Lecture Notes

On

Leadership and Team Building

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UNIT-1

Myths Of Leadership

When it comes to leadership there is no one size fits all. Every leader has his/her own personality, style, and approach to leading teams. That said, there are leadership truths and myths that seem to surface time and again when I talk to successful entrepreneurs and leadership gurus. Here are several that are consistently brought up and the ones I have personally observed and experienced.

Myth 1: Leaders work smarter, not harder. I have never fully understood the "work smarter, not harder" statement. There are definitely ways to be smarter about prioritizing your tasks effectively, planning your day wisely to increase your productivity, and, as a leader, to know when and what tasks to delegate. But every single successful person I know have always worked very hard on realizing his/her dreams. Great leaders empower their teams to do more, they are very protective of their time, and they are shrewd in applying their knowledge and experience in order to move forward and avoid mistakes either they themselves or others made in the past. One could call that "working smart". But nothing great has ever been achieved without working hard. True leaders lead by example, they are first in and last ones out, they are fully invested in the vision of their ventures and, through showing their dedication, they inspire people around them to show the same kind of commitment and display the same behaviors.

Gary Vaynerchuk is a successful serial entrepreneur and his perspective is that there is no substitute for doing the work. "We're living through a period right now where we have a lot of very smart people looking at math, and analytics, and efficiencies," says Vaynerchuk. "I think those are all great things to take pride in, but I also think you need to put in the work… You can call out all the best business opportunities you want, but the bottom line is that nobody ever got paid to make snow-angels."

"I never dreamed about success. I worked for it." – Estee Lauder

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure." – Colin Powell

Myth 2: Leaders have all the answers. On the contrary. The best leaders have a clear understanding of their own limitations. They know that success is a team sport and there is no such thing as a "self-made" man. They realize that it takes a diverse team to truly innovate. They search for passionate people in diverse areas of expertise and bring them together. Great leaders listen more than they speak. They listen with the goal to understand, not the goal to answer. They hire amazing teams and solicit regular input from team members. They admit their mistakes and empower their people to execute on the company's vision through their own knowledge and initiative vs. a dictate from above.

Truly amazing leaders empower others to become leaders. Their higher goal is to work themselves out of the job so that if they are not around, the organization functions just as successfully as when they are.

"Leaders don't create more followers, they create more leaders." – Tom Peters

"A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves." – Lao Tzu

Myth 3: Great leaders are always in the spotlight.

It is true that if you are a leader of the company there is an expectation that you will also be a company's spokesperson. But leadership comes in many forms. You don't have to be on the organization's executive team to be a leader. True leaders (whether they are at the helm or not) are humble. They don't much care about the spotlight. They care about the results. And that comes from focus.

Some of the greatest leaders of our time were simple men who shied away from limelight and yet have transformed industries and took their companies to new heights.

In his book *Good to Great* Jim Collins says that exceptional leaders channel their ego needs away from themselves and into the larger goal of building a great company. "It's not that [they] have no ego or self-interest," says Collins. "Indeed, they are incredibly ambitious – but their ambition is first and foremost for the institution, not themselves." These amazing leaders, Collins found, "are a study in duality: modest and willful, humble and fearless." I bet you have never heard of Darwin E. Smith or Colman Mockler, but these men brought glory to the brands we currently admire, the companies that lead (and are still leading) the industry.

When Smith became CEO of Kimberly-Clark, the paper company's stock had fallen 36% behind the general market. In 20 years of his tenure, Smith transformed the brand into the leading paper-based consumer products company in the world. Under his leadership, Kimberly-Clark generated cumulative stock returns 4.1 times the general market and surpassed its direct rivals. In retirement, Smith humbly reflected on his outstanding performance saying simply: *"I never stopped trying to become qualified for the job."*

Mockler was the CEO of Gillette from 1975 to 1991 and during his leadership faced three take-over attacks that threatened to destroy the company. If the company capitulated, the executive team stood to receive great compensation, but Mockler fought for the future greatness of the organization he believed in and won. He went on to lead Gillette to amazing growth and fantastic returns. Publicity-shy Mockler was humble and gracious man who declined most of the requests to be interviewed and photographed, but no one who knew this amazing leader have mistaken his modesty for weakness.

"You can accomplish anything in life, provided that you do not mind who gets the credit." – Harry S. Truman

"It's alright to be Goliath but always act like David." – Philip Knight

Myth 4: Leaders are always "on"

Even though great leaders work hard, they realize that they need the space to be able to strategize, to think, to create.

"'Restore connection' is not just for devices," <u>cautions Arianna Huffington</u>. *"It is for people too. If we cannot disconnect, we cannot lead."* Leaders like Steve Jobs and Bill Gates were known to go away for extended periods of time to reconnect with themselves, their vision, and their ideas. Leaders need to find that place of wisdom, strength,

Smart leaders also build the culture of creativity through encouraging their employees to take time to reflect.

"Creating the culture of burnout is opposite to creating a culture of sustainable creativity," says <u>Arianna Huffington</u>. *"This is something that needs to be taught in business schools. This mentality needs to be introduced as a leadership and performance-enhancing tool."*

Myth 5: Great leaders are born, not made *"Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal."* – Vince Lombardi

"The most dangerous leadership myth is that leaders are born – that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That's nonsense; in fact, the opposite is true. Leaders are made rather than born." – Warren G. Bennis

Anyone can excel at anything if they truly put their mind to it. ***Leadership is a skill, not a genetic disposition.*** Enough said.

Key Components of Successful Leadership:

1. Dynamic Communication —

   Conversations take place at all levels of energy. Each paragraph, each sentence, and each word depending upon how it is said, as well as everything that is not said out loud, will impact a leader's ability to engage his or her audience, shift their energy, and inspire the individuals to complete a task, mission, or journey.

2. Conflict/Challenge Resolution — : Life is cyclical. At times you are accomplishing something substantial, feeling confident, and on top of the world. At other times your life can be filled with events, situations, and people, or a combination of all of them that complicate matters. Just because life is filled with challenges, depending upon your frame of reference, your response to this apparent chaos will be significant in how you lead.

3. Emotional Intelligence — Emotional intelligence can be defined as our ability to distinguish, understand, and have a greater awareness of how our inner game of thoughts and feelings connect with our outward display of behaviors and actions, as well as the ability to manage these thoughts and feelings to effectively lead.

4. Productivity — Getting things done, achieving results requires effective use of resources available to you. It also involves the leadership and stewardship of resources such as people, capital, and time. Getting things

   done requires an ability to organize yourself, to focus on your priorities, and to carry out your work and mission.

5. Influencing and Inspiring Others — Successful leaders focus less (if at all) on what to say in order to get people to take action. Instead, effective leaders focus on how they can "be" in order to embody a message that inspires others to accomplish a task, create a powerful relationship, and join forces to complete a mission.

6.   Developing/Maintaining Positive and Effective Relationships —

Our lives are a web of connecting relationships. Relationships bring us much joy, and sometimes a great deal of pain and sorrow. The ability to build a supportive team or tribe as well as minimize and manage draining relationships allows us to lead ourselves more effectively and then in turn others.

7.   Time Management/Balance — We are all created equal in that all of us have 24 hours in our days. Where we differ is how we view and use that time. How we see time and how we invest our time directly impacts the success we'll have in all aspects of life.

8.   Health/Wellness — Our health obviously affects our physical energy in life. When our bodies are functioning optimally, we have the physical energy to work, play, study, and think. In other words, we have the energy to do the things that bring us success, in whatever way we measure it. When we take care of our health, we secure the last link in the chain of success to lead most effectively

Leadership Assessment: Leaders are the drivers of organizations. They develop the mission, create and implement strategy, push the limits of innovation, and motivate employees to better performance. Unfortunately, many organizations are unsure of who their best leaders are or where their next leaders are coming from, either internally or externally. Leadership Assessment is an effective tool for identifying potential leaders and how to improve the leadership of current employees.

What is Leadership Assessment?
Leadership Assessment is a process for identifying and describing an individual's unique characteristics as they pertain to leading, managing, and directing others and how such characteristics fit into a given position's requirements. Just as no two leaders are alike, no two positions have exactly the same requirements. The Leadership Assessment process describes a candidate's way of leading others with reference to a specific position, present or future. This information helps the employer in selection, placement, and development decisions. The objective is to help organizations maximize their leadership: finding the right leaders and placing them in positions where they'll succeed and drive business.

Leadership Assessments can be useful for a number of applications:

- **Selection, Placement, and Promotion Decisions** – Objectively assess the candidate's leadership capabilities compared to the position's requirements.
- **Development** – Enhance development by increasing ability to fully utilize employee capacities.
- **Succession Planning** – Identify leaders early and create a continuous flow of effective leaders within the organization.
- **Organization Effectiveness** – Assessment provides an objective means of researching and identifying the precise capabilities that drive organizational success.
EFFECTS OF GOOD LEADERSHIP ON EMPLOYEES The definition of leadership can have many interpretations. However, when it comes to business, assuming a leadership role means that how you speak, act and the decisions you make can have a direct impact on your employees.

Not all business leaders take the helm of their company in the exact same manner, but if you want to understand your role, then you may want to learn how your employees learn from you every day and how positive behaviors can affect them and their relationship to your company.

1. Positive Values Trickle Down

When you take the time to hone positive leadership skills, such as decisiveness, integrity, and honesty, these values can have a trickle-down effect on your employees and encourage them to work harder for you. In other words, when you behave in a positive manner as a leader, your attitude may have a contagious effect on those who work for you.

For example, if you have younger employees who are straight out of college and have little real-life work experience, learning positive values from you can help nurture habits and ideas that will help them mature and become valuable members of your long-term business team. The more positive behaviors they learn by watching you, the more those values might start to reflect on how they treat not only your customers but their co-workers as well.

2. Improved Morale

Employee morale is a hot topic among office managers and business owners today, and while the causes of low morale are often hotly debated, in many cases, it can sometimes be traced back to poor leadership. When a company has an indecisive or dictatorial leader at the helm, it can arouse feelings of apathy or resentment in the employees. Over time, this can lead to infighting, a lower productivity output, and an eventual breakdown of the chain of command. If you want to improve employee morale, review some of your most common leadership actions. For example, what have you done lately to boost your employees' mood or made them feel of value? Do you have morale programs in place and an open-door policy? They can make your employees feel comfortable about approaching you with problems.? If not, then you may want to alter the way you view the importance of these actions.

3. Increased Trust

When you lead your employees in a way that fosters feelings of trust, this can improve manager-employee relations and build a stronger company foundation. Trust can be formed in many ways, which include full disclosure to your business teams about the terms and conditions of the deals they are negotiating, being honest about payroll issues, and being discreet about any personal issues that you may be made aware of by individual employees. When you lead by emphasizing the importance of trust, your employees may feel more secure in their jobs and about the kind of person they're working for.

4. Better Communication

When company leaders have a closed-door policy and do not make an effort to communicate with their employees, this may leave their workers feeling uninformed, uneasy, and tense.

Over time, this can cause increased confusion and arguments, along with the breakdown of team morale because they lack the guidance they require. If you want to make communication an important part of your daily role as leader, there are several ways you can accomplish this. You can look to today's business leaders, such as Eugene Chrinian, the CEO of Factory Direct Enterprises, LLC and who is well known for creating a positive and supportive workplace for his employees. You can also encourage your employees to come to you with their ideas and concerns more often, or create daily meetings to give them a safe and positive forum to do so.

5. Company Objectives Become Clearer for All

Making your company objectives well know and having a long-term plan that all your employees are privy to can make for a more stable work environment. Shared objectives are more likely to inspire feelings of camaraderie, while being secretive about your objectives and goals may only serve to increase gossip and rumors. This can quickly destroy a company.

To make your company's objectives clear to all employees, post them clearly or discuss them openly so that each of your employees understands how they fit into your vision. When your workers feel they have a place in your company's goals and its future, they are much more likely to be happier and more productive.

6. Office Politics Play a Smaller Role

While it is almost impossible to avoid having office drama or politics come into play at one time or another, being a good leader can help keep it to a minimum. Be a good example and downplay the importance of tearing down others or undercutting them in order to get ahead. When your employees know that you view them based on the quality of their work and what they contribute instead of playing favorites, office politics may take a backseat to teamwork and camaraderie.

UNIT-2

Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. It is the crucial factor that helps an individual or a group to identify its goals and then it motivates and assists in achieving the stated goals. Three major factors that define the leadership concept are:

- Influence support
- Voluntary effort
- Goal achievement

Leadership is also called as the catalyst that transforms potential into reality. The concept of leadership in itself
covers all interpersonal relationships that influence the working of the institution towards its goals.

Leader Vs Manager

Often people assume that a manager and a leader play the same roles. However, there are three major points of differences between the two:

- A person emerges as a leader. The question whether s/he will or will not emerge as a leader always depends on a number of situational factors. A manager, on the other hand is always put into her/his position by appointment.
- A leader always has some informal powers (that is the ability to influence) that enables her/him to lead. S/he may or may not have the formal authority, (i.e., the right to command). A manager on the other hand, always has some formal authority. She may or may not have personal power. If she also has personal power then s/he will be much more effective as a manager.
- A leader generally, seeks those very objectives which are the objectives of the followers. Thus, there is a maturity of objectives between leader and the followers. A manager, on the other hand, seeks those objectives, which her/his subordinates do not regard as their own, clash of objectives.

Abraham Zaleznik, for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance; while he viewed managers as planners who have concerns with process. Warren Bennis further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups:

- Managers administer, leaders innovate
- Managers ask how and when, leaders ask what and why
- Manager focus on systems, leaders focus on people
- Managers do things right, leaders do the right things

- Managers maintain, leaders develop

- Managers rely on control, leaders inspire trust

- Managers have a short-term perspective, leaders have a longer-term perspective

- Managers accept the status-quo, leaders challenge the status-quo

- Managers have an eye on the bottom line, leaders have an eye on the horizon

- Managers imitate, leaders originate

- Managers emulate the classic good soldier, leaders are their own person

- Managers copy, leaders show originality

As a process leadership entails perceiving when changes are needed and influencing and facilitating a group's efforts
through non-coercive means, to set and achieve group goals. This process
should lead to the accomplishment of six generic leadership tasks:

- Inspire a shared vision and establish standards that help the organisation or group achieve its next stage of development.

- Foster unity, collaboration and ownership, and recognise individual and team contributions.

- Exercise power effectively and empower others to act.

- Exert influence outside the group in order to set the right context for the group or organisation.

- Establish an environment conducive to learning.

- Satisfy the work related needs of the members of the group as individuals.

As a product, leadership is viewed as a set of qualities that leaders must possess in order to successfully accomplish the six tasks of the leaders. When an individual behaves in ways that others in the group1 organisation believe will help them achieve desired goals, that individual is seen as a leader and is perceived to possess certain attributes.

Attributes of Leaders Vis-à-vis Educational System

Research supported by National Centre for Research in Vocational Education, University of California at Berkeley has shown fourteen attributes that best explain the variance in leader performance (Moss and Liang, 1990). These attributes are:

- Adaptable and open to change: The leader encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.

- Insightful: The leader reflects on the relationship among events and quickly grasps the meaning of complex issues.

- Team building: The leader facilitates the development of cohesiveness and cooperation among people at work.

- Willing to accept responsibility: The leader willingly assumes higher

level of duties and functions within the organisation.

- Motivate others: The leader creates an environment where others want to do their best.
- Communication: The leader listens closely to people at work, and organises and clearly presents information both orally and in writing.
- Visionary: The leader looks into the future and creates new ways in which the organisation can prosper.
- Networking: The leader develops co-operative relations among individuals within and outside the organisation.
- Confident, accepting to self: The leader appears secure about abilities and recognises personal short comings.
- Planning: The leader in collaboration with others develops tactics and strategies for achieving organisational objectives.
- Decision making: The leader makes timely decisions that are in the best interest of the organisation by analysing all available information, distilling key points, and drawing relevant conclusions.
- Delegating: The leader appropriately and effectively assigns responsibility and authority.
- Managing information: The leader identifies, collects, organises and analyses the essential information needed by the organisation.

Characteristics of Leadership in the Educational System

Leaders in the educational system have the ability to transform the system. Generally leaders in the system can:

- Set the pattern and guide the outcomes of co-operative action
- Guide educational programs, but rely on shared decisions
- Give common understanding to common purposes and goals
- Produce cohesiveness without which co-operation is impossible
- Communicate with all personnel with a sense of mutual understanding and mutual loyalty to the aims of education
- Generate enthusiasm for projects and inspire working towards their completion
- Resolve the differences which frequently arise in growing organisations
- Lead by example and inspiration
- Contribute to the group by advancing useful suggestions

Principles of Leadership: The US Army, in 1973 listed the following eleven principles that help individuals realise their leadership potential. We shall discuss these principles with respect to the educational environment.

Know Yourself and Seek Self-improvement

Any leader needs to know himself /herself in terms of what he/she has done, can do and is willing to do. Once these are identified then the leader

can constantly build on improving his/her skill sets. A good leader is someone who is always evolving in one form or the other. In every school the leader could either be the Principal or the House in- charge or the School Captain or the House Captain, can be good leaders only if they are confident about themselves and they are aware of their weakness and the strengths of theother members of the group.

Be Technically Proficient

As a leader, one must know the job and have a solid familiarity with the tasks that one wishes others to accomplish. Here familiarity is generally expressed not in theoretical terms, but in practical - bands on terms: Technically proficient also translates into possessing the ability to delegate the responsibility to various members of the group and be able to guide them in achieving common goals.

Seek Responsibility and Take Responsibility, for your Actions

As a leader one needs to search for ways to guide the institution to new heights. And when anything goes wrong, a leader always takes the blame on to himself or herself and does not search for scapegoats. This is one characteristic that always defines leaders. That is why, often, we have seen schools to be known by their principals.

An efficient Principal may also be a good leader and he/she would have the ability and capacity to take responsibility of every activity that happens in the school. Taking responsibility does not mean that the leader (in a school environment the Principal) should take blame, but it translates into the fact the leader must be able to have a foresight-plan and anticipate events and then plan, and in spite of this if any eventuality occurs, take responsibility for the actions.

Make Sound and Timely Decisions

The use of good problem solving, decision making, and planning tools adds to the leadership qualities of an individual. In every school environment, you would have noticed as a teacher, that there are times when decisions need to be taken - procrastination on such decision leads an imbalance in the harmony of the institution. Hence, a leader -in the form of the Principal or Vice Principal or house in charge or school captain or house captain- must try and take the initiative to make sound and timely decisions.

Set the Example

A leader always needs to be a good role model. "We must become the change we want to see" - Mahatma Gandhi. These are very powerful words that define a leader. In the school environment, as teachers, you might have noticed that there are times when we tell the students not to do something, while we find no harm in doing the same forbidden thing. This

creates unrest amongst the group, where one is a leader. There is a story about Alexander the Great; during the conquest of world that he had embarked upon, he and his men had to cross a dessert. They were walking on the dessert for couple of days and their water and food resources were coming to an end. In this whole journey, historians say, Alexander was the leading man always ahead. Seeing this, his soldiers drew the courage and determination and went forward. After a few more days, they were believed to have found an oasis. Being the example of what one wants is a quality that every leader must possess.

Know Your People and Lut for their Well-being

A leader is successful if he/she knows the people he/she takes care of. When we say know, we mean knowledge in terms of their strengths, weaknesses and problems. If a leader is aware of this, he/ she would be able to help people realise institutional goals along with the personal goals of the people. In every school system it is imperative that the Principal knows the student. It might be difficult to know each and every child personally, but a real principal and faculty use to keep the students informed.

Developed a Sense of Responsibility in your People

We all know that it is the human tendency to work well under the watchful eye of a supervisor, but, a leader is successful if he/she is able to develop a sense of responsibility in people, wherein they realise the importance of their contribution to the realisation of the institutional goals. As a teacher you might have noticed that there are times when classes remain quiet and busy doing either their own work or that has been prescribed to them - in the absence of a teacher; such classes show the leadership quality of the teacher. Such teachers are able to help students develop a sense of responsibility towards completing the prescribed goals and also make efforts to ensure that the tasks given to the students are meaningful and interesting.

Ensure that Tasks are Understood, Supervised, and Accomplished

An essential characteristic of a leader is not only to delegate tasks, but also to ensure that the tasks are understood by the doer, and that constant help and support is provided in the form of supervision as and when required. In our school tenure we might have noticed, that when a task is assigned to us, we are able to complete it to the best of our capability if the following conditions are met: we are given independent charge, our decisions are accepted and we are given suggestions and not directions and essentially there is a sense of trust that once a task given, it would be accomplished. For any teacher to have this dense of security, depends on the Principal or the leader.

Train as a Team

A team is a collection of people, often drawn from diverse but related

groups, assigned to perform a well-defined function for an organisation or a project; team members always share some responsibility towards the realisation of the goals. Thus leaders always need to ensure their members train as a team. This also means an equal opportunity for all. One way that this can be accomplished is by allowing for teachers to participate in peer group training.

Use the Full Capabilities of your Institution

A leader always knows his/ her institution very well and always ties to utilise an organisation to its fullest of capabilities. An important evidence of this is the delegation of responsibilities amongst individuals of the team. This also ensures that all the members of the group feel a sense of belonging to the group.

Factors of Leadership

There are four factors in leadership:
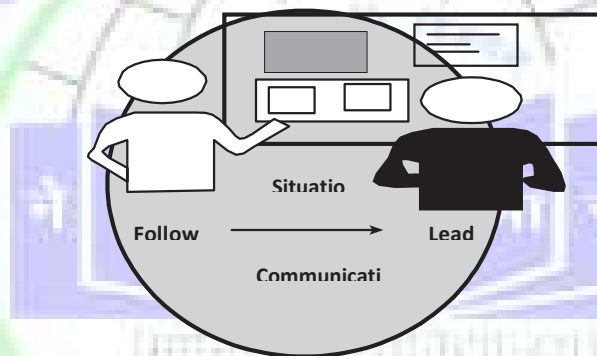
Follower; every individual needs a different style of leadership to be motivated to achieve the institutional responsibilities. New teachers might require constant reinforcement, while senior teachers might require certain amount of freedom and responsibility. In the same manner students who flout discipline require handling in a different

manner than those students who are excelling in their respective subjects. Understanding these basic individual differences in the followers affects the leadership style and leadership itself.

Leader

Another factor in leadership is the leader itself. As a leader one is expected to have an honest understanding of who you are, what you know, and what you can do. An important thing about leaders is that the followers decide whether the leader is successful or not.

Communication

Leaders always lead through two-way communication. Much of it is

nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship of the leader with the fellow members.

Situation

We all know that each situation elicits a different behavior in people, thus for each opportunity that is presented the leader must use his/ her judgment to decide the best course of action and the leadership style needed for each situation. This is especially true in case of the students, who can react very differently to various situations.

Leadership Theories

Leadership has been studied and therefore explained from a number of different perspectives, each with its own
insights as well as its own limitations. The following section looks into the various leadership theories.

Great Man Theory

Great Man theories assume that the capacity for leadership is inherent - that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

Trait Theory

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

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

| Tolerant of stress | |
| Willing to assume | |

Table 1.1 Traits and skills

Contingency Theory

In contingency theory of leadership, the success of the leader is a function of various contingencies in the form of subordinate, task, and/or group variables. The effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation. Contingency theories are a class of behavioral theory that contends 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.

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. Thus, we can say that the basic assumption of this theory is that 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. We will look into a theory that is a part of the contingency theory of leadership.

Fiedler's Least Preferred Co-worker (LPC) Theory

Fiedler identified the least preferred co-worker scoring for leaders by asking them first to think of a person with which they worked that they would like least to work with again, and then to score the person on a range of scales between positive factors (friendly, helpful, cheerful, etc.) and negative factors(unfriendly, unhelpful, gloomy, etc.). A high LPC leader generally scores the other person as positive and a low LPC leader scores them as negative. High LPC leaders tend to have close and positive relationships and act in a supportive way, even prioritising the relationship before the task. Low LPC leaders put the task first and will turn to relationships only when they are satisfied with how the work is going. Three factors are then identified about the leader, the member and the task, as follows:

• Leader-member relations: The nature of the interpersonal relationship between leader and follower, expressed in terms of good through poor, with qualifying modifiers attached as necessary. It is obvious that the leader's personality and the personalities of subordinates play important roles in this variable.

• Task structure: The nature of the subordinate's task, described as structured or unstructured, associated with the

amount of creative freedom allowed the subordinate to accomplish the task, and how the task is defined.

- Position power: The degree to which the position itself enables the leader to get the group members to comply with and accept his/her direction and leadership.

		1	2	3	4	5	6	7	8
LPC (least preferred co-worker)	High	Relationship-Motivated Leaders perform better							
					Task-Motivated Leaders Perform better				
	Low	Good	Good	Good	Good	Poor	Poor	Poor	Poor
		structured		Unstructured		structured		Unstructured	
Leader-member Relations Task Structure Leader Position Power		Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak

Situational Theory

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. Therefore, one can say that the basic assumption of this theory is that the best action of the leader depends on a range of situational factors.

Hersey and Blanchard's Situational Leadership Theory

The basic premise of this theory is that effective leadership requires leadership flexibility since different situations require different leadership approaches and tactics. Blanchard and Hersey characterised leadership style in terms of the amount of direction and of support that the leader gives to his/her followers, and so created a simple grid:

SUPPORTING (S3)	**COACHIN G (S2)**
DELEGATING (S4)	**DIRECTIN G (S1)**

-   **Directive Behaviour**   **+**

Fig. 1.4 Situational theory

(Source: http://www.chimaeraconsulting.codsitleadechtm)

- Directing Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made
  by the leader and announced, so communication is largely one-way.

- Coaching Leaders still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions
  remain the leader's prerogative, but communication is much more two-way.

- Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

- Delegating Leaders are still involved in decisions and problem-solving, but control is with the power. 'The follower decides when and how the leader will be involved.

Behavioural Theory

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

The Managerial Grid Model

The Managerial Grid Model (1964) is a behavioural leadership model developed by Robert Blake and Jane Mouton. This model identifies five different leadership styles based on the concern for people (relationships) and the concern for production (tasks). They developed a grid as shown in the Fig. 1.5, that helps classify the leadership style as exemplified by the individual. The grid is read like a normal graph wherein the first digit

signifies the X axis while the second digit denotes the Y axis.

- 1.1 Impoverished management: Often referred to as Laissez-faire leadership. Leaders in this position have little concern for people or productivity, avoid taking sides, and stay out of conflicts. They do just enough to get by.

- 1.9 Country club management: Managers in this position have great concern for people and little concern for production. They try to avoid conflicts and concentrate on being well liked. To them the task is less important than good interpersonal relations. Their goal is to keep people happy.

- 9.1 Authority compliance. Managers in this position have great concern for production and little concern for people. They desire tight control in order to get tasks done efficiently. They consider creativity and human relations to be unnecessary.

- 5.5 Organisation man management. Often termed middle-of-the-road leadership. Leaders in this position have medium concern for people and production. They attempt to balance their concern for both people and production but they are not committed.

- 9.9 Earn management. This style of leadership is considered to be ideal. Such managers have great concern for both people and production. They work to motivate employees to reach their highest levels of accomplishment. They are flexible and responsive to change, and they understand the need to change.

Participative Theory

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories however, the leader retains the right to allow the input of others. Thus one can say that the participative theory of leadership assumes that involvement decision-making improves the understanding of the issues involved by those who must carry out the decisions. It believes that people are more committed to actions where they have been involved in the relevant

Management Theory

Management theories (also known as "Transactional theories") focus on the role of supervision, organisation, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

Relationship Theory

Relationship theories (also known as "Transformational theories") focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members to see the importance and utility of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his/her potential. These leaders often have high ethical and moral standards.

Developing Teachers' Leadership Skills

With the advent of school and teacher education restructuring efforts, new leadership roles are emerging.

1.9.1 Emerging Opportunities for Leadership

There are many emerging opportunities for leadership in various fields; some of them are elaborated below.

- Initial teacher capacity building opportunities programs: Such programs offer an opportunity for teachers to develop their leadership skills either on a full time basis or on a part time basis. Such programs should involve hands on activity that would help the teacher to utilise their experience and also contribute in terms of value to the respective school.

- Leadership opportunities at the institutional level: Another way to foster leadership in faculty members or teachers is to make them involved in the decision making process at various levels in the school. This would provide an opportunity for the teachers to understand the working of the school and state policies and also would help them improve on their skills both as a teacher and as a professional.

- Professional Development Centres (PDC): The aim of such centers could be to serve as the locus for teacher preparation, career-long professional development, and school innovation and inquiry. Here the involved teachers or educational leaders can be called on to demonstrate skills required in mentoring programs and school based management, as well as skills related to a wide array of peer helping approaches, inquiry methods, innovation leadership and school-university collection.

Devaney offered an inclusive list of leadership areas that teachers might be called on to exercise in emerging school organisations. The six roles she identified can provide an organiser for the descriptive reports on the formal programs to develop leadership skills:

- Continuing to teach and improve one's own teaching
- Organising and leading peer reviews of school practice
- Providing curriculum development knowledge

- Participating in school level decision making
- Leading in service education and assisting other teachers
- Participating in the performance evaluation of teachers

Classification of leadership:

To know about leadership more we need to understand about the bases of leadership. We can classify leadership on the basis of origin as follows:
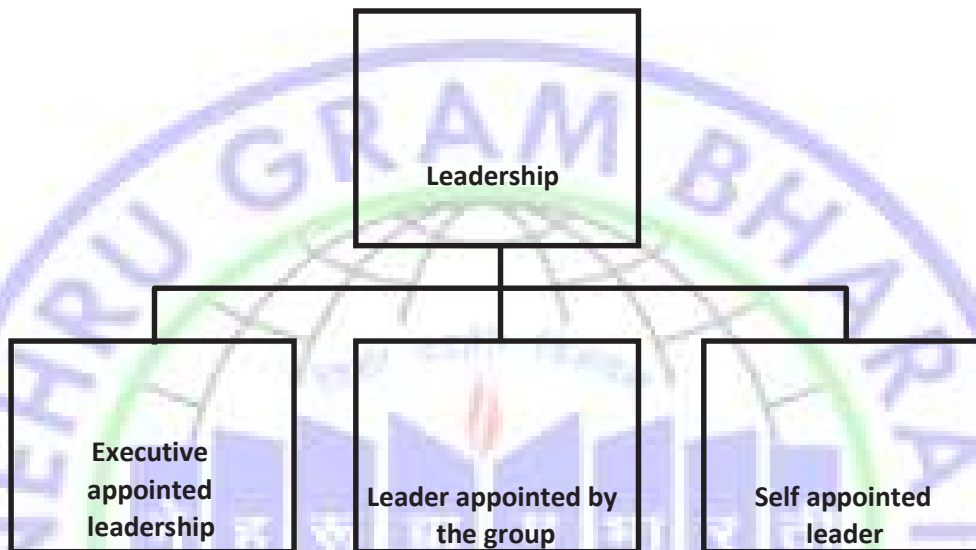

Fig. 2.1 Classification of leadership

These are explained below:

Executive Appointed Leadership

The person is appointed by the executive and the leadership stems from the office or post to which the person is appointed by the executive. The class of government officers is of this type.

Leader Appointed by the Group

These leaders are elected by the group. Public leaders of panchayats, local groups, the Lok Sabha and Rajya Sabha are elected by the group.

Self-Appointed Leader

There are some leaders whose authority derives neither from the executive nor the group because it is not vested in them by these groups. They advance because of their individual qualities and having attained the central position, lead the people. They are recognised as such because of their qualities.

Leadership style : There are a number of different approaches, or 'styles' to leadership and management that are based on different

assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organisational culture and norms which will encourage some styles and discourage others.

- Charismatic Leadership
- Participative Leadership
- Situational Leadership
- Transactional Leadership
- Transformational Leadership
- The Quiet Leader
- Servant Leadership

Additional research

- The Managerial Grid: Blake and Mouton's people-task balance.
- Lewin's leadership styles: Three original styles.
- Likert's leadership styles: From autocratic to participative.
- Six emotional leadership styles: From 'Mr. Emotional Intelligence', Daniel Goleman and friends.

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 pool and keep them in the dark.
- Kipper management: Two-faced approach.

Charismatic Leadership

Charismatic leadership is as follows.

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.

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.

UNIT-3
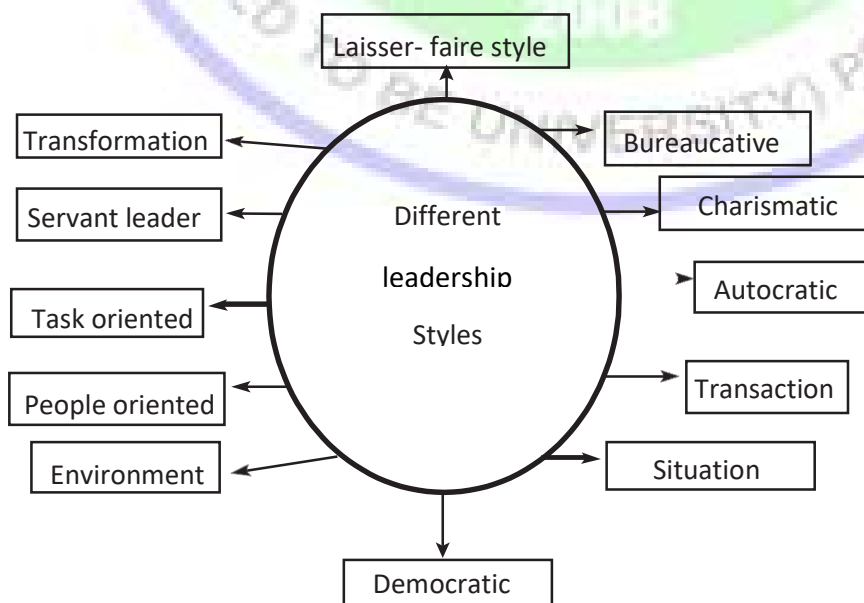
A group of people with a full set of complementary skills required to complete a task, job, or project. Team members:

• Operate with a high degree of interdependence.

• Share authority and responsibility for self-management.

• Are accountable for the collective performance.

• Work toward a common goal and shared reward(s).

Another definition is that a team is any group of people organised to work together interdependently and cooperatively to meet the needs of their customers by accomplishing a purpose and goals. Teams are created for both long term and short term interaction. A product development team, an executive leadership team, and a departmental team are long lasting planning and operational groups.

Short term teams might include a team to develop an employee on boarding process, a team to plan the annual company party, or a team to respond to a specific customer problem or complaint. Three common types of teams include:

• Functional or departmental teams: Groups of people from the same work area or department, who meet on a regular basis to analyse customer needs, solve problems, provide members with support, promote continuous improvement, and share information.

• Cross-functional teams: Groups of people who are pulled together from across departments or job functions to
deal with a specific product, issue, customer, problem, or to improve a particular process.

• Self-managing teams: Groups of people who gradually assume responsibility for self-direction in all aspects of work. A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Methods to Make Teamwork Happen

To make teamwork happen, these powerful actions must occur:

• Executive leaders communicate the clear expectation that teamwork and collaboration are expected.

• Executives model teamwork in their interaction with each other and the rest of the organisation.

• The organisation members talk about and identify the value of a teamwork culture.

• Teamwork is rewarded and recognised.

The lone ranger, even if she is an excellent producer, is valued less than

the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement.

- Important stories and folklore that people discuss within the company emphasise teamwork
- The performance management system places emphasis and value on teamwork
- Form teams to solve real work issues
- Hold department meetings to review projects and progress
- Build fun and shared occasions into the organisation's agenda
- Use ice breakers and teamwork exercises at meetings
- Celebrate team successes publicly

Methods to Create Effective Team

How to create effective teams, team work, and team building is a challenge in every organisation? Work environments tend to foster rugged individuals working on personal goals for personal gain. Typically, reward, recognition, and pay systems single out the achievements of individual employees. Effective teams can be created if:

- we practice good communication skills
- refrain from communication roadblocks
- listen well
- observe carefully
- give feedback constructively

It is important that we observe communication behaviours in a team so as to make it effective. This would involve observing:

- Who participates and who does not?
- How do people take turns and who talks to whom and who responds to whom, etc.?
- How are interruptions handled? Is silence O.K.? Is anyone dominating the conversation?
- How are decisions made? Are they by consensus? Or are they by voting? Or by one person? While doing all this, one should be sure to observe one's own feelings, reactions, and behaviours.

All communication takes place on the content and relationship level. Often the problem with communication is the assumption of it. Meta communication is very useful. When the person has built trust, that means he has acted with consistency and coherence, demonstrated concern, treated others with a sense of fairness, fulfilled obligations and commitments, etc. When the person is engaging in a dialogue, that means he or she is seeing things from the other person's perspective, really

listening, expressing their concerns as one's own concern, and not as another person's problem and giving others a stake in the process or outcome. The three concrete tips to follow include using a facilitator or coordinator, delegating tasks effectively using a work breakdown structure and set some ground rules.

Work Break Down Structure

Work breakdown structure refers to the way to organise a series of tasks to accomplish a project objective. This
consists of following factors:

- Hierarchical diagram of tasks
- Person responsible for executing the task
- Deadline to have the task completed
- Interdependencies with other tasks
- Each task in a WBS should contribute to the goal of delivering the required material on time and done well

The function of facilitator / coordinator includes following factors:
- Focus the team toward the task
- Get all team members to participate
- Keep the team to its agreed upon time frame
- Suggest alternatives
- Help team members confront problems
- Summarise team decisions

Setting Ground Rules

This involves goals and expectations, work norms, facilitator norms, communication norms, meeting norms, and consideration norms. The teams give trouble when individuals misbehave and become highly egoistic. The team can also give trouble when group's interest is sub served under individual interest. It can also happen due to different styles of learning, interaction, expression sub group interest, etc. The group psychology may also play a role in the sense that group behaviours such as defensive routines, us versus them, reluctance to test assumption publicly, getting off task, lack of boundaries or ill defined roles and unclear objectives and or expectations.

The common problems in teams include talking too much (hogging), jumping from topic to topic, getting stuck on an issue (bogging) and tip toeing around a contentious issue.

Creating a Team Mission Statement

Creating a team mission statement can help you focus your team effort

and do a lot of good in bringing your team together behind a common theme. The key to success is not just creating a team mission statement but it is living the mission statement. A mission statement identifies the major purpose that your team fulfils when providing products and services to customers. The mission statement should:

•   Include the reason for your team

•   Identify your team's unique 'value added'

•   Reflect your teams core business activity

•   Provide a focus for your team

•   Identify the team purpose

Step One: Develop the team mission statement by identifying:

•   Stakeholders: Those people who are directly affected by the team's successes and failures. Stakeholders could be employees, internal customers, organisational customers, external customers.

•   Products and services: Items that your team produces for its customers. Products and services might include consulting, training, products or services for individual use, products or services for business use.

•   Value Added: The key advantage your team provides over the competition. Why would a customer come to your team for service? What makes your team special?

Step Two: Construct a First Draft

The name of the team must meet the needs of stakeholders.

Step Three: Refine the Team Mission Statement

•   Whether the mission statement is too wordy, too brief, and to the point.

•   Whether the team members will remember it. Would the mission statement make sense to the stakeholders? Is it a true mission statement and not a goal? Does it inspire the organisation team and whether it describes the focus and effort of the team? It is important to know if the mission statement is unique.

Step Four: Make it Visible

Post the mission statement for easy review by all team members and customers.

Step Five. Live it!

•   To make a mission statement one must be involved in the entire team process.

•   The mission statement must be used as a guide for everything the team does.

- Bounce team goals and activities against it to ensure the organisation is doing the right thing.
- In order to make the team effective, the organisation must engage the team in dialogue.

Employee involvement, teams, and employee empowerment enable people to make decisions about their work. This employee involvement, team building approach, and employee empowerment increases loyalty and fosters ownership. These resources tell you how to do team building and effectively involve people. Employee empowerment is a strategy and philosophy that enables employees to make decisions about their jobs. Employee empowerment helps employees own their work and take responsibility for their results.

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs. Employee involvement is not the goal nor is it a tool, as practiced in many organisations. Employee involvement is a management and leadership philosophy about how people are enabled to contribute to continuous improvement and the ongoing success of their organisation.

Team Building and Successful Teams

People in every workplace talk about team building, working as a team, and my team, but few understand how to create the experience of team building or how to develop an effective team. Many view teams as the best organisation design for involving all employees in creating business success and profitability. Learn how team building helps enable the success of work teams and team work.

Team is a very well known word. Certainly one has heard this word and one uses it off and on undoubtedly. Everyone including friends also use this word. It is very common and popular word and it is used in many places. This word "team" is used to describe any routine work group in a workplace expressing a desirable degree of morale during performance. Within the frame of traditionally formal work group life, through regular social interaction, interpersonal relations are developed and informal groups are formed and they express high group morale when and where necessary. The quality of cooperation, motivation and determination to achieve goals which are expressed by the informal group members reminds us of a good team work. But the said team work has no formal recognition, no stable quality, not premised always on rational ground and it hardly obeys any norms. Thus, it fails to satisfy the requirements and characteristics of a formal "team", the most important group phenomena in the modern workplace.

Team management refers to techniques, processes and tools for organising and coordinating a group of individuals working towards a common goal. Here the team as a whole work together to reach the common goal. To

maximise the effectiveness of the organisation, managers must be able to work with one another to achieve common goals. There are mainly six principles which are effective one. Accountability is one of the important factors of every initiative. Proper communication which encourages innovation and creativity is also another important factor.

Regular performance discussions should be scheduled and strictly held to for betterment. Performance management and performance measurement are the key contributors to improved team management. It is sometimes difficult for information sharing and effective communication. Teams must have unrestricted access to all relevant information. Lastly we can say that the manager's role must be redefined for the team environment and an emphasis on the servant style of leadership. The feeling of mutual respect, trust and maturity becomes the foundation for team work and problem solving.

A team is a composite body which functions to yield "collective work-products." It refers to a production of any formal work-group and reflects the joint, real contribution of team members. In this connection it may be mentioned that:
- the team has shared leadership roles
- it has individual and mutual accountability
- has a specific purpose to yield "collective work-products"
- encourages open-ended, active problem-solving meetings and product centered direct evaluation

Actually the team discusses, decides and does real work together. According to Sandstorm, teams can be formed for any purpose and which may be put under four categories:
- Advice
- Production
- Project
- Action

We mainly have to know about the two types of teams, viz.,
- quality circles and
- autonomous or self-managed teams.

Team effectiveness depends on both individual and organisational factors. Under individual factors, older habits, beliefs, unequal sense of responsibility and involvement, are most significant. Organisational factors may be socio- cultural and related to terms and conditions for work alone with limitations of workplace.

Steps for Effective Training Approach for Team

There are mainly ten steps for effective training approach for team. These are:

- Establish credibility
- Ventilation of emotionality
- Orientation about team building
- Problem identification
- Setting up group goals
- Facilities the group process
- Establish intra-group procedures
- Establish inter-group procedure
- Change the active role of the trainer (active to passive)
- Put an end on the trainers' involvement (self-managing team)

Besides this, team building for organisational development may be structured considering the following six steps:

- Team skills workshop (to unfreeze various teams and get them ready to accept change).
- Data collection (questionnaire survey to collect data on work climate, supervisory behaviour and job content).
- Data confrontations (open discussion on the problem areas and know the suggestions to solve the problems).
- Action planning (develop specific plans for change).
- Team building (team identities the barriers, develop plans and try to accomplish change).
- Inter-group buildings (establish collaboration on share goals and problems and generalise the OD effort to the total organisation).

On the other hand, we can say that the organisational outcomes of organisational development include increased effectiveness, problem solving and adaptability for the future. Organisational development attempts to provide opportunities to be "human" and to increase awareness, participation and influence. An overriding goal is to integrate individual and organisational objectives by inculcating values in people to serve the organisational cause sand learning to recognise valuable things for proper usage. Team management is one of the important things which we can mention in this context. The key points are as follows:

- Change agents should focus on systematic change in work-settings at the starting point and on individual behaviour as the key mediator associated with organisation outcome change.
- Results for technology interventions indicate that negative behaviour change does not necessarily leads to negative organisational outcome change.

- Well-developed theories should provide a better basis for choosing interventions than simply the change agents' personal preferences values and styles.

Techniques of Training Team

Under the broad coverage of training group technique, the most popular techniques over the years are:

- Grid training
- Survey feedback and
- Team building

Blake and Mouton's leadership grid (position 9. 9) indicates a maximum concern for both people and production and signifies an implied goal of grid training. The following six steps are generally followed under grid training for organisational development:

- Laboratory seminar training
- Team development
- Inter-group development
- Organisational goal setting
- Goal attainment
- Stabilisation

Organisational program banks on the growth of empathy, improved communication and highly active joint participation for managing change effectively. There are five key areas of the team which remains open for monitoring and evaluation. These are:

- Team mission
- Goal achievement
- Empowerment
- Open and honest communication
- Positive roles and norms

In connection with the team management we can further say that the following elements make up the modern organisational development approach to the management of change. These are:

- It would be planned change
- Takes the system perspective
- Has a short and long term objectives
- Concerned mainly with organisational processes than content
- Designed to solve problems and
- Focused primarily on human and social relationship

At any point, team members can slide back to a lower level of effectiveness, if they do not continually work together as a team, listen and communicate effectively, deal with conflict effectively, recognise each other's unique contribution, provide honest feedback and demonstrate other characteristics of an effective team.

Besides this, there are some practical guidelines which are not meant to dampen the excitement and enthusiasm for change efforts but to put realistic expectations into the process. The important points are as follows:

• Do not promise that all employees undergoing a change effort will be winner.

• Do not blame those who lose out for their negative attitudes.

• Do not focus only on the new and forget the old.

• Avoid symbolic participation in the change effort.

• Avoid destroying the old culture without building a new one.

• Do not launch HRM programs in the context of a major change without considering the necessary time and resource to support them.

Organisational Culture, Structure and Team Management

Organisational culture is the product of the entire organisation's feature, viz., its people, objectives, size, technology, unions, policies, its successes and failures. It is the sum total of shared values, beliefs and habits within an organisation and in short may be called the organisational personality. The challenge for human resource professionals is to adjust positively to the culture of the organisation. They have to choose paths the best reflect the culture of the firm and the attitudes of its people. To carry out tasks, managers generally follow certain steps:

• Identify the work, delegate it to various people.

• Establish relationship between people and positions.

• Measure and evaluate the work done at various levels.

There are three levels of organisations, viz.,

• strategic,

• managerial and

• operating

At the strategic level, policies are formulated, goals are set, and objectives are framed. Strategies are also designed to achieve the objectives taking into consideration to achieve the objectives taking into consideration the environmental influences on the organisation.

At the management level the programs regarding the procurement and allocation of all types of resources are formulated to achieve the strategies

and objectives. At the operating level, the programs are implemented, i.e., actual operations are carried out in the process of day to day activities in order to carry out the strategies and achieve the objectives. Basically, there are two types of organisation structures, flat and tall. Tall or pyramid type of organisational structures are suitable to the companies which are labour oriented. Flat organisations are suitable to the technology-oriented companies.

Since most of the modern organisations are technology based and endowed with capital and highly educated employees they tend to have an organisation structure where the number of employees at the operating level are relatively less. In view of this, personnel management is not only challenging but also significant one in a modern organisation. Moreover, human resources have a plus value in that they can convert the disorganised resources into a useful and productive organisation. It is true that there is a close relationship between the organisational structure and culture and the team management.

Modern Concept

Organisation is the foundation of management. If the organisation's plan is designed, then management is rendered difficult and ineffective. If, on the other hand, it is logical, clear cut and streamlined to meet present-day requirements, then the first requisite of sound management has been achieved. Organisation is the means of multiplying the strength of an individual. It takes his knowledge and uses it as the resource, the motivation and the vision of the other workers. A good organisation facilitates administration, promotes specialisation, encourages growth and stimulates creativity. The work of management proceeds smoothly only if it is well-defined, systemic and certain and appropriate functional groups are provided to help the managers to manage. A sound organisation stimulates team management independent creative thinking and initiative by providing well-defined areas of work with broad latitude for the development of new and improved ways of doing things. Management development is a continuous process. Team management is a significant factor for the enrichment of management development.

Team Effectiveness Framework

Fig. 5.1 presents a heuristic framework for analysing the effectiveness of teams. In this framework, effectiveness is a function of environmental factors, design factors, group processes, and group psychosocial traits. Environmental factors are characteristics of the external environment in which the organisation is embedded, such as industry characteristics or turbulence. Design factors refer to those features of the task, group, and organisation that can be directly manipulated by managers to create the conditions for effective performance. Examples of task design

variables include autonomy and interdependence. Examples of group composition design variables include size, tenure, demographics, and diversity. Examples of organisational context design variables are rewards, supervision, training, and resources. Processes are interactions such as communication and conflict that occur among group members and external others. Group psycho social traits are shared understandings, beliefs, or emotional tone. Examples include norms, cohesiveness, team mental models, and group affect. Effectiveness outcomes are the performance, attitudinal, and behavioural indicators that we have already discussed.

This framework moves away from the "input-process-output" approach by depicting design factors, which have an indirect impact on outcomes via group processes and psychosocial traits, as also having a direct impact on outcomes. It suggests that group psychosocial traits are real group-level phenomena. These traits directly influence outcomes; they also indirectly influence them through shaping internal and external processes. The framework illustrates that group processes can become embedded in psychosocial traits which norms, shared mental models, or affective states.

What is a team ?

A team is a group of individuals, all working together for a common purpose. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines. Individuals who are not compatible with each other can never form a team. They should have similar if not the same interests, thought processes, attitude, perception and likings.

Difference between Group and Team

A group is not necessarily a team. A group can have individuals with varied interests, attitude as well as thought processes. It is not necessary that the group members would have a common objective or a common goal to achieve.

What happens in a political rally ? The political leader appeals to the individuals to cast the votes in his favour only. Do you think all of them would cast the votes in favour of the leader ? There would always be some individuals who would support his opponent. This is example of a group. All individuals gathered on a common platform but had dissimilar interests and likings. Some were in favour of the leader while some against.

A team must have individuals with a common objective to achieve. They should all work together and strive towards the achievement of a common goal.

Following are the characteristics of a Good/Effective team:

- **A clear, elevating goal:** This is a goal which has been communicated to all.
- **A results-driven structure:** The goal has been jointly decided by all the team members. They are fully committed towards achieving it.

- **Competent members:** Each team member has the required skill set in order to achieve the team objectives.
- **Unified commitment:** There is nothing happening in silos. With the total commitment from team members, achieving organizational goals becomes easier.
- **A collaborative climate:** Commitment from team members and a good leadership leads to a collaborative team with a productive work environment.
- **Standards of excellence:** Quality orientation is vital to the success of any organization.
- **External support and recognition:** Appreciation as well as appraisal is required to keep the morale of the team high.
- **Principled leadership:** Leadership defines a team. An able-bodied leadership can chart the team's path to success.
- Each team member participates actively and positively in meetings as well as projects. This shows a person's commitment as well as understanding towards a project.
- **Team goals are clearly understood by all:** Communication is vital for achieving successful completion of any project.
- Individual members have thought about creative solutions to the team's problem. Thinking out of the box is vital in today's economic scenario.
- Members are listened to carefully as well as given a thoughtful feedback. Listening is an important skill for any team. Each team member is important. The thoughts and ideas of each team member have to be listened to, with respect, no matter how silly they may sound at first.
- Everyone takes the initiative in order to get things done. There is no concept of passing the buck. This is an indication of clear communication leading to understanding of individual responsibilities.
- **Each team member trusts the judgment of others:** Mutual trust and respect is highly important for the team. This is the only way to achieve the organization goals.
- **The team has to be willing to take risks:** Risk taking is an attitude which comes with confidence. Confidence on yourself as well as on the team, besides the ability to face all consequences.
- Everyone has to be supportive of the project as well as of others. A team is one unit. Unless these cohesive forces are there, the team will never be able to work efficiently enough.
- There is ample communication between the team members.
- Team decisions are made by using organized as well as logical methods.
- **Dissenting opinions are never ignored:** In fact, they are always recorded in order to be revisited in case the future situations dictate so.
- **Teams are given realistic deadlines:** External support as well as aid is vital to the success of any team.

Team models: Teams are the principal building blocks of the strategy of successful organizations. The focus of your organization may be on service, quality, cost, value, speed, efficiency, performance, or any other similar goals, but teams remain the central methodology of most organizations in the private, non-profit, as well as government sectors.

The fact remains that when a team becomes more aligned, a commonality of direction emerges, and the individual energies harmonize. This way there is a shared vision as well as an understanding of how to complement each others' efforts.

Once you know the type of team you are in, it will help you choose how to plan your work and what you can expect as outcomes. There are various types of teams. In this article we are going to discuss the five most common ones.

1. **The Traditional Model**

   This is a group of people with a traditional boss. The boss also shares some of his/her responsibility as well as authority. How much is being shared by the boss is usually dependent on the issues under consideration. This traditional boss is in charge. Bust still, on certain issues, this person may allow his other team members to take on the leadership role.

2. **The Team Spirit Model**

   This is a group of people who are working for one boss. The team members are very happy and everything seems to be going well. There is team spirit in people. The fact remains that in reality this is not really a team. This is because there is one person who calls all the shots. Besides, there is no sharing of authority or responsibility.

3. **The Cutting Edge Model**

   This is a group of people who are managing themselves. There is no single person in this group who has the authority to make any such decisions about the events which will impact the whole group. This is also known as a self-directed work team. This is because each one has the authority as well as responsibility for all the decisions that they need to make.

4. **The Task Force Model**

   This refers to a group that comes together for a specific time only. This is because it has to work on a special project or a task. Such a group has traditionally been called a task force or a committee. This may also include quality circles as are used in TQM efforts.

5. **The Cyber Team**

   In such a team model, members see one another rarely or even, not at all. These are also known as "cyber" or "virtual" teams. What makes these teams different is that the team has to work together in order to accomplish goals, but they may be meeting only at the beginning of their project. Post that, they may be interacting through e-mail, telephone or through video conferencing only.

UNIT-4

What are leadership skills?

Leadership skills are skills you use when organizing other people to reach a shared goal. Whether you're in a management position or leading a project, leadership skills require you to motivate others to complete a series of tasks, often according to a schedule. Leadership is not just one skill but rather a combination of several different skills working together.

Some examples of skills that make a strong leader include:

- Patience
- Empathy
- Active listening
- Reliability
- Dependability
- Creativity
- Positivity
- Effective feedback
- Timely communication
- Team building
- Flexibility
- Risk-taking
- Ability to teach and mentor

Leadership Skills: Definitions and Examples

Leadership skills can help you in all aspects of your career, from applying for jobs to seeking career advancement. One of many soft skills that employers value, leadership skills often incorporate several different personality traits and communication abilities that are useful for anyone to learn and practice over time.

Knowing the definitions of leadership skills and seeing relevant examples can be especially helpful when you're writing your resume. If you're applying for jobs that require you to take initiative and be a leader—whether as a manager or among your peers—you should list leadership skills on your resume.

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Why are leadership skills important?

Effective leaders are essential to any organization. They can help build strong teams within a business and ensure projects, initiatives or other work functions are performed successfully. Because the skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and hone their leadership abilities.

Most people have seen the results of both effective and ineffective leaders on the job. Good leaders increase employee engagement, support a positive environment and help remove obstacles for their team. Good leadership is also contagious, inspiring colleagues to apply positive leadership traits in their own work.

Top 6 leadership skills

Almost any positive soft skill might be considered a leadership skill. For example, active listening helps leaders bring projects to completion by hearing the ideas and concerns of the team. Empathy, for example, helps leaders understand how their team feels about their workload, environment and workplace relationships.

Here is a list of must-have leadership skills that may prove valuable to anyone applying for work or looking to advance in a career:

1. Decisiveness

Effective leaders are those who can make decisions quickly with the information they have. Effective decision-making comes with time and experience. As you become more familiar with your specific industry, you'll be able to make decisions faster, even when you don't have all of the necessary information. Decisiveness is seen as a valuable leadership skill because it can help move projects along faster and improve efficiency.

2. Integrity

Integrity is often seen as just truthfulness or honesty but in many cases, it also means having and standing by a set of strong values. Integrity in the workplace often means being able to make ethical choices and helping the company maintain a positive image. All businesses seek to hire workers who have a strong sense of integrity.

3. Relationship building (or team building)

Leadership requires the ability to build and maintain a strong and collaborative team of individuals working toward the same goal. Team building requires other leadership strengths, like effective communication skills and conflict resolution.

4. Problem-solving

Good leaders are skilled at problem-solving issues that arise on the job. Effective problem solving often requires staying calm and identifying a step-by-step solution. Problem-solving skills can help leaders make quick decisions, resolve obstacles with their team and external teams alike, and ensure projects are completed on time, according to the specifications.

5. Dependability

Being a dependable leader means that people can trust and rely on you. A dependable person follows through on plans and keeps promises. The strong relationships built by a dependable leader create a resilient team that is able to work through difficulties that may arise.

6. Ability to teach and mentor

One of the skills that differentiates leadership from many other competencies is the ability to teach and mentor. Effectively teaching colleagues or direct reports how to grow in their careers helps organizations scale. Often, this skill requires that leaders think less about themselves and more about how to make their team as a whole successful.

How to improve your leadership skills

You can practice good leadership skills in any role, at any level. For example, showing up on time to meetings and turning in work on schedule shows dependability. Offering support and coaching to less experienced colleagues is also an example of leadership. If it seems like a good fit for you, you might consider seeking out leadership roles to develop and practice your leadership skills.

Here are some examples of additional ways you can develop your leadership skills:

Identify your leadership style

While you will use different styles of leadership for different occasions, identifying your leadership style can help you refine specific skills that will be effective for your team or project. You might use your team or project's goals to help identify what leadership styles will be most effective for you.

Find resources like books or podcasts about leadership

A self-study on leadership may help you get a better understanding of how to develop your leadership skills. Many books on the subject exist, including the 1937 Dale Carnegie book, How to Win Friends and Influence People, which has been a favorite among many business leaders for decades. There are also many podcasts and video workshops you can find offered at no cost online.

Participate in leadership training courses or workshops

You can find both in-person and online courses that help teach leadership skills. In person courses, in particular, often include practice sessions and role play.

Find leadership activities outside of work

If you have trouble finding leadership opportunities on the job, you may be able to find them outside of your workplace. This can include taking the lead in organizing activities or work outings with your colleagues.

Study leadership styles you admire

When you see leaders you admire whether they are at your job or in your community, take note of the specific qualities they have that make them a great leader. Focus on ways you can develop those qualities and apply them in your work. It might also be helpful to set specific goals toward developing one practice at a time.

Find a mentor

The best way to learn is by studying under those you admire most. If possible, ask a leader you respect to mentor you on a weekly or monthly basis. They can help you set goals toward becoming a better leader by developing skills and using them.

How to highlight leadership skills when applying for jobs

If being a leader is one of your career goals, you should include leadership skills on your resume. Try incorporating key traits you possess that are may be valuable to future employers. You may be able to present those skills in different areas of your resume, such as the skills and achievements sections as well as in the experience section. Your cover letter is also a good place to showcase leadership ability.

Leadership skills for resume

The two sections where you can include your leadership skills on your resume or Indeed Resume are your skills section and the achievements section. The skills section can include leadership skills that you believe any of your professional references can verify on your behalf. Meanwhile, your achievements list can include awards or honors that reflect leadership.

Leadership skills for cover letter

Your cover letter provides an opportunity to help a potential employer understand you better. To share leadership skills in a cover letter, pick one or two accomplishments and describe which skill you used and what the outcome was. For example, if you were the project manager for an important initiative, you might explain how you brought the team together around a shared goal and include a metric that demonstrates the success of the project.

Leadership skills can be the foundation of career advancement for both managers and individual contributors. Employers of all sizes value people with leadership traits, meaning this is a worthwhile skill set to develop in any industry.

Effective Team Management Skills

Management is essential in every walk of life. Even what we eat should be managed. You just can't put anything in your mouth. One needs to be cautious. In the same way, a team must be managed effectively to expect the best from the team members. The team leader plays an essential role in managing his team well.

- **For effective team management, it is important that the team leader is more of a mentor to his team members rather than just being a strict boss**. Understand your team members well. Gone are the days when people used to fear their bosses. Now a days employees share a healthy relation with their superiors and the comfort level has increased to a large extent. Don't impose things on them.
- **Ensure that each and every team member willingly participates in team discussions**. Debates are important, but make sure you don't end up fighting with each other. Suggestions must be invited from all and do not discuss issues separately with individuals. Call every one on an open forum and formulate strategies keeping in mind every body's inputs. Poilcies should be made best suited to all. The objective of the team must be clearly set and circulated among all the team members. Everyone should be aware of his roles and responsibilities in the team.

- Communication among the team members must be clear and transparent for an effective team management. **Every team member should get the same information and should have an easy access to the superiors in case of any query**.
- **The team members must not pass on any information to anyone outside the team**. Learn to keep things to yourself. It is unethical to share your professional secrets with others. Don't leak information or any confidential data.
- **The team members must be motivated on a regular basis**. Appreciation is a must. If any team member has performed extraordinarily, do give him a pat on his back. Performance appraisals, perks, incentives, trophies, prizes are all instrumental in motivating the team members to perform even better the next time. Avoid criticizing any of your team members.
- **Loose talks, blame games, dirty politics should find no place in the team**. They spoil the environment and people lose interest in their work and organization. If you come to know anything about someone, it's better to discuss with him face to face, else ignore.
- It is easy to create a team but it is actually difficult to bind the team members together and even make them work. Team management techniques help in strengthening the bond among the employees and creating an environment where they can trust each other. People actually become friends and start working together as a result of team management activities.

Skills and Must Have Qualities of a Team Member

Teams are formed when individuals with a similar interest, taste, need and even attitude work together to achieve a common goal. Conflicts must be avoided among the team members so that they are able to concentrate on their work and do not lose their focus and concentration. Every individual is not a good team player and requires skills to successfully work in a team. A team member must have certain qualities in him so that he is not only able to work in a team but also deliver results and grow both professionally and personally.

Let us go through some skills which a team member must have:

- **An individual should be a good communicator to be a good team member**. He should be able to carefully put his thoughts into words for everyone to understand it well. He should be sensible enough to carefully choose his words for sharing his thoughts with others. One should master the art of speaking clearly and convincingly without confusing the listeners.
- Be a little forgiving. Don't unnecessarily drag issues .Take the initiative to say sorry and avoid making issues out of small things. Don't take things to heart.
- **One has to be reliable and trustworthy to survive in a team**. Do not ever discuss any issues with someone outside the team. It is no harm to make friends from the opponent team, but make sure you do not discuss business with him. Always learn to draw a line between your personal and professional lives .The strategies, agendas, critical issues of the team must not be discussed with anyone except those involved in it. Any information with you must not be leaked. Any team member might trust you and share something important and personal with you, don't reveal his secret in front of your boss as well as others. It will hurt him.
- **You have to be a good listener** to be an effective team player. Listen to other people as well. Don't draw conclusions on your own. Sit with your team and discuss strategies and policies before implementing. Give a patient ear to your team members before coming to any decision.

- **Positive attitude is again a must for a team member**. Do not spread negativity around. Avoid blame games and spreading unnecessary rumours.Sometimes ignore things which are not that important, rather than fighting over it. Avoid people who have a tendency to overreact. Don't go by what others say, it is always better to follow your own instinct. One should never use derogatory sentences or lewd remarks against anyone in the team. Try to look at the positive aspects, instead of cribbing.
- A team member must express his views in front of others. Do not sit quiet in meetings and seminars. Don't assume that the others will laugh at you or make fun of your ideas.
- **Participate in discussions** and try to make your point clear in front of your superiors and team mates. Convince them with valid reasons.
- **Be a little more focused and concentrate on your work rather than interfering in each other's work**. Always respect each other's privacy .Remember you are paid for your work and not for gossiping and loitering around. One must have the zeal to work hard to achieve the team's goal.
- Be a little more creative. Everyone works hard but one who works smartly walks away with the credit. Be very clear about your roles and responsibilities and never take it as a burden.Accept the challenges with a smiling face. Always try to do something out of the box. Be a little more involved and serious about your work.
- **One has to be patient enough to work in a team**. Don't ever get hyper or react over petty issues. One should not unnecessarily indulge in conflicts and misunderstandings. Enter the office with a cool mind. Be a little more flexible. Avoid being adamant and rigid.
- One should always be willing to help each other at the times of crisis. Be helpful and stand by your team members always .Never say ill about anyone in the team. Discuss issues face to face.
- For any individual, his team must come first, and everything else should take a back seat. Do not always think about your personal interests.

What is Team Building ?

Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. You just can't expect your team to perform on their own. A motivating factor is a must. Team Building activities consist of various tasks undertaken to groom a team member, motivate him and make him perform his best.

We all are human beings and love appreciation. Any individual performing exceptionally well must be appreciated well in public. He feels happy and motivated to perform even better the next time. If any team member has come out with a unique idea; treat him with any thing that makes him happy. Never criticize any team member or demotivate him if he has failed to perform. Ask him to "Buck up".

Team Building Exercises

Let us throw some light on some team building execises.

- **Encourage many trust building exercises in your team. Team members must trust each other for the maximum output**. Blindfold half of your team members and ask them to jump over bricks with the help of members who can see. Repeat this exercise and now blindfold those who could see earlier. This exercise goes a long way

in building the trust among the team members. An individual might be a little hesitant initially, but the moment he jumps over the brick with his fellow team member without getting hurt, he starts trusting him. The trust factor increases with time and relations among the team members improve.

- **One must know his fellow team member well**. You can't work with someone you don't know. Include a lot of exercises which help the team members know each other well. Make pairs and ask them to write whatever they know about their partner and vice a versa. You can ask anyone to write his partner's favourite colour, favourite outfit, preferred hangout zone and so on. Ask his partner to correct him if he is wrong in his answers. People know a lot about each other this way and also find out some unknown facts about their partner. Ask the team members to give their introduction one by one once the team is formed.

- **The team members must be compatible with each other. Include icebreaking activities in the team**. Take them out for picnics; get togethers where they can interact with each other freely on any topic. Allow the individuals to bring their families as well. People come a lot closer this way. Relationships improve. Remember your team member's birthday, anniversary or any other important date and do not forget to wish him that day. Ask for a treat! This way, individuals are no longer strangers to each other and the bonding increases.

- **Encourage activities where individuals come together as a single unit and work for a common task**. Collect some even sized sticks, rope, nails, hammer, and glue stick. Ask your team members to construct a bridge out of the sticks using the rope, hammer, gluestick and nails. You will be surprised to see that everyone will be involved in the activity and help each other in making the bridge. The concentration and will power to do something increases and individuals learn to work as a single unit. They all work together, each one contributing something or the other to construct the bridge i.e. accomplish the task assigned to their team.

Need for Team Building - Why Team Building ?

Team Building activities are of utmost importance as they help in the overall development of the team members and in turn improving the team's performance. It also strengthens the bond among the employees and they feel motivated to work and achieve the targets. Some kind of team building activities must be undertaken from time to time to encourage the team members to work hard and realize their dreams.

Importance of team building: Employees are the assets of every organization and its success is directly proportional to the hard work every employee puts in. Individuals must work in a little different and smarter way than the others and always feel motivated to give their best. Effort by a single team member goes unnoticed and every team member should contribute equally. Individuals must be aware what his fellow team members are working on and what he is supposed to do.

Team work and Team Building are essential in corporates to make the organization a better place to work.

One does not gain anything out of unnecessary conflicts. **You can't afford to fight with your colleague who sits next to you probably for 7-8 hours, five days a week**. We are not machines or battery operated devices, we are human beings and we need people to talk to and discuss various things. One cannot implement things on his own, he needs individuals who can work as critics and evaluate the pros and cons of his concepts.

eam Building activities bring employees closer and one feels happy to go to work daily. Individuals start enjoying their work and feel fresh the entire day.

Please go through two situations carefully:

Situation 1 - Michael worked with a leading organization and handled a team of five skilled team members. Michael made sure that he interacted with his team members almost daily. He even enquired about their family members and was always available to them. The team members had the liberty to come up with their issues on an open forum or write to him freely. No wonders his team members always appreciated their team leader and looked up to him. His team members never fought among themselves and willingly helped each other.

Situation 2 - Samuel on the other hand also had four individuals directly reporting to him. He always maintained a distance from them and never missed an opportunity to criticize or make fun of his team members. No employee was allowed to enter Samuel's cabin without prior appointment. His team members hated their office like anything and preferred working from home just to avoid Samuel. No body was ready to help each other and everyone worked individually. Their team could never achieve their targets within the stipulated time and there was lots of negativity in their team.

Michael did nothing great. He just reassured his team members that he is always there for them and they can fall back on him anytime. Samuel never encouraged any team building activity and thus his team always suffered.

Team Building activities improve the relations and strengthen the bond among the employees. Every one strives hard to achieve a common goal.

Please refer to Michael's example once again. His team members had the liberty to write to him anytime or freely discuss issues with him. There was never a misunderstanding among the team members as everyone knew what the other person was upto.

Team Building activities also reduce the chances of confusions, misunderstandings and in a way making the communication effective. Individual is very clear about his goals and objectives and what exactly is expected from him.

Team Building exercises also increase the trust factor among the employees. If you are sitting next to a driver, whom you don't trust, you will always feel uncomfortable and will never be able to enjoy the ride. If you don't trust your teacher, you can never learn anything from him. You need to trust people. Don't always assume that your fellow employee will speak ill about you in front of your superiors. Trust him, you will feel relaxed.

The productivity increases when individuals work as a team. They tend to divide work among themselves and hence the objectives are achieved at a much faster pace. People take less leaves and concentrate more on their work and eventually the organization benefits.

Individuals feel more positive and confident at work. Stress disappears and it reflects on their work. Chances of mistakes reduce and people stop cribbing and blaming others. There is positivity all around. Allow team members to express themselves freely.

Being a "Hitler" at work will never give you extra points, instead you will find yourself in the bad books of other employees. No one will come to you, when you actually need them. People will be hesitant to support you and you can't perform with enemies all around. Gone

are the days when the word "boss" meant a terror to the employees. Now a days the team leader is also a part of a single team, just with some additional responsibilities. Learn to respect your colleagues.

Success Factors for Teams Building

There are many factors that ensure a team's success or failure. Among them, **the three most important factors are:**

- The nature of the leadership of the team along with a shared vision and sense of purpose
- The collaborative nature of the team; and
- The way in which the team members are empowered to the extent that they proactively participate in the team's success.

The succeeding paragraphs look at each of these factors in detail.

If we take the first factor i.e. the leadership of the team and a shared vision articulated by the leader, it is obvious that a team is as good as its leader and a leader is as good as the team. Hence, this two-way symbiotic process determines the extent to which the team is successful. We cannot have good leaders without good teams and we cannot have good teams without good leaders. Hence, they go hand in hand and the ability of the leader to make his or her team believe in the shared vision of the team determines the success of the team.

The next factor that contributes to the success of the team is the collaborative nature of working that the team embraces. Often, people mistake collaboration for competition. Whereas the former results in a win-win situation for the team, the latter results in a win-lose situation which is detrimental to the overall success of the team. We cannot have teams where members work for individual goals at the expense of the team's goals. Hence, successful teams adopt strategies where each member of the team "rises to the occasion" and puts the goals of the team ahead of his or her individual objectives.

The third factor that contributes to the success of the team is the way in which the individual members of the team are empowered to recommend changes and act in ways that enhances the team's performance. **Successful teams are those where the individual members can act independently and without taking authorization for each and every change and take decisions accordingly**. Hence, a good leader and an effective organization would ensure that the "boots on the ground" are empowered enough to act as the representatives of the team or the organization.

Factors for Strained Relationships

The quality of interaction between the team members is the most important aspect of the relationships between the team members and hence this affects the performance of the team. **Any strained relationships between the team members have an adverse impact on the way the team performs as a unit**. Among the factors that strain relationships within a team, three of them would be the prevalence of personality clashes, uncooperative attitude among the team members and the games of one-upmanship that team members play with each other. The succeeding paragraphs look at each of these factors in detail.

The first factor i.e. that of personality clashes is important as this can have a corrosive impact on the relationships between team members. One or more members of the team may feel that the other members and they do not get along because of clash of values, priorities or style of working amongst them. So, this leads to a souring of the relationships between team members and hence strains the interactions between them. Though the relationships amongst the team members are mentioned, it can also be the case that the manager and the team do not get along because of this factor.

The other factor that can strain relationships between team members is the uncooperative attitude of some members of the team with the rest of the team members. Since we have mentioned the collaborative aspects of the team as one of key success factors, it is the case that if some members are uncooperative, it leads to the overall performance of the team being degraded.

The third factor that strains relationships within a team are the games of one-upmanship that some team members play with the others. There are instances where the manager encourages such behaviour overtly and covertly. Hence, the organization and the manager (as the case may be) need to watch out for such strategies and ensure that they do not "boil over".

Most Critical Success Factor

The most critical success factor for a team is the way in which the team members relate to each other and the manager and vice-versa. This chemistry between the team members and the manager and within the team determines to a large extent the success or failure of the team. Once the elements of trust, integrity and commitment are established within the team and the manager or the leader communicates the same effectively to all the team members, the team is well on its way to becoming a high performing one. The bottom-line here is that the symbiotic relationship between the team members where each gives and takes from the other team members is the most crucial aspect that determines the success of the team.

What is Team Work ?

The sum of the efforts undertaken by each team member for the achievement of the team's objective is called team work. In other words, team work is the backbone of any team.

Every member in a team has to perform and contribute in his best possible way to achieve a common predefined goal. Individual performances do not count in a team and it is the collective performance of the team workers which matters the most.

Let us go through a real life situation.

One cannot work alone in any organization and thus teams are formed where individuals work together for a common objective. Peter, Michael, Jackson and Sandra represented the legal team in a leading organization. Peter and Michael always took the initiative and performed their level best while Jackson and Sandra had a laidback attitude towards work. Their team could never meet their targets inspite of Peter and Michael's hard work.

Peter and Michael worked hard, then why do you think their team fell short of targets?

In a team; everyone has to work equally for the maximum output.

Team work is actually the collective effort of each and every team member to achieve their assigned goal. No member can afford to sit back and expect the other member to perform on his behalf. The team members must be committed towards their team as well as their organization to avoid conflicts. Nothing productive comes out of unnecessary conflict and in turn diverts the concentration and focus of the team members. Every member should adopt an adjusting and a flexible attitude. One should consider his team members as a part of his extended family all working together towards a common goal. The team members must be dependent on each other for the best to come out.

Tips for a better team work

Let us go through some **steps for a better team work**

- **Think about your team first -** Every individual should think of his team first and his personal interests should take a backseat. Do not mix your personal issues with your professional life. Keep them separate.
- Never underestimate your team member - Do not neglect any of the members, instead work together and also listen to them as well. Never try to impose your ideas on any member. Avoid demotivating any team member.</b
- **Discuss -** Before implementing any new idea, it must be discussed with each and every member on an open platform. Never ever discuss with anyone separately as the other person feels left out and reluctant to perform and contribute to the team.
- **Avoid criticism -** Stay away from criticism and making fun of your team members. Help each other and be a good team player. Be the first one to break the ice and always create a friendly ambience. If you do not agree with any of your team member, make him understand his mistakes but in a polite tone and do guide him. Avoid negativity within the team.
- **Transparency must be maintained and healthy interaction must be promoted among the team members**. The communication must be effective, crystal clear and precise so that every team member gets a common picture. Effective communication also nullifies misunderstandings and confusions. Confusions lead to conflicts and individuals waste their time and energy in fighting rather than working.
- **The team leader must take the responsibility of encouraging the team members** to give their level best and should intervene immediately in cases of conflicts. The personality of the leader should be such that every team member should look up to him and take his advice whenever required. He should not be partial to any member and support each of them equally. It is the duty of the team leader to extract the best out of his team members.
- For better team work, try to understand your team members well. Do not just always talk business, it is okay if you go out with your team members for lunch or catch a movie together. It improves the relations and strengthens the bond among the team members. The team members must trust each other for maximum output.</b
- **Avoid conflicts in your team**. Don't fight over petty issues and find faults in others. One should be a little adjusting with each other and try to find an alternative best suited to all the team members.
- **Rewards and Recognition -** Healthy competition must be encouraged among the team members. The performance of every team member must be evaluated timely and the best performer should be rewarded suitably so that the other members also get motivated to perform. Recognitions like "The Best Team Player" or the "The Best

Performer" go a long way in motivating the team members. Appreciate the member who performs the best or does something unique.

Building an Effective Team: Having goals or a clear purpose is important to each of us. In fact, people who set goals are always more successful than the others.

For leaders who are serious about setting goals, some things are to be kept in mind. These goals need to be Specific, Measurable, Attainable, Realistic, and with Timelines. Besides, for any organization, goals should also be expressed positively. And for a team, goals need to be personalized for each member of the team. All these goals should be put in writing, where you as well as the team can see them often.

Once you sit down with your team and set some goals, it can be very useful to develop some kind of action plan for accomplishing that goal.

- **Informality as well as Participation:** In order to build an effective team, the climate has to be informal, comfortable, as well as relaxed. There should be no tension or any signs of boredom. Teams enjoy getting together, they interact easily. There should be lots of good-natured kidding and laughter. Have seating arrangements in order to facilitate this. A circle is the best seating arrangement usually, while a typical classroom arrangement is the worst.
- **Listening:** A highly efficient team has team members who use effective listening techniques. These include questioning, paraphrasing, as well as summarizing in order to get out ideas. Listening is the most effective factor that distinguishes effective teams from ineffective teams. This is a highly important subject which needs to be discussed in detail in another article.

  The ability to really listen is a highly important skill. Each team member has to have it. Listening lets you understand what the other person is saying. Besides, it shows the other person that you're interested in what he/she has to say. But all of us experience common listening problems.

  We tend to let our attention wander. Our mind drifts away. We start thinking about the time, or other tasks at hand. This way we lose our concentration.

  We miss the real point of what is being said. We may end up focusing on the personality of the speaker. Else we may let our judgment of the person based on past experiences come in the way. Or, we may be trying hard to look for hidden messages and lose out on the crux of the conversation.
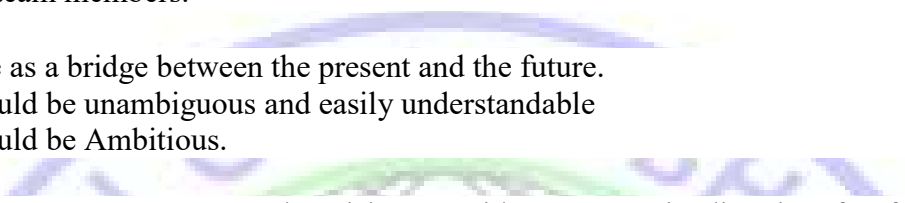
  Our emotions interfere with our judgment. This takes away our focus from what is being said. Our judgment of the person interferes with our understanding of what is being said.

  We tend to interrupt and step on the statements of others. This way we don't listen to what is being said. Besides, there is a tendency to think ahead to what we want to say next and miss out on what's being said right now. It is important to use the steps of active listening in order to be a good listener.

High-Performance Teams

The success or failure of a business depends upon the composition of the team members and how motivated they are. For making the High-Performance Teams standout and deliver their best of the performances, a leader should pay attention to the following key factors:

Definition and Articulation of the Vision to the Team Members: This is one of the most indispensable requirements for enabling achievement of superior benchmarks by the teams. The vision should be able to fulfil the following criterions:

- Establishing standards of excellence
- Providing clarity on the purpose or the strategic direction of the team members
- Should be inspirational and win the enthusiasm as well as the commitment of the team members.

- erve as a bridge between the present and the future.
- Should be unambiguous and easily understandable
- Should be Ambitious.

Clarity on Goals and KPIs: The vision provides a strategic direction for fulfilling the futuristic purpose and inspires the team members for achieving excellence at work. Vision is broken down into goals, which is tangible in nature and helps the team members to track or monitor their progress periodically against pre-defined milestones.

Ideally, the goals or the KPIs should be collaboratively established by the team members, as it will attract the involvement of all the team members in the end to end process from the stage of goal setting till the achievement of outcomes and evaluation of success. The goals should be meaningful and challenging for the team members, which can be at a team or individual level, which will depend upon the team composition.

For project-oriented teams, goals will be more appropriate which will be time-bound and quantifiable. Example, completion of the assigned project by the software development project teams within the stipulated timelines and budgets. On the other hand, for process-driven teams KPIs will be more appropriate. The KPI for the customer service team may be to achieve a certain rate of customer satisfaction score as a consequence of the implementation of process-driven improvements. In most cases, the teams try to combine goals and KPIs for delivering results and measuring the outcomes.

Transparency in Action: This is one of the hallmarks of a High-Performance team. The members are accountable to each other and maintain transparency in the ways of functioning or handling their assignments. The members participate in regular meetings either on a daily or weekly basis and they are encouraged to communicate what they intend to achieve over the entire day or what they have achieved by using technology as a medium of communication such as e-mails, what's app, messaging, intranet technology, etc.

When all the team members report their daily actions to the rest other team members, the following advantages can be achieved:

- The team members will accord a high sense of priority to the timelines within which they are expected to deliver results or fulfil their promised obligations.
- Due to positive pressure from the peer groups, the team members will be expected to achieve the best of the outcomes.

- The team members will be able to have a better understanding of each other's workloads and nature of work.
- Fosters a collaborative culture and the team members can achieve their work goals by providing mutual support and assistance to each other.

Having One on One Meetings: Apart from managing the team members collectively, the team leader should pay utmost importance to have one on one meetings with the team members individually. It will help in strengthening the relationship by way of personalisation and addressing individual specific issues. During this meeting, various facets of the job such as opportunities, challenges at work, critical requirements for delivering results and the personal motivation towards work can be discussed and a joint action plan can be established. Such meetings, serve as an excellent platform for sharing the feedback (preferably positive) on the performance of a team member and what their presence means to the entire team as well as to the organisation concerning the realisation of the ultimate vision.

Fostering a Motivational and a High-Performance Culture: High-Performance teams have a strong sense of bonding and a supportive work culture for all the team members. Team performance is likely to increase if they are made to work in a motivational culture which characterises positivity, respect for each other, mutual trust and empathy towards all the team members.

The competition in a high-performance team is healthy and members cooperate and help each other to achieve higher milestones at work. For building a High-Performance culture, management these days invest a lot on motivational initiatives which will improve employee involvement and provide them maximum opportunities to interact with the other members of the teams for delivering outcomes most creatively. Even training & development exercises which are conducted both indoor and outdoor for the team members provide them access to communicate and strengthen their relationship with the other team members. Such initiatives foster collaboration, a sense of camaraderie amongst the team members and encourage creativity.

Given below are five ways in which an Individual Team Member can Stand Out in a High-Performance Team:

- Investing oneself more in the team and maintaining a smooth balance between friendliness and professionalism with the other team members. The team member should be spending more time in understanding the other team members working style, their preferences and strengths.
- Accepting more responsibilities and extending help as a co-worker to the other team members in their pending projects.
- Paying attention to the significant events and acknowledging them which have happened in the lives of the team members. These events could be in the form of events of celebration, grief or excitement.
- For standing out in the team as a member of the team, one should be well-researched and should be aware of the latest happenings, history, the culture of the organisation and also the challenges.
- By being exemplary and being the best at work, maintaining professionalism, treating everyone in the organisation with respect and being punctual in each aspect of the work, one can stand out as a team member in the team.

Characteristics of High-Performance Work Teams

High-Performance work teams comprise a group of highly talented and motivated professionals working together for the achievement of a common goal or business objectives. High-Performance teams assure the highest levels of performance and productivity, unlike average teams by leveraging the business resources optimally and making best utilisation of the available talents or competencies. Such teams drive business excellence and achieve business synergies by way of effective planning and execution of the strategies.

Let's analyse the ten essential characteristics of High-Performance Teams:

1. **Clearly Defined Mission and Goals:** High-Performance teams highlight the work goals or the mission which inherently implies their reason for existence. Apart from this, the teams set interim goals periodically and responsible for planning & implementation of relevant decisions or strategies. The expectations are clearly defined and the team members exist with a strong sense of purpose.
2. During the stage of Expectation setting, the leader of the team takes care of the following factors:

   1. Seeing to it whether the expectations are adequately communicated and effectively to the team members.
   2. Ensures understanding of the expectations of the team members by defining and implementing effective communication strategies.
   3. Ascertaining that the team members readily accept and act as per the pre-established expectations.
   4. Providing necessary motivation and resource-driven support to the team members for ensuring the realisation of the expectations.
3. **Open Communication:** The members of the High-Performance work teams enjoy the freedom to share or exchange various types of information, can communicate openly and transparently and give/receive constructive feedback for improving performance at work. Besides this, the team establishes a specific process for the dissemination of vital information amongst the team members.
4. **Mutual Trust and Cohesiveness Amongst the Team Members:** The members of the High-Performance teams have mutual trust, share a strong bonding, respect for each other, cooperate and support each other for the realisation of the superordinate goals. Such teams provide maximum opportunities for social interaction in a cross-functional set-up and facilitate reliability and oneness by offering opportunities to the members for participating in cross-functional training programmes.
5. **Proactive and Qualitative Decision-Making and Problem Solving:** The members of the High-Performance teams are active and experts in resolving complicated issues and implementing vital decisions successfully together as a group. Decisions which are implemented can be process-driven in nature or initiative driven.
6. **Efficient Conflict Resolution Mechanism:** The High-Performance work teams are quick and proactive in understanding the triggering factors or potential sources of conflicts and resolve it with the mutual consent of the team members. Such teams characterise a high level of solidarity and unity, as a result of which are efficient in conflict management by way of effective communication and resolution techniques. The members of the teams are trained in conflict management skills and practising interpersonal and communication skills at work for delivering productive outcomes. The team members work in a participative culture and are contribute their innovative ideas or participate in conversations freely.

7. **Meetings are Productive in High-Performance Teams:** The meetings are well planned and organised, with more focus given on factors which may help in enhancing overall team performance and maximising productivity. The team members contribute brilliant ideas in the meeting for resolving work-related challenges, participate in decision-making and vital information is shared in the meetings.

8. **Clarity of Roles:** The members of the High-Performance teams have clarity of their roles as well as the responsibilities of others in the team. They are aware of their duties and accountabilities for fulfilling their work-related obligations and interdependence of every member of the team for realising the ultimate mission or objectives.

9. **High-Performance Work Teams are Innovative and Deliver Productive Outcomes:** The members of the High-Performance Teams are more productive and skilled at driving innovative best practices in the workplace, implementing reforms in the systems/processes and achieving record-breaking milestones. The team members are experts in benchmark setting and defining the measures for evaluating the productivity in terms of efficiency (analysing the efficiency of the team processes) and effectiveness (quality of the outcomes). Innovation and productiveness is measured as per eight dimensions: Quality improvement, Time Saving, Cost Control & Reduction, Increase in the Output, Meeting the Committed Deadlines, Adherence with the Safety Regulations and minimisation of accidents, streamlining of the existing systems/processes and enhancing interpersonal communication.

10. **Strong Leadership:** The leaders of the High-Performance teams play a crucial role in setting up strategic framework and course of action for the team members. They define the goals and priorities, ensure effective coordination in various aspects and foster a collaborative environment for enhancing opportunities and delivering successful outcomes. The leaders facilitate a participative culture, encourage active participation by the team members in crucial decisions and provide the necessary support as well as guidance to the members of the team.

11. **Provide Maximum Opportunities for Development to the Team Members:** The team members can have access to maximum opportunities for personal and professional development to the team members. The members of the team can hone their cross-functional skills by way of experiential learning and participate in the project assignments. Various developmental interventions which periodically undertaken in such teams such as classroom training, outdoor training, self-directed learning, coaching & mentoring and feedback sessions are for the benefit of the team members.

For easy remembrance, the characteristics of the High-Performance teams can be explained with the help of the acronym "**PERFORM**":

P implies Purpose of Existence and Strong Value Orientation;

E implies Empowerment of the Team Members;

R suggests Relationship & Open Communication resting on the pillars of Trust & Cooperation;

F means Flexibility & Adaptability;

O means Optimum Outcomes & Productivity which can be measured by using specific measures;

R suggests Recognition, Rewards & Appreciation of Outstanding Performance;

M implies Morale.

Difference Between a Team and a High-Performance Team

A team comprises of two or more than two people grouped to achieve a common objective or a goal. On the other hand, High-Performance Teams are objectively more focused in approach and better than the usual work teams. The members of a High-Performance Teamwork towards the achievement of synergies in business outcomes and attainment of measurable results by aligning all the resources.

High Performing Teams are an extension of the regular teams having a higher sense of commitment towards the objectives or mutual purpose which defines the existence of a group. In a High-Performance Team, each member of the team plays the role of a partner in achieving outstanding and measurable outcomes. High Performance Teams serve more significant benefits than the usual teams, as the focus is on mutual accountabilities, role expectations are clearly defined and the members can share ideas creatively. Some of the crucial qualities of a high-performance team which differentiates them from a regular team are:

1. **A greater sense of commitment towards the purpose or goals**. High-performance teams have a clearly defined mission which is then broken into achievable performance goals for each team member which they are required to pursue. High-Performance teams aim for realising extraordinary goals and are more committed towards the vision.
2. **High-Performance Teams establish relatively more aggressive and ambitious performance goals for the team members as compared to the usual teams**. All the team members are motivated for delivering excellence in performance by meeting the challenging goals and have a more profound passion for the achievement of the mission collectively.
3. **The members of a High-Performance Team work collaboratively to discover newer work approaches, principles and practices** for realising superior performance benchmarks at work. The work approaches provide clarity on the following pointers:
   - Rules of Decision-Making within the team.
   - Approaches to Creative Problem-Solving within the group.
   - Defining the work standards and regulations which comply with the industry standards.
   - Highlighting the methods of conducting team meetings and communication for ensuring a healthy dialogue and coordination amongst the team members.
   - Establishing the processes from the beginning stage till the end for completing the tasks.
4. In High-Performance Teams, **all the members of the team are individually and jointly accountable for the fulfilment of the common goal** or the purpose. Apart from being focused towards the individual roles & accountabilities, the team members acknowledge collective responsibility for the team outcomes whether success or failures.

5. **High-Performance Teams have a Transparent and more open kind of a communication framework**. The members engage in a frequent communication for discovering newer or improved ways of reaching the goals, resolving differences by participating in collaborative problem-solving and sharing experiences informally.

6. **High-Performance Teams resolve conflicts amicably and constructively**. The team members focus on deriving value addition from the differences and arriving at better decisions. They transform conflicts into opportunities by shifting their focus from the points of variations to the possibilities, which can be tapped by building on the collaborative competencies and resolving the differences.

7. The members of the High-Performance Teams share a very high sense of Camaraderie and Mutual Respect for each other.

8. **The Team Members of High-Performance Teams share complementary skill sets for meeting the task related challenges and demands efficiently**. With compatible or collaborative competencies, the team members achieve greater performance benchmarks at work and deliver outstanding as well as measurable outcomes. In case of Average teams, the scope of the job for each team member is narrowly defined and importance is given to specialised skills or competencies. But, the members of the High-Performance Teams usually have multiple and complementary skills with a focus on broader objectives or goals which affect the organisational growth and profitability.

9. **Shared leadership is another vital quality of a high-performance team**. Shared leadership invigorates the team members to deliver exceptional outcomes in the workplace and achieve synergies in the results by working collaboratively along with the team members.

10. **Performance Orientation or Personal Initiative is the primary focus of High-Performance Teams**. Each member of the team works towards delivering the best by demonstrating exceptional performance at work which in turn will help in the realisation of the team mission or the organisational goals. The team members are empowered and motivated to take individual initiatives within the pre-defined team rules.

11. **High-Performance Teams function best in a Consultative and a Supportive environment**. There is a very high level of initiative, sharing of ideas and cohesiveness amongst the team members. The members of a High Performing Team play the act as business partners and they enjoy a higher degree of flexibility to achieve the work goals. The entire planning and coordination are done by the team members collectively instead of being undertaken by a leader exclusively. But in case of average teams, the responsibility of planning and coordination lies solely with the leader and the team members act as per the instructions and guidelines of the leader. The leader establishes the vision and the strategic road-map for the team members in case of average teams.

12. **Regular Teams are entirely internally focused whereas the High-Performance teams focus more on the broader objectives or goals of the organisation**. The objectives are solely not department-centric but are organisation centric.

Building High-Performance Teams with all the qualities mentioned above is not an easy job. The following steps are required to be followed for establishing a high-performance work culture and developing high-performance teams:

▪ Creating motivating and challenging performance related goals for the team members, especially when the members are high on achievement motivation.

- Develop personal leadership competencies and encouraging individual initiative.
- Hiring the right blend of talent having the crucial mix of skills and abilities.
- Giving importance to the training and development requirements of the team members so that they may discover innovative methods and newer work approaches for achieving the goals of the team.

UNIT-5

Powerful Indian origin executives in the tech industry

Indian-origin technology professionals have always been at the forefront of all the major innovations happening at Silicon Valley. What's even amazing is the present scenario where some of the big tech companies in the world are being led by Indian-origin Executive Leaders.

Here are 10 most powerful Indian-origin Executives leading big tech companies:

1. Sundar Pichai (Google)

Sundar Pichai is among the most prominent tech leaders in the US. Pichai has climbed the corporate ladder to lead Google as its CEO. Pichai also sits on the board of directors of Google as well as its parent company Alphabet.

2. Satya Nadella (Microsoft)

Satya Nadella has been one of the biggest contributors at Microsoft ever since the stepping down of the company's co-founder Bill Gates. In the five years of working as Microsoft CEO, the company has made a remarkable turnaround and has diversified in many different areas.

3. Indra Nooyi (Amazon)

Arguably, one of the most power women corporate leaders in the world today, the former PepsiCo CEO Indra Nooyi stepped down from the company last year after serving it for more than two decades. Nooyi is now the 11th member of Amazon's board and joins Starbucks COO and Group President, Rosalind Brewer who was recently appointed to the Amazon board.

4. Shantanu Narayen (Adobe)

The Chairman and CEO of Adobe, Shantanu Narayen is one of the most prominent tech leaders in the Silicon Valley. He was also awarded the Padma Shree by the Indian government in 2019.

5. Sanjiv Ahuja (Vodafone)

Sanjiv Ahuja is a Non-Executive Director at Vodafone, appointed in 2018. Ahuja also sits on the board of Telenor ASA, Cadbury Schweppes. Ahuja finished his bachelor's education from Delhi.

6. Ajay Banga (Mastercard)

An IIM-alumnus, Ajay Banga heads Mastercard's global operations. He serves as President and Chief Executive Officer of Mastercard and is a member of its board of directors.

7. K Ram Shriram (Alphabet)

Shiram is the second Indian on the board of Google's parent company Alphabet. Shriram was one of the early investors in Google. Before joining Google, he was working at Netscape and Amazon for few years.

8. Padmasree Warrior (Microsoft)

Padmasree Warrior is an IIT-Delhi graduate and a member of the Microsoft board since 2015. Before joining Microsoft, she was working as a Chief Technology Officer (CTO) of Cisco Systems and prior to joining Cisco was the Motorola CTO.

9. Dheeraj Pandey (Adobe)

He was recently appointed on the Adobe board in January 2019. He is also the founder and CEO of Nutanix, a firm specialising in enterprise cloud software and hyper converged infra solutions.

10. Arun Sarin (Cisco)

Arun Sarin is currently on the board of Cisco, Accenture and Charles Schwab. He is also the former CEO of Vodafone and a veteran of the telecom industry.

Case Study : 1
You're the flight commander for a Security Forces flight. There are 15 enlisted Airmen in your flight. Morale is very high; everyone seems to contribute enthusiastically to the mission. However, this morning A1C Timothy Griffin reported being sexually assaulted by another member of the flight, SSgt Richard Watson. A1C Griffin is in a relationship, but has been experiencing some stress in that relationship. After A1C Griffin drank too much at the club, SSgt Watson offered A1C Griffin a ride home. A1C Griffin reported the sexual assault happened in SSgt Watson's car. A1C Griffin also mentioned drinking a few beers along with some shots of tequila before getting the ride home. SSgt Watson's cubicle is in the same section of the building as A1C Griffin's cubicle.
What actions do you need to take? What issues do you need to anticipate?

Case Study #2
You're the squadron executive officer and 2d Lt Brown's reporting official. Lieutenant Brown, who was a physical education major in college, has been on active duty for 1 year and is assigned as an administrative officer in a tactical fighter squadron. He wanted to be an Air Force pilot, but there was no demand for pilots when he joined the Air Force. He accepted an assignment as an Force Support officer and completed AFROTC and his technical school, hoping to be accepted for undergraduate pilot training (UPT) later. He

hasn't been accepted and was notified a month ago that there probably won't be any openings in UPT for at least 1 more year. He isn't satisfied with his present assignment and, to this point, has not shown any interest in his job. He refuses to get involved in any decision making or management problems in his unit. He tells his NCOs to handle all problems and not to get him involved since he's only interested in becoming a pilot. He has also displayed this same attitude to your supervisor, the squadron commander, and a lieutenant colonel. In addition, 2d Lt Brown feels the Air Force isn't putting his education to proper use, because his degree is in physical education. He's an exceptional athlete and was recently selected as the most valuable player on the base softball team, which he also coaches. Because of his athletic ability and the success of the team, he's very popular with many of the key personnel on base who speak very highly of him to his commander. Lieutenant Brown spends most of his off-duty time, and a considerable part of each duty day, organizing and participating in the base athletic program. Last week, 2d Lt Brown's unit was inspected by a standardization team from higher headquarters, which identified an absence of supervision in 2d Lt Brown's area of responsibility.

The squadron commander asks you what you think should be done about the situation.
How will you resolve this problem?

Case Study: 3
Just 2 months out of training you were assigned to the Logistics Readiness Squadron in Minot, North Dakota. After in-processing with the unit, you sit down with your squadron commander, Major Carnage, and relay your lack of experience and uncertainty about the job. "Sir, I was open to anything the Air Force handed me," you said to the commander, "but logistics in North Dakota wasn't even close to being on my dream sheet. How am I going to lead if I don't even have the skills to tell people how and what to do?" The commander replied, "As an officer you should be ready to lead anywhere and anytime you are put into a position, no matter what training you've had. Don't worry about it though--you're going to be the assistant flight commander for Bravo Flight under the eyes of Captain Vogel, the Bravo Flight Commander." After 7 months on the job, Captain Vogel tells you he is leaving in 2 weeks for Columbus AFB MS for Undergraduate Pilot Training (UPT) and will be handing the Bravo Flight reigns over to you permanently. You shudder at the thought but quickly remember what your commander had said about officers leading anytime and anywhere. You take the job head-on, using the same techniques Capt Vogel applied to lead the flight. For some reason, the 15 personnel under your supervision randomly disregard your orders and quickly fall behind on the vehicle maintenance schedule. The commander calls you into his office one day to discuss the decline in flight morale and unit effectiveness. You begin to think about the situation and the variables at hand and say, "I'm a second lieutenant with some job knowledge, I've already sat down with the members of Bravo Flight and told them what I expect from them--just to let them know who's boss. I take care of tasks they should be doing to show I care about them, I give each member as much 'down time' as needed; I don't nag them about accomplishing their jobs because that would be considered micromanagement, and I even give them leeway with mistakes by not reprimanding or correcting them. I thought they would like me for being down to earth and joking around with them. What the heck am I doing wrong?"

Given this scenario, what have you been doing wrong as a leader? If you were the Commander of this organization, what would you do with the Lt?

Case Study: 4
You, a Captain, are a section chief in Military Personnel and 2d Lt Smith's supervisor. Lt Smith is a Force Support Officer. She has been on active duty for a year and in her present

job for 10 months. She supervises 21 enlisted personnel who perform a variety of administrative tasks in support of a tactical fighter wing. She majored in business administration in college, served 3 years as an administrative specialist, and was an E-4 before being accepted for OTS. As an enlisted member, she graduated from technical school as an honor graduate and was cited on numerous occasions for outstanding performance. Her supervisors considered her a valuable asset to the unit and an expert in her area of responsibility. She's very enthusiastic about her work and plans to make the Air Force a career. Lieutenant Smith took over her job 2 months after the unit had received a rating of "marginal" by the numbered Air Force Inspector General's evaluation team. At the end of her first week on the job, Lt Smith called her NCOIC and key supervisors together and told them that she wouldn't tolerate marginal performance, that she had previous experience in this type of work, and would be looking at the quality of their work very closely. Since that time, Lt Smith has attempted to supervise every phase of work in her office and, at times, has involved herself in even the most routine decisions. Lt Smith assigns people to certain jobs within the office, plans the work schedule, leave schedule, and does most of the counselling in the office.

In the last 6 months, Lt Smith has ordered several people to work overtime to complete routine work ahead of schedule. Each time this has happened, the NCOIC has asked the lieutenant for permission to speak to her immediate supervisor. On each occasion, the lieutenant has told the senior master sergeant he must not take these internal problems to you, because she'll take care of any problems in her section--and the NCOIC should remember who writes his EPR. Most of the time, when Lt Smith approaches the work or break area where the workers are congregated, she notices all conversation stops and the personnel won't talk to her unless she addresses them first. After reviewing a report yesterday, Lt Smith became very impatient. She bypassed his NCOIC and took the report directly to the Airman who had typed it. While Lt Smith was berating the Airman about the typing errors, the NCOIC walked into the office and asked the Airman what the problem was. The lieutenant became flustered, told the NCOIC she was tired of doing his job for him, and shoved the report into his hands. Lt Smith then went into her office and slammed the door.

The NCOIC relayed this situation to you and asked for your help. How will you help?

Case Study : 5
You hold a B.A. in radio and television and were sent to a broadcasting network of the Armed Forces Radio and Television Service. After a 1 month orientation in the overseas area at network headquarters, you were sent to one of the outlying stations as OIC. Mr. Henry P. Moon is a GS-12 who has worked with the network for 10 years. As the network engineer, he's always dependable as well as an efficient manager. But he has the kind of personality that evokes either fear or deep resentment. The previous network commander felt very strongly that the television station should have rear screen projection capability. His pet project was to procure the equipment and get it to the station. After 3 years in supply channels, the equipment package was finally shipped. Mr. Moon's branch, which had ordered the projection system, unpacked and inspected the equipment, then sent it to your outlying television station. You had heard about the new equipment, but you weren't prepared for the package that arrived. Your studio could best be described as small, designed for minimal operations. The projector, once assembled, was carried on a stand that was too tall to clear the studio lights. The projector's minimum focal "throw" was twice the length of the largest room in his building, and, when it was turned on, the projector took so much electricity it blew every circuit breaker in the station. The screen was so large it couldn't be assembled inside the building. It was soon apparent that this projection system was designed for a fully capable commercial television studio, and not for your station. When you considered the cost

of modifying the studio to permit this expensive piece of equipment to do the job, you quickly decided it wasn't worth it. When you attempted to return the projection package to network headquarters, you were told, in no uncertain terms by Mr. Moon, that you would keep the projector, and if you couldn't find a way to use it, you'd probably lose your job. Mr. Moon's exact words were: "Lieutenant, if you can't put a first-class piece of equipment like this to work, you probably couldn't manage a one-truck convoy." Obviously you have a problem to deal with!

What will you do?

Case Study : 6

You're an aircraft maintenance officer who supervises the sheet metal shop in a maintenance squadron. You have 15 enlisted people assigned to your shop to perform sheet metal repair for three tactical fighter squadrons. Your NCOIC, TSgt Allen, a "fast burner," has been promoted with minimum time in grade each time she became eligible for promotion. She was recently notified she has been selected for promotion to master sergeant. TSgt Allen is single with no family responsibilities; consequently, she spends a great deal of time working overtime and on weekends. She seems to have no other interests outside of her job. It's recently come to your attention that TSgt Allen spends a great deal of her overtime rechecking the work of her subordinates. When she finds an error in someone's work, she frequently calls the worker at home and berates him/her over the telephone for what she describes as "gross negligence in the performance duty." Additionally, she has called several back to the shop after normal duty hours to reaccomplish work which she considers to be substandard. When she discovers errors in their work during normal duty hours, she makes an issue of the most minor discrepancy. The other day she brought a staff sergeant into your office, described the man's shortcomings, and asked you to recommend that the squadron commander give him an Article 15. Since TSgt Allen's assignment to the shop 6 months ago, you've noticed the morale of the enlisted force has steadily grown worse. Requests for leave have become more frequent, and four of the NCOs have asked for transfers to other units on base. You've talked to the squadron commander twice during the last month about the effect TSgt Allen is having on the unit members. The commander told you that you should consider yourself lucky to have an aggressive, hard-driving NCO like TSgt Allen, and you could probably learn something from her. The commander told you to think about the situation for a couple of days, and if you still felt there was a problem, to have a talk with TSgt Allen.

Your couple of days are up—what will you do?

Case Study : 7

You, a 2d Lt, fresh out of training, with a Master of Science degree in physical education, are assigned to a small base overseas as Force Support officer in charge of all base recreational facilities. Because of your academic qualifications, you were sent directly overseas on your first assignment. Your NCOIC is TSgt Charles Harvey, an 18-year veteran of three specialties. Although TSgt Harvey has an excellent record, he has been in grade more than seven years. He is highly disgruntled about not being promoted. Lacking prior military experience, you told TSgt Harvey you were very much dependent on his help. You don't know "the ropes" and need a subordinate you can trust. One month after the association began, the sergeant asked if he could make a suggestion. TSgt Harvey said, "I think the dependents at this base are really getting the short end of the stick. They can only use the recreational facilities on a space available basis, and some of them are older than some of the Airmen who can tell them to shove off." You said, "I'm sympathetic, Chuck, but the regulation says the recreational facilities are primarily for the people in uniform. If some of the parents of these kids would like to help them organize some activities, we could probably

reserve the gym and some other facilities for a few hours a week. But I think the dependents have to be supervised, and the gym has to be available primarily for the active duty Airmen."

TSgt Harvey, the father of two teenage sons, felt he had been slapped in the face. He was sulky after the conversation. You were rather puzzled. The regulations were quite clear about priorities in use of recreational facilities, and the commander of the base was emphatically in favor of stronger supervision of dependents by parents. Several months later you are given strong reason to believe the NCOIC is criticizing you in front of the other Airmen in the section. You begin to distrust your NCOIC. About this time, TSgt Bob Jorgenson, a recreational supervisor, joined the section. You interview him and find he is 2 years junior in grade to TSgt Harvey. You assigned him as assistant NCOIC. After 2 weeks on the job, TSgt Jorgenson comes into your office and asks if he can speak frankly. You tell him to go ahead. Jorgenson said, "Lieutenant, I hate to knock another NCO, especially one who outranks me, but TSgt Harvey is making critical remarks about you to the enlisted people. He calls you 'Rosie' behind your back. He says you don't know your job and probably never will, that you're a terrible leader, and he also calls you a 'second balloon.' He says this in front of the people in the section. I hate to say it, but he's more of an enemy than a subordinate."

What will you do now?

Case study: 8
Three years ago, you graduated from college and were commissioned through OTS. 1st Lt Joanne James graduated college and was commissioned through AFROTC on the same date. You were called to active duty 3 weeks earlier than 1st Lt James (Incidentally, you didn't graduate from the same college nor were you acquainted before being assigned together). You're both assigned to the 508th Logistics Readiness Squadron and work in the same section. Because you've been on active duty longer, you are senior for promotion purposes and in charge of the section. Lt James resents working for you, especially since she knows you were commissioned on the same day. She's aware that you are senior but makes a point of repeating, "There's no rank among lieutenants," whenever you attempt to assert your authority. She's especially resentful of the fact that she's been in the 508th longer than you and had expected to be put in charge of the section. You're a distinguished graduate of the Logistics Readiness Officer course, but you lack James' experience on the job. You're a fast learner and have managed to get "up to speed" quickly as section chief. You know Lt James resents you and you've been frustrated by Lt James' obvious disrespect. Yesterday you called her into your office and advised her that there was room on the unit manning document for only one section chief. You were sympathetic about Lt James' disappointment, but insisted she do her job without showing such obvious and childish resentment. Lt James left without comment. This morning TSgt Harper, the section NCOIC, asked if he could talk to you for a few minutes. When you asked him what was on his mind, Harper said, " Lt James is acting very badly. She criticizes you in front of the unit members, she says you don't know the job, and you're just going to mess things up. We know there's friction between you two, but it's starting to affect people. Most are siding with Lt James, since she's been here longer. I'm having trouble keeping them working."

How will you deal with this situation?