Generic Management

Learner Guide

Module 3 – Management & Leadership

FETC Generic Management – Level 4 - SAQA ID: 57712 LP 74630

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Key to Icons used in this book

We have used symbols (also called icons) throughout the text in this module which can help you quickly identify what you need to do. Here is an example of what each one will require you to do:

Activity

This icon indicates that you are required to complete certain activities that will assist you with your studies.

NB / Note well

This icon indicates information of particular importance.

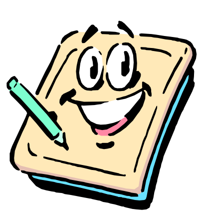
Definition

This icon indicates a clarification of a word/concept or the nature of something.

Portfolio

This icon indicates an activity that can form part of evidence for assessment.

Self Evaluation



If you answer the self-evaluation questions indicated by this icon, you will be able to assess the degree of success you have achieved in mastering the study material.

This module comprises of the following unit standards:

SAQA ID	Unit Standard Title	Level	Credits
242813	Explain the contribution made by own area of responsibility to the overall organizational strategy	4	5
242818	Describe the relationship of junior management to other roles	4	5
242824	Apply Leadership concepts in a work context	4	12
242819	Motivate and build a team	4	10

When you have completed this manual you will be able to:

✡ Understand the overall strategy of an organisation.
- Understand how the activities of own area of responsibility align with the overall strategy of the organisation.
- Communicate to the members of own team how its area of responsibility aligns to the overall organisational strategy.

✡ Explain the relationship between the type, ownership and size of an organisation and its management structure.
- Explain the relationship between various management roles

✡ Explain the concept of leadership.
- Differentiate between the concepts of leadership and management.
- Apply leadership techniques to individuals and teams within the work context.
- Evaluate the impact of leadership techniques applied

✡ Explain the importance of motivating a team.
- Demonstrate an understanding of self and team members in a workplace.
- Apply theories of motivation and group dynamics.
- Implement a plan of action to strengthen a team.
- Provide feedback and recognising achievements

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Unit Standard 242813
Explain the contribution made by own area of responsibility to the overall organizational strategy

When you have completed this section, you will be able to understand and explain the following:

- Understanding the overall strategy of an organisation.
- Understanding how the activities of own area of responsibility align with the overall strategy of the organisation.
- Communicating to the members of own team how its area of responsibility aligns to the overall organisational strategy.

Introduction

Strategic management has become an increasingly vital component of organisations in the business environment today. Although it is a costly activity to set up and manage, it is worthwhile in achieving a set of goals and objectives that each person within the organisation can work towards.

Strategic management focuses ensuring that all employees in the organisation are sure of the goals and objectives that to be aimed for by all employees. Greater productivity results from uniform goals and objectives being aimed for by all employees. Employees are given more direction on and can utilise other skills by using some creativity to achieve the pre-determined goals.

Many aspects of the business must be analysed and interpreted before the business strategy is developed. By performing some research, management can be sure that the business strategy selected is most appropriate for the firm. When the most appropriate strategy is chosen, the organisations goals and objectives are achieved efficiently and the benefits of strategic management are noticed more clearly. From this it is possible to note that strategic management is more likely to work efficiently and is more worthwhile when the strategy is designed according to the specific business. The attitude of “one size fits all” should not be used as each business requires a strategy that is slightly different.

The main objectives for this learning module are for the learner to be able to analyse the business strategy of an organisation, be able to communicate the given business strategy to the organisation, align the current activities with the business strategy and to identify the training needs to enable businesses to support their business strategies.

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Specific Outcome 1:
An understanding of the overall strategy of an organisation

During the course of 1996 the Business Week published an article that stated that over the following 5 years, strategy will be the most important management issue. Although these 5 years have passed, it still seems as though businesses with an effective business strategy have got the competitive edge.

The concept of strategy can basically be described as being the set of rules that govern the decision-making in a business and guide organisational behaviour. Examples of the different types of rules that are used in business today are:

- The present and future performance of organisations is measured against yardsticks. The term objective is used to measure the quality of the yardsticks and the goals refer to the quantity of the yardsticks.

- Strategy in term if the relationship that the firm has with the external environment. This type of strategy includes aspects of business such as the product-technology that are developed, where and to whom the products will be sold and how the firm will go about gaining competitive advantage. This is known as the product-market or business strategy.

- The organisational concept is the rules that guide the organisation in terms of their internal relations and processes.

- Operating policies are the rules that govern organisations in their every-day business operating.

A business strategy in any business can be advantageous as it given the business and individuals within the business some goals and objectives to work towards. Each of the employees will be more motivated if they are sure of the direction that they are working towards. The organisation will be far more organised and each of the employees will be aware of where and to whom the products will be sold and how the firm will go about gaining competitive advantage. In additional to this, by implementing a business strategy, the organisation processes and operating policies will be defined. This means that employees are more knowledgeable about the business processes, thus fewer mistakes will occur. A business that is organised, has direction, goals and objectives and employees who are aware of the functioning of the business will be far more successful that an organisation that does not have an effective business strategy.

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Basically a business strategy has the advantages of controlling the future of the organisation, focuses on the people so that they know their roles, grow leadership skills, improve communication and regain entrepreneurial spirit.

Organisations that fail to implement a business strategy are at a disadvantage and are less likely to be able to complete with organisations that do have a strategy. For example, an organisation that does not have a business strategy, will be unorganised, have no general goal and direction to work towards, cannot reward employees when performance has been outstanding, employees are not sure of who their customers are and where the products are sold and are also unsure of their every-day functions and processes. A business like this will be unproductive, unprofitable, employees are unmotivated, unwilling to take their own initiative, and this list could continue. From this it is possible to note that businesses with a strategy are likely to succeed as they have rules that determine and guide their direction.

The business objectives of an organisation are described as being the reason for the existence of the organisation. Some examples of business objectives are: profitability, growth, market share, social responsibility, well being of employees, quality if the product and the service provided to customers. Only a few objectives will result in some areas of the business and management being neglected, and too many results in confusion of staff and management. When measuring how well a business achieved its objectives, factors such as financial statements, the size of the market, employees productivity, customer complaints and returned products must be analysed. After this has been done the, the actual results must be compared to the anticipated and expected results. Where performance is equal to the planned performance, the objectives have been achieved, but where there are variations the objectives were not achieved.

When analysing business strategies it is important that the rules that guide the organisation are reviewed and the effectiveness of the strategy must be determined. Measuring the goals and objectives of the organisation against the actual performance can determine the effectiveness of the strategy. For example, if the organisation employees in the organisation are being unproductive, the reasons for this need to be determined. This may be as a result of lack of understanding of the roles and tasks that have been assigned to them. This means that the business strategy has not been clear enough and that the processes have not been defined effectively. This then requires that the strategy is reviewed and amended where necessary, making the business strategy more clear and understandable.

The term code of conduct can also be called a code of ethics. It usually contains information regarding the organisation's beliefs, values, and norms of ethical behaviour. This differs from the business strategy as it includes direction regarding ethical dilemmas, clears any uncertainty regarding the business ethics and guides the organisation into practice that is viewed as being proper.

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The code of conduct should contain information relating to the following areas:
Confidentiality
Conflicts of interest
Accepting gifts
Sexual harassment
Supporting equal employment rights
Environmental issues
Product and workplace safety
Employee health screening stakeholder interests

From the list of items included in the code of conduct it is possible to determine that the differences between the code of conduct and the business strategy are related to ethics and the legalities of business.

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Specific Outcome 3:
Communicate to the members of the team how its area of responsibility aligns to the overall strategy

After the business strategy has been developed, it the role of people in senior management positions to communicate the guiding rules to the employees in an organisation.

This can be illustrated by the following example of a business strategy in a Steers franchise. All the managers of the Steers franchises had a meeting in Cape Town concerning their business strategy. It was decided that the strategy would be universal for each of the outlets as they all have similar visions and missions. The meeting in Cape Town was successful and the business strategy was established, but now the important part for managers is to ensure that they communicate the business strategy effectively to all staff.

The first thing that the manager should do is prepare the way in which he will present the business strategy. People who are not aware of business strategies need to be told what they are and the reasons for their importance. After this has been done the actual strategy can be presented to the staff.

The business strategy of a fast food organisation such as Steers would probably contain some of the following information.

- The yardsticks Goals – the amount of each product to sell, for example 500 burgers a week
  Objectives – the quality will be of a high standard and all customers will be satisfied with their purchases
- Products – chips, burgers, toasted sandwiches, milkshakes, hot drinks
- Where and to whom to produce them for – to produce them for people who are too busy to cook themselves a meal every night, for families with young children who enjoy fast food and for students who don't enjoy the food provided in the residences
- Competitive advantage – gain competitive advantage by producing high quality food at low prices. Also to be swift in the delivery of freshly cooked food.
- Internal processes – ensure that the relationships between the staff are kept decent and that any problems and conflicts are to sorted out immediately.
- Operating policies – the day-to-day operations, for example provide friendly and swift service, be helpful, be willing to listen to complaints and ensure that the quality of the food provided is of a commendable standard.

This business strategy needs to be communicated effectively to all the staff so that they are working towards the same end.

Communication in organisations is vital to inform all the staff of aims, goals, objectives, collect and provide feedback, etc. When communicating the intended quality that is expected in businesses, the employees should be made aware of the importance of quality to the customer, to the company and also to the workforce. Communication can occur in many different forms depending on the audience and the information that is being shared. Videotapes, seminars and discussions can be used to communicate the various aspects of the business strategy. The use of diagrams, tables and graphs would probably also be useful when management are communicating the business strategy.

To ensure complete understanding of hat has been communicated, it is often worthwhile to allow for questions to be asked by employees to clarify anything that might not be understood. Also the manager can ask questions to the staff, to achieve feedback to ensure that the message of the business strategy has been fully understood. A business strategy that has not been communicated effectively and understood fully is useless, as employees are unable to make use of it and there is no direction.

Once the business strategy has been communicated effectively, it is important that any perceived problems, threats and opportunities are detected and addressed. Possible problems that could be detected when collecting responses about the proposed Buenos strategy are that the strategy is too brief, to complicated, does not explain all the aspects clearly, will be impossible to implement, does not provide any element of challenge for the business and employees etc. Some of these problems can be addressed by amending the business strategy so that the problem areas are rectified. Opportunities that are detected could be areas in the market where the business strategy has not focused on, where there may be a possible space for the business to capture the market. For example, Steers may also begin to make and sell frozen meals as other fast-food businesses like Steers do not provide this service. This is a business opportunity that has emerged in the market and has not been included in the business strategy. Possible threats that could be identified are things like the fact that there is a lot of competition already in the market and that staff have become aware of the current Labour Legislation and there is a chance that they may participate in strikes and protests.

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Specific Outcome 2:
An understanding of how the activities of own are of responsibility align with the overall strategy of the organisation.

In order for a business to have any chance of achieving the objectives that have been defined in the business strategy is to ensure that the organisation plays their role in supporting the business strategy. This can be done by ensuring that the business adopts the business strategy the basis for its operations on a daily basis.

For example, if the business strategy states that only food that is fresh will be served, the employees responsible for ordering the supplies must ensure this. It can be done by making sure that the supplies received are fresh and that supplies that have been on the shelves for a period of time are either destroyed or sold at cheaper prices to staff.

If the business fails to deliver any of the things that are listed in the business strategy, appropriate action must be taken for incompetence. Each organisation will have their own individual measures to deal with failure to deliver. If a particular employee can be singled out for allowing or causing any element of the business strategy to fail to meet the objectives, then the necessary counselling or disciplinary action must be taken.

If there is a particular work team or group can be found responsible for not supporting the business strategy, the reason for this need to be determined. For example, they may not have understood each element of the business strategy, or they may be confused about their roles and processes. Once the reasons for failure to support the business strategy have been determined, the necessary action must be taken.

Other activities that may result in the failure to realise the objectives of the business strategy are poor attitudes of staff, miss-understanding of the business strategy, a business strategy that is impossible to achieve, etc.

One limitation of developing and implementing business strategies is the availability of financial resources. It is a costly process to take the time and research the aspects that will make an effective business strategy. Although it is costly to develop the business strategy, it is even more costly to implement the strategy. When communicating the business strategy, it uses up some of the employees time, refreshments must be served, a venue may have to be hired to accommodate all the staff and the necessary paper and presentation resources need to be located. After the strategy has been communication, it is important that that strategy is implemented. This may mean that the current business operations would need to be aligned to the new strategy.

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Basically the development and implementation of a business strategy is a costly process and should therefore be done effectively so that results from the expense can be seen. It is also costly to align the current business operations to the new business strategy, but after this is done it should be easy to maintain.

Identifying the training needs of a business unit to support the proposed business strategy

Although so far it may seem simple to develop and use a business strategy, it may not prove to be as simple as this. Something that has not yet been mentioned is the additional skills and expertise that will need to be developed.

For example, a service business that is trying to create an impression of providing the most outstanding customer service in a particular city, will have to train all of their staff before they achieve this. All of the staff will have to be involved in training programmes where they will gain the skills of politeness, handling complaints, dealing with conflict, general etiquette, good manners to all customers, void discrimination and being prompt with their service. These are all aspects of a service business that can create a competitive edge.

The training that is required for employees can be done within the business or otherwise an external company can get contracted. Often it is beneficial for groups to do the training that is specific for their particular roles and functions.

If a business requires that a few of their staff build up their expertise in a specific area, perhaps these employees should do additional training and courses. It is recommended that only employees who will be able to add value to the organisation should be sent for additional training. This is a difficult task to decide who should receive training, without being discriminatory.

To determine the skills that are lacking in a particular business, a skill audit is performed. This is a process that is performed to determine the skills that people within the organisation have, and also the skills that are lacking. The skills that are missing and are required by the organisation should be the ones that are learned by people within the organisation. This is when the appropriate people are selected to go on training courses, to learn skills and expertise and to close the skills gap.

The training that the selected employees go on, should aim to empower the staff so that they can be given additional responsibility in the organisation. If the training programme is to be performed by an external contractor, the organisation can choose the different aspects that need to be covered. The training programme can be designed according to the training needs of the employees.

It is important that staff have job satisfaction, and this can be achieved through providing them with additional training so that the scope of their jobs can

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increase. With allowing staff to attend additional training, they are competent enough to be given a variety of tasks and a greater amount of responsibility.

Formative Assessment Activity 1
Please open your Portfolio of evidence (Logbook) and complete the activities for this specific outcome, following the instructions found in your logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

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Unit Standard: 242818
Describe the relationship of junior management to other roles

When you have completed this section, you will be able to understand and explain the following:

- ✡ The relationship between the type, ownership and size of an organisation and its management structure.
- ✡ The relationship between various management roles

Introduction

The term junior manager in any business refers to the managers who are given the title and responsibility of a line manager. Throughout this learning module, make sure that you keep this in mind. An example of a line manager is the marketing manager, who is responsible for the activities of the advertising team and the media team.

Junior managers include, but are not limited to team leaders, supervisors, first line managers and section heads. The term is used to describe the first level of management in an organisation where the employee has other employees reporting to him.

At the end of this learning module, it is vital that the learner is capable of understanding and explaining the following:

- Explaining the relationship between the type, ownership and size of an organisation and its management structure.
- Explaining the relationship between various management roles.

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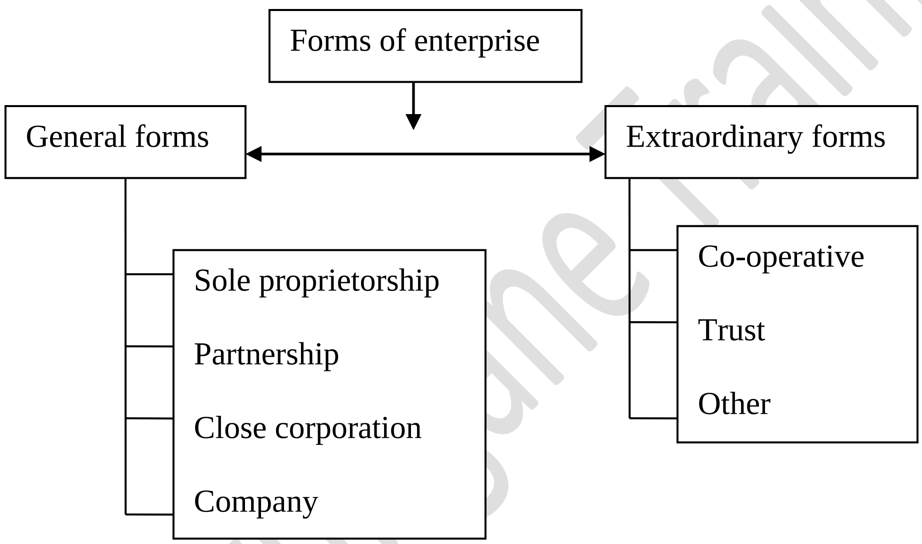
Specific Outcome 1:
Explain the relationship between the type, ownership, size of an organisation and its management structure

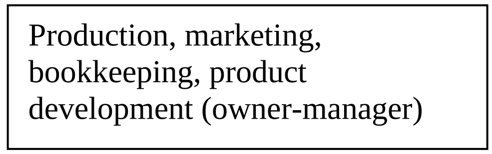
Characteristics of businesses

Different management structures are used for organisations that have different characteristics, for example, the type of organization, the ownership of the organization and the size of the business. The different types of management structures will be illustrated by using different organograms, but firstly the different forms of business will be shown.



Each of these different forms of business have specific employee requirements and rules that govern them. In the text below, when a large organization is written about, close corporations and companies are the type of businesses that are being referred to. These types of businesses are permitted to have a large number of members. Partnerships have to have a minimum of 2 and a maximum of two partners before they can being operating and a sole proprietor only has one owner. The number of management levels that each of these different types of organisations has is determined by the size of the business.

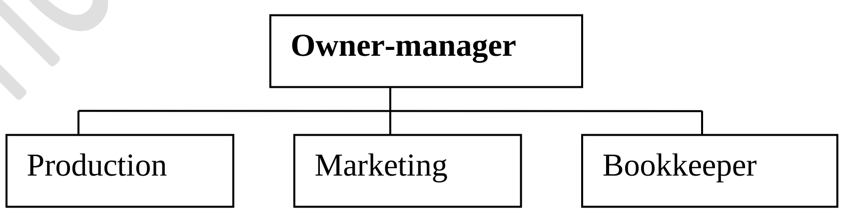
This is an example of a business that has only one entrepreneur. This means that the owner-manager is responsible for every function and role within the business.



It is a simple form of business that is a one-man business. This means that the owner-manager is responsible for the success of the business. The owner-manager may have other employees, for example a manager to run the business for him. There are no other management structures that can be used in this type and size business. Advantages of this type of management system are that the owner is in full control of the entire operating of the business, owner involvement may lead to better management and adapting to changing business circumstances is quick. Disadvantages of a management structure such as this one are that the manager may not have sufficient experience to manage the business, the success of the business is dependent only on the manager and there aren't many multi-talented people who would be able to make a success of this type of business and management structure.

Other small businesses that have a few more employees will look similar to the business that is illustrated above; except for example a part-time bookkeeper may be employed.

A business that is growing and expanding its staff may look similar to this organogram. As the business expands, more managers can be employed to control and supervise the different departments. Advantages of this management structure are that communication between the top management and lower management is quick, the managers can concentrate and put all their effort into their department, management become specialized, there are a few different managers who can provide their expertise and each manager is responsible for the success of their own department, which contributes to the success of the entire organisation.



Types of businesses such as close corporations and companies would probably use a management structure similar to the one illustrated below. It is called departmentalization according to product. It would be used in larger businesses as they have more employees, a greater amount of tasks and functions to complete and need a bigger hierarchy so that the managing director does not have to deal with every single little problem and issue.

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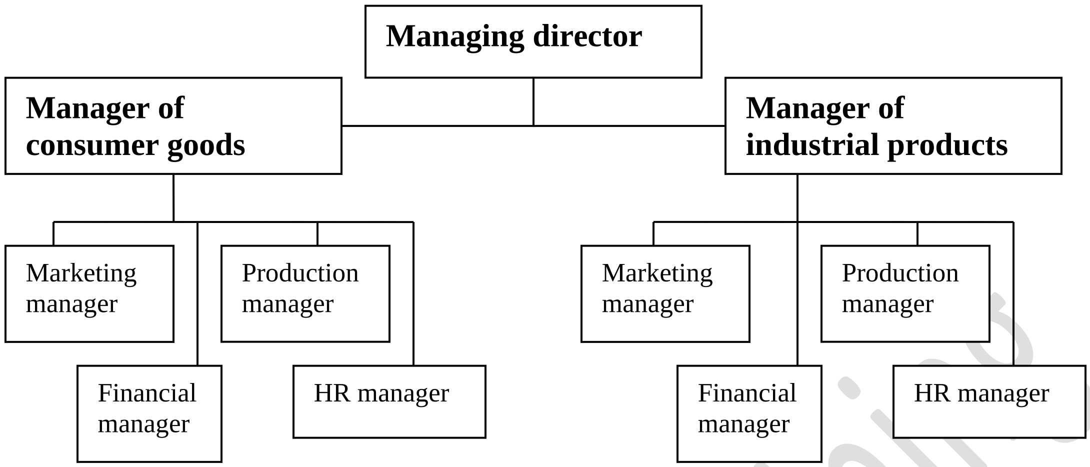
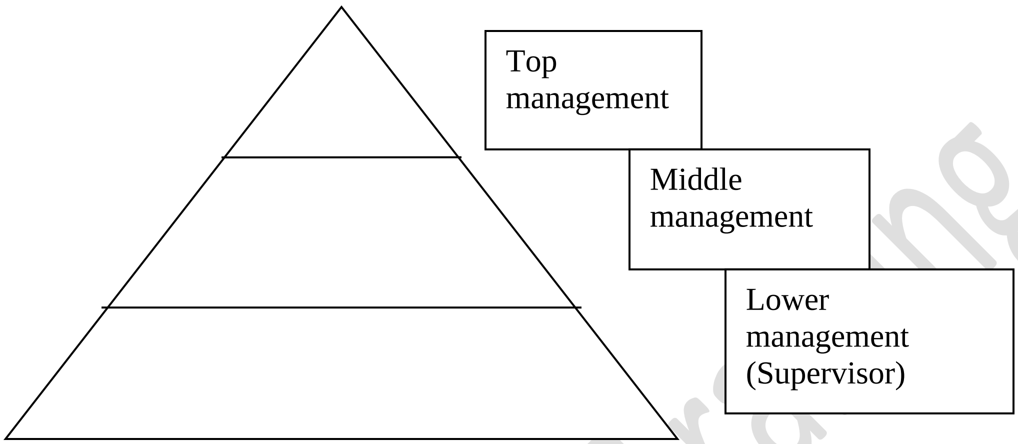


Advantages of this type of management system are similar to the system used above. By having more managers, each person will be able to specialize in a particular area of expertise. This means that they will be better at their particular role and perform their job much better. Some of the disadvantages, as you can see are that the time for communication to reach either the top or the bottom, takes a long time, reactions to changes in the market take a long time to occur and the time to make decisions is very long.

Another management structure that is used known as departmentalization according to location. This occurs in large organizations that have branches in many different town and cities. This is useful as management is required in each office and not only in the main branches.

Management in businesses has the opportunity to choose the structure of their management according to the size, type and ownership of the business. The three main levels of management that are used in business today are top, middle and lower level management. The levels of management can be illustrated as follows.

Specific Outcome 2:
Explain the relationship between various management roles



Top management consists of a very small group of senior executives who control many of the activities in a business and make most of the decisions. Examples of titles of people who are classified in this top level of management are the board of directors, partners, the managing director and the chief executive. These people develop the organisations mission and long-term goals.

The middle level of management is responsible for the implementing and execution of plans, policies and the strategies that are determined by the top management. Examples of this type of manager are marketing managers, purchasing managers and the personnel managers.

The lower levels of management are in charge of the smaller segments within the business. For example, in the marketing department there will be a person who has the title of a product manager or a promotions manager. These managers are responsible for determining the operational objectives, which involves short-term or tactical planning.

Although there are three main levels of management, other levels can be included in the management hierarchy in businesses. The number of levels is determined, but not entirely by the size of the organisation. The main reason for this is because there is a limit to the number of people each manager can control effectively. We have already illustrated that a one-man business only has one level of management, which is responsible for performing the functions of all of the different levels. But, a business that has thousands of employees will probably use more than one level of management to control their employees.

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A large business such as an Outsourcing Company will use a management structure that has many different levels of management. For example it will have top, middle and lower level management as well as other levels below the lower management. In a very large business, and to ensure that managers are able to control their subordinates effectively, there needs to be many more managers. The management structure of a large company will be chosen mainly due to the size of the organization, but also due to the variety of tasks that are required to be performed by each department.

The structure of the management system is vital in determining the performance of the particular department or the organisation. For example, it has already been pointed out that a manager, who is responsible for too many people, will not be able to perform the management function effectively. Also managers who are not responsible for enough people will fail to manage effectively. The communication needs of the business must also be investigated before choosing the management structure. In a business that operates in the stock market, the communication must be done quickly as the environment is continually changing. Decisions must be made quickly, thus a management system with few levels would be most suitable.

Notes:

Formative Assessment Activity 2
Please open your Portfolio of Evidence (PoE) logbook and complete the activities for this specific outcome, following the instructions found in your Logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

Unit Standard 242824
Apply Leadership concepts in a work environment

When you have completed this section, you will be able to understand and explain the following:

- Explaining the concept of leadership.
- Differentiating between the concepts of leadership and management.
- Applying leadership techniques to individuals and teams within the work context.
- Evaluating the impact of leadership techniques applied.

Introduction

Having a title—assistant manager, team leader, department supervisor—can make you feel really proud. Doing the job associated with that title is tough, though! Most companies promote you or hire you to supervise because you are good at doing the kind of work you are now supervising or because you had been around for a long time, so it was your turn. Unfortunately, relatively few organizations offer you much in the way of training for your management role.

You have probably discovered that supervising the job and performing that job yourself are two entirely different things! You have been doing the best you can; sometimes what you do works and sometimes it doesn't. Learning by trial and error like this can be a long and frustrating road. You don't have to learn your leadership skills the hard way. There are simple things you can learn and put into practice right now—today!—to help you through some of your toughest challenges. This manual serves as a straightforward reference guide for those times when you just don't know what to do. All that's needed from you is an open attitude and willingness to try some new things.

The truth is, despite the title of this unit of learning, being a good supervisor or manager (in other words, being a *true leader*) is never a "quick" process. It takes a long-term commitment to improving your knowledge and skills, and that can potentially take your whole working life. What *is* quick about this is that you can *begin* this process right away—with your very next shift on the job.

Have you been feeling stressed out?

Have you been feeling hopeless about your job?

Keep reading.

Specific Outcome 1
Explain the concept of leadership

Many people believe that leadership is simply being the first, biggest or most powerful. Leadership in organizations has a different and more meaningful definition. Very simply put, a leader is interpreted as someone who sets direction in an effort and influences people to follow that direction -- the people can be oneself, another individual, a group, an organization or a community. How they set that direction and influence people depends on a variety of factors that we'll consider later on below.

Leadership is stated as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task." Definitions more inclusive of followers have also emerged. Alan Keith stated that, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen." Tom DeMarco says that leadership needs to be distinguished from posturing.

The following sections discuss several important aspects of leadership including a description of what leadership is and a description of several popular theories and styles of leadership. This article also discusses topics such as the role of emotions and vision, as well as leadership effectiveness and performance, leadership in different contexts, how it may differ from related concepts (i.e., management), and some critiques of leadership as generally conceived.

Leading is a very human activity -- we're all human -- so there are many people who consider themselves experts on leadership. Unfortunately, many people make strong assertions about leadership without ever really understanding a great deal about leadership. Understanding leadership requires more than reading a few articles or fantasizing about what great leaders should be. The contents of this topic aim to give the reader a broad understanding of the background, contexts and approaches to leadership.

As a learner, you might best be served to explore the topic of leadership by:

1. First, by getting a basic sense of the system of an organization or your business, including its functions and roles, and how they are integrated. Think of it as Introducing the Organisation to the Leader.
2. Next, get a basic sense of the functions of management (leading is one of them) and how they are integrated in order to lead an organization. This is normally covered under general management skills – Planning, Leading, Organising and Controlling.
3. Next, scan the topics in this topic of leadership in order to realize that there are definitions of leadership, different theories and models and traits of leadership, and different domains of leadership -- each domain

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requiring different competencies or qualities in order to lead in that domain. You have to get to know which one will work with your personality, attitude and skills.

4. Finally, get a sense for how your abilities in leadership can be developed in an informal or formal way. This is actually Leadership Development.

Leadership Roles and Qualities

Leadership Role in organizations

An organization that is established as an instrument or means for achieving defined objectives has been referred to as a **formal organization**. Its design specifies how goals are subdivided and reflected in subdivisions of the organization. Divisions, departments, sections, positions, jobs, and tasks make up this work structure. Thus, the formal organization is expected to behave impersonally in regard to relationships with clients or with its members. According to Weber's definition, entry and subsequent advancement is by merit or seniority.

Each employee receives a salary and enjoys a degree of tenure that safeguards her/him from the arbitrary influence of superiors or of powerful clients. The higher his position in the hierarchy, the greater his presumed expertise in adjudicating problems that may arise in the course of the work carried out at lower levels of the organization. It is this bureaucratic structure that forms the basis for the appointment of heads or chiefs of administrative subdivisions in the organization and endows them with the authority attached to their position.

In contrast to the appointed head or chief of an administrative unit, a leader emerges within the context of the **informal organization** that underlies the formal structure. The informal organization expresses the personal objectives and goals of the individual membership. Their objectives and goals may or may not coincide with those of the formal organization. The informal organization represents an extension of the social structures that generally characterize human life — the spontaneous emergence of groups and organizations as ends in themselves.

In prehistoric times, humanity was preoccupied with personal security, maintenance, protection, and survival. Now humanity spends a major portion of waking hours working for organizations. Her/his need to identify with a community that provides security, protection, maintenance, and a feeling of belonging continues unchanged from prehistoric times. This need is met by the informal organization and its emergent, or unofficial, leaders.

Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. Instead of the authority of position held by an appointed head or chief, the emergent leader wields influence or power. Influence is the ability of

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a person to gain co-operation from others by means of persuasion or control over rewards. Power is a stronger form of influence because it reflects a person's ability to enforce action through the control of a means of punishment.

A leader is a person who influences a group of people towards a specific result. It is not dependent on title or formal authority. (elevos, paraphrased from Leaders, Bennis, and Leadership Presence, Halpern & Lubar). Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his position.

However, she or he must possess adequate personal attributes to match his authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge her/his role in the organization and reduce it to that of a figurehead. However, only authority of position has the backing of formal sanctions. It follows that whoever wields personal influence and power can legitimize this only by gaining a formal position in the hierarchy, with commensurate authority.

Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level.

Leadership Role in a group

In contrast to individual leadership, some organizations have adopted group leadership. In this situation, more than one person provides direction to the group as a whole. Some organizations have taken this approach in hopes of increasing creativity, reducing costs, or downsizing. Others may see the traditional leadership of a boss as costing too much in team performance. In some situations, the maintenance of the boss becomes too expensive - either by draining the resources of the group as a whole, or by impeding the creativity within the team, even unintentionally.

A common example of group leadership involves cross-functional teams. A team of people with diverse skills and from all parts of an organization assembles to lead a project. A team structure can involve sharing power equally on all issues, but more commonly uses *rotating leadership*. The team member(s) best able to handle any given phase of the project become(s) the temporary leader(s). Additionally, as each team member has the opportunity to experience the elevated level of empowerment, it energizes staff and feeds the cycle of success.

Leaders who demonstrate persistence, tenacity, determination and synergistic communication skills will bring out the same qualities in their groups. Good leaders use their own inner mentors to energize their team and organizations and lead a team to achieve success.

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Roles and Functions of a Leader
One approach to leadership identifies the fact that leaders play many roles within an organization. Hence what the leader does may well depend on the functions that the leader is performing at the time.

Krech et al (1962) identified fourteen functions that the leader may take:

Leader's function	Actions
Executive	Coordinating group activities and overseeing the setting of policies and goals.
Planner	Deciding how the group will achieve its goals.
Policy maker	Establishing policies and goals.
Expert	A source of expert information.
External group representative	Speaking for the group with others.
Controller of internal relationships	Determining the social structure of the group.
Purveyor of rewards and punishment	Controlling members by punishing and rewarding.
Arbitrator and mediator	Resolving disputes in the group.
Exemplar	Behaving in a way that others should behave.
Symbol of the group	Acting as symbolic embodiment of the group, its goals and its values.
Substitute for individual responsibility	Relieving individuals of the need and responsibility of personal decisions.
Ideologist	Being the source of beliefs and values.
Father figure	Focus for positive emotional feelings of individuals and the object for identification and transference.
Scapegoat	Acting as a target for aggression and hostility. Taking the blame on behalf of the group.

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Characteristics of Leaders

Challenge of Identifying Competencies Needed by Leaders
The particular competencies (knowledge, skills and abilities) or qualities that a person needs in order to lead at a particular time in an organization depend on a variety of factors, including:

1. Whether that person is leading one other individual, a group or a large organization;

2. The extent of leadership skills that person already has;
3. That person's basic nature and values (competencies should be chosen that are in accordance with that nature and those values);
4. Whether the group or organization is for-profit or nonprofit, new or long-established, and large or small;
5. The particular culture (or values and associated behaviors) of whomever is being led.

The above considerations can make it very challenging when trying to determine what competencies someone should have in order to be a better leader. Perhaps that's why leadership training programs in institutions typically assert a set of standard competencies, for example, decision making, problem solving, managing power and influence, and building trust.

Don't Get Hung Up on Categories -- Different People Will Categorize Topics Differently

If the reader had the opportunity to review a variety of leadership development programs, he or she would notice a wide variety of approaches to categorizing topics. Don't get hung up on the "right" way to categorize the topics.

Competencies Are Cumulative from Leading Individuals to Organizations

Leading in successively larger contexts (from individuals to groups to organization-wide efforts) requires successively larger sets of competencies. For example, "core" competencies are the minimum needed in leading others, whether other individuals, in groups or organization-wide efforts. To really be effective at leading other individuals, one should have the core competencies plus certain other competencies to lead individuals, etc

Core Competencies to Lead in Any Domain

Whether you're leading yourself, others, teams, organizations or communities, there are certain skills that you need to have. Certainly, there's a wide variety of perspectives on which skills to have, but most people would probably believe the following are necessary.

- Decision making -- setting a course of action
- Planning -- Basics (establishing goals and how they will be reached)
- Problem Solving (analyzing alternatives and selecting a course of action)
- Ethics and Social Responsibility (how to do the right thing in any situation)
- Creativity and Innovation (how to think out-of-the-box)
- Systems Thinking (seeing larger structures and patterns in processes of groups and organizations)

Other core competencies can include transactional" leaderships kills (characterised by e.g. emphasis on procedures, contingent reward, management by exception) and "transformational" leadership skills (characterised by e.g. charisma, personal relationships, creativity).

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Specific Outcome 2
Differentiate between the concepts of leadership and management

***"Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment...strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other."* — John Kotter, Management/Leadership Author and Professor of Organizational Behavior, Harvard Business School**

The terms "management" and "leadership" are often interchanged. In fact, many people view them as basically the same thing. Yet management is as distinct from leadership as day is from night. Both are necessary, however, for a high-performance organization. By contrasting them and understanding their differences, we can better balance and improve these essential roles.

One key distinction between management and leadership is that we manage *things* and lead *people*. Things include physical assets, processes, and systems. People include customers, external partners, and people throughout our team or organization (or "internal partners"). When dealing with things, we talk about a way of *doing*. In the people realm, we're talking about a way of *being*.

Separating "Leading" from "Managing" Can Be Destructive
Another view is that to be a very effective member of an organization (whether executive, middle manager, or entry-level worker), you need skills in the functions of planning, organizing, leading and coordinating activities -- the key is you need to be able to emphasize different skills at different times.

Yes, leading is different than planning, organizing and coordinating because leading is focused on influencing people, while the other functions are focused on "resources" in addition to people. But that difference is not enough to claim that "leading is different than managing" any more than one can claim that "planning is different than managing" or "organizing is different than managing".

The assertion that "leading is different than managing" -- and the ways that these assertions are made -- can cultivate the view that the activities of planning, organizing and coordinating are somehow less important than leading. The assertion can also convince others that they are grand and gifted leaders who can ignore the mere activities of planning, organizing and coordinating -- they can leave these lesser activities to others with less important things to do in the organization. This view can leave carnage in organizations.

Another complicating factor is that needs are easily misidentified. For example, we have found that most organizations have communication problems of one kind or another. Often these are seen as leadership issues. Many times they are. But just as often the roots of the problem are intertwined with poor processes, systems, or structure – all of which are management issues.

While it is important to recognize the differences between leadership and management, it is also important to appreciate that the two have complementary strengths, as well.

Complementary Strengths

Management	**Leadership**
Processes	People
Facts	Feelings
Intellectual	Emotional
Head	Heart
Position power	Persuasion power
Control	Commitment
Problem solving	Possibility thinking
Reactive	Proactive
Doing things right	Doing the right things
Rules	Values
Goals	Vision
Light a fire under people	Stoke the fire within people
Written communications	Verbal communications
Standardization	Innovation

Warren Bennis, Professor of Business Administration at the University of Southern California, has been extensively studying and writing about leadership for many decades. He explains why leaders are so much more successful than managers, in harnessing people power: "Management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done. Managers push. Leaders pull. Managers command. Leaders communicate."

Both management and leadership are needed to make teams and organizations successful. Trying to decide which is more important, is like trying to decide whether the right or left wing is more important to an airplane's flight. I'll take both please!

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Manage Things, Lead People

Article by Jim Clemmer

High-performing teams and organizations balance the discipline of systems, processes, and technology management on a base of effective people leadership. Here are some of the key distinctions between the two:

The Management-Leadership Balance

Management	**Leadership**
Systems, processes, and technology	People — context and culture
Goals, standards, and measurements	Preferred future, principles, and purpose
Control	Commitment
Strategic planning	Strategic opportunism
A way of doing	A way of being
Directing	Serving
Responding and reacting	Initiating and originating
Continuous improvement of *what is*	Innovative breakthroughs to *what could be*

Both management and leadership skills are needed at the organizational, team, and personal levels. It's not a case of either/or, but and/also. Futurist, Joel Barker provides another helpful distinction between the two roles; "managers manage within paradigms, leaders lead between paradigms." Both are needed. Trying to run an organization with only leadership or management is like trying to cut a page with half a pair of scissors. Leadership and management are a matched set; both are needed to be effective.

Systems and processes (management) for example, are critical to success. You and your organization can be using the latest technologies and be highly focused on customers and those serving them (leadership), but if the methods and approaches you're using to structure and organize your work is weak, your performance will suffer badly. People in your organization can be "empowered," energized, and enlightened; but if your systems, processes, and technologies don't enable them to perform well, they won't. Developing the discipline, and using the most effective tools

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and techniques, of personal and organization systems and processes is a critical element of high performance.

But as the sweeping movement to teams, "empowerment," and involvement intensifies, many more daily management tasks are moving to the front lines where they belong. So leadership becomes even more critical. Unfortunately, many people in so-called leadership positions aren't leaders. They're managers, bureaucrats, technocrats, bosses, administrators, department heads, and the like; but they aren't leaders. On the other hand, some people in individual contributor roles are powerful leaders. Leadership is an action, not a position.

A leader doesn't just react and respond, but rather takes the initiative and generates action. A leader doesn't say "something should be done," but ensures something is done. An effective leader is a "people person." Effective leaders connect, stay in contact with, and are highly visible to everyone on their team and in their organization. Leaders have developed the skills of supercharging logic, data, and analysis with emotion, pride, and the will to win. Their passion and enthusiasm for the team or organization's vision and purpose is highly contagious. They fire the imaginations, develop the capabilities, and build the confidence of people to "go for it." Leaders help people believe the impossible is possible, which makes it highly probable.

Do you like to be managed or led? You're not alone. Very few people want to work for a manager. Most of us would much rather be led by a leader. To manage is to control, handle, or manipulate. To lead is to guide, influence, or persuade. You manage things — systems, processes, and technology. You lead people. The roots of the rampant morale, energy, and performance problems found in many organizations are techno managers who treat people as "human resources" to be managed. If you want to manage someone, manage yourself. Once you master that, you'll be a much more effective leader of others.

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Theories of Leadership

What's a Leadership Theory vs. Model vs. Style?

Leadership is often explained by using these terms. In the context of explaining leadership, the terms can be quite confusing because they are used interchangeably. Here's how you might think of them.

- A philosophy is a broad, general belief or set of beliefs. For example, many describe "servant leadership" as a philosophy or practice (there's more about servant leadership in this Library topic).
- A theory is a suggestion or speculation about why something is occurring and it might be based on a variety of philosophies, i.e., "when this happens, then the following happens" or "in this situation, the following is best to have or to do ." For example, the traits theory suggests that certain features are needed in someone to be a great leader.
- A model is description of how something happens or should happen - it often is depiction of a certain theory. For example, the Situational Leadership Model (Blanchard and Hershey) depicts a situational theory of leadership, and depicts when to tell, sell, participate or delegate.
- A style is the nature of how someone acts when enacting a certain theory or model, e.g., to be autocratic, participative or laissez-fair (hands off) in leadership style.

There are also numerous theories about leadership, or about carrying out the role of leader, e.g., servant leader, democratic leader, principle-centered leader, group-man theory, great-man theory, traits theory, visionary leader, total leader, situational leader, etc. Students of leadership have produced theories involving traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence among others.

- Behavioral Theory
  - Role Theory
  - The Managerial Grid
- Contingency Theories
  - Fiedler's Least Preferred Co-worker (LPC) Theory
  - Cognitive Resource Theory
  - Strategic Contingencies Theory
- Functional Theory
- Great Man Theory
- Participative Leadership
  - Lewin's leadership styles
  - Likert's leadership styles
- Situational Theory
  - Hersey and Blanchard's Situational Leadership
  - Vroom and Yetton's Normative Model
  - House's Path-Goal Theory of Leadership
- Trait Theory
  - Leader-Member Exchange (LMX) Theory

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- Transactional Theory
- Transformational Theory
    - Bass' Transformational Leadership Theory
    - Burns' Transformational Leadership Theory
    - Kouzes and Posner's Leadership Participation Inventory

Behavioral Theories

Assumptions

Leaders can be made, rather than are born.
Successful leadership is based in definable, learnable behavior.

Description

Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually *do*.
If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn then to adopt the more ephemeral 'traits' or 'capabilities'.

Discussion

Behavioral is a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance.

A behavioral theory is relatively easy to develop, as you simply assess both leadership success and the actions of leaders. With a large enough study, you can then correlate statistically significant behaviors with success. You can also identify behaviors which contribute to failure, thus adding a second layer of understanding.

Contingency Theories

Assumptions

The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.

Description

Contingency theories are a class of behavioral theory that contend that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others.
An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

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This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.

Discussion

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors (often about follower behavior), whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation.

Great Man Theory

Assumptions

Leaders are born and not made.
Great leaders will arise when there is a great need.

Description

Early research on leadership was based on the the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding.

The idea of the Great Man also strayed into the mythic domain, with notions that in times of need, a Great Man would arise, almost by magic. This was easy to verify, by pointing to people such as Eisenhower and Churchill, let alone those further back along the timeline, even to Jesus, Moses, Mohammed and the Buddah.

Discussion

The 'great man' theory was originally proposed by Thomas Carlyle.
Gender issues were not on the table when the 'Great Man' theory was proposed. Most leaders were male and the thought of a Great Woman was generally in areas other than leadership. Most researchers were also male, and concerns about androcentric bias were a long way from being realized.
It has been said that history is nothing but stories of great men. Certainly, much has this bias, although there is of course also much about peoples and broader life.

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Participative Leadership

Assumptions

Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.

People are more committed to actions where they have involved in the relevant decision-making.

People are less competitive and more collaborative when they are working on joint goals.

When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.

Several people deciding together make better decisions than one person alone.

Style

A Participative Leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Often, however, as it is within the managers' whim to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation is possible, as in the table below.

< Not participative **Highly participative >**

Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team

There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives').

The level of participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by the manager.

Discussion

There are many potential benefits of participative leadership, as indicated in the assumptions, above.

This approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management By Objective (MBO) and power-sharing.

Participative Leadership can be a sham when managers ask for opinions and then ignore them. This is likely to lead to cynicism and feelings of betrayal.

Situational Theory

Assumptions

The best action of the leader depends on a range of situational factors.

Style

When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods. In practice, as they say, things are not that simple.

Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.

The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior.

Yukl (1989) seeks to combine other approaches and identifies six variables:

- *Subordinate effort*: the motivation and actual effort expended.
- *Subordinate ability* and *role clarity*: followers knowing what to do and how to do it.
- *Organization of the work*: the structure of the work and utilization of resources.
- *Cooperation and cohesiveness*: of the group in working together.
- *Resources and support*: the availability of tools, materials, people, etc.
- *External coordination*: the need to collaborate with other groups.

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group.

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Discussion

Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation, the forces in then follower and also forces in the leader. This recognizes that the leader's style is highly variable, and even such distant events as a family argument can lead to the displacement activity of a more aggressive stance in an argument than usual.

Maier (1963) noted that leaders not only consider the likelihood of a follower accepting a suggestion, but also the overall importance of getting things done. Thus in critical situations, a leader is more likely to be directive in style simply because of the implications of failure.

Trait Theory

Assumptions

People are born with inherited traits.
Some traits are particularly suited to leadership.
People who make good leaders have the right (or sufficient) combination of traits.

Description

Early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
• Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility	• Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive • Socially skilled

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McCall and Lombardo (1983) researched both success and failure identified four primary traits by which leaders could succeed or 'derail':

- *Emotional stability and composure*: Calm, confident and predictable, particularly when under stress.
- *Admitting error*: Owning up to mistakes, rather than putting energy into covering up.
- *Good interpersonal skills*: Able to communicate and persuade others without resort to negative or coercive tactics.
- *Intellectual breadth*: Able to understand a wide range of areas, rather than having a narrow (and narrow-minded) area of expertise.

Discussion

There have been many different studies of leadership traits and they agree only in the general saintly qualities needed to be a leader.

For a long period, inherited traits were sidelined as learned and situational factors were considered to be far more realistic as reasons for people acquiring leadership positions.

Paradoxically, the research into twins who were separated at birth along with new sciences such as Behavioral Genetics have shown that far more is inherited than was previously supposed. Perhaps one day they will find a 'leadership gene'.

Transactional Theory

Assumptions

People are motivated by reward and punishment.
Social systems work best with a clear chain of command.

When people have agreed to do a job, a part of the deal is that they cede all authority to their manager.

The prime purpose of a subordinate is to do what their manager tells them to do.

Style

The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company

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(and by implication the subordinate's manager) gets authority over the subordinate.

When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

The transactional leader often uses *management by exception*, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation.

Whereas Transformational Leadership has more of a 'selling' style, Transactional Leadership, once the contract is in place, takes a 'telling' style.

Discussion

Transactional leadership is based in *contingency*, in that reward or punishment is contingent upon performance.

Despite much research that highlights its limitations, Transactional Leadership is still a popular approach with many managers. Indeed, in the Leadership vs. Management spectrum, it is very much towards the management end of the scale.

The main limitation is the assumption of 'rational man', a person who is largely motivated by money and simple reward, and hence whose behavior is predictable. The underlying psychology is Behaviorism, including the Classical Conditioning of Pavlov and Skinner's Operant Conditioning. These theories are largely based on controlled laboratory experiments (often with animals) and ignore complex emotional factors and social values.

In practice, there is sufficient truth in Behaviorism to sustain Transactional approaches. This is reinforced by the supply-and-demand situation of much employment, coupled with the effects of deeper needs, as in Maslow's Hierarchy. When the demand for a skill outstrips the supply, then Transactional Leadership often is insufficient, and other approaches are more effective.

Transformational Theory

Assumptions

People will follow a person who inspires them.
A person with vision and passion can achieve great things.
The way to get things done is by injecting enthusiasm and energy.

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Style

Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.

Developing the vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it, hook, line and sinker.

Selling the vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The Transformational Leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon.

In order to create followers, the Transformational Leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision.

Finding the way forwards

In parallel with the selling activity is seeking the way forward. Some Transformational Leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land.

The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the *direction* will always be known. Thus finding the way forward can be an ongoing process of course correction and the Transformational Leader will accept that there will be failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

Leading the charge

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether

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the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The Transformational Leader seeks to infect and reinfect their followers with a high level of commitment to the vision.

One of the methods the Transformational Leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation.

Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a belief in themselves rather than a belief in others.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone *believes* they are right, it does not mean they *are* right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

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Less Popular Theories

Functional theory

Functional leadership theory (Hackman & Walton, 1986; McGrath, 1962) is a particularly useful theory for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness.

This theory argues that the leader's main job is to see that whatever is necessary to group needs is taken care of; thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion (Fleishman et al., 1991; Hackman & Wageman, 2005; Hackman & Walton, 1986). While functional leadership theory has most often been applied to team leadership (Zaccaro, Rittman, & Marks, 2001), it has also been effectively applied to broader organizational leadership as well (Zaccaro, 2001).

In summarizing literature on functional leadership (see Kozlowski et al. (1996), Zaccaro et al. (2001), Hackman and Walton (1986), Hackman & Wageman (2005), Morgeson (2005)), Klein, Zeigert, Knight, and Xiao (2006) observed five broad functions a leader performs when promoting organisation's effectiveness.

These functions include:
(1) environmental monitoring,
(2) organizing subordinate activities,
(3) teaching and coaching subordinates,
(4) motivating others, and
(5) intervening actively in the group's work.

A variety of leadership behaviors are expected to facilitate these functions. In initial work identifying leader behavior, Fleishman (1953) observed that subordinates perceived their supervisors' behavior in terms of two broad categories referred to as consideration and initiating structure. Consideration includes behavior involved in fostering effective relationships. Examples of such behavior would include showing concern for a subordinate or acting in a supportive manner towards others. Initiating structure involves the actions of the leader focused specifically on task accomplishment. This could include role clarification, setting performance standards, and holding subordinates accountable to those standards.

Neo-emergent theory

The Neo-emergent leadership theory (from the Oxford school of leadership) espouses that leadership is created through the emergence of information by the leader or other stakeholders, not through the true actions of the leader himself. In other words, the reproduction of information or stories form the basis of the perception of leadership by the majority. It is well known that the great naval hero Lord Nelson often wrote his own versions of battles he was involved in, so that when he arrived home in England he would receive a true hero's welcome. In modern society, the press, blogs and other sources report their own views of a leader, which may be based on reality, but may also be based on a political command, a payment, or an inherent interest of the author, media or leader. Therefore, it can be contended that the perception of all leaders is created and in fact does not reflect their true leadership qualities at all.

Environmental leadership theory

The Environmental leadership model (Carmazzi) describes leadership from a Group dynamics perspective incorporating group psychology and self-awareness to nurture "Environments" that promote self-sustaining group leadership based on personal emotional gratification from the activities of the group. The Environmental Leader creates the psychological structure by which employees can find and attain this gratification through work or activity.

It stems from the idea that each individual has various environments that bring out different facets from their own Identity, and each facet is driven by emotionally charged perceptions within each environment. The Environmental Leader creates a platform through education and awareness where individuals fill each other's emotional needs and become more conscious of when and how they affect personal and team emotional gratifications. This is accomplished by knowing why people "react" to their environment instead of act intelligently.

"Environmental Leadership is not about changing the mindset of the group or individual, but in the cultivation of an environment that brings out the best and inspires the individuals in that group. It is not the ability to influence others to do something they are not committed to, but rather to nurture a culture that motivates and even excites individuals to do what is required for the benefit of all. It is not carrying others to the end result, but setting the surrounding for developing qualities in them to so they may carry each other." Carmazzi

The role of an Environmental Leader is to instill passion and direction to a group and the dynamics of that group. This leader implements a psychological support system within a group that fills the emotional and developmental needs of the group.

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Leadership Approach

Introduction to Leadership Approaches

These approaches, while no doubt grounded in one or more theories of leadership, can be distinguished from theories in that they attempt to place the concepts into more *applied frameworks*. That is, they attempt to describe leadership theories in a way that is meant to facilitate the application of the ideas.

The different approaches to Leadership

- Adaptive Leadership
- Appreciative / Transformational Leadership
- Authentic Leadership
- Charismatic Leadership
- Dynamic Leadership
- Heroic Leadership
- Participative Leadership
- Servant Leadership
- Systems and Complexity
- Strategic / Situational
- VUCA Leadership

This list is not exhaustive of the different frameworks that *could be* considered legitimate leadership approaches or models. Some of these approaches (e.g. *transformational leadership*) are typically considered full-fledged leadership theories in their own right. And some of the frameworks (e.g. *strategic leadership*) might be viewed more as a specific leadership competency or leadership role rather than a framework.

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Adaptive Leadership Approach

Heifetz et al believe that leadership is, at its essence, about influencing change that builds and enables the capacity of individuals and organizations to thrive. Specifically, that leadership is the practice of *mobilizing groups of people to tackle tough challenges and thrive.* The bottom line is that leaders need to understand the importance of *adaptation* and are able to employ the relevant processes and tools to build the adaptive capacity of organizations.

What does it mean to be adaptive?

The word “adaptive” in adaptive leadership is drawn from *evolutionary biology* and refers to the process that organisms follow if they are going to survive and thrive. The three components of this process (applied to organizations) are to 1) *preserve the organizational elements necessary for survival,* 2) *remove (or modify) the elements that are no longer necessary or useful*, and 3) *create (aka innovate) new arrangements that enable the organization to thrive*.

What does it mean to thrive?
In adaptive leadership, to thrive is to *develop new capabilities and strategies* to address *changes in the environment* (e.g. industry) and *realize strategic vision and goals*. The key for an adaptive leader is to understand *what it means for a specific organization* to thrive, and then help make that happen. To thrive is to successfully adapt to circumstances, make desired changes, and stay anchored to what is best about the organization in the process. This requires an appreciation for the *core values, purposes* (whether explicit or implicit), and the *history* of the organization.

What are Adaptive Leadership competencies?
The adaptive leadership approach views leadership more as a *process* than a set of competencies. Having said this, the following are some skills, attitudes, and implied qualities that align with adaptive leadership.

- The adaptive leader needs to be able to connect organizational change to the core values, capabilities, and dreams of the relevant stakeholders
- The adaptive leader seeks to foster a culture that collects and honors diversity of opinion and uses this collective knowledge for the good of the organization
- The adaptive leader knows that change and learning can be painful for people, and is able to anticipate and counteract any reluctant behavior related to the pain
- The adaptive leader understands that large scale change is an incremental process and that he/she needs to be persistent and willing to withstand pressure to take shortcuts

What is the theory that informs adaptive leadership?
The theory that informs adaptive leadership appears to be more about the nature of *organizations* than about the nature of leadership. In the writings of Heifetz et al, the clearest theoretical underpinning is the speculation that *organizations adhere to the same processes outlined in evolutionary biology*. It is the task of the leader to understand this theoretical framework (metaphor?) and use it to guide and strengthen the organization. If you are familiar with adaptive leadership, let me know if you agree or disagree with this notion that its theoretical focus is on organizations rather than on leadership.

Appreciative Leadership Approach

The foundation of Appreciative Leadership is in a theory and approach to organizing known as Appreciative Inquiry (AI). The fundamental difference between AI and other approaches to working with organizations is that instead of focusing on what is wrong or broken — and trying to fix it — AI seeks to discover the uniquely positive qualities and capabilities of an organization and uses these as the foundation for future development or change. It is a highly participatory approach that involves asking strategically crafted questions about an organization's collective strengths, achievements, success stories, positive

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traditions, and visions for the future. AI is based on the assumption that organizations will change in the direction of the questions asked. If inquiries are into problems or difficult situations, that is what you will keep finding. And if the focus is on what the organization is at its best, that you will move the organization in that direction, and be able to build sustainable changes that are grounded in these emerging narratives. AI is firmly grounded in social constructionist theory, ideas around the power of generative conversations, and the centrality of relationships and language in the functioning of organizations.

Definition and Five Core Strategies
The model of leadership put forth by Whitney, Trosten-Bloom, and Rader is extremely well aligned and consistent in theory and practice with AI. The authors define Appreciative Leadership as *the relational capacity to mobilize creative potential and turn it into positive power – to set in motion positive ripples of confidence, energy, enthusiasm, and performance – to make a positive difference in the world*. With very little effort, this could be made into a definition of AI itself. The authors introduce the *Five Core Strategies of Appreciative Leadership: Inquiry, Illumination, Inclusion, Inspiration,* and *Integrity.* Again, nicely consistent with the basics of the AI approach to organizational change. I will leave the more detailed description of these strategies for upcoming entries – whether by Amanda or this writer.

Comparison with Transformational Leadership
The similarity between the *Five Core Strategies* and the familiar *4-I model of Transformational Leadership* are interesting. It isn't just that *Idealized Influence, Inspirational Motivation, Intellectual Stimulation,* and *Individualized Consideration* begin with the same letter as the 5-I model in Appreciative Leadership. There is some definite overlap between the two models in terms of how leadership is conceptualized. In my opinion a significant difference is that Appreciative

Leadership is firmly grounded in one of the most widely used and innovative approaches to organizing to emerge in the postmodern times. The authors have effectively taken the theories and practices of Appreciative Inquiry and translated these into an attitude and approach to leadership that can be embraced and put into practice in a fairly step-by-step manner. It seems to me that these are not claims that can be made by proponents of Transformational Leadership.

Appreciative Leadership is obviously in its infancy compared to Transformational Leadership when it comes to the amount of research and analysis that has been conducted in an attempt to determine correlations with organizational effectiveness and other success metrics. But having AI as its foundation, in my mind, immediately establishes Appreciative Leadership as a legitimate and worthy peer with Transformational Leadership. It will be fun to see whether this opinion holds up.

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Authentic Leadership Approach

It is indeed a remarkable fact that now, at the dawn of the twenty-first century, executives and business leaders are beginning to look to the perennial spiritual truth of Oneness, not only for personal salvation in these most challenging of times but as the source for a new, deeper, and higher perspective from which to engage in the global marketplace. The first time I heard about this phenomenon was about four years ago when a friend told me: “Business people are scared because the rate of change is accelerating so quickly that they know the old ways of thinking are outmoded. They're turning to spiritual concepts and techniques as an adaptive or coping mechanism in order to survive in this brave new world.”

Authentic leadership, which is quite a big buzzword in the alternative business community. Of course, in an enlightenment context, there is no difference between what it means to be an authentic leader and what it means to be a liberated human being. I made clear that if we aspire to be an authentic leader, we must always be willing to:

- *Stand alone*
- *Live fearlessly*
- *Act heroically*
- *Want to be free and true more than anything else*
- *Take unconditional responsibility for oneself*
- *Face everything and avoid nothing*
- *At all times see things impersonally*
- *Live for a higher purpose*

The thought of being a leader may seem like an appealing idea to the ego, but the reality of what being an *authentic* leader implies scares the ego to death. It means ego *death*. Why? Because it means that we actually care so much about a higher purpose, a higher principle, a higher goal that we're willing to make the most important sacrifices for the sake of what we are aspiring to accomplish. It means we care so passionately about others also reaching that goal that we unhesitatingly sacrifice our own peace of mind, comfort, and security in order for them to succeed. It really means that we have no choice left anymore because we have realized without any doubt that from now on, *it's up to us*. We have realized that One Without a Second. We have realized that there is no other and there never could have been. What is so interesting about authentic leadership is this very insight: that once we have arrived, there is no longer any point of return. We have become one with destiny itself.

Charismatic Leadership Approach

Assumptions

Charm and grace are all that is needed to create followers.
Self-belief is a fundamental need of leaders.
People follow others that they personally admire.

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Style
The Charismatic Leader gathers followers through dint of personality and charm, rather than any form of external power or authority.

The searchlight of attention
It is interesting to watch a Charismatic Leader 'working the room' as they move from person to person. They pay much attention to the person they are talking to at any one moment, making that person feel like they are, for that time, the most important person in the world.

Charismatic Leaders pay a great deal of attention in scanning and reading their environment, and are good at picking up the moods and concerns of both individuals and larger audiences. They then will hone their actions and words to suit the situation.

Pulling all of the strings
Charismatic Leaders use a wide range of methods to manage their image and, if they are not naturally charismatic, may practice assiduously at developing their skills. They may engender trust through visible self-sacrifice and taking personal risks in the name of their beliefs. They will show great confidence in their followers. They are very persuasive and make very effective use of body language as well as verbal language.

Deliberate charisma is played out in a theatrical sense, where the leader is 'playing to the house' to create a desired effect. They also make effective use of storytelling, including the use of symbolism and metaphor.

Many politicians use a charismatic style, as they need to gather a large number of followers. If you want to increase your charisma, studying videos of their speeches and the way they interact with others is a great source of learning. Religious leaders, too, may well use charisma, as do cult leaders.

Leading the team
Charismatic Leaders who are building a group, whether it is a political party, a cult or a business team, will often focus strongly on making the group very clear and distinct, separating it from other groups. They will then build the image of the group, in particular in the minds of their followers, as being far superior to all others.

The Charismatic Leader will typically attach themselves firmly to the identify of the group, such that to join the group is to become one with the leader. In doing so, they create an unchallengeable position for themselves.

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Alternative views

The description above is purely based on charisma and takes into account varying moral positions. Other descriptions tend to assume a more benevolent approach.

Conger & Kanungo (1998) describe five behavioral attributes of Charismatic Leaders that indicate a more transformational viewpoint:

- Vision and articulation;
- Sensitivity to the environment;
- Sensitivity to member needs;
- Personal risk taking;
- Performing unconventional behaviour.

Musser (1987) notes that charismatic leaders seek to instil both commitment to ideological goals and also devotion to themselves. The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader.

Discussion

The Charismatic Leader and the Transformational Leader can have many similarities, in that the Transformational Leader may well be charismatic. Their main difference is in their basic focus. Whereas the Transformational Leader has a basic focus of transforming the organization and, quite possibly, their followers, the Charismatic Leader may not want to change anything.

Despite their charm and apparent concern, the Charismatic Leader may well be somewhat more concerned with themselves than anyone else. A typical experience with them is that whilst you are talking with them, it is like being bathed in a warm and pleasant glow, in which they are very convincing. Yet afterwards, ask the sunbeam of their attention is moved elsewhere, you may begin to question what they said (or even whether they said anything of significance at all).

The values of the Charismatic Leader are highly significant. If they are well-intentioned towards others, they can elevate and transform an entire company. If they are selfish and Machiavellian, they can create cults and effectively rape the minds (and potentially the bodies) of the followers.

Their self-belief is so high, they can easily believe that they are infallible, and hence lead their followers into an abyss, even when they have received adequate warning from others. The self-belief can also lead them into psychotic narcissism, where their self-absorption or need for admiration and worship can lead to their followers questioning their leadership.

They may also be intolerant of challengers and their irreplaceability (intentional or otherwise) can mean that there are no successors when they leave.

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Dynamic Leadership Approach

In today's turbulent landscape, change is multidimensional. Leaders must consider speed and scope of change, along with multiple forces buffeting organizations from all directions—new technologies, increasing difference, expanding markets, increased customer and employee expectations, fiscal meltdowns, political battles. Leaders and organizations respond quickly to remain sustainable in today's unpredictable landscape.

The study of human systems dynamics teaches that sustainability requires a system to adapt to whatever it encounters, as it holds its mission and values. An organization's ability to thrive depends on its adaptive capacity, requiring it to be

- **Sensitive** to changing patterns,
- **Flexible** in response, and
- **Robust** to withstand multiple challenges.

In their book, *Dynamical Leadership: Building Adaptive Capacity for Uncertain Times*, the authors offer a model of leadership built on assumptions about organizations as complex systems. While some of these may sound counter to traditional approaches, they express a worldview of human system dynamics that honors inherent complexity of organizations in the 21st century and explain why adaptive capacity is crucial today.

Life is a tapestry of different textures and colors. The pattern becomes visible because of unique differences from one yarn to the next. Human interactions are similarly woven through life, play, and work. The messiness inherent to human systems makes sense to dynamical leaders, and they see the tapestry that is their organization.

As the beat goes on complex systems organize toward "fit." Interactions among individuals are responses and counter-responses. One individual shifts, calling for adjustments by others, triggering reactions elsewhere. This balancing act is continuous and simultaneous, creating a system-wide rhythm as the beat to which dynamical leaders are specifically attuned. They know the beat continues as long as the organization is open and vibrant.

There is no "there" there as patterns emerge continuously, whether or not they are watched. A system doesn't self-organize toward a single point that signals some arbitrary conclusion. Rather, the system's goal is fitness in a constantly shifting environment, responding to demands, seeking new opportunities, and finding new vistas. Dynamical leaders expect this and don't wait for it to settle down or stop changing. They value this "dance" between the organization and its environment as necessary to sustainability.

Coherence is as good as it gets when work aligns with values and people across the system respond in similar ways. Dynamical leaders recognize there is

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no “perfect state,” and sustainability cannot be judged against external measures. The most useful measure of sustainability reflects coherence among parts of the system.

Things will go “bump” as difference within a system creates tension when individuals collaborate, build trust, or acknowledge fear. Tensions also emerge as the organization “bumps” against its environment. The goal of adaptive capacity is not to eliminate tension; it is to understand sources of tension, learn to negotiate their impact, and move forward.

There is magic in fractals as some patterns reverberate throughout the system. When similar behavior is observed in leaders, groups, and individuals, it is a fractal pattern. Behavior of senior leaders may be replicated at various levels in multiple ways. To influence a fractal at one level leverages work at others, magnifying impact of an intervention, increasing adaptive capacity.

Power is abundant, and multiplies as it’s shared. In complex systems, power is the ability to influence, and is no longer associated only with position or title. Everyone can influence, and as they do, creativity and efficacy are unleashed. Sharing power is not about leaders abdicating responsibilities or accountabilities. It is honoring individuals’ abilities to contribute to overall performance.

We believe there’s no silver bullet for today’s complex leadership dilemmas. We also believe, however, there is a path leaders can take to:

- Increase ability to thrive in today’s turbulence,
- Support others in contributing to sustainability,
- Respond productively to shifting needs, and
- Step into powerful roles as dynamical leaders in a complex world.

Heroic Leadership Approach

Heroic leaders are especially prevalent in times of crisis and transformation when traditional mechanisms for transition and conflict resolution are under great strain or have broken down: customs; traditions; established authority; and shared vision, values, and purpose.

In his book Leadership James MacGregor Burns described heroic leadership as a relationship between leader and follower in which followers place great faith, often unfounded, in the heroes ability to overcome obstacles and crises. The followers avoid personal responsibility by projecting their fears, aggressions, and aspirations onto the hero as a symbolic solution to the conflict inherent in transformation.

Those who deify leaders must recognize their collusion in the heroic leader syndrome. It's difficult to resist being treated as someone special. It feels good to be treated like an expert who is all wise and to receive mass support directly

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from followers. Many who know better succumb to the euphoric feelings of celebrity and adulation and eagerly play out the role designed for them by irresponsible followers.

By deifying leaders we render them ineffective, we take away their humanity, and we place extraordinary pressures upon them. How can a leader be effective if she is unapproachable and if we are afraid to tell her the truth? I know many leaders who, believing they have to appear perfect, will not admit mistakes and, therefore, will not apologize for their mistakes and the negative impacts of their behavior on others. Isolated and alone they cannot empathize with others and lose their humanity.

Others, knowing they cannot live up to the expectations place upon them, become nothing more than figureheads who spend their days constructing the appearance of competence and contribution. Some find the emotional highs so addictive and feel the responsibilities so greatly that they literally die from the stress created trying to live up to the expectations of others. They are eulogized. Others use up their energy, burn out, and quit or are fired. They are demonized. Heroic leadership is also harmful to followers. People become overly dependent on the leader. They become compliant, conforming, and disempowered, waiting helplessly for the hero to save them from what they fear. People lose their authentic sense of self and by doing so escape personal responsibility.

Natural leaders within the organization are not developed, self-organization is driven underground, and tremendous potential is constrained. Mediocrity is the norm when only a few function at their full potential. Paradoxically, heroic leaders often prevent the change they desire by their efforts to return control and predictability to their organizations. By doing so they inhibit natural processes that provide the energy and creativity they want. Such a sub-optimal organization is vulnerable to outside threats.

Because the focus is on the hero (rendering the accomplishments of others fuzzier) and because many think of cause and effect as being linear (obscuring actual long-term systemic interrelationships) the contributions of heroic leaders are often illusionary, inflated greatly, and a threat to long-term sustainability. Heroic leaders are not authentic leaders.

No true relationship exists between them and their followers: a relationship based on shared vision, values, and purpose and characterized by authentic conflict, managed transitions, and sustainable change. Dee Hock, founder of Visa, wrote that heroic leaders, once a godsend, are now a public menace. We need to think about organizational leadership in a new way--a way that fits the times in which we live.

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Participative Leadership Approach

Being a participative leader means involving team members in making decisions. This is most essential when creative thinking is needed to solve complex problems.

You want to lead your team to the best of your ability. But should you be participative when making decisions or save time by making them yourself?

Being a participative leader means involving your team in making some, but not all, key decisions. But first of all, what are the reasons why some managers aren't very participative? A major reason is that they think they need to be strong, tough, independent and decisive to be seen as an effective manager. They feel that being participative might make them seem weak or indecisive. One executive who went around asking his new team members their views was asked by an old timer: "Do you want me to tell you how to do your job?" This old timer was simply behaving in accordance with the cultural values that pervade most organizations dominated as they are by masculine values. In this context, employees expect their managers to make decisions and not need to ask for input from their teams. Some managers also like the feeling of being in control and having the power to call the shots. Finally, there is time pressure. It is often faster for managers to make decisions themselves.

The Benefits of Participative Leadership

Why should you adopt a participative leadership style? Today, so many workers are intelligent, highly skilled professionals. Motivating employees who are knowledge workers is based on making them feel valued. There is simply no better way to make people feel valued than to ask them, genuinely, for their advice. You can pat people on the back and recognize their efforts but this is not as effective in motivating people as involving them in important decisions. The second main reason to be participative is a corollary of the first. Employees who play a part in deciding what to do feel a much greater amount of ownership over making it happen.

In addition, much of today's work has a high knowledge component that requires people to think and solve problems. Our work is increasingly mental work. Management has often been described as getting work done through others. At one time, much of that work involved tasks, doing things that had a greater physical than mental component. With such work, delegation is the key means of getting work done through others. But when a team needs to think creatively to solve complex problems, improve productivity or develop a new product, the best way to get such mental work done through people is to ask them for their suggestions. This switch to mental work makes the manager's job one of asking employees what to do rather than telling them, a complete 180 degree change of direction from days gone by.

If the work you manage has a high mental component, you simply can't get it done without involving people in decisions.

Servant Leadership Approach

The phrase "Servant Leadership" was coined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In that essay, he said:

"The servant-leader *is* servant first… It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.**"**

"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. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?**"**

In his second major essay, *The Institution as Servant*, Robert K. Greenleaf articulated what is often called the "credo." He said:

" This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions - often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open and the very performance as servant of existing major institutions by new regenerative forces operating within them."

Assumptions

The leader has responsibility for the followers.
Leaders have a responsibility towards society and those who are disadvantaged.
People who want to help others best do this by leading them.

Style

The servant leader serves others, rather than others serving the leader. Serving others thus comes by helping them to achieve and improve.
There are two criteria of servant leadership:

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- The people served grow as individuals, becoming 'healthier, wiser, more autonomous and more likely themselves to become servants' (Greenleaf, 1977).
- The extent to which the leadership benefits those who are least advantaged in society (or at least does not disadvantage them).

Principles of servant leadership defined by the Alliance for Servant Leadership are:

- *Transformation* as a vehicle for personal and institutional growth.
- *Personal growth* as a route to better serve others.
- *Enabling environments* that empower and encourage service.
- *Service* as fundamental goals.
- *Trusting relationships* as a basic platform for collaboration and service.
- *Creating commitment* as a way to collaborative activity.
- *Community building* as a way to create environments in which people can trust each other and work together.
- *Nurturing the spirit* as a way to provide joy and fulfillment in meaningful work.

Spears (2002) lists: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community.

An excellent example of a servant leader is Ernest Shackleton, the early 20th century explorer who, after his ship became frozen in the Antarctic life, brought every one of his 27 crew home alive, including an 800 mile journey in open boats across the winter Antarctic seas. It took two years, but Shackleton's sense of responsibility towards his men never wavered.

Discussion

Greenleaf says that true leadership "emerges from those whose primary motivation is a deep desire to help others." Servant leadership is a very moral position, putting the well-being of the followers before other goals.

It is easy to dismiss servant leadership as soft and easy, though this is not necessarily so, as individual followers may be expected to make sacrifices for the good of the whole, in the way of the servant leader.

The focus on the less privileged in society shows the servant leader as serving not just their followers but also the whole of society.

Servant leadership is a natural model for working in the public sector. It requires more careful interpretation in the private sector lest the needs of the shareholders and customers and the rigors of market competition are lost.

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A challenge to servant leadership is in the assumption of the leader that the followers want to change. There is also the question of what 'better' is and who decides this.

Servant leadership aligns closely with religious morals and has been adopted by several Christian organizations.

Systems and Complexity Leadership Approach

Systems Thinking

Systems, like the human body, have parts, and the parts affect the performance of the whole. All of the parts are interdependent. The liver interacts with and affects other internal organs—the brain, heart, kidneys, etc. You can study the parts singly, but because of the interactions, it doesn't make much practical sense to stop there. Understanding of the system cannot depend on analysis alone. The key to understanding is, therefore, synthesis.

The systems approach is to:

- Identify a system. After all, not all things are systems. Some systems are simple and predictable, while others are complex and dynamic. Most human social systems are the latter.
- Explain the behavior or properties of the whole system. This focus on the whole is the process of synthesis. Ackoff says that analysis looks into things while synthesis looks out of things.
- Explain the behavior or properties of the thing to be explained in terms of the role(s) or function(s) of the whole.

The systems thinker retains focus on the system as a whole, and the analysis in step three (the third bullet) is always in terms of the overall purpose of the system. Borrowing Ackoff's approach and using the example of a contemporary defense issue might help clarify what is admittedly abstract at first glance.

A common symptom of this phenomenon can be seen in leaders who unrealistically demand simplicity and certainty in a complex and uncertain environment. The drive for simplicity can lead to the need for excessive assumptions.

Few contemporary issues of significance can be understood, much less solved, in a two-page point paper or a PowerPoint® slide. We might also ask whether speed and decisiveness in decision making, so valued at the tactical level, work to the detriment of good decisions at the strategic level. Absent some discipline and techniques to do otherwise, it is very hard to find time for reflection and thoughtful decision making.

Most people expect learning to just happen without their taking the time for thought and reflection, which true learning requires. In the past, with slower

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communication systems, we often had a few weeks to ponder and rethink a decision. Today we're accustomed to e-mails, faxes, overnight letters, and cell phones, and have come to believe that an immediate response is more important than a thoughtful one. — Steven Robbins, writing in *Harvard Business School Working Knowledge* in May 2003.

Interrelationships, Not Things

Peter Senge submits, in *The Fifth Discipline*, that systems thinking provides just the type of discipline and toolset needed to encourage the seeing of "interrelationships rather than things, for seeing patterns of change rather than static 'snapshots.'" Senge argues that this shift of mind is necessary to deal with the complexities of dynamic social systems.

He suggests that we think in terms of feedback loops as a substitute for simple cause and effect relationships. Systems thinking is no panacea. There is no checklist to work through that will guarantee someone is thinking in a way that will capture the big picture or identify root causes of difficult problems. There are some concepts and approaches embedded in the systems thinking literature, however, that can be very helpful when considering why a situation seems to be immune to intervention, or why a problem thought to be solved has returned with a vengeance. Here are some of the concepts:

- Focus on the purpose for which a system was created over the processes and procedures of the system.
- Simple cause-and-effect relationships are insufficient to understand or explain a complex social system. Patterns over time and feedback loops are a better way to think about the dynamics of complex systems.
- Think in terms of synthesis over analysis; the whole over the parts.
- Busyness and excessive focus on short term gains interferes with our ability to use a systems approach.
- Leaders must see what is actually happening over what they want to see happen.
- Thinking about systems and their dynamics suggests alternative approaches and attunes leaders to important aspects of organizational behavior, especially in military organizations that value tradition and standardization

Strategic / Situational Leadership Approach

Assumptions

The best action of the leader depends on a range of situational factors.

Style

When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods. In practice, as they say, things are not that simple.

Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.

The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior.

Yukl (1989) seeks to combine other approaches and identifies six variables:

- *Subordinate effort*: the motivation and actual effort expended.
- *Subordinate ability* and *role clarity*: followers knowing what to do and how to do it.
- *Organization of the work*: the structure of the work and utilization of resources.
- *Cooperation and cohesiveness*: of the group in working together.
- *Resources and support*: the availability of tools, materials, people, etc.
- *External coordination*: the need to collaborate with other groups.

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group.

Discussion

Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation, the forces in then follower and also forces in the leader. This recognizes that the leader's style is highly variable, and even such distant events as a family argument can lead to the displacement activity of a more aggressive stance in an argument than usual.

Maier (1963) noted that leaders not only consider the likelihood of a follower accepting a suggestion, but also the overall importance of getting things done. Thus in critical situations, a leader is more likely to be directive in style simply because of the implications of failure.

Transformational Leadership Approach

Assumptions

People will follow a person who inspires them.
A person with vision and passion can achieve great things.
The way to get things done is by injecting enthusiasm and energy.

Style

Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.

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Developing the vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it, hook, line and sinker.

Selling the vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The Transformational Leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon.

In order to create followers, the Transformational Leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision.

Finding the way forwards

In parallel with the selling activity is seeking the way forward. Some Transformational Leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land.

The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the *direction* will always be known. Thus finding the way forward can be an ongoing process of course correction and the Transformational Leader will accept that there will be failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

Leading the charge

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The Transformational Leader seeks to infect and reinfect their followers with a high level of commitment to the vision.

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One of the methods the Transformational Leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation.

Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a belief in themselves rather than a belief in others.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone *believes* they are right, it does not mean they *are* right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

VUCA Leadership Approach

The VUCA framework was developed at the US Army War College in response to changes in the security environment over the last twenty years. The purpose of the Army post-graduate institution is the education of its best and brightest,

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focusing on leadership and strategy, and teaching the skills required to act effectively in a Volatile, Uncertain, Complex, and Ambiguous world.

A key leadership insight for working in VUCA situations is recognizing the dilemmas embedded within them. Unlike problems to be solved, dilemmas are those unsolvable, unanticipated, messy – yet potentially positive – issues and challenges that every leader faces. Dilemmas must be continuously managed, and they show up whenever VUCA does. Managing dilemmas requires leaders to think and act in new ways in order to make sense of the both/and nature inherent in any dilemma. In today's VUCA world, recognizing dilemmas can save leaders from the "analysis paralysis" of problem solving, provided they have the capacity to stand in the adaptive tension dilemmas create.

<u>Lessons for Leaders</u>

- Successful tactical leaders can easily get trapped by their predictive mindset when they encounter a VUCA situation
- Many leadership issues are not problems to be solved but rather dilemmas that must be continuously managed
- VUCA is a neutral force in the world, it is the leader's challenge to transform it and find the opportunity within

The antidote to VUCA – Vision, Understanding, Clarity, and Agility – **VUCA Prime** – a compass that helps leaders navigate the turbulence.

In VUCA situations, the destabilizing events impact different parts of the system differently. Actions that amplify (increase) the positive and dampen (decrease) the negative help leaders harness the instability and *act* their way forward, learning as they go. Identifying and applying these two types of interventions is a major challenge and opportunity for leaders in a VUCA world. Enter VUCA Prime – Vision, Understanding, Clarity, and Agility. VUCA Prime is the contribution of Bob Johansen,[i] emerging from his work with corporate, military, non-profit, and government leaders as they navigated their VUCA challenges. They suggest where and what to amplify and dampen within a VUCA situation.

The forces of VUCA and VUCA Prime exist in dynamic equilibrium, and leaders can balance the energy of either side with its complement. The dynamic interplay of VUCA and VUCA Prime generates the energy that can drive organizations to adapt, change, and evolve with the conditions of their environment (the sum of the political, economic, social, technological, and government/regulatory background). As the five of us pondered what to do next from a leadership development perspective, we began to see places within the current and new organization that needed less Volatility and others that needed more Volatility. In both cases Vision was a complementing force that we could work with. With the group's input, Dave and I designed a leadership development plan for the executive team as part of the restructuring kick-off and

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the 2011 goal-setting and planning process. The exercises we used set the conditions for the executive team to think and act in new ways.

Lessons for Leaders

Useful methods for weaving together the dynamic forces of VUCA and VUCA Prime (the weaving is represented by the infinity symbol) include:

Volatility ∞ Vision: Future Back

- An exercise that views today from the perspective of the desired future and creates milestones for getting there

Uncertainty ∞ Understanding: Adaptive Change Model[ii]

- This model of change weaves together the transactional/doing aspects of change and the transformational/relational aspects of change

Complexity ∞ Clarity: Sense making

- A method of tuning in to weak signals in the environment, searching for what might be possible in order to act with informed sensibility

Ambiguity ∞ Agility: Safe Fail and Ritual Dissent

- An exercise that combines rapid prototyping of ideas and action with the practice of listening to the creative criticism it generates

Conventional Traits and Styles

Leadership style refers to a leader's behaviour. It is the result of the philosophy, personality and experience of the leader.

The conventional leadership styles and also known as the Kurt Lewin’s Leadership Styles:

- Autocratic / Authoritarian Leadership
- Democratic / Participative Leadership
- Laissez-Faire Leadership

Autocratic or Authoritarian Leaders

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictator leaders.

They do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to themself until they feel it is needed by the rest of the group.

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Participative or Democratic Leaders
The democratic leadership style favors decision-making by the group as shown, such as leader gives instruction after consulting the group.
They can win the cooperation of their group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them.

Laissez-Faire or Free Rein Leaders
The phrase is French and literally means "let do", but, in a leadership context, can be roughly translated as "free rein".

A free rein leader does not lead, but leaves the group entirely to itself as shown; such a leader allows maximum freedom to subordinates, i.e., they are given a free hand in deciding their own policies and methods.

Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective.

The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

Negative styles

There are some relatively common styles of management that are anything but models of good leadership.

- Post-hoc Management: A poor, but common style.
- Micromanagement: Controls every detail.
- Seagull Management: Flying in, pooping on you and flying off again.
- Mushroom Management: Drop them in the poo and keep them in the dark.
- Kipper management: Two-faced approach.

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Specific Outcome 3
Apply leadership techniques to individuals and teams within the work context

Many motivational experts like to say that leaders are made, not born. I would argue the exact opposite. I believe we are all natural born leaders, but have been deprogrammed along the way. As children, we were natural leaders - curious and humble, always hungry and thirsty for knowledge, with an incredibly vivid imagination; we knew exactly what we wanted, were persistent and determined in getting what we wanted, and had the ability to motivate, inspire, and influence everyone around us to help us in accomplishing our mission. So why is this so difficult to do as adults? What happened?

As children, over time, we got used to hearing, .No,...Don't,… and …...Can't….No! Don't do this. Don't do that. You can't do this. You can't do that. No! .....No! …. No! ….

Many of our parents told us to keep quiet and not disturb the adults by asking silly questions. This pattern continued into high school with our teachers telling us what we could do and couldn.t do and what was possible. Then many of us got hit with the big one - institutionalized formal education known as college or university. Unfortunately, the traditional educational system doesn't teach students how to become leaders; it teaches students how to become polite order takers for the corporate world. Instead of learning to become creative, independent, self-reliant, and think for themselves, most people learn how to obey and intelligently follow rules to keep the corporate machine humming.

The Leader in you wants you to live your highest life, then, requires a process of unlearning, by self-remembering and self-honoring. Being an effective leader again will require you to be brave and unlock the door to your inner attic, where your childhood dreams lie, going inside to the heart.

Domain: Leading yourself

Here are ten easy steps you can take to awaken the Leader in you and rekindle your passion for greatness:

1. Humility. Leadership starts with humility. To be a highly successful leader, you must first humble yourself like a little child and be willing to serve others. Nobody wants to follow someone who is arrogant. Be humble as a child, always curious, always hungry and thirsty for knowledge. For what is excellence but knowledge plus knowledge plus knowledge - always wanting to better yourself, always improving, always growing.

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When you are humble, you become genuinely interested in people because you want to learn from them. And because you want to learn and grow, you will be a far more effective *listener*, which is the #1 leadership communication tool.

When people sense you are genuinely interested in them, and listening to them, they will naturally be interested in you and listen to what you have to say.

2. SWOT Yourself. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. Although it’s a strategic management tool taught at Stanford and Harvard Business Schools and used by large multinationals, it can just as effectively be used in your own professional development as a leader. This is a useful key to gain access to self-knowledge, self-remembering, and self-honoring.

Start by listing all your Strengths including your accomplishments. Then write down all your Weaknesses and what needs to be improved. Make sure to include any doubts, anxieties, fears, and worries that you may have. These are the demons and dragons guarding the door to your inner attic. By bringing them to conscious awareness you can begin to slay them. Then proceed by listing all the Opportunities you see available to you for using your strengths. Finally, write down all the Threats or obstacles that are currently blocking you or that you think you will encounter along the way to achieving your dreams.

3. Follow Your Bliss. Regardless of how busy you are, always take time to do what you love doing. Being an alive and vital person vitalizes others. When you are pursuing your passions, people around you cannot help but feel impassioned by your presence.

This will make you a charismatic leader. Whatever it is that you enjoy doing, be it writing, acting, painting, drawing, photography, sports, reading, dancing, networking, or working on entrepreneurial ventures, set aside time every week, ideally two or three hours a day, to pursue these activities. Believe me, you’ll find the time. If you were to video tape yourself for a day, you would be shocked to see how much time goes to waste!

4. Dream Big. If you want to be larger than life, you need a dream that’s larger than life. Small dreams won’t serve you or anyone else. It takes the same amount of time to dream small than it does to dream big. So be Big and be Bold! Write down your One Biggest Dream. The one that excites you the most. Remember, don’t be small and realistic; be bold and unrealistic! Go for the Gold, the Pulitzer, the Nobel, the Oscar, the highest you can possibly achieve in your field. After you.ve written down your dream, list every single reason why you CAN achieve your dream instead of worrying about why you can’t.

5. Vision. Without a vision, we perish. If you can’t see yourself winning that award and feel the tears of triumph streaming down your face, it’s unlikely you

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will be able to lead yourself or others to victory. Visualize what it would be like accomplishing your dream.

See it, smell it, taste it, hear it, feel it in your gut.

6. Perseverance. Victory belongs to those who want it the most and stay in it the longest. Now that you have a dream, make sure you take *consistent* action every day. I recommend doing at least 5 things every day that will move you closer to your dream.

7. Honor Your Word. Every time you break your word, you lose power. Successful leaders keep their word and their promises. You can accumulate all the toys and riches in the world, but you only have one reputation in life. Your word is gold. Honor it.

8. Get a Mentor. Find yourself a mentor. Preferably someone who has already achieved a high degree of success in your field.

Don't be afraid to ask. You've got nothing to lose.

Mentors.ca is an excellent mentoring website and a great resource for finding local mentoring programs. They even have a free personal profile you can fill out in order to potentially find you a suitable mentor. In addition to mentors, take time to study autobiographies of great leaders that you admire. Learn everything you can from their lives and model some of their successful behaviors.

9. Be Yourself. Use your relationships with mentors and your research on great leaders as models or reference points to work from, but never copy or imitate them like a parrot.

Everyone has vastly different leadership styles. History books are filled with leaders who are soft-spoken, introverted, and quiet, all the way to the other extreme of being outspoken, extroverted, and loud, and everything in between. A quiet and simple Gandhi or a soft-spoken peanut farmer named Jimmy Carter, who became president of the United States and won a Nobel Peace Prize, have been just as effective world leaders as a loud and flamboyant Churchill, or the tough leadership style employed by "The Iron Lady" - Margaret Thatcher.
I admire Hemingway as a writer. But if I copy Hemingway, I'd be a second or third rate Hemingway, at best, instead of a first rate Sharif. Be yourself, your best self, always competing against yourself and bettering yourself, and you will become a first rate YOU instead of a second rate somebody else.

10. Give. Finally, be a giver. Leaders are givers. By giving, you activate a universal law as sound as gravity: .life gives to the giver, and takes from the taker.. The more you give, the more you get. If you want more love, respect, support, and compassion, give love, give respect, give support, and give

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compassion. Be a mentor to others. Give back to your community. As a leader, the only way to get what you want, is by helping enough people get what they want first. As Sir Winston Churchill once said, “We make a living by what we get, we make a life by what we give.”

Domain: Leading Other Individuals

Remember that the competencies and qualities to lead other individuals require that a person can effectively lead themselves. So be sure to read the above section on leading yourself. The activities in leading other individuals often is referred to as Supervision, so that topic also might be useful to you.

Setting Direction (depending on the situation)

- By establishing Performance Goals

Various Methods of Influencing Individuals

- Coaching
- Counseling
- Delegating
- Mentoring
- Selling
- Directing work

"Advanced" -- Effectively Leading Other Individuals

- Building Trust
- Communications (face-to-face)
- Conflict (Managing Interpersonal Conflict)
- Handling Difficult People
- Listening
- Motivating Others
- Managing Power and Influence
- Sharing Feedback
- Valuing Diversity

Domain: Leading Groups and Teams

Note that some experts believe that the dynamics of a collection of about 12 people or less is quite different than a collection of 12 or more -- 12 or more becomes more like what we think of as an "organization" with a distinct culture. Many people think of a "team" as apart from a group -- they think of a team as a collection of people with a specific purpose and organized to achieve certain goals.

Remember that the competencies and qualities that are required to lead groups and teams also require that a person can effectively lead themselves and other individuals. So be sure to read the above sections about those topics.

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Methods of Influencing Groups

- Facilitation
- Group-Based Problem Solving and Decision Making
- Meeting Management
- Project Management

"Advanced" -- Effectively Leading Groups

- Conflict Management in Groups
- Group Dynamics (basics about nature of groups, stages of group development, etc.)
- Systems Thinking (seeing larger structures and patterns in processes of groups and organizations)
- Team Building

Domain: Leading Large Groups and Organizations

Remember that the competencies and qualities that are required to lead organizations also require that a person can effectively lead themselves, other individuals, and groups and teams.

Setting Direction

- Strategic Analysis (environmental scan and SWOT analysis)
- Strategic Direction (mission, vision, values and goals)

Methods of Influence

- Organizational Performance Management (includes numerous methods and movements)

"Advanced" -- Effectively Leading in Organizations

- Through organizational Change and Development
- Through organizational Communications
- Through leading Change
- Through Leadership Competencies and Change
- Through Leading a Dilemma
- Through Leading Change
- Through Leading from all 4Quadrants

Domain: Leading Communities

Remember that the competencies and qualities that are required to lead communities also require that a person can effectively lead themselves, other individuals, groups and teams, and organizations.

- Through Community Organizing

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Group Dynamics

Group Dynamics is about understanding the basic nature of most groups, their typical stages of development and how to support groups to evolve through the early stages.

That understanding, along with the guidelines that follow, will help the Team Leader / Manager of the team to support the team to fully develop.

Is Your Gathering a Group or a Team?

This might seem like a silly question, but it is not. Gatherings of less than 10-12 people are considered by organizational development consultants to be a small group. Information in this section is most useful for forming and facilitating small groups of 10-12 people or less.

Groups that are larger than that range tend to have another level of complexity not apparent in small groups. For example, the nature and needs of larger groups are often similar to those of entire ongoing organizations. They have their own various subcultures, distinct subsystems (or cliques), diversity of leadership styles and levels of communication. While certain structures are often useful in small groups, they are absolutely necessary on an ongoing basis in larger groups. For example, larger groups should have a clearly established purpose that is continually communicated, and formal plans and policies about ongoing leadership, decision making, problem solving and communication.

Life Stages of a Team

When developing a team, it helps a great deal to have some basic sense of the stages that a typical team moves through when evolving into a high-performing team. Awareness of each stage helps leaders to understand the reasons for members' behavior during that stage, and to guide members to behavior required to evolve the team into the next stage.

1. Forming

Members first get together during this stage. Individually, they are considering questions like, "What am I here for?", "Who else is here?" and "Who am I comfortable with?" It is important for members to get involved with each other, including introducing themselves to each other. Clear and strong leadership is required from the team leader during this stage to ensure the group members feel the clarity and comfort required to evolve to the next stage.

2. Storming

During this stage, members are beginning to voice their individual differences, join with others who share the same beliefs, and jockey for position in the group. Therefore, it is important for members to continue to be highly involved with each other, including to voice any concerns in order to feel represented and understood. The team leader should help members to voice their views, and to achieve consensus (or commonality of views) about their purpose and priorities.

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3. Norming
In this stage, members are beginning to share a common commitment to the purpose of the group, including to its overall goals and how each of the goals can be achieved. The team leader should focus on continuing to clarify the roles of each member, and a clear and workable structure and process for the group to achieve its goals.

4. Performing
In this stage, the team is working effectively and efficiently toward achieving its goals. During this stage, the style of leadership becomes more indirect as members take on stronger participation and involvement in the group process. Ideally, the style includes helping members to reflect on their experiences and to learn from them.

5. Closing and Celebration
At this stage, it is clear to members and their organization that the team has achieved its goals (or a major milestone along the way toward the goal). It is critical to acknowledge this point in the life of the team, lest members feel unfulfilled and skeptical about future team efforts.

Some Types of Teams You Could Use

There are many types of teams you could use in the workplace. The type you choose depends very much on the nature of the results that the team is to accomplish.

1. Formal and informal teams
These are usually small groups of employees who come together to address some specific goal or need. Management appoints formal teams, that is, teams that are intentionally organized and resourced to address a specific and important goal or need. Informal teams are usually loosely organized groups of people who come together to address a non-critical, short-term purpose.

2. Committees
Committees are organized to address, major ongoing functions or tasks in an organization, and the membership of the committees often is based on the official position of each of the members, for example, committees in Boards of Directors.

3. Problem-solving teams
These teams are formed to address a particular, major problem currently faced by the organization. Often, their overall goal is to provide a written report that includes recommendations for solving the problem. Membership often is comprised of people who perceive and/or experience the problem, as well as those who can do something about it.

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4. Self-directed and self-managed teams

These types of teams are increasingly used where a) team members are working to address a complex challenge in a rapidly changing environment, and b) the strong ownership and participation of members are extremely important. These types provide great latitude in how members achieve the overall results to be achieved by the teams. The role of leader in a team might change during the team activities depending on where the team is in its stage of development (see below) and/or achieving is results.

NOTES

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Specific Outcome 4
Evaluate the impact of the leadership techniques applied

***"When we are dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bustling with prejudices and motivated by pride and vanity."* — Dale Carnegie, personal effectiveness pioneer and author**

In many organizations (especially those with morale or motivation problems), management has created a sterile and passionless culture. Their strategies, budgets, and business plans are cold and lifeless. So teams and frontline performers go through the motions, put in their time, and go home.
Techno managers try to energize their people by using "leader speak" and imitating some of the things leaders do and say. They develop statements of vision, mission, values, "strategic purpose," and the like. However, improvement programs such as reengineering, service/quality, empowerment, teams, or new technology have no spirit. These programs may build up some speed and even get off the ground. But they never soar.

Too many managers are dispassionately trying to "do leadership" as if it were just another set of tools to be deployed ("I've done my vision thing"). We need to shift from doing leadership to being a leader. A team or organization's Context and Focus (vision, values, and purpose) aren't just techniques, statements, or approaches. They're much deeper than that. Focus and Context is about feelings, causes, and convictions. They go to the very DNA of our being. You can't be dispassionate about passionate issues. Otherwise, while you do your "leadership thing," people on your team and in your organization will do their "commitment thing." So nothing is energized.

Caring For the Context

"Organizations exist to enable ordinary people to do extraordinary things."* — Ted Levitt, *Thinking About Management

Senior managers in medium to large size organizations need to spend a great deal of their time "managing the context" of their culture. One of the time consuming aspects of cultural leadership is developing a shared vision, values, and purpose. Senior management can (and often should) start the process by taking their rough cut at establishing these. Some decisions, like what business you're in, belong to senior management.

But if an organization's Focus and Context or culture is to be widely owned by everyone who will draw from and give it meaning, they need to be involved in its development. That takes a lot of time and effort. It also redefines senior

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management's role. They spend less time managing the day-to-day business (isn't that what all our "empowered" people should be doing?) and more time caring for the organization's culture.

Managing a successful organization (nonprofit or for-profit) -- or building up the health of an already established organization -- requires healthy, ongoing leadership and management, planning, product and service development, marketing and financial management. To carry out these practices in a healthy manner, it's important to first understand the basic "territory" in which these practices are carried out.

These practices are all "systems" that occur within the larger system of the organization. This is not academic talk -- this is a highly practical point to understand. To truly understand and to be effective at these practices, it helps greatly if leaders, managers and employees have some basic understanding of the overall system of the organization, including its common dimensions, cultures and life cycles. Too often, this basic nature is not understood. Instead, people tend to focus only on the day-to-day events and then when problems occur, they don't see the big picture in order to resolve these problems for the long term. Consequently, they mistakenly focus on what's urgent, rather than on what's important -- if you focus on what's important, you'll reduce what's urgent.

Noted psychologist Edgar Schein identified five primary mechanisms and five secondary mechanisms by which leaders change cultures.

Primary mechanisms

These are the main ways by which leaders effect cultural change through their visible actions.

Attention

The values, beliefs, priorities, and so on of the leader appear in where they place their attention. Followers look at what the leader is looking at and pay close attention to their emotions. When a leader gets particularly passionate or annoyed, then followers assume that the subject being attended to is important.

Reactions to crises

In a crisis, people's deeper values are exposed, for example whether they go into self-preservation mode or whether they gallantly seek to help others first. The higher level of emotion in crises also means that we will remember what happens then more than at other times.

The result is that in a crisis, the leader's actions will be both remembered and also taken to be a truer example of who they really are.

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Role modeling

People listen to leaders, and they also watch carefully what they do. When there is a conflict between these, they will believe the leader's actions before their words. People also assume the behavior of leaders is what is right and will hence emulate them. How leaders behave is how their followers will tend to behave.

Allocation of rewards

Rewards, from praise to promotion, are assumed to reflect desired behavior *as well as* desired results. If a cultural change to more collaborative behavior is desired and someone gets a bonus for achieving outstanding result but using selfish behavior, then it will be assumed that selfish behavior is OK. To change the culture, it would be necessary for that person to be censured, not rewarded, for their selfish behavior.

Criteria for selection and dismissal

Recruitment, promotion and dismissal are both critical for choosing who does what and also extreme forms of reward and punishment. The criteria used should consider the style and personality as well as the technical competence of the person involved. In this way, the cultural aspects of the organization may be included in the selection and dismissal processes.

Secondary mechanisms

These are additional methods by which a leader may indirectly change the culture.

Design of organizational structure

'Function follows form' is a common saying, and applies here. It has also been said that 'First we create our organizations and then they create us'. The hierarchical shape of any organization will have a subtle effect on how they operate. Thus, to change the organization, changing its structure can be highly effective.

Design of systems and procedures

The systems by which an organization is run have a wide effect on how people think. This includes budgeting, information systems, performance reviews and management development activities. Deliberate design of these can ensure alignment with desired cultural directions.

Design of facilities

The layout of offices often reflects subconsciously the values of an organization, both in terms of the who sits near who and also in the differentiation in benefits that individuals are given. More space, thicker carpets, window seats, bigger desks and more are all symbols of superiority. In some traditional organizations, there are meted out very carefully according to

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management grade. In other companies, everyone has the same sized cubicle with very little differentiation between management levels.

Stories, legends and myths

The stories that people tell and re-tell in organizations typically reflect the values and beliefs of the culture. Hence, changing the stories will tend to change the culture. This is particularly powerful as it is spread at the individual level and hence has grass-roots support and credibility.

Formal statements

Formal statements by the organization, although not always as credible as grass-roots whisperings, are the public face of the organization, and hence demand attention. They also may later form the basis of formal arguments and actions, from decisions around allocation of resource to discipline and dismissal.

Here are some ways to influence others in the workplace to enhance your leadership impact:

- When new in a group or with individuals, introduce yourself right away.
- Expand your sphere of influence by cultivating strategic relationships.
- Know your audience, what is important to them and how will you provide value and benefit?
- Increase your level of contribution by making suggestions and sharing your ideas more often.
- Be well prepared with facts and data so you are more forceful in stating your opinions. Be sure to also give your perspective on why you believe the facts are valid.
- Develop conviction when stating your opinions and ideas – don't hesitate. Pay attention to your vocal quality so you come across confidently.
- Summarize your opinions frequently to build understanding.
- Ask others for feedback on how they perceive you and what you could do differently to have a more positive impact.
- Show enthusiasm – the more committed you are, the more others will be willing to support you.
- Observe leaders in your organization or community who are highly influential. What are they doing that is effective?

Influencing others is a critical skill in today's work environment. In what ways do you influence others to enhance your leadership impact?

Below are 14 things that some of the most effective leaders in organizations do today to help their organization be successful. These are not focused on managing the company's finances, preparing for Board meetings, or planning strategy; but rather, in addition to those certainly important items (along with many others), these 14 key items help leaders to get in touch with their employees as well as their clients to help the company succeed.

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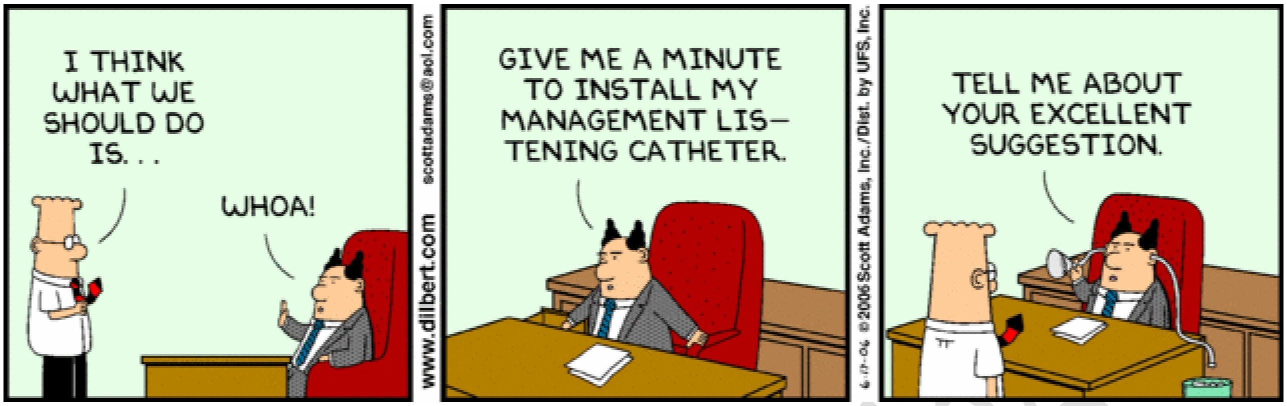

1. **Communicate effectively**: Leaders must know how to effectively communicate through all levels of the organization – the right communication, with the right amount of information, at the right time. Be honest when things aren't going well in the company – don't scare the employees – but let them know what's happening and what the plans are to get back on track. Keeping things behind closed doors only worries employees and increases anxiety and de-motivates them. Some communications may be written memos sent via email, in other cases face-to-face conversations work best, and for others, small group or one-on-one meetings might be most effective.

2. **Get out of the corner office**: Leaders need to walk around among employees; not just sit in their office waiting for employees to come to them. Take a walk about the office – see how employees are doing. Get to know them. Ask about their family, an upcoming event, or what they did over the weekend. Attend department meetings – learn what's going on within each department and what challenges they face.

3. **Be out there representing the company**: Speak at conferences, blog, Tweet, participate on LinkedIn groups, contribute to the company Facebook page, etc. – do the "social media thing." Represent the company and its employees. You are the face of the company!

4. **Praise employees**: Know what projects employees are working on and what their accomplishments are – praise them for work well done! Make it personal (one-on-one) and public (on the company intranet site, via a newsletter, in a staff meeting, etc.). If a project did not go well, let them know it's OK. Talk to them about what happened and how it could be done better next time.

5. **Contribute to the company's internal newsletter**: Write an article for the company newsletter regularly – have a "Letter from the CEO" section where you discuss what's going on in the company, upcoming projects,

praise employees, highlight special events for employees such as birthdays, birth announcements, upcoming weddings, etc.

6. **Share your vision**: Share your vision for the company – excite your employees with the possibilities for the future and how you will get there. Make them part of that vision. Make sure everyone understands what the future holds and the possibilities!

7. **Make it happen**: Ensure that the employees know how to reach the future goals of the company. How can they help? What should they do? Do they know how to get the company where it needs to go?

8. **Motivate others**: Especially in tough times people are scared about losing their jobs, the future of the company, etc. Talk with employees regularly – keep them motivated. Let them know what is being done to survive the tough times – what are your plans for the company. Get their suggestions on how to survive the tough times. You don't have to sugarcoat it when times are tough, but they need to know you are there to get them through it and you have a strategic plan to do so. Motivate your employees to be the best they can be. What is their talent? What are their strengths? Inspire them to be the very best they can be. How can they help the company grow and prosper and how can the company help them? (Remember: it's a 2 way street!)

9. **Invest in your employees**: Prepare your employees for future roles within the organization. Help them develop and grow both personally and professionally. (Part of Motivate Others above.) Employees whose organizations invest in them are motivated to be the best they can be!

10. **Visit clients**: Talk about the company, see how the client is doing, share with them where your company is heading, find out where their company is heading – how can you help each other? Talk about the future – what do they envision they need to ensure success in their organization. How can your company help them? What works well between the two companies, what could use improvement?

11. **Don't micromanage**: Let people do their jobs – be there to support them, guide them and encourage them, but don't look over their shoulders constantly – let them get to the end result in their own way. Meet with them to see how things are progressing – offer your assistance if needed. Be practical about what can be accomplished. But be ready to roll up your sleeves and pitch in to help when needed!

12. **Develop a true team environment**: Create an environment where working as a team is valued and encouraged; where individuals work together to solve problems and help move the organization forward.

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Individuals who will challenge each other and support each other….which leads us to #13….

13. **Surround yourself with people who complement each other's and your own skills**: Don't surround yourself with "yes" people. Surround yourself with individuals who will challenge you, who think about and do things differently than you do. These will be your problem solvers and the individuals who can work to grow the organization and help it prosper.

14. **And don't forget about yourself**: You aren't perfect and can never be perfect. Build your own skills and become better at what you do. This is required in order to ensure your company can grow and prosper and compete effectively in a global competitive marketplace.

Evaluating the Effectiveness

Leadership effectiveness refers to the ability to influence others and achieve collective goals (Judge, Bono, Ilies, & Gerhardt, 2002). Some advocate leadership success should be based on the effectiveness of the team, group, or organization (Hogan, Curphy, & Hogan, 1994).

However, leadership effectiveness is more often based on the perceptions of subordinates, peers, or supervisors (Judge et al., 2002). Alternatively, **leadership emergence** addresses whether an individual is perceived as the leader or being "leader like" (Hogan et al., 1994; Judge et al., 2002). Emergence involves distinguishing between leaders and non-leaders and making comparisons.

Many studies rely on peer rankings or ratings to determine who emerges as a leader in a given situation. Several stable personality traits have been associated with leadership outcomes. For instance, extraversion and openness to experience were positively associated with leader effectiveness, while neuroticism was negatively related to leader effectiveness (Judge et al., 2002). In terms of leader emergence, Judge, Bono, Ilies, and Gerhardt (2002) also found that extraversion, consciousness, and openness to experience were positively related to leader emergence. The relationships between personality and these leader outcomes were stronger for leader emergence than for effectiveness.

Recent theoretical developments have also shown the efficacy of the leader attribute pattern approach in examining leader attribute and performance relationships. Another related concept is **leadership advancement**, which involves the attainment of leadership roles over a career span. Early longitudinal research using assessment center data suggested that factors such as interpersonal, cognitive, and administrative skills were related to leader advancement (Bray, Campbell, & Grant, 1974; Howard & Bray, 1988).

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Distinguishing performance from effectiveness

While overlap exists among these constructs, some distinctions should also be made (Lord, De Vader, & Alliger, 1986). Similar to definitions of job performance, it is important to distinguish between performance and effectiveness (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993). Job performance refers to the expected contributions of behavior to organizational goal accomplishment (Motowidlo, 2003). On the other hand, job effectiveness refers the evaluation of the results of such performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993).

Effectiveness can be influenced by a variety of external factors, outside of one's immediate control (Campbell et al., 1993). As such, it may not be accurate to attribute the responsibility of some measures of effectiveness (e.g., total revenue) to an individual's leadership capabilities, because it neglects to consider other external factors, such as the current economic state. Thus, when assessing performance, it is more appropriate to examine elements within the leader's control, such as specific behaviors that facilitate collective action and goal achievement. Evaluating leadership in such a manner is important for more accurately identifying predictors of leader performance; similarly researchers need to more carefully address the relationship of those behaviors with effectiveness measures in order to more clearly establish the importance of leadership to organizational outcomes (Kaiser et al., 2008).

In comparison to effectiveness or emergence measures, measuring performance or behavior allows for an explicit consideration of those behaviors that would be expected to contribute to organizational outcomes without confounding measurement with the inclusion of factors outside of the leader's control as is the case with effectiveness measures. Not surprisingly, in developing taxonomy of job performance, Campbell (1990) identified two factors related to leadership: supervision, or influencing the performance of supervisees, and management, or organizing people and resources for accomplishing unit work.

So here are 10 of the effective leadership attributes:

- Self confidence
- The willingness to rise to the occasion
- Luck and circumstance
- Thick skin
- Affection towards and from your followers
- Being decisive
- Vision – a clear view of what you want to achieve and how
- The ability to communicate, influence and inspire others towards your vision
- Being good at what you do
- A team of good followers

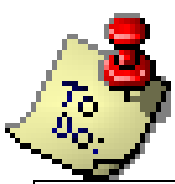
In order of importance, team members expect their leaders to be:

- Honest
- Competent
- Forward-looking
- Inspiring
- Intelligent
- Fair-minded
- Broad-minded
- Courageous
- Straightforward
- Imaginative
- Dependable

Although these qualities may not initially appear to be purely supportive characteristics, each of them shows that supporting team members is a vitally important aspect of any leader's role.

In all dealings in the workplace, be it with clients, suppliers, team members or management, leaders must:

- Act with integrity
- Show respect
- Be open, honest and fair



Activity

From reading the above paragraphs, develop a criteria checklist that can be used to establish whether you are an effective leader or not:

Effective Leader Checklist	Yes	No

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Corrective Action

If you are still having problems with your Leadership Style or Techniques, or your expectations have not been met, reflect back on what it is you wanted to do and achieve in the long run.

Look at whether the plan was unrealistic, if you had the right resources, was it researched enough, was it practiced enough, was it being practiced in the right situations, and did you prioritize correctly. If needed, the technique or style might need a slight adjustment to suit you better. Go through the steps again, practice again until you fully resolve the issue and find the exact style and technique that suits you and gets you want you want.

Have you made decisions that seemed right at the time, but did not turn out the way you expected?
In a coaching session with a manager, who was dealing with a setback, I asked what did she learn? She answered honestly and with some regret:
"I wanted it to happen so badly that I didn't pay attention to the red flags that were right in front of me."

How to Avoid Bad Consequences
Most of our setbacks are not due to bad circumstances but to bad decisions. We forget that a decision is an action that has consequences. It is a commitment of limited resources (time, money, reputation, manpower) that we can never get back. Here are three suggestions to help managers pause the action button, see the red flags and evaluate the potential problems.

1. Slow it down.
A quick decision isn't always the best decision. Get in the habit of asking: Why do I (or we) have to make this decision right now? Who or what is pressuring us to take action and why? what would happen if we waited?

2. Let go.
This may be extremely difficult because many leaders want to be "in control". Yet, your staff may be in a better position than you in understanding the facts and circumstances.

3. Get support.
Find a coach or colleague who can relate to your world. Ask yourself, "Who is able to fully comprehend the issues and stress I'm facing? Who can help me see this problem, the crisis, or the opportunity more clearly?"

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Formative Assessment Activity 4
Please open your Portfolio of evidence (Logbook) and complete the activities for this specific outcome, following the instructions found in your logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

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Unit Standard 242819
Motivate and build a team

When you have completed this section, you will be able to understand and explain the following:

- ✡ The importance of motivating a team.
- ✡ An understanding of self and team members in a workplace.
- ✡ Applying theories of motivation and group dynamics.
- ✡ Implementing a plan of action to strengthen a team
- ✡ Providing feedback and recognise achievements

Introduction

A team's motivation can be described as a combination of the desire and energy that is directed at achieving set goals. Sometimes Team Leaders need to step in and influencing motivation levels in order to get the work done on time when motivation levels seem to be dropping.

A major function of leaders is to support the motivation of other individuals and groups. (There is debate as to whether a person can motivate another versus whether a person can only support another to motivate themselves.) There are approaches to motivating people that are destructive, for example, fear and intimidation. While these approaches can seem very effective in promptly motivating people, the approaches are hurtful, and in addition, they usually only motivate for the short-term. There are also approaches that are constructive, for example, effective delegation and coaching. These constructive approaches can be very effective in motivating others and for long periods of time.

Different people can have quite different motivators, for example, by more money, more recognition, time off from work, promotions, opportunities for learning, or opportunities for socializing and relationships. Therefore, when attempting to help motivate people, it's important to identify what motivates each of them. Ultimately, though, long-term motivation comes from people motivating themselves.

Specific Outcome 1
✡ The importance of motivating a team

Why motivation is so important in the workplace:

For a person to be considered a strong team leader, it is required that they understand people and know what motivates them. Although this might take considerable time and effort, the results can be most rewarding.

People work for different reasons, some of these are to satisfy the basic survival needs, some seek security, and others may just want more. Things that may be significant to others might seem insignificant to others.

People are motivated by different factors depending on their beliefs, values, interests and fear, etc. These factors are internal and others are external like danger, work or home environments, and even pressure form loved ones.

Leaders use motivation to influence the performance and behaviour of the team members. But what is motivation and how can you change it in employees?

Team motivation is referred to as the inner drive, which entices people to perform in a way that is aligned to reaching the goals and objectives of the organisation. Motivation assists in the increase in productivity and also helps minimize conflict situations.

Although management strives to create a work environment where motivation levels are maintained at a high, there are times when just the opposite happens and then the Team Leader is required to step and use techniques to raise the levels again.

In your groups, discuss factors in your department, which has a negative effect on your Teams motivation levels:

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Indicators of Motivation:
What signs will assist you in recognizing low or high motivation levels?

Low Motivation	High Motivation

If necessary a Team Leader needs to raise the Teams motivation levels and this can be done by adopting the following techniques:

- Allow the needs of your people to coincide with the needs of the organisation
- Reward good behaviour
- Set the example
- Develop good morale and spirit amongst your co-workers
- Include team in the planning and problem solving processes
- Keep employees informed
- Keep employees jobs challenging, meaningful, & exciting
- Counsel people as needed

Levels of motivation will determine the productivity of the team and the organisation as a whole.

Checklist of Categories of Typical Motivators
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To help you identify what motivates you, consider from among the following categories of typical motivators. Rank the categories, starting with "1" as the highest. You might have several categories that rank a "1". Don't worry about getting your ranking to be "perfect". The point is to go through the process of thinking about what motivates you.

Consider discussing the results with your supervisor, friends, etc.
__ Career Development/Success
__ Comfort/Relaxation
__ Health/Balance/Energy
__ Influence/Leadership
__ Learning/Knowledge/Discovery
__ Materials/Possessions
__ Recognition/Praise
(it's OK to seek this - in some environments you have to seek it …)

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__ Security/Money/Home
__ Social/Affiliation/Popularity/Acceptance
__ Status/Prestige/Stand Out/Reputation
(it's OK to seek this … some roles require some of it)

__ Task Accomplishment/Problem Solving/Achievement
__ Teaching/Guiding Others
__ Vitality/Energy
__ Others? ___________________
__ Others? ___________________

Comments:
Are there other comments you could make that would help you (and maybe others) to more clearly understand what motivates you? Please take a moment to consider this question and describe any answers below.

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Specific Outcome 2

✡ An understanding of self and team members in a workplace.

For a person to be considered a strong team leader, it is required that they understand people and know what motivates them. Although this might take considerable time and effort, the results can be most rewarding.

People work for different reasons, some of these are to satisfy the basic survival needs, some seek security, and others may just want more. Things that may be significant to others might seem insignificant to others.

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In your groups, discuss factors in your department, which has a negative effect on your Teams motivation levels:

What signs will assist you in recognizing low or high motivation levels?

Low Motivation	High Motivation

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In order to be able to motivate and build your team into a productive and effective workforce, you first need to know what the teams' current level of motivation is. You will need to know what motivates you, what your own strengths and areas for development are and know the strengths and areas of development for your team. A lot of these can be clarified through reflection, observation of your team and through feedback and discussion.

Basic Principles to Remember About Motivation

Article by Carter McNamara, MBA, PhD

1. Motivating employees starts with motivating yourself

It's amazing how, if you hate your job, it seems like everyone else does, too. If you are very stressed out, it seems like everyone else is, too. Enthusiasm is contagious. If you're enthusiastic about your job, it's much easier for others to be, too. Also, if you're doing a good job of taking care of yourself and your own job, you'll have much clearer perspective on how others are doing in theirs.
A great place to start learning about motivation is to start understanding your own motivations. The key to helping to motivate your employees is to understand what motivates them. So what motivates you? Consider, for example, time with family, recognition, a job well done, service, learning, etc. How is your job configured to support your own motivations? What can you do to better motivate yourself?

2. Always work to align goals of the organization with goals of employees

As mentioned above, employees can be all fired up about their work and be working very hard. However, if the results of their work don't contribute to the goals of the organization, then the organization is not any better off than if the employees were sitting on their hands -- maybe worse off! Therefore, it's critical that managers and supervisors know what they want from their employees. These preferences should be worded in terms of goals for the organization. Identifying the goals for the organization is usually done during strategic planning. Whatever steps you take to support the motivation of your employees (various steps are suggested below), ensure that employees have strong input to identifying their goals and that these goals are aligned with goals of the organization. (Goals should be worded to be "SMARTER". More about this later on below.)

3. Key to supporting the motivation of your employees is understanding what motivates each of them

Each person is motivated by different things. Whatever steps you take to support the motivation of your employees, they should first include finding out what it is that really motivates each of your employees. You can find this out by asking them, listening to them and observing them. (More about this later on below.)

4. Recognize that supporting employee motivation is a process, not a task

Organizations change all the time, as do people. Indeed, it is an ongoing process

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to sustain an environment where each employee can strongly motivate themselves. If you look at sustaining employee motivation as an ongoing process, then you'll be much more fulfilled and motivated yourself.

5. Support employee motivation by using organizational systems (for example, policies and procedures) -- don't just count on good intentions
Don't just count on cultivating strong interpersonal relationships with employees to help motivate them. The nature of these relationships can change greatly, for example, during times of stress. Instead, use reliable and comprehensive systems in the workplace to help motivate employees. For example, establish compensation systems, employee performance systems, organizational policies and procedures, etc., to support employee motivation. Also, establishing various systems and structures helps ensure clear understanding and equitable treatment of employees.

How to Manage Your Own Motivation

Leaders are like everyone else. They must manage for balance in their lives and their work. If the leaders do not seem motivated, then other employees will probably not be motivated either. Therefore, leaders in the organization must give attention to managing their own personal motivation – and it can be managed.

1. Learn to delegate.
This is one of the most critical skills for a leader. Delegation involves assigning tasks to your employees along with the necessary authority and resources that they can learn to carry out the tasks in their own way. Assign the "what" and guide them to figure out the "how."

2. Even if you do not like goals, set some goals, however small.
Without goals, you probably will not know if you are really accomplishing anything. Working hard is not necessarily an end in itself – especially if you expect your employees to do the same thing. Set some small goals. It will be good practice for you if you have not done that before. (If you do not like goals, then you are in for a major challenge in leading a business because, without goals, it is very difficult to give direction and measure success.)

3. Celebrate accomplishments.
Many hard-working people seem to believe that celebrating accomplishments is a form of complacency, that the job should be celebration in itself. Those beliefs can hold true maybe for the first couple years of the leader's job. Then the grind gets old. It is critical for employees to recognize that they are accomplishing something – it is usually not enough to be continually "working for the cause." Take time out to recognize what did get done and celebrate the accomplishments.

4. Ask for help.
It can be quite difficult for leaders to ask for help. Often, they are very passionate, hard-working people who want to be able to carry their own load. Thus, they are often reluctant to ask for help from others in the organization. This is a mistake, particularly for managers in the organization.

5. Find out what motivates you – it is not the same for everyone.
One of the most important learning's for new supervisors is that very different things can motivate different people. For example, some are motivated by money, others by security, others by having relationships, others by getting things done and others by getting recognition.

6. Get some direct contact with your customers.
Few things are as motivational as hearing from a customer how he/she benefited from the products or services of your business. Unfortunately, it is too easy for leaders to inadvertently become detached from providing direct service and to get lost in the management activities of the business. At least once a month, have a customer come to an employee-wide meeting and share his/her experiences with the business.

7. Post the mission of your business on the walls of all the rooms in your facilities.
It is amazing how many organizations give careful thought to the wording of their mission statements, and then file them away in file cabinets. Post your mission statement in all the rooms in your facility. Notice it each day. The mission statement depicts the reason that the business even exists.

8. Follow simple guidelines of time and stress management.
With a few simple steps, you can make a lot of difference in managing your stress, often by first addressing how you spend your own time.

9. Watch your diet. Get enough sleep.
Do not resort to lots of caffeine and sugar to give you a boost. Research shows that the boost is usually followed by a major let down in energy. It is better to get up for a short walk, get some protein and do some stretches. Also, it is interesting how bleak the world looks to people who do not eat right or do not get enough sleep. A little bit of the right kinds of food and more sleep can make the world seem a lot better.

10. Get some variety in your job.
Do not get lost in the "circle of paperwork." Often, the only way that you will get variety in your work is to schedule it. Schedule time to provide direct services to customers. Schedule time to help clean out the storage closet.

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11. Have personal goals.
Even if you have a few goals, at least those goals are in regard to your own development. Examples of goals might be to become acquainted with at least three other managers of organizations in your geographic area, or read a book a week, or even to start a hobby.

12. Get some professional development.
Go to a course. Join a professional networking organization. Read professional journals that relate to your services. Join a Speakers Bureau to share your knowledge.

13. Be sure that your job makes sense to you. Have an overall strategic plan.
One of the best outcomes from a strategic plan is that it helps to make sense of all of the work going on around people. People get some perspective and, thus, some meaning from their jobs.

14. Write status reports.
Status reports can be weekly reports that document what you have accomplished over the past week, any highlights and trends and issues that currently exist, and what you plan to do next week. One of the most important outcomes from this activity is the opportunity to stand back, think about your job, and notice that you are actually getting a lot done.

15. Understand Founder's Syndrome.
This Syndrome can occur with almost anyone in the organization, not just the Founder. It is not unusual that the people who work the hardest in an organization (and are most prone to burnout) are also the people around who all else seems to revolve. It is hard not to be the "hero" of the workplace, the person who gets everything done. Too often, this hero becomes the unintended villain when the organization succumbs to Founder's Syndrome.

16. Know when to leave.
It may be that you and your job just have to part, that you are simply no longer motivated in your work. It is a wise leader who can recognize this and arrange for a healthy transition to a new leader.

Employee Motivation: One Size Doesn't Fit All

Article taken from Marcia Zidle on 14 April 2011

Some people like their eggs poached, or scrambled, or soft-boiled, or sunny-side up. Others prefer deviled eggs, an omelet, or a quiche.
A key principle of employee motivation is that different people and different groups have different needs and desires. Here's what you need to know about motivation.

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1. Money is not the top motivator – are you surprised?
Survey after survey show compensation is important, but the majority of the workforce desires other things more. They want to be valued for the work they do. Money does not do this; personal recognition does.

2. What motivates staff is often different from what motivates supervisors.
When workers were asked to rank a list of motivators from 1 to 10 in order of importance, workers rated "appreciation for a job well done" as their top motivator; supervisors ranked it eighth. Employees ranked "feeling in on things" as being #2 in importance; supervisors ranked it last at #10.

3. You get what you reward is common sense, but unfortunately not common practice.
How many supervisors consider 'appreciating others' to be part of their job responsibility? Probably, not many. Most tend to be too busy or too removed from their employees to notice and thank good work. Limited appreciation leads to limited motivation.

4. What is most motivating tend to be relatively easy to do.
For example, recognize a high performer in the company newsletter or website. Have her manager's manager call to thank her for a job well done. Leave a voice mail praising her work.

5. Managers tend not to focus on employee motivation until it's lost.
They are often too busy focusing on what's urgent and forget about it until morale sinks, employees quit or targets are not made. Then they must scramble to figure out what's going on. At this point, fixing the problem is much more difficult than doing little things along the way.

Management Success Tip:
You probably have a diverse workforce. You have different employee groups – each with unique needs. Do you know the key motivators for your:

- Front-liners who deal with the customer everyday?
- Sales force that grow your business in leaps and bounds?
- Support staff that make it come together behind the scenes?
- Professionals who provide the know how to get the work done?
- Young workers who will develop into the future for your organization?

Do your employees say: "The only time I get attention from my supervisor is when I do something wrong?"

Then start recognizing good performance.

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Steps You Can Take to Support the Motivation of Others

Article by Carter McNamara, MBA, PhD

The following specific steps can help you go a long way toward supporting your employees to motivate themselves in your organization.

1. Do more than read this article -- apply what you're reading here

This maxim is true when reading any management publication.

2. Briefly write down the motivational factors that sustain you and what you can do to sustain them

This little bit of "motivation planning" can give you strong perspective on how to think about supporting the motivations of your employees.

3. Make of list of three to five things that motivate each of your employees

Read the checklist of possible motivators. Fill out the list yourself for each of your employees and then have each of your employees fill out the list for themselves.

Compare your answers to theirs. Recognize the difference between your impressions of what you think is important to them and what they think is important to them. Then meet with each of your employees to discuss what they think are the most important motivational factors to them.

Lastly, take some time alone to write down how you will modify your approaches with each employee to ensure their motivational factors are being met. (NOTE: This may seem like a "soft, touchy-feely exercise" to you. If it does, then talk to a peer or your boss about it. Much of what's important in management is based very much on "soft, touchy-feely exercises". Learn to become more comfortable with them. The place to start is to recognize the importance.)

4. Work with each employee to ensure their motivational factors are taken into consideration in your reward systems

For example, their jobs might be redesigned to be more fulfilling. You might find more means to provide recognition, if that is important to them. You might develop a personnel policy that rewards employees with more family time, etc.

5. Have one-on-one meetings with each employee

Employees are motivated more by your care and concern for them than by your attention to them. Get to know your employees, their families, their favorite foods, names of their children, etc. This can sound manipulative -- and it will be if not done sincerely. However, even if you sincerely want to get to know each of your employees, it may not happen unless you intentionally set aside time to be with each of them.

6. Cultivate strong skills in delegation

Delegation includes conveying responsibility and authority to your employees so they can carry out certain tasks. However, you leave it up to your employees to decide *how* they will carry out the tasks. Skills in delegation can free up a great deal of time for managers and supervisors. It also allows employees to take a stronger role in their jobs, which usually means more fulfillment and motivation in their jobs, as well.

7. Reward it when you *see* it

A critical lesson for new managers and supervisors is to learn to focus on employee behaviors, not on employee personalities. Performance in the workplace should be based on behaviors toward goals, not on popularity of employees. You can get in a great deal of trouble (legally, morally and interpersonally) for focusing only on how you *feel* about your employees rather than on what you're *seeing* with your eyeballs.

8. Reward it soon after you see it

This helps to reinforce the notion that you highly prefer the behaviors that you're currently seeing from your employees. Often, the shorter the time between an employee's action and your reward for the action, the clearer it is to the employee that you highly prefer that action.

9. Implement at least the basic principles of performance management

Good performance management includes identifying goals, measures to indicate if the goals are being met or not, ongoing attention and feedback about measures toward the goals, and corrective actions to redirect activities back toward achieving the goals when necessary. Performance management can focus on organizations, groups, processes in the organization and employees.

10. Establish goals that are SMARTER

SMARTER goals are: specific, measurable, acceptable, realistic, timely, extending of capabilities and rewarding to those involved.

11. Clearly convey how employee results contribute to organizational results.

Employees often feel strong fulfillment from realizing that they're actually making a difference. This realization often requires clear communication about organizational goals, employee progress toward those goals and celebration when the goals are met.

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12. Celebrate achievements

This critical step is often forgotten. New managers and supervisors are often focused on a getting "a lot done". This usually means identifying and solving problems. Experienced managers come to understand that acknowledging and celebrating a solution to a problem can be every bit as important as the solution itself. Without ongoing acknowledgement of success, employees become frustrated, skeptical and even cynical about efforts in the organization.

13. Let employees hear from their customers (internal or external)

Let employees hear customers proclaim the benefits of the efforts of the employee . For example, if the employee is working to keep internal computer systems running for other employees (internal customers) in the organization, then have other employees express their gratitude to the employee. If an employee is providing a product or service to external customers, then bring in a customer to express their appreciation to the employee.

14. Admit to yourself (and to an appropriate someone else) if you don't like an employee --

Managers and supervisors are people. It's not unusual to just not like someone who works for you. That someone could, for example, look like an uncle you don't like. In this case, admit to yourself that you don't like the employee. Then talk to someone else who is appropriate to hear about your distaste for the employee, for example, a peer, your boss, your spouse, etc. Indicate to the appropriate person that you want to explore what it is that you don't like about the employee and would like to come to a clearer perception of how you can accomplish a positive working relationship with the employee. It often helps a great deal just to talk out loud about how you feel and get someone else's opinion about the situation. As noted above, if you continue to focus on what you *see* about employee performance, you'll go a long way toward ensuring that your treatment of employees remains fair and equitable.

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Team Climate Survey

Take the following team climate survey, to see where your board stands as a team.

Purpose	**Do members of your board share a sense of why the team exists and are invested in accomplishing the mission?** In a successful team: Members proudly share a sense of why the team exists and are invested in accomplishing its mission and goals.
Priorities	**Do members know what needs to be done next, by whom, and by when to achieve team goals?** In a successful team: Members know what needs to be done next, by whom, and by when to achieve team goals.
Roles	**Do members know their roles in getting tasks done and when to allow a more skillful member to do a contain task?** Members know their roles in getting tasks done and when to allow more skillful members to do a certain task.
Decisions	**Are authority and decision-making lines clearly understood?** In a successful team: Authority and decision-making lines are clearly understood.
Conflict	**Is conflict dealt with openly and considered important to decision-making and personal growth?** In a successful team: Conflict is dealt with openly and is considered important to decision-making and personal growth.
Personal Traits	**Do board members feel their unique personalities are appreciated and well utilized?** In a successful team: Members feel their unique personalities are appreciated and well utilized.
Norms	**Are group norms set for working together and are they seen as standards for everyone in the group?** In a successful team: Group norms for working together are set and seen as standards for everyone in the groups.
Effectiveness	**Do members find team meetings efficient and productive and look forward to this time together?** In a successful team: Members find team meetings efficient and productive and look forward to this time together.
Success	**Do board members clearly know when the team has met with success and share in this equally and proudly?** In a successful team: Members know clearly when the team

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	has met with success and share in this equally and proudly.
Training	**Are opportunities for feedback and updating skills provided and taken advantage of by team members?** In a successful team: Opportunities for feedback and updating skills are provided and taken advantage of by team members.

Analysing your Strengths and Weaknesses

Using a SWOT Analysis in Your Career Planning
by Randall S. Hansen, Ph.D., and Katharine Hansen, Ph.D.

A key tool in the strategic planning process can also be applied to career planning. This tool is a marketing analysis using the SWOT technique. A SWOT analysis focuses on the internal and external environments, examining strengths and weaknesses in the internal environment and opportunities and threats in the external environment. Imagine your SWOT analysis to be structured like the table below:

SWOT Analysis

INTERNAL	**Your Strengths**	**Your Weaknesses**
EXTERNAL	**Opportunities in Your Career Field**	**Threats in Your Career Field**

To construct your own SWOT analysis to set a course for your career planning, examine your current situation. What are your strengths and weaknesses? How can you capitalize on your strengths and overcome your weaknesses? What are the external opportunities and threats in your chosen career field?

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I N T E R N A L	**Strengths** Internal positive aspects that are under control and upon which you may capitalize in planning ·Work Experience ·Education, including value-added features ·Strong technical knowledge within your field (e.g. hardware, software, programming languages) ·Specific <u>transferable skills</u> (e.g., communication, teamwork, leadership skills ·Personal characteristics (e.g., strong work ethic, self-discipline, ability to work under pressure, creativity, optimism, or a high level of energy ·Good contacts/successful networking ·Interaction with professional organizations	**Weaknesses** Internal negative aspects that are under your control and that you may plan to improve ·Lack of Work Experience ·Low GPA, wrong major ·Lack of goals, lack of self-knowledge, lack of specific job knowledge ·Weak technical knowledge ·Weak skills (leadership, interpersonal, communication, teamwork) ·Weak job-hunting skills ·Negative personal characteristics (e.g., poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional
E X T E R N A L	**Opportunities** Positive external conditions that you do not control but of which you can plan to take advantage ·Positive trends in your field that will create more jobs (e.g., growth, globalization, technological advances) ·Opportunities you could have in the field by enhancing your education ·Field is particularly in need of your set of skills ·Opportunities you could have through greater self-knowledge, more specific job goals ·Opportunities for advancement in your field ·Opportunities for professional development in your field ·Career path you've chosen provides unique opportunities ·Geography ·Strong network	**Threats** Negative external conditions that you do not control but the effect of which you may be able to lessen ·Negative trends in your field that diminish jobs (downsizing, obsolescence) ·Competition from your cohort of college graduates ·Competitors with superior skills, experience, knowledge ·Competitors with better job-hunting skills than you ·Competitors who went to schools with better reputations. ·Obstacles in your way (e.g., lack of the advanced education/training you need to take advantage of opportunities) ·Limited advancement in your field, advancement is cut-throat and competitive ·Limited professional development in your field, so it's hard to stay marketable · Companies are not hiring people with your major/degree

To further refine your list of Strengths, Weaknesses, Opportunities, and Threats, you may also want to ask yourself some critical questions adapted in part from an article by Dave Jensen, managing director of Search Masters International.

Strengths

- What are your advantages?
- What do you do well?
- Why did you decide to enter the field you will enter upon graduation?
- What were the motivating factors and influences?
- Do these factors still represent some of your inherent strengths?
- What need do you expect to fill within your organization?
- What have been your most notable achievements?
- To what do you attribute your success?
- How do you measure your success?
- What knowledge or expertise will you bring to the company you join that may not have been available to the organization before?
- What is your greatest asset?

Weaknesses

- What could be improved?
- What do you do badly?
- What should you avoid?
- What are your professional weaknesses?
- How do they affect your job performance? (These might include weakness in technical skill areas or in leadership or interpersonal skills.)
- Think about your most unpleasant experiences in school or in past jobs and consider whether some aspect of your personal or professional life could be a root cause.

Opportunities

- Where are the promising prospects facing you?
- What is the "state of the art" in your particular area of expertise?
- Are you doing everything you can to enhance your exposure to this area?
- What formal training and education can you add to your credentials that might position you appropriately for more opportunities?
- Would an MBA or another graduate degree add to your advantage?
- How quickly are you likely to advance in your chosen career?
- Useful opportunities can come from such things as:
    - Changes in technology and markets on both a broad and industry-specific scale
    - Changes in government policy related to your field
    - Changes in social patterns, population profiles, lifestyle changes, etc.

Threats

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- What obstacles do you face?
- Are the requirements for your desired job field changing?
- Does changing technology threaten your prospective position?
- What is the current trend line for your personal area of expertise?
- Could your area of interest be fading in comparison with more emergent fields?
- Is your chosen field subject to internal politics that will lead to conflict?
- Is there any way to change the politics or to perhaps defuse your involvement in potential disputes?
- How might the economy negatively affect your future company and your work group?
- Will your future company provide enough access to new challenges to keep you sharp -- and marketable -- in the event of sudden unemployment?

Adapted in part from an article by Dave Jensen, managing director of Search Masters International.

Explore your own self-perception of your **strengths**, but also put yourself inside a prospective employer's head as you consider your strong points. Avoid false modesty, but also be brutally honest and realistic with yourself. Start out by simply making a list of words that describe you; chances are many of these characteristics comprise your strengths.

One of your greatest strengths can be loving the work you do. Learning to "follow your bliss" should be a critical component of managing your career. Some people know from an early age what kind of work will make them happy. For others, nailing down the self-knowledge that leads to career fulfillment comes from a process of exploring interests, skills, personality, learning style, and values.

In assessing your **weaknesses**, think about what prospective employers might consider to be the areas you could improve upon. Facing your frailties now can give you a huge head start in career planning.

As humans, we find it relatively difficult to identify the areas where we are weak. But this assessment helps to identify areas where we may need to improve. If you identify a skill that you know is in your chosen field, but you are weak in that skill area, you need to take steps to improve that skill. Past performance appraisals and even your grades and teacher comments from school provide valuable feedback.

From this analysis, you will have a road map that shows you how to capitalize on your strengths and minimize or eliminate your weaknesses. You should then use this map to take advantage of opportunities and avoid or lessen threats.

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After you've analyzed your strengths, weaknesses, threats, and opportunities, you should use that information to plan how to market yourself.

The marketing planning process entails a three-step process:
1. Determining objectives.
2. Developing marketing strategies.
3. Strategizing an action program.

Objectives—define your career objectives. What is your ideal job upon graduation (or the job you would like to transition to from your current job)? What are some other positions you could accept? What is your five-year career goal?

Marketing Strategies—a broad marketing strategy or "game plan" for attaining your objectives. What are the companies and organizations you're going to target to obtain your objectives—your ideal job? How will you communicate with these firms? The strategies you identify should utilize all of the resources available to you, such as your personal network and a partnership with a mentor.

Action Programs—according to marketing principles, marketing strategies should be turned into specific action programs that answer a number of questions, including: What will be done? When will it be done? Who is responsible for doing it? Your key task here is setting specific timetables and deadlines for getting the career and company information you identified in the marketing strategy step.

Now get each member of your team to do the same SWOT Analysis of their strengths and weaknesses. This could form part of one of your first team building activities with your team!

NOTES:

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Specific Outcome 3
Applying theories of motivation and group dynamics

Every reward or element or compensation / remuneration has a behavioral objective and seek to fulfill a need (physiological or psychological) and achieve a goal. Luthans argues that ‘motivation is a process that starts with a psychological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal.

Reward systems are aimed at compensating people for their skill, effort, responsibility and working conditions and motivating them for higher performance. Behavioral science theories are classified into three categories, content, process, and contemporary theories.

A. CONTENT THEORIES:

The content theories look at what motivates people at work. Maslow, Hergberg and Alderfer contributed significantly to content theories. These are very briefly outlined here:

HIERARCHY OF NEEDS: Abraham Maslow proposed a hierchay of five needs: Physiological (food, shelter, clothing which wages can buy), Safety (emotional and physical safety- health insurance, pension), Love (affection and affiliation – belongingness, social), Esteem (power, achievement status, etc.), and Self-actualization (personal growth, realization of potential). Individuals may seek fulfillment of higher order needs before their lower order needs are fulfilled. Mashlow suggests that a satisfied need is not a motivator. The exception, however, is the self-actualization need whose gratification increases in growth-motivated individuals.

TWO FACTOR THEORIES OF MOTIVATION: Two factor theory of motivation by Friedrich Hergberg classifies reward into two categories: intrinsic and extrinsic. These are also called motivators (satisfiers) and hygiene factors (dissatisfiers). Intrinsic rewards are motivators and satisfiers related to job content. They include achievement, recognition, work itself, responsibility, job enrichment and job enlargement. Extrinsic rewards are hygiene factors and job satisfiers. These include company policies and administration, supervision, salary, interpersonal relations, working conditions; Hergberg’s theory oversimplifies the complexity of motivation. Pay can be satisfying if it is very low, but it can also be satisfying: A poster executive’s cabin reads thus: I like the pay, not the job!

ERG THEORY: Clayton Alderfer formulated his theory based on three groups of needs: Existence (survival or physical well-being), Relatedness (interpersonal) and Growth (personal development) (ERG) theory. These needs are a continuum , not necessarily in the same order, rather a hierarchical or compartmentalized categories. Based on a person's background and cultural environment, one set of needs may precede over others.

The works of Maslow, Hergberg and Alderfer are referred to as content theories. They are useful, but have limited implications for policy and practice. Hergberg's theory, however, provides insights for job design.

B. PROCESS THEORIES:

Process theories look at the cognitive antecedents that go into motivation or effort, particularly the way they relate to one another. We examine very briefly the work of Vroom (on valence and expectancy) and Porter & Lawer (performance-satisfaction linkage).

EXPECTANCY THEORY: Victor Vroom proposed expectancy theory based on the concepts of valence, expectancy and instrumentality. Valence refers to an individual's preference for a particular outcome. For instance, most older workers might value retrial benefits against fewer if any, younger workers in today's knowledge industry, Younger, single(unmarried) workers with fewer family obligations have less or no need for benefits like children's education, health benefits, leave travel concession, etc. than older, married people with one or more children. A related phenomenon is salience which refers to whether the outcome (in case it could be reward or compensation) is considered significant or not. For instance, if management offers something as an incentive to its employees, it may not produce the desired behavior or impact if the latter consider it as insignificant or devoid of worth commensurate with the effort required.

Instrumentality could mean that an individual would be motivated to give superior performance (first-level outcome) in anticipation (expectation) of promotion (second-level outcome).

Expectancies are mental and cognitive. Although the concept of expectancy seems to be the same as that of instrumentality, expectancy relates efforts to first-level outcomes while instrumentality relates to first level and second level outcomes. In other words, expectancy is the degree of probability that a particular action or effort will lead to particular first level outcomes, instrumentality refers to the degree of probability that first-level outcome will lead to a desired second-level outcome. Put simply, Motivation is the function or valence and expectancy.

Vroom's concept can be interpreted thus: individual gives company what it values, superior performance and expects, in return promotion. Promotion is the instrumentality that management uses to obtain superior performance. Vroom provides insights into the conceptual determinants of motivation. Though he does not offer specific suggestion on what motivates, and his theory is based on the assumption that people are rational and logically calculating, real life situation may not be so idealistic. But then, it could well be seen that the companies where the promotions are not based on superior performance, promotion policy and its administration could well become the demotivating factors.

The Vrooms Expectancy Theory Discussion

This theory uses the concept of motivational strength, which is the degree that each individual person is willing to perform in a particular manner. This can be illustrated as in the increase in the desire to perform then so does the level of motivation. When the desire to perform decrease then so does the motivation level.

Motivational strengths are determined by the attractiveness of the rewards. The performance-reward link is the degree to which the person believes their performance will achieve the result and the effort-performance link, which is the degree to which the person believes their effort will lead to the desired performance.

Strength of motivation is determined by the following equation:

Motivational Strength	=	Perceived value of the result of performed behaviour	X	Perceived probability that the result will materialise

People are motivated to act in a certain manner when they are certain of the outcome that will follow. The degree of motivation will be determined by the person’s desire for the expected outcome. In order for management to attain high levels of performance, attainable standards of performance must be set. Management must ensure that the rewards offered are suitable for the expected performance.

In comparing the two theories explained above, it is possible to see that they are quite similar in that high levels of motivation are reached through offering suitable rewards to those who perform well. Both theorists illustrate the need to show what will be awarded when performance standards are met.

Before any theory of motivation can be used on a team, adequate knowledge about the team and its needs must be established. Suitable rewards need to be established and approved by management. For example, most staff members are motivated by monetary rewards; young staff might be motivated by job progression & older staff motivated by job security.

C. EQUITY AND ATTRIBUTION THEORIES

EQUITY: J Stacy Adams, who proposed equity theory, argues that a major input into job performance and satisfaction is the degree of equity (or inequity) that people perceive in their work situation. Equity occurs when a person perceives that the ratio of his or her outcomes to inputs and the ratio of a relevant other's outcomes to inputs are unequal.

People feel unhappy not only when they receive less than what they consider they deserve, but also when they receive more than what they consider they deserve. When an employee receives more than what he/she considers I fair, they begin to wonder whether others too are receiving more than what they deserve. If it is indeed the case the next question that comes to their mind is compared to what they are getting, whether the others are receiving much more than what they deserve.

Adams proposal can be represented as follows:

Person's outcomes < Other's outcomes
Person's inputs Other's inputs

Person's outcome > Other's outcomes
Person's inputs Other's inputs

Equity occurs when
Person's outcome = Other's outcomes
Person's inputs Other's inputs

Related issues: Equity can be internal or external. Internal equity refers to the pay differential between and among the various skills and levels of responsibility. For instance, a skilled worker could get more than the unskilled worker. Whether a blue collar worker should get more or less than the white collar depends not only in relative skill differentials and difficulties in working conditions, etc., but also on the demand and supply of those skills and the dominant occupational preferences of the people in the society. When in one engineering fabrication industry gas cutters (welders) were getting less than grass cutters (gardeners) it was perceived by the technical staff that it was a glaring instance of internal equity because in that industry welding is considered to be a highly rated technical trade and should command higher wage rate. Internal equity is established through job evaluation. Pay satisfaction surveys also provide insights into it. Job evaluation can be done not only for manual jobs, but also or managerial jobs. Collective bargaining pressures have, however, substantially eroded the pay differentials based on skill differentials. In many industries, dearness allowance and other employee benefits constitutes the bulk of the pay packet and basic pay; which is supposed to be based on job evaluation constitutes only a small portion of the total pay packet.

External equity refers to concerns how wage / pay levels for similar skill levels in one firm compare with those in other firms in similar or same industry and location/region. For instance, if welders in one firm get the same as welders in other firms in the industry/region there is perceived external equity. External equity is assessed usually through pay surveys and pay satisfaction surveys. Companies which pays significantly less than the market rates, would find it difficult to attract, retain and motive people to perform better. Therefore, it is possible that low wage rates may not always be associated with low wage costs.

Non-discrimination should be an important consideration in pay politics. International Labour Organisation (ILO) convention No-100 concerns equal remuneration for work of equal value. For similar skill, effort, responsibility and working conditions pay should be similar. It is difficult to translate this principle into action because in reality pay differentials are based not only on these four factors but also on the demand for and supply of labour with relevant skills, the relative power of the trade union in collective bargaining which varies widely across sectors/ industries and regions, the capacity to pay of the firm/industry and the employer policies concerning pay on whether to lead or lag the average pay trends in the industry/ location.

Alfred Marshal's iron laws of wages suggest that the relative power of unions is dependent on four factors:

1. the substitutability of the inputs of labour
2. the substitutability of the output of labour,
3. the proportionate cost of labour
4. The cumulative impact of the preceding three factors.

As a result, for instance, the textiles workers power to obtain higher wages could be less than that of say, airline pilots.

In India the principle equal remuneration is upheld, partly though Equal Remuneration Act, 1976. The legislation is aimed at ending discrimination in remuneration based on sex. It does not, however, speak about equal remuneration for work of equal work. The legislation affords protection against discrimination for women workers who are covered by definition of 'workman' under the Industrial Disputes Act, 1947. Numerous judgments by courts limited the application of the concept of non-discrimination only to men and women doing similar work with similar qualifications in the same organization.

ATTRIBUTION: Fritz Heider and Lewin and Festinger contributed significantly to attribution theories. It assumes that people are logical and rational in their behavior and that both internal and external forces combine additively to determine behavior. People will behave differently if they realizes that their outcomes are controlled more internally than externally. This theory has great potential for understanding organizational behaviour and provides deep insights on goal setting, leadership behavior and diagnosing causal factors of employee performance.

Some other theories you may have heard of:

The X / Y Theory

Douglass McGregor developed a theory that includes two opposing theories about the nature of human behaviour. These are known as Theory X and Theory Y.

Theory X	**Theory Y**
People are lazy	Employees want to work
Unwilling to work	Want to do their job well
Will try to avoid working unless they are motivated to work by negative consequences	Work best when motivated by incentives and rewards
Prefer to give directions	Accept responsibility and seek additional responsibility
Avoid responsibility	Self-directed and self-controlled
Little ambition	

Through the above assumptions that McGregor has made, he implies that managers who make use of Theory X are bad managers and those that use Theory Y are good managers. McGregor is basically expressing that management should motivate their staff by offering them rewards for good performance rather than punishing them for poor performance. Staff members who are aware of the possible rewards will be motivated to work harder so that they receive these rewards.

Group Dynamics

Group Dynamics is about understanding the basic nature of most groups, their typical stages of development and how to support groups to evolve through the early stages.

That understanding, along with the guidelines that follow, will help the Team Leader / Manager of the team to support the team to fully develop.

Is Your Gathering a Group or a Team?

This might seem like a silly question, but it is not. Gatherings of less than 10-12 people are considered by organizational development consultants to be a small group. Information in this section is most useful for forming and facilitating small groups of 10-12 people or less.

Groups that are larger than that range tend to have another level of complexity not apparent in small groups. For example, the nature and needs of larger groups are often similar to those of entire ongoing organizations. They have their own various subcultures, distinct subsystems (or cliques), diversity of leadership styles and levels of communication. While certain structures are often useful in small groups, they are absolutely necessary on an ongoing basis in larger groups. For example, larger groups should have a clearly established purpose that is continually communicated, and formal plans and policies about ongoing leadership, decision making, problem solving and communication.

Life Stages of a Team

When developing a team, it helps a great deal to have some basic sense of the stages that a typical team moves through when evolving into a high-performing team. Awareness of each stage helps leaders to understand the reasons for members' behavior during that stage, and to guide members to behavior required to evolve the team into the next stage.

1. Forming

Members first get together during this stage. Individually, they are considering questions like, "What am I here for?", "Who else is here?" and "Who am I comfortable with?" It is important for members to get involved with each other, including introducing themselves to each other. Clear and strong leadership is required from the team leader during this stage to ensure the group members feel the clarity and comfort required to evolve to the next stage.

2. Storming

During this stage, members are beginning to voice their individual differences, join with others who share the same beliefs, and jockey for position in the group. Therefore, it is important for members to continue to be highly involved with each other, including to voice any concerns in order to feel represented and understood. The team leader should help members to voice their views, and to achieve consensus (or commonality of views) about their purpose and priorities.

3. Norming

In this stage, members are beginning to share a common commitment to the purpose of the group, including to its overall goals and how each of the goals can be achieved. The team leader should focus on continuing to clarify the roles of each member, and a clear and workable structure and process for the group to achieve its goals.

4. Performing

In this stage, the team is working effectively and efficiently toward achieving its goals. During this stage, the style of leadership becomes more indirect as members take on stronger participation and involvement in the group process. Ideally, the style includes helping members to reflect on their experiences and to learn from them.

5. Closing and Celebration
At this stage, it is clear to members and their organization that the team has achieved its goals (or a major milestone along the way toward the goal). It is critical to acknowledge this point in the life of the team, lest members feel unfulfilled and skeptical about future team efforts.

Some Types of Teams You Could Use

There are many types of teams you could use in the workplace. The type you choose depends very much on the nature of the results that the team is to accomplish.

1. Formal and informal teams
These are usually small groups of employees who come together to address some specific goal or need. Management appoints formal teams, that is, teams that are intentionally organized and resourced to address a specific and important goal or need. Informal teams are usually loosely organized groups of people who come together to address a non-critical, short-term purpose.

2. Committees
Committees are organized to address, major ongoing functions or tasks in an organization, and the membership of the committees often is based on the official position of each of the members, for example, committees in Boards of Directors.

3. Problem-solving teams
These teams are formed to address a particular, major problem currently faced by the organization. Often, their overall goal is to provide a written report that includes recommendations for solving the problem. Membership often is comprised of people who perceive and/or experience the problem, as well as those who can do something about it.

4. Self-directed and self-managed teams
These types of teams are increasingly used where a) team members are working to address a complex challenge in a rapidly changing environment, and b) the strong ownership and participation of members are extremely important. These types provide great latitude in how members achieve the overall results to be achieved by the teams. The role of leader in a team might change during the team activities depending on where the team is in its stage of development (see below) and/or achieving is results.

NOTES:

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Specific Outcome 4 & 5

- Implementing a plan of action to strengthen a team
- Providing feedback and recognise achievements

Obtaining Commitment:

How to build a team using Vision, Commitment and Trust

The moment you start doing anything at all with another person, you've established a team. Begin a conversation; pick up the phone, brainstorm an idea and you're in teamwork.

Start with Your Ability to Relate

Every possibility, from landing the contract to the romantic evening hinges on your ability to relate. But neither profit nor pleasure are the primary motivation for teamwork. Productive teamwork moves you toward challenge, through change, with more confidence. Working well on any team generates energy and enthusiasm for life.

Some are More Skilled than Others

This ability is learned. You do not need complex interaction formulas. You don't have to be easy-going, well-educated, hard-nosed, or even especially intelligent to build a team. You don't have to be anything other than yourself. You can be effective with people using common sense and a few fundamental principles.

1. Vision

Vision means being able to excite the team with large, desired outcomes.

Large outcomes mean devising goals that attract missionaries. The first step in vision is to project such a goal. This goal must be bigger than a pay check. It must contain challenge, appeal to personal pride, and provide an opportunity to make a difference and know it. Then the goal can become a powerful vision.

Next, team leaders position the goal by picturing success. Initial questions might be, "What will it look like when we get there?", "What will success be like, feel like?," "How will others know?" When a large, missionary-friendly goal has been pictured and clearly communicated, the vision is complete.

2. Commitment

Commitment can be a dangerous concept because of its attendant assumptions. Some may assume, for example, that commitment means long hours, while to others it may mean productivity. When expectations are defined, success rates soar. When leaders assume that everyone "should" be committed, as a matter of course, we overlook the difficulties many have with certain commitments.

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If people cannot initially commit, it doesn't mean they don't care. More often, it means they do care, and they are caught up in a process of doubt. This process precedes every meaningful commitment. Effective leaders catalyze this process, so that the critical mass of people can pass through this stage efficiently on their way to genuine commitment and innovative strategies.

This pre-commitment process is the same for team leaders and members. When we ponder a new commitment, we climb up to a kind of mental diving board. Commitments contain unknowns, and some warn of possible failure. It is common for people to neither jump nor climb back down the "ladder," but rather to stay stuck at the end of the board, immobilized in pros, cons, obstacles, and worries. In this state of mind, the obstacles begin to rule, obscuring the vision, blunting motivation.

When leaders do not understand the commitment process they tend to seek accountability without providing support. Without a means to process doubts and fears, people often feel pressured to commit, but can't. One option, often unconscious, is to pretend to commit, to say "yes" and mean "maybe" at best. The pretended commitment is a form of wholly unnecessary corporate madness.

The solution to this set of problems is twofold: establish an atmosphere of trust, and within that atmosphere encourage inclusion.

3. Trust

Trust is the antidote to the fears and risks attendant to meaningful commitment. Trust means confidence in team leadership and vision. When trust prevails, team members are more willing to go through a difficult process, supported through ups, downs, risk and potential loss.

Trust is most efficiently established when leadership commits to vision first, and everyone knows those commitments are genuine. The process for leaders to commit is the same as for everyone else: assess pre-commitment doubts, questions, unknowns and fears. This involves three simple steps:

• List the unknowns.
• Assess worst case scenarios and their survivability.
• Research the unknowns.

The list of unknowns reveals some answers and further questions. Some of these questions lend themselves to research (others' experience, a small pilot plan), and some have no apparent answers from our pre-commitment position. These latter comprise the bottom line or irreducible risk. We learn the outcome only after commitment. Every major commitment contains some irreducible risk, some lingering unknowns. We therefore make every major commitment in at least partial ignorance.

Leadership now understands the potential loss and gain involved in the new vision. At this point, leadership can commit itself, and prepare to include other team members. That preparation must include a plan for leadership to share visibly both risk and reward with the other team members who will be coming on board.

With leadership's commitment to a clear vision, and a genuine plan to share risks and rewards, the atmosphere for trust is in place. We are now ready to include others in our team effort.

4. Inclusion
Inclusion means getting others to commit to the team effort, helping others through their "diving board doubts" to genuine commitment. Since leaders now understand this process first hand, we need only communicate with the potential team members to complete inclusion.

The best setting to obtain buy-in and build trust is in small groups that facilitate thorough give and take. The basic tasks are to communicate the vision, make sure it is understood, communicate leadership's commitment (including sharing risk and reward, and how), and elicit and address peoples' doubts.

Leaders will need three communication skills to achieve inclusion. These are the non-assumptive question, good listening, and directed response.

1. Non-assumptive questions ("What do you think?", "Can you tell me what is happening with this report?") invite real answers because they are inclusive, not intrusive. Questions containing assumptions ("Why are you skeptical?", "Why is this report so incomplete?") invite defensiveness. When converting an atmosphere of change and possibly skepticism to trust, added defensiveness is counter-productive.

2. Listening means separating the process of taking in information from the process of judging it. Kept separate, both processes are valuable. Mixed, especially when the receiver is a designated leader, the sender is invited to stop communicating or to change the message midstream.

3. Directed response. Effective team leaders demonstrate responsiveness. Since leaders have already processed their own pre-commitment doubts, many questions can be answered on the spot. Some require research and a time line for response. And some, which relate to the bottom line, irreducible risk, require a truthful "I don't know. I'm in the same soup as you."

5. Help Exchange
The final step in creating the team is to establish a corroborative, balanced

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strategy for reaching the committed vision. This plan will consist of all of the tasks and help exchange necessary to realize the overall vision. Your teammates themselves are in the best position to supply this information. Since by this time you have laid the groundwork for trust, and established good buy-in, your teammates are likely to be enthusiastically cooperative.

At this point, the leadership role is to catalyze consensus, not to issue orders. Consensus means that team members agree to, whether they necessarily agree with, a particular approach. Consensus occurs easily when most feel their ideas were heard and considered, whether or not the team ultimately chooses those ideas. Obtaining consensus again requires use of leadership communication skills: non-assumptive questions, good listening, and directed response.

Effective teams often produce lively discussions of divergent viewpoints before reaching consensus. Diverse views can mean unresolved argument, or they can mean increased team intelligence and ultimate consensus. The difference is a well-built team.

Compiling & Implementing the Action Plan:

Too often, teams are formed merely by gathering some people together and then hoping that those people somehow find a way to work together. Teams are most effective when carefully designed. To design, develop and support a highly effective team, use the following guidelines:

1. Set clear goals for the results to be produced by the team.

The goals should be designed to be “SMART.” This is an acronym for:

- Specific
- Measurable
- Achievable
- Relevant and
- Time-bound.

As much as possible, include input from other members of the organization when designing and wording these goals. Goals might be, for example, “to produce a project report that includes a project plan, schedule and budget to develop and test a complete employee performance management system within the next year.” Write these goals down for eventual communication to and discussion with all team members.

2. Set clear objectives for measuring the ongoing effectiveness of the team.

The objectives, that together achieve the overall goals, should also be designed to be “SMART.” Objectives might be, for example, to a) to produce a draft of a project report during the first four weeks of team activities, and b) achieve Board-approval of the proposed performance management system during the next four

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weeks. Also, write these objectives down for eventual communication to and discussion with all team members.

3. Define a mechanism for clear and consistent communications among team members.

New leaders often assume that all group members know what the leaders know. Consistent communication is the most important trait of a successful group. Without communication, none of the other traits can occur. Successful groups even over-communicate, such that:

- All members regularly receive and understand similar information about the group, for example, about the group's purpose, membership, status and accomplishments.
- These communications might be delivered through regular newsletters, status reports, meetings, emails and collaboration tools.

4. Define a procedure for members to make decisions and solve problems.

Successful groups regularly encounter situations where they must make decisions and solve problems in a highly effective manner. Too often, the group resorts to extended discussion until members become tired and frustrated and eventually just opt for any action at all, or they count on the same person who seems to voice the strongest opinions. Instead, successful groups:

- Document a procedure whereby the group can make decisions and ensure that all members are aware of the procedure.
- The procedure might specify that decisions are made, first by aiming for consensus within a certain time frame and if consensus is not achieved, then the group resorts to a majority vote.

5. Develop staffing procedures (recruiting, training, organizing, replacing).

Too often, group members are asked to join the group and somehow to "chip in." Unfortunately, that approach creates "chips," rather than valuable group members. Instead, if group members go through a somewhat organized, systematic process, then new members often believe that the group is well organized and that their role is very valuable in the group. Successful groups:

- Identify what roles and expertise are needed on the group in order to achieve the group's purpose and plans – they staff according to plans, not personalities.
- New group members go through a systematic process to join the group – they understand the group's purpose, their role, their next steps and where to get help.

6. Determine the membership of the group.

Consider the extent of expertise needed to achieve the goals, including areas of knowledge and skills. Include at least one person who has skills in facilitation and meeting management. Attempt to include sufficient diversity of values and perspectives to ensure robust ideas and discussion. A critical consideration is

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availability – members should have the time to attend every meeting and perform required tasks between meetings.

7. Determine time frames for starting and terminating the team, if applicable.
Now consider the expertise needed to achieve the goals of the team, and how long it might take to recruit and organize those resources. Write these times down for eventual communication to and discussion with all team members.

8. Determine the membership of the team.
What expertise might the team need to achieve the goals of the group? For example, an official authority to gather and allocate resources, or an expert in a certain technology. Always consider if the members will have the time and energy to actively participate in the team.

9. Assign the role of leader – to ensure systems and practices are followed.
The leader focuses on the systems and practices in the team, not on personalities of its members. For example, the leader makes sure that all team members: a) are successfully staffed, b) understand the purpose of the group and their role in it, c) are active toward meeting that purpose and role, and d) utilize procedures for making decisions and solving problems. (Note that the leader does not always have to be a strong, charismatic personality – while that type of personality can often be very successful at developing teams, it often can create passivity or frustration in other members over time, thereby crippling the group.)

10. Assign role of communicator – communication is the life's blood of teams!
Communication is the most important trait of a successful team. It cannot be left to chance. Someone should be designated to ensure that all members receive regular communications about purpose, membership, roles and status. Communications should also be with people outside the team, especially those who make decisions or determine if the team is successful or not.

11. Identify needs for resources (training, materials, supplies, etc.).
Start from analysis of the purpose and goals. What is needed to achieve them? For example, members might benefit from a training that provides a brief overview of the typical stages of team development and includes packets of materials about the team's goals, structure and process to make decisions. Consider costs, such as trainers, consultants, and room rental and office supplies. How will those funds be obtained and maintained?

12. Identify the costs to provide necessary resources for the team.
Consider costs, such as paying employees to attend the meeting, trainers, consultants, room rental and office supplies. Develop a budget that itemizes the

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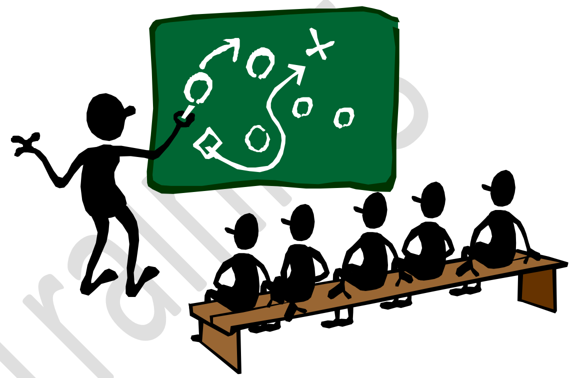
costs associated with obtaining and supporting each of the resources. Get management approval of the budget.

13. Contact each team member.
Before the first meeting, invite each potential team member to be a part of the team. First, send him / her a memo, and then meet with each person individually. Communicate the goals of the project, why the person was selected, the benefit of the goals to the organization, the time frame for the team effort, and who will lead the team (at least initially). Invite the team member to the first meeting.

14. Early on, plan team building activities to support trust and working relationships.



Team building activities can include, for example, a retreat in which members introduce themselves, exercises in which members help each other solve a short problem or meet a specific and achievable goal, or an extended period in which members can voice their concerns and frustrations about their team assignments. Team Building ideas and free activities can be found on the internet and try www.innovativeteambuilding.co.uk for some great ideas.

Before you plan your corporate team building session or executive retreat, it is important to be clear about your objectives. Remember you need the steak AND the sizzle. It's an organization you're running not a social club so keep that in mind when determining the best course of action. Far too often, companies end up disappointed in team building sessions and corporate retreats because expectations were not clearly identified and articulated.

Examples of Team Building Objectives

- Forge stronger alliances between geographically dispersed teams
- Fine-tune your marketing and sales strategy
- Reduce friction and "turf wars" between organizational levels and departments.
- Improve communication between teams and departments
- Improve your decision making process
- Identify strategies to reduce red tape and duplication of effort
- Brainstorm and generate new strategies to resolve business issues and overcome challenges
- Manage projects more effectively even within tight timeframes

Then, think carefully about whether or not team building is really appropriate. Select your programme based on your objectives not just because a particular activity sounds "cool".

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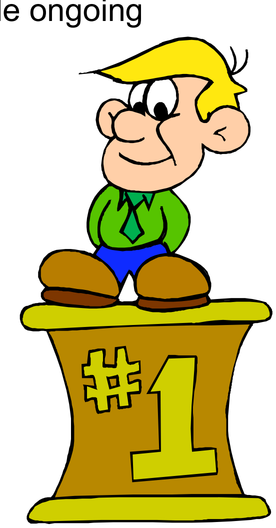
There is a place for team recreation, socials, picnics, etc. The key is to be clear about what you're doing. Don't call it team building just to have an excuse to party or next year maybe that budget will disappear. Here at The Training Oasis each and every one of our team building sessions and accelerated learning programmes is LOADED with the "fun factor". However, unless someone has hired us strictly for recreation, its fun with a purpose. Why gather all of these people together, pay money to stay at a resort or rent meeting space at a hotel if your goal is strictly "fun". Order a pizza, go bowling, go out for dinner and then salsa dancing, or go to an amusement park. It's a lot cheaper.

15. Carefully plan the first team meeting.
In the first meeting, review the goals of the team, why each member was selected, the benefit of the goals to the organization, the time frame for the team effort, who will lead the team (at least, initially), when the team might meet and where, and any changes that have occurred since the individual meetings. Have this information written down to hand out to each member. At the end of the meeting, ask each person to make a public commitment to the team effort.

16. Regularly monitor and report on status of team members toward achieving the goal.
It is amazing how often a team starts out with a carefully designed plan, but then abandons the plan once the initial implementation of the plan is underway. Sometimes if the plan is behind schedule, team members conclude that the project is not successful. Plans can change – just change them systematically with new dates and approval of the changes.

17. Support team meetings and the members' processes in the team.
At this point, it is critical that supervisors of team members remain available to provide support and resources as needed. The supervisor should regularly monitor team members' progress on achieving their goals. Provide ongoing encouragement and visibility to members. One of the most important forms of support a supervisor can provide is coordination with other supervisors to ensure that team members are freed up enough to attend meetings.

18. Regularly celebrate team members' accomplishments!
One of the best ways to avoid burnout is to regularly celebrate accomplishments. Otherwise, members can feel as if they are on treadmill that has no end. Keep your eye on small and recurring successes, not just the gold at the end of the rainbow.



Monitoring of Action Plan:

Much can be gained by taking the time to reflect and look back at what you have done, what worked and what didn't.

Doing this will enable you to predict what strategy to use to solve future problems regarding the team, their performance and even if the implementation of your plan was a success.

Monitor implementation of the plan
Monitor the indicators of success:

1. Are you seeing what you would expect from the indicators?
2. Will the plan be done according to schedule?
3. If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

Verify if the plan has been implemented successfully or not
One of the best ways to verify if the plan has been implemented successfully is to resume normal operations in the organization.

If not, then you will need to consider:

1. What changes should be made to avoid this type of problem in the future? Consider changes to the plan, policies and procedures, training, etc.
2. Lastly, consider "What did you learn from this plan?" Consider new knowledge, understanding and/or skills.
3. Consider writing a brief memo that highlights the success of the plan, the effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.

Evaluation Criteria
Your evaluation could be as simple as asking yourself: “Did it work?”

Some other criteria can include:

- Have all parties involved happy with the solution outcome?
- Was the outcome cost effective?
- Will we be able to use this solution technique again if the same problem arises?
- Reliability of the team - The degree to which you could depend on the individual to complete his/her assignments.
- Effort by the team - The degree of initiative shown and time spent in team project work.
- Creativity of the team - The degree of uniqueness of solutions offered to project-related problems.

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- Cooperation of the team - The degree to which the individual participated in, and worked toward, team goals.
- Analysis of the team members - The degree to which the individual contributed and the willingness he/she demonstrated in research and studying the decisions required of your team.
- Achievement by the team member - The degree to which the individual contributed to the overall success of your team's projects.

Also use the Peer Group Evaluation Form on the next page to get feedback from your team.

Corrective Action

If you are still having problems, or your expectations have not been met, call in your key players again. Look at whether the plan was unrealistic, if you had the right resources, was it communicated enough, and did you prioritized correctly. If needed, the plan should be changed. Go through the steps again until you fully resolve the issue and find the exact solution.

Have you made decisions that seemed right at the time, but did not turn out the way you expected?

In a coaching session with a manager, who was dealing with a setback, I asked what did she learn? She answered honestly and with some regret:
"I wanted it to happen so badly that I didn't pay attention to the red flags that were right in front of me."

How to Avoid Bad Consequences

Most of our setbacks are not due to bad circumstances but to bad decisions. We forget that a decision is an action that has consequences. It is a commitment of limited resources (time, money, reputation, manpower) that we can never get back. Here are three suggestions to help managers pause the action button, see the red flags and evaluate the potential problems.

1. Slow it down.

A quick decision isn't always the best decision. Get in the habit of asking: Why do I (or we) have to make this decision right now? Who or what is pressuring us to take action and why? what would happen if we waited?

2. Let go.

This may be extremely difficult because many leaders want to be "in control". Yet, your staff may be in a better position than you in understanding the facts and circumstances.

3. Get support.

Find a coach or colleague who can relate to your world. Ask yourself, "Who is able to fully comprehend the issues and stress I'm facing? Who can help me see this problem, the crisis, or the opportunity more clearly?"

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PEER GROUP EVALUATION
(To be submitted to the Team Leader / Manager)

Team Leader / Manager________________________ Project Name____________

Dates of project: from ________ to ________________

Your Name _________________________________Department _________

I. Names of your group members. (The letter corresponds to the members name all the way through this evaluation.)
a.____
b.____
c.____
d.____
e.____

Performance in the _______________________Project
II. Rank each member (**a,b,c,d,e**) with a **4,3,2,1,0** (4=highest,0=lowest)
1. Reliable for meetings
a._________ b.__________ c.__________ d.__________ e. ___________

2. Reliable with meeting deadlines for work in progress and final project
a._________ b.__________ c.__________ d.__________ e. ___________

3. Contributes ideas to the group
a.__________ b.__________ c.__________ d. __________ e. ___________

4. Respects each group member's opinions
a.__________ b.__________ c.__________ d.__________ e ___________

5.. Contributes his/her share to discussions
a.__________ b.__________ c.__________ d.__________ e. ____________

6. Knowledgeable about assignments and her/his role and fulfills that role
a.__________ b.__________ c.__________ d.__________ e._____________

7. Gives input for work-in-progress promptly and with a good faith effort
a.___________ b.___________ c._________ d.__________ e.____________

III. If given the opportunity, would you want to work with this team member again?
("**Yes**"= **4** points; "**Maybe**"= **2** points; "**No**"= **0** points)
a.___________ b.___________ c._________ d.__________ e.__________

IV. In one sentence, what is your overall impression of each member's performance?
a) ____
b) ____
c) ____
d) ____
e) ____

[Don't base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS.]

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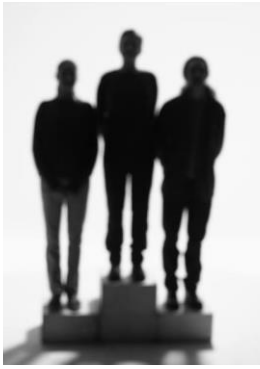
Recognition

There are six main roles of a successful manager that have been used to attain a high performance team, as follows:

- Coordinate activities of team
- Offer advice on problems experienced within department / organisation
- Provide staff with sufficient resources to perform effectively
- Help in problem solving – give clear direction & assistance
- Assist in the implementation / carrying out of the tasks assigned to the team
- Provide formal & informal recognition

Information is an important aspect of management as it is used to aid in decision-making. Once the relevant data has been obtained, it can be used in the operations of the business. Information that is needed regarding the employees behavioural patterns and motivational aspects does not have to be complex and comprehensive, just as long as the general information has been collected.

Information overload can also be detrimental to the decision-making process. If each employee expressed all their desires and motivating factors in detail, management will spend too much time trying to process all that information and will be unable to structure reward and incentive schemes in an efficient manner.



People like to be noticed and recognized for their good work performance. The task of recognition must also come from management in order to be effective. Being told by your colleagues that you have done a good job sometimes does not have the same impact as being told that by management.

Sometimes if staff members are pointed out for performing well it encourages other staff members to compete with each other so that they are also recognized. For example, in some grocery stores a photograph is taken of the employee of the month and prominently displayed for both customers and staff to see.

But recognition does not always have to be a public or monetary affair. Team Leaders must be aware that recognition of the staff who are putting in additional effort, will result in high levels of motivation and this could be done by calling in the respective staff member and acknowledging the fact that you have recognized the extra effort being put in.

Some examples of personal recognition can be:

- Providing celebrations & informal parties
- Finding suitable opportunities to praise and compliment staff either individually or in front of other team members

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- Inform everyone when performance standards have been met and exceeded
- Send letters of appreciation
- Place an article in the newsletter or on the notice board

In your groups, discuss how you could motivate your team. Be realistic & in line with what is achievable and cost effective.

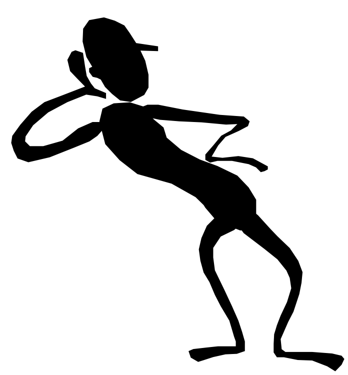
Praise not only makes the person feel appreciated, but will create good team spirit and the pressure to perform even better; it also shows that the Team Leader and management believe in their employees.

Listening forms part of the communication function that management are required to perform. Team Leaders are tasked to listen to the feelings & thoughts of their team. Sometimes this is often neglected when it is very busy or when things are going well. Time allocated for listening is time well spent when problems can be avoided if you can pick up potential problems early on by listening thoroughly to what staff are saying and feeling.

Sometimes it is difficult to understand what is happening on the ground level of the organisation if you are not directly involved. Listening will award Team Leaders and management the opportunity to devise strategies to deal with potential problems before they become out of control or effect the performance of the team.

To improve listening skills, the following steps can be implemented:

- Identify the point that the speaker is trying to make
- Recognise the details of the main concern
- Determine the possible outcome that is being sought
- Identify any hidden feelings or meanings that might not be communicated directly, eg. Body language and voice inflections



Hearing is not the same as listening!

Hearing	**Listening**
Is passive – a physiological reception of sound	Is active – paying attention and being involved, taking responsibility for understanding
Listening is not necessary for hearing	Hearing is necessary for listening
Hearing alone is not empathic and can result in a relationship breakdown	Is a vital building block of relationship building and empathy

Ways of showing that you as the Team Leader are listening is by involving your team in the decision-making processes that are required. Employee contribution can also benefit the process by adding important additional information.

Brainstorming is an effective way of gaining ideas from all team members in a quick period of time without having to offer immediate criticism of any of the ideas.

People who contribute to a process will also like to see the conclusion of that process so don't forget to include them at that time as well. This builds the commitment factor in your team.

Feedback

Team members like to be informed of the progress that is being made towards achieving the goals or objectives set. This requires that management and the Team Leaders provide them with regular ongoing feedback. Feedback is a two way communication process. Feedback not only provides information but also receives it and performs many functions:

- Establishes progress towards goals & the steps used
- Identifies potential problems and performance gaps
- Provides solutions
- Confirms performance standards & expectations
- Assists staff by helping them to evaluate their own performance
- Empowers team members to be responsible for their own actions and self-development

Feedback is normally handled by using the Hamburger method:

FEEDBACK BURGER

TEAM MEMBER

Ask the team member what concerns they have, their input, how they feel.

TEAM LEADER

The Team Leader then discusses the progress in meeting the objectives, reasons for not meeting targets, what is

RE-CAP - Summarise main points

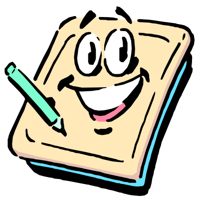
MOTIVATE – praise / acknowledgement

NEXT STEPS - Action plan

Formative Assessment Activity 4
Please open your Portfolio of evidence (Logbook) and complete the activities for this specific outcome, following the instructions found in your logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

Self-Evaluation



Complete the following Self-Evaluation to see if you are ready to start the next module:

Standard / Legend:

Above average Competence	5
Competence – Meet the standard	4
Almost there	3
Not quite there yet	2
Still need to improve in this area	1

By the end of this module I feel that I can do the following:

Understand the overall strategy of an organisation.	
Understand how the activities of own area of responsibility align with the overall strategy of the organisation.	
Communicate to the members of own team how its area of responsibility aligns to the overall organisational strategy.	
Explain the relationship between the type, ownership and size of an organisation and its management structure.	
Explain the relationship between various management roles	
Explain the concept of leadership.	
Differentiate between the concepts of leadership and management.	
Apply leadership techniques to individuals and teams within the work context.	
Evaluate the impact of leadership techniques applied	
Explain the importance of motivating a team.	
Demonstrate an understanding of self and team members in a workplace.	
Apply theories of motivation and group dynamics.	
Implement a plan of action to strengthen a team.	
Provide feedback and recognising achievements	

What I would have liked to spend more time on:

Annexure: No 1
Training Evaluation

Please complete this form and tear it out and leave it on your facilitator's desk before leaving the course on the last day.

Your honest and helpful opinions will only contribute to making this course even better in the future. Thank you for taking the time to be with us on this **Management & Leadership Skills Programme**.

Ratings:

1	Poor
2	Areas for Improvement
3	Meet the standard requirements
4	Very Good
5	Excellent

Was the facilitator: ………………………Tick where appropriate	1	2	3	4	5
Prepared for the training					
Knowledgeable of the subject matter?					
Able to handle all the questions posed by the delegates?					
Able to interact with the delegates?					
Voice clarity of the facilitator?					
Able to use the training aids (flip charts, hand-outs, etc.) effectively?					
Dis the facilitator make the training exciting?					
Would you recommend the facilitator for future training?					

Other comments on the facilitator's delivery of this training:

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