications. People communicate using the spoken word (verbal communication) as well as through tone (the way we say it) and body language (non-verbal behaviour).Only 7% of information is transmitted via the spoken word.13% of information is transmitted is through tone, while the remaining 80% is transmitted via body language.

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[7. With an aid of a diagram, explain the coaching process. 8](#_Toc12130636)

[8. As a manger you have encountered challenging behaviors from teams. Narrate a memorable experience that you have encountered and how you managed the same with relevant scholarly back-up. 9](#_Toc12130637)

[9. What are the practical tips of dealing with difficult people? 9](#_Toc12130638)

[10. How do you overcome resistance from the subjects that you manage? 9](#_Toc12130639)

[11. Differentiate between transitional and transformational change. 10](#_Toc12130640)

[12. What is the role of change in an organization? 11](#_Toc12130641)

[13. Enumerate the drivers of change in an organization accompanying each with a brief explanation and relevant examples. 11](#_Toc12130642)

[Conclusion 12](#_Toc12130643)

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