

PGDRD

Resource Book

02

Soft Skill

Fundamentals of Leadership and Team Building

Editor: M A Matin | AKM Zakaria PhD



Rural Development Academy (RDA), Bogra
Rural Development and Cooperative Division
Ministry of LGRD and Cooperatives



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Post Graduate Diploma in Rural Development

FUNDAMENTALS OF LEADERSHIP AND TEAM BUILDING

Fundamentals of Leadership and Team Building

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SECTION ONE

Concept of Leadership

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Concept of Leadership

Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). To inspire your workers into higher levels of teamwork, there are certain things you must **be**, **know**, and, **do**. These do not often come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their past laurels.

According to writer and consultant Peter Drucker, “Management is doing things right; leadership is doing the right things.”

Manager and *leader* are two completely different roles, although we often use the terms interchangeably. Managers are facilitators of their team members’ success. They ensure that their people have everything they need to be productive and successful; that they’re well trained, happy and have minimal roadblocks in their path; that they’re being groomed for the next level; that they are recognized for great performance and coached through their challenges.

Conversely, a leader can be anyone on the team who has a particular talent, who is creatively thinking out of the box and has a great idea, who has experience in a certain aspect of the business or project that can prove useful to the manager and the team. A leader leads based on strengths, not titles.

The best managers consistently allow different leaders to emerge and inspire their teammates (and themselves!) to the next level.

When you’re dealing with ongoing challenges and changes, and you’re in uncharted territory with no means of knowing what comes next, no one can be expected to have all the answers or rule the team with an iron fist based solely on the title on their business card. It just doesn’t work for day-to-day operations. Sometimes a project is a long series of obstacles and opportunities coming at you at high speed, and you need every ounce of your collective hearts and minds and skill sets to get through it.

This is why the military style of top-down leadership is never effective in the fast-paced world of adventure racing or, for that matter, our daily lives (which is really one big, long adventure, hopefully!). I truly believe in Tom Peters’s observation that the best leaders don’t create followers; they create more leaders. When we share leadership, we’re all a heck of a lot smarter, more nimble and more capable in the long run, especially when that long run is fraught with unknown and unforeseen challenges.

Management verses leadership

While management and leadership have a great deal in common, such as working with people and accomplishing the goals of the organization, they do differ in their primary functions (Kotter, 1990):

Management's main function is to produce order and consistency through processes, such as planning, budgeting, organizing, staffing, and problem solving.

While **leadership's** main function is to produce movement and constructive or adaptive change through processes, such as establishing direction through visioning, aligning people, motivating, and inspiring.

Boss or leader?

Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization (called *Assigned Leadership*), this *power* does not make you a leader, it simply makes you a *boss*. Leadership differs in that it makes the followers *want* to achieve high goals (called *Emergent Leadership*), rather than simply ordering people around (Rowe, 2007). Thus, you get *Assigned Leadership* by your position and you display *Emergent Leadership* by influencing people to do great things.

The process of great leadership

The road to great leadership that is common to successful leaders include (Kouzes, Posner, 1987):

- Challenge the process - First, find a process that you believe needs to be improved the most.
- Inspire a shared vision - Share your vision in words that can be understood by your followers.
- Enable others to act - Give them the tools and methods to solve the problem.
 - Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do; a leader shows that it can be done.
 - Encourage the heart - Share the glory with your followers' hearts, while keeping the pains within your own.
 - What makes a person want to follow a leader? People want to be guided by leaders they respect and who have a clear sense of

direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future.

- When people are deciding if they respect you as a leader, they do not think about your attributes, rather, they observe what you *do* so that they can determine who you really *are*. They use this observation to tell if you are an honourable and trusted leader or a self-serving person who misuses authority to look good and get promoted.
- Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors... but at the expense of their workers.
- Good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being.

Define leadership and meaning

Leadership doesn't have a one-size-fits-all definition. We all have our own ideas about what it means to be a good leader. For example, some people think leadership means guiding others to complete a particular task, while others believe it means motivating the members of your team to be their best selves. But while the definitions may vary, the general sentiments remain the same: leaders are people who know how to achieve goals and inspire people along the way.

Business News Daily asked 30 business owners and experts to define what leadership means to them. Their ideas may just lead you to create your own definition of leadership. Here's what they had to say:

“Leadership is having a vision, sharing that vision and inspiring others to support your vision while creating their own.” – Mindy Gibbins-Klein, founder, REAL Thought Leaders

“Leadership is the ability to guide others without force into a direction or decision that leaves them still feeling empowered and accomplished.” – Lisa Cash Hanson, CEO, Snuggwugg.

“Effective leadership is providing the vision and motivation to a team so they work together toward the same goal, and then understanding the talents and temperaments of each individual and effectively motivating each person to contribute individually their best toward

achieving the group goal.” – Stan Kimer, president, Total Engagement Consulting by Kimer

“Leadership is the art of serving others by equipping them with training, tools and people as well as your time, energy and emotional intelligence so that they can realize their full potential, both personally and professionally.” – Daphne Mallory, family business expert, The Daphne Mallory Company

“Leadership is being bold enough to have vision and humble enough to recognize achieving it will take the efforts of many people — people who are most fulfilled when they share their gifts and talents, rather than just work. Leaders create that culture, serve that greater good and let others soar.” – Kathy Heasley, founder and president, Heasley & Partners-

“My perspective of a leader is an individual who knows the ins and outs about the business so they can empathize with followers. In addition to being a positive influence on the people they are leading, leadership is about setting the tone, motivating, inspiring, thinking big, and never [giving] up when others feel like quitting.” – Alexis Davis, founder and designer, Hoo-Kong by Alexis Davis

“A true leader is secure in creating a framework that encourages others to tap into their own skills and ideas and freely contribute to the whole of the project or company.” – Judy Crockett, owner, Interactive Marketing & Communication

“In my experience, leadership is about three things: To listen, to inspire and to empower. Over the years, I’ve tried to learn to do a much better job listening actively, making sure I really understand the other person’s point of view, learning from them, and using that basis of trust and collaboration to inspire and empower. [It’s about] setting the bar high, and then giving them the time and resources to do great work.”
– Larry Garfield, president, Garfield Group

“I define leadership as knowing when to be in front to lead and guide a team during the journey, and when to step back and let others take the lead. Much like an athlete who knows exactly what position to move to on the field at any given time, a true business leader understands the delicate balance of how to help others become leaders, fuel career ambitions, then give them the chance to shine.” – Dan Schoenbaum, CEO, Redbooth

“Too many people view management as leadership. It’s not. Leadership comes from influence, and influence can come from anyone at any level and in any role. Being open and authentic, helping to lift

others up and working toward a common mission build influence. True leadership comes when those around you are influenced by your life in a positive way.” – Kurt Uhler, CEO and co-founder, Sideqik-

“Leadership is when someone is willing to stand up front to be either the target or the hero to take responsibility for the success or failure of a given goal. Not everyone has the guts to be a leader and the [take] personal risks that they may encounter.” – Darlene Tenes, founder and designer,

“Leadership is stepping out of your comfort zone and taking risk to create reward.” – Katie Easley, founder, Kate Ryan Design

“A leader is someone who has the clarity to know the right things to do, the confidence to know when she’s wrong and the courage to do the right things even when they’re hard.” – Darcy Eikenberg, founder, RedCapeRevolution.com

“Leadership is the behavior that brings the future to the present, by envisioning the possible and persuading others to help you make it a reality.” – Matt Barney, founder and CEO, LeaderAmp

“Leadership is caring more about the cause and the people in your company than about your own personal pain and success. It is about having a greater vision of where your company is trying to go while leaving the path open for others to grow into leaders.” – Jarie Bolander, COO and co-founder, Lab Sensor Solutions

“A leader is a person who takes you where you will not go alone.” – Susan Ascher, CEO, founder and president, SusanAscher.com

“Leadership means using one’s influence to help guide others in successfully achieving a goal without desire for recognition, without worry of what others think and with awareness of issues, internal or external, that might change the results sought.” – Marie Hansen, dean of the college of business, Husson University

“Leadership is not about finding ways to lead better or to motivate your team. It’s about being there from the beginning as equals and becoming a mentor when they need you to be one.” –Michael Womack, COO and co-founder, hovelstay.com

“Leadership styles differ, but at the core, good leaders make the people they are leading accomplish more than they otherwise would. The most effective leaders do this not through fear, intimidation or title, but rather by building consensus around a common goal.” – Tom Madine, CEO and president, Worldwide Express

“A leader is a mix of a visionary and a left brainer — an inspiration to others who uplifts one to walk beside him, not behind him. A leader lets go of his/her ego and taps into his soul, consistently stretching himself, challenging himself, growing within.” – Brigitta Hoeflerle, founder and owner, Montessori Kinder International School

“Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision and a shared success.” – Steve Zeitchik, CEO of Focal Point Strategies

“Leadership in the business world requires harnessing the energy and efforts of a group of individuals so that their outlook is advanced from an unremarkable Point A to a very desirable Point B — from bad to good, slow to fast, red to black. During that process, leadership manifests in projecting your expertise in a way that gains the confidence of others. Ultimately, leadership becomes about trust — when that confidence inspires them to align their vision and level of commitment for the betterment of the company.” – Phil Blair, president, Manpower Staffing Services

“For me, leadership is an act — a decision to take a stand, or step, in order to encourage, inspire or motivate others to move with you. What’s more, the most effective leaders do not rely on their title, or positional power, to lead. Rather, their ability to use their own personal power combined with their use of strategic influence are what make them effective.” – Kendra Coleman, consultant, Sheppard Moscow

“Leadership is the ability to take an average team of individuals and transform them into superstars. The best leader is the one who inspires his workers to achieve greatness each and every day.” – Jonas Falk, CEO, Organic Life

“Leadership is influencing others by your character, humility and example. It is recognizable when others follow in word and deed without obligation or coercion.” – Sonny Newman, president, EE Technologies

“Leadership is actions committed by a person or group that produce an output or result. It simply helps people to get things done. It is not based on position in a hierarchy.” – Robert Preziosi, professor and former chairman of management, Nova Southeastern University’s Huizenga School of Business

“Leadership is the collective action of everyone you influence. Your behavior — your actions and your words — determines how you influence. Our job as leaders is to energize whatever marshals action within others.” – David Casullo, president, Bates Communications

“Leadership is the ability to inspire motivation in others to move toward a desirable vision. While management is focused on tasks, leadership is focused on the person. All in all, the best leadership drives change and long-lasting motivation.” – Josh Kuehler, president, Internal Consistency

“Leadership is simply causing other people to do what the leaders want. Good leadership, whether formal or informal, is helping other people rise to their full potential while accomplishing the mission and goals of the organization. All members of an organization who are responsible for the work of others have the potential to be good leaders, if properly developed.” – Bob Mason, founder, RLM Planning and Leadership

“Leadership is employing your skills and knowledge, leveraged by your attitude to get the results you desire.” – Philip Gafka, founder, LEAP Associates

Types of Leadership

Not only do the greatest teammates allow different leaders to consistently emerge based on their strengths, but also they realize that leadership can and should be situational, depending on the needs of the team. Sometimes a teammate needs a warm hug. Sometimes the team needs a visionary, a new style of coaching, someone to lead the way or even, on occasion, a kick in the bike shorts. For that reason, great leaders choose their leadership style like a golfer chooses his or her club, with a calculated analysis of the matter at hand, the end goal and the best tool for the job.

Different types of leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. The culture and goals of an organization determine which leadership style fits the firm best.

Here are the six leadership styles Goleman uncovered among the managers he studied, as well as a brief analysis of the effects of each style on the corporate climate:

The pacesetter leader expects and models excellence and self-direction. If this style were summed up in one phrase, it would be “Do as I do, now.” The pacesetter style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

The authoritative leader mobilizes the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be “Come with me.” The authoritative style works best when the team needs a new vision because

circumstances have changed, or when explicit guidance is not required. Authoritative leaders inspire an entrepreneurial spirit and vibrant enthusiasm for the mission. It is not the best fit when the leader is working with a team of experts who know more than him or her.

The affiliative leader works to create emotional bonds that bring a feeling of bonding and belonging to the organization. If this style were summed up in one phrase, it would be “People come first.” The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust. This style should not be used exclusively, because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.

The coaching leader develops people for the future. If this style were summed up in one phrase, it would be “Try this.” The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

The coercive leader demands immediate compliance. If this style were summed up in one phrase, it would be “Do what I tell you.” The coercive style is most effective in times of crisis, such as in a company turnaround or a takeover attempt, or during an actual emergency like a tornado or a fire. This style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.

The democratic leader builds consensus through participation. If this style were summed up in one phrase, it would be “What do you think?” The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader.

Factors of Leadership

Researchers David Bowers and Stanley Seashore developed the Four Factor Theory of Leadership in the mid-1960s, and published it in 1966.

The pair reviewed the findings of several other leading researchers, who were exploring what it takes to be an effective leader. They noticed that there were four dimensions that consistently emerged in these studies.

The four factors were:

1. **Providing Personal Support** – Helping people value themselves and their work, so that they can develop a sense of self-worth.
2. **Encouraging Teamwork (“Interaction Facilitation”)** – Encouraging people to establish close, collaborative, successful working relationships with one another.
3. **Focusing on Goals (“Goal Emphasis”)** – Inspiring people to feel enthusiastic about and committed to shared goals, and motivating them to want to perform well.
4. **Helping People Work Effectively (“Work Facilitation”)** – Helping people meet goals by supporting them, and by providing resources, materials, or knowledge.

Bowers and Seashore concluded that leaders need to do all of these things to lead their teams effectively.

Besides these four factors of leadership their success depends on their ability to build consensus and inspire the team members to do great things.

I have identified five factors that, if understood and applied, will improve the leadership role of product managers:

People are assets: In any company or organization, the real assets are the people. Their intellect—along with personality, skills, knowledge, character, integrity, and other things collectively referred to as “human life value”—create the true value in any organization. When product managers see the people on the team as the true assets, and treat them accordingly, they will command the respect of a leader.

Trust is vital: Those who value their team members build trust. The trust goes both ways: product managers need to carry out their tasks in such a way that the team members can trust them. They (the PMs) also need to trust that the team members will do what they have committed to do.

Knowledge is power: Truthfully, knowledge is *potential power*; only when it's applied does it become *true power*. It's vitally important for product managers to be learners. Many resources exist for learning: books, trade magazines, blogs, analyst reports, etc. As they take in knowledge and put it into action, their success will increase.

Paradigm provides focus: The way in which product managers see their world – their 'paradigm' – influences their effectiveness as a leader. They can take the 'victim' approach or the 'agent/hero' approach. If they blame others and wonder why the world (or their team, or their customers) is against them they are taking the victim approach. If they take accountability for their actions and do whatever it takes to succeed, they become agents of positive change. They become heroes to those whom they lead. Not 'hero' in the sense of super heroes, but in the sense of someone who does more than they are expected (and probably paid) to do.

Decisions determine future: Leaders make decisions regularly. Successful product managers understand their markets and make difficult decisions that are not always accepted by team members or customers. They do not make decisions carelessly or in cavalier style, but they also do not cower from the responsibility to make a judgment call. They make choices and stand behind them. Ultimately they make decisions that lead their teams and their products to succeed.

These factors apply to many other disciplines and aspects of business. The focus on product management stems – as mentioned – from product managers needing to lead without having management authority over the people responsible for their success. I am confident that product managers who understand and apply these factors will become effective leaders. I am equally confident that anyone – in any field – who applies these factors will find success.

Please leave a comment and let me know whether this resonates with your experience in product management or any other discipline.

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SECTION TWO

Theories of Leadership

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Theories of Leadership

For a number of years, researchers have examined leadership to discover how successful leaders are created. Experts have proposed several theories, including the trait, behavioral, contingency, and full-range models of leadership.

Theories of effective leadership include the trait, contingency, behavioral, and full-range theories.

Key Points:

- Modern trait theory proposes that individuals emerge as leaders across a variety of situations and tasks; significant individual leadership traits include intelligence, adjustment, extroversion, conscientiousness, openness to experience, and general self-efficacy.
- Behavioral theory suggests that leadership requires a strong personality with a well-developed positive ego; self-confidence is essential.
- Contingency theory assumes that different situations call for different characteristics, and no single optimal psychological profile of a leader exists.
- According to full-range theory of leadership, four qualities are essential for leaders: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

The trait theory of leadership

The search for the characteristics or traits of effective leaders has been central to the study of leadership. Underlying this research is the assumption that leadership capabilities are rooted in characteristics possessed by individuals. Research in the field of trait theory has shown significant positive relationships between effective leadership and personality traits such as intelligence, extroversion, conscientiousness, self-efficacy, and openness to experience. These findings also show that individuals emerge as leaders across a variety of situations and tasks.

The contingency theory of leadership

Stogdill and Mann found that while some traits were common across a number of studies, the overall evidence suggested that persons who are leaders in one situation may not necessarily be leaders in other situations. According to this approach, called contingency theory, no single psychological profile or set of enduring traits links directly to effective leadership. Instead, the interaction between those individual traits and the prevailing

conditions is what creates effective leadership. In other words, contingency theory proposes that effective leadership is contingent on factors independent of an individual leader. As such, the theory predicts that effective leaders are those whose personal traits match the needs of the situation in which they find themselves. Fiedler's contingency model of leadership focuses on the interaction of leadership style and the situation (later called situational control). He identified three relevant aspects of the situation: the quality of the leader's relationships with others, how well structured their tasks were, and the leader's amount of formal authority.

The behavioral theory of leadership

In response to the early criticisms of the trait approach, theorists began to research leadership as a set of behaviors. They evaluated what successful leaders did, developed taxonomy of actions, and identified broad patterns that indicated different leadership styles. Behavioral theory also incorporates B.F. Skinner's theory of behavior modification, which takes into account the effect of reward and punishment on changing behavior. An example of this theory in action is a manager or leader who motivates desired behavior by scolding employees who arrive late to meetings and showing appreciation when they are early or on time.

The full-range theory of leadership

The full-range theory of leadership is a component of transformational leadership, which enhances motivation and morale by connecting the employee's sense of identity to a project and the collective identity of the organization. The four major components of the theory, which cover the full range of essential qualities of a good leader, are:

- Individualized consideration: the degree to which the leader attends to each follower's concerns and needs and acts as a mentor or coach
- Intellectual stimulation: the degree to which the leader challenges assumptions, takes risks, and solicits followers' ideas
- Inspirational motivation: the degree to which the leader articulates a vision that is appealing and inspiring to followers
- Idealized influence: the degree to which the leader provides a role model for high ethical behavior, instills pride, and gains respect and trust

Bass Transformational Leadership Theory

Technical details

Name(s): Bass Transformational Leadership Theory

Author: Bernard M. Bass

Classification: Transformational Leadership Theories

Year: 1985

Pro's

- A leader can make a positive difference in a person's life and Bass Transformational Leadership Theory may be a solution in various cases.
- The "Multifactor Leadership Questionnaire" (MLQ) presents itself as more of a precise or measured way of assessing leadership factors and how an audience is transformed.

Con's

- In any test, such as the "Multifactor Leadership Questionnaire" (MLQ), there is a problem of "test effect", where you cannot get valid results with subsequent testing. A different test version may help in some cases, but this type of test would be difficult to overcome. Also, if one knows the scoring method, it is rather easy to see in what factor categories the questions fall, and one taking the test could "test out" according to a predetermined classification.
- How "transformational" is transformational? When does that transformation occur and to what degree? How is it assessed? How does one know if there has been a transformation and, if so, how long lasting is it? Is it just an ephemeral feeling?

Overview

As the word "transformation" suggests, Bass Transformational Leadership Theory is one of a set of various Transformational Leadership Theories. More information of a general nature about these can be found in the article Transformational Theories. Burns originally said that leaders can transform the life of followers by altering their perceptions, aspirations, expectations, values, and so forth. Qualities within the leader her or himself are behind the changes. The leader demonstrates, communicates, and does whatever it takes to get the audience see a vision and exhort them to do things. Bass main contribution in 1985 to Burns' original theory was describing psychological mechanisms and setting forth ways of measuring the efficacy of the Bass Transformational Leadership Theory.

Discussion

The Bass Transformational Leadership Theory, Bass in other words, was interested in the extent to which a leader influences followers. Followers go after a leader because of trust, honesty, and other qualities and the stronger these are, the greater loyalty they have for the leader. The leader transforms the followers because of her or his having these qualities. Not only is the leader a role model but she or he exhorts the following to challenging the existing order, the revolutionary being a stark example of this. While the leader may have democratic motives in mind, s/he can assume a Transaction Leadership style at the same time, directing the followers to do things. Bass saw these aspects of transformational leadership:

1. Individual consideration, where there is an emphasis on what a group member needs. The leader acts as a role model, mentor, facilitator, or teacher to bring a follower into the group and be motivated to do tasks.
2. Intellectual stimulation is provided by a leader in terms of challenge to the prevailing order, task, and individual. S/he seeks ideas from the group and encourages them to contribute. learn, and be independent. The leader often becomes a teacher.
3. Inspiration by a leader means giving meaning to the follows of a task. This usually involves providing a vision or goal. The group is given a reason or purpose to do a task or even be in the organization. The leader will resort to charismatic approaches in exhorting the group to go forward.
4. Idealized influenced refers to the leader becoming a full-fledged role model, acting out and displaying ideal traits of honesty, trust, enthusiasm, pride, and so forth.

The “Multifactor Leadership Questionnaire” (MLQ) has been created to survey leadership factors. The current (2011) version, MLQ5x measures characteristics of passive as well as leaders who actively attempt to make their followers leaders.

According to the National Institutes of Health, there were reports of inconsistent results concerning the accuracy of the “Multifactor Leadership Questionnaire” (MLQ) Subsequent research on Finnish nurses in 2002 incicated that the test seemed to be internally consistent with respect to the leadership subscales (factors) and the “Multifactor Leadership Questionnaire is a highly suitable instrument to measure multidimensional nursing leadership.”

Critique

As with any test, there are problems with test effects. Even though tests may be spaced apart in time and with different versions, the form of the test remains the same, and anyone aware of the factor analysis can easily see what questions correspond to what factor. One could predict what factor should apply to her or him and test accordingly. Tests are only snapshots, and often they are deficient in the scope of description as well as facing dynamic considerations. How complete are they; do they cover all the essential situations? Assuming that the snapshot is valid for a particular time, how valid is it at another and in what circumstances? The Bass Transformational Leadership Theory assumes that the leader has decent set of ethics, but if the theory is applied in a situation where a leader does not, the results could be disastrous. Cults, such as the Branch Davidians, are prime examples of where the process of transformation of a group by a deluded leader can result in terrible consequences. One should not need to say anything about Hitler. Bass states that Transactional Leadership can be mixed with Transformational Leadership, but one has to monitor the Transactional part and devise ways of not only setting limits to its use but build into the theory check mechanisms for when it gets out of control.

Future of theory

The world is getting more complex, and people are being brought into situations in which they may not be able to cope. Case in point are the number of Middle Eastern countries that have been under the thumbs of despots and are in turmoil. Transformational leaders can be of great benefit if they can prepare the people who have never experienced democracy for a participatory situation. On the other hand, the danger lurks of incipient leaders becoming just as despotic as the ones being overthrown. Such a situation always has existed, especially in revolutionary situations, but the technology heightens the intensity of the environment. The emerging leaders must be educated, intelligent, empathetic with the ones being led, have a noble ethos, and, perhaps most important, have a noble code of ethics. Across international and cultural boundaries, different versions of the MLQ might be tried. For example, it seems that a Spanish version, “Results show that the model that produces the better results with the data consists of four factors: transformational leadership, developmental/transactional leadership, corrective leadership and avoidant/passive leadership. This model is parsimonious and consistent with the MLQ literature.”

SECTION THREE

Principles of Sustainable Leadership

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Principles of Leadership

To help you *be*, *know*, and *do*, follow these eleven principles of leadership (U.S. Army, 1983). The rest of the chapters in this Leadership guide expand on these principles and provide tools for implementing them:

1. **Know yourself and seek self-improvement** - In order to know yourself, you have to understand your *be*, *know*, and *do*, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
2. **Be technically proficient** - As a leader, you must know your job and have a solid familiarity with your employees' tasks.
3. **Seek responsibility and take responsibility for your actions** - Search for ways to guide your organization to new heights. And when things go wrong, as they often tend to do sooner or later — do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
4. **Make sound and timely decisions** - Use good problem solving, decision making, and planning tools.
5. **Set the example** - Be a good role model for your employees. They must not only hear what they are expected to do, but also see. *"We must become the change we want to see."* - Mahatma Gandhi
6. **Know your people and look out for their well-being** - Know human nature and the importance of sincerely caring for your workers.
7. **Keep your workers informed** - Know how to communicate with not only them, but also seniors and other key people.
8. **Develop a sense of responsibility in your workers** - Help to develop good character traits that will help them carry out their professional responsibilities.
9. **Ensure that tasks are understood, supervised, and accomplished** - Communication is the key to this responsibility.
10. **Train as a team** - Although many so called leaders call their organization, department, section, etc. a team; they are not really teams... they are just a group of people doing their jobs.
11. **Use the full capabilities of your organization** - By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

The Seven Principles of Sustainable Leadership

Education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals, and leave a lasting legacy.

A charismatic principal turns around an underperforming school—then sees all his work unravel within months of his subsequent promotion to the central office. The principal of a magnet school boosts her institution's reputation by attracting top students from across the city; meanwhile, the neighborhood school's test scores plummet as the magnet school steals its best students. Teachers in a high school watch four principals pass through their school in six years and conclude that they can easily wait out all future principals and their change agendas.

These examples of unsustainable leadership emerged in a Spencer Foundation-funded study of change during three decades in eight U.S. and Canadian high schools, as seen through the eyes of more than 200 teachers and administrators (Hargreaves & Goodson, 2004). The study found that a key force leading to meaningful, long-term change is leadership sustainability.

Most school leadership practices create temporary, localized flurries of change but little lasting or widespread improvement. The study found some exceptions, however. From the first day of their appointment, some leaders thought hard about how they might implement deep, broad, and long-lasting reforms.

The following examples from our study illustrate seven principles that together define sustainable leadership.¹

Sustainable leadership matters

The prime responsibility of all education leaders is to put in place learning that engages students intellectually, socially, and emotionally. Sustainable leadership goes beyond temporary gains in achievement scores to create lasting, meaningful improvements in learning (Glickman, 2002; Stoll, Fink, & Earl, 2002). Two examples illustrate this point.

Talisman Park High School's principal reacted to a newly mandated 10th grade literacy test—which students would have to pass to graduate—by trying to shield his experienced staff from time-consuming test-related activities. He decided that the most expedient way to get good results was to concentrate on boosting the achievement of students who were likely to fall just below the passing grade. Although the strategy made the school's

immediate scores look good, other students who really needed help with literacy were cast by the wayside.

Meanwhile, the principal of neighboring, more ethnically diverse Wayvern High School responded to the mandated test by concentrating on improving literacy for all students in the long run. Teachers worked together to audit and improve their literacy practices and, with the help of parents and the community, focused for an entire month on improving literacy learning for everyone. The first-year results were not dramatic. But by the second year, the school scored above the district mean, and by the third, the school had become the district's number-two performer—well ahead of privileged Talisman Park, which had opted for the quick fix.

Sustainable leadership lasts

Sustainable leadership means planning and preparing for succession—not as an afterthought, but from the first day of a leader's appointment. Our study offered rare glimpses of thoughtful and effective succession management. One school, for example, built on its ebullient and optimistic principal's success in forging a democratically developed school improvement plan by grooming his assistant principal to replace him when he retired.

In general, however, our study showed that leadership succession is rarely successful. Charismatic leaders are followed by less-dynamic successors who cannot maintain the momentum of improvement. Leaders who turn around underperforming schools are prematurely transferred or promoted before their improvements have had a chance to stick.

The history of Stewart Heights High School illustrates the *revolving-door principalship* (MacMillan, 2000), or *carousel of leadership succession* (Hargreaves, Moore, Fink, Brayman, & White, 2003), that has become increasingly common in today's high-stakes, reform-driven climate. In the early 1990s, Stewart Heights had been drifting for years. Its aging staff was nostalgic for its days as a “village school” and had never accepted the challenges of its increasing urbanization and cultural diversity. The principal confessed that he did not have a particular direction or goal for the school. He just wanted to buffer his teachers from outside forces so they could concentrate on the classroom. When this principal retired, the district appointed dynamic, experienced, and somewhat abrasive Bill Matthews to replace him.

Matthews believed strongly that students came first. He communicated clear expectations and a relentless determination to provide “a service to kids and the community.” By the end of Matthews' third year—after the school had made curriculum changes, planned for school improve-

ment, restructured the guidance process, and created a more-welcoming physical environment—student and parent satisfaction had increased dramatically. Suddenly, however, Matthews was promoted to a district leadership role. With leadership shortages surfacing across the district, his assistants were transferred as well.

Into the chaos that was left behind, the district parachuted first-time principal Jim West. West would have preferred to feel his way carefully, but he and his unprepared assistants had to concentrate on implementing a newly mandated reform agenda. Within months, everything Matthews had achieved in school improvement came undone. Traditional power blocs, such as the department heads' group that had dominated before Matthews' arrival, reasserted their authority because West needed their support to ensure compliance with the mandated reforms. Like a deer in the headlights, West displayed a lack of decisiveness that led some teachers to regard him and his assistants as ineffectual. As one long-serving teacher commented, "Nice people. Can't cope."

Within just three years, West was moved on. In a school that had now seen four principals in six years, the staff had become cynical.

Sustainable leadership demands that leaders pay serious attention to leadership succession. We can achieve this goal by grooming successors to continue important reforms, by keeping successful leaders in schools longer when they are making great strides in promoting learning, by resisting the temptation to search for irreplaceable charismatic heroes to be the saviors of our schools, by requiring all district and school improvement plans to include succession plans, and by slowing down the rate of repeated successions so teachers do not cynically decide to "wait out" all their leaders (Fink & Brayman, in press).

Sustainable leadership spreads

One way for leaders to leave a lasting legacy is to ensure that others share and help develop their vision. Leadership succession, therefore, means more than grooming the principal's successor. It means distributing leadership throughout the school's professional community so others can carry the torch after the principal has gone (Spillane, Halverson, & Drummond, 2001).

The founding principal of Durant, an alternative high school in a north-east U.S. city, believed that the school's original vision of fostering independent learning in real-life settings would survive only if teachers, students, and parents shared that vision. The principal emphasized dialogue and shared decision making, and the staff came to believe that "we were all administrators." Long after the principal's retirement, the teach-

ers and other members of the school community continued to resist the standardizing policies of the district and state, holding fast to their founding vision by seeking waivers for their distinctive program.

Durant's neighbor, Sheldon High School, experienced the full effects of white flight to the suburbs and to magnet school competitors starting in the early 1980s. Sheldon saw its racial balance and intake of students with special needs shift dramatically as a result. The largely white teaching staff felt frustrated in the face of these changes and shut out of important school decisions.

As an outlet for their frustrations and leadership impulses, teachers turned increasingly to their union. As the union became more assertive, the district responded by appointing a succession of autocratic leaders—each one chosen with the idea that he could “stand up” to the union. The resulting standoff led to the school's almost complete inability to respond effectively to its changing student population. Teachers decried lack of disciplinary support from the principal's office and refused to change their own traditional practices.

These two scenarios show that sustainable leadership is not just the responsibility of the school administrator. In a highly complex world, no one leader, institution, or nation can control everything without help (Fullan, 2001). Sustainable leadership must be a shared responsibility.

Sustainable leadership is social justice

Sustainable leadership benefits all students and schools—not just a few at the expense of the rest. Sustainable leadership is aware of how lighthouse, magnet, and charter schools and their leaders can leave others in the shadows and is sensitive to how privileged communities can be tempted to skim the cream off the local leadership pool. Sustainable leadership recognizes and takes responsibility for the fact that schools affect one another in webs of mutual influence (Baker & Foote, in press). In this respect, sustainability is inextricably tied to issues of social justice.

For instance, Blue Mountain High School took great care not to raid all the best teachers, leaders, and students from nearby schools. In consultation with the school district and other high school principals, its principal operated a quota system so the school would not draw disproportionately from any one school or age group of teachers in the district. By attending to the needs of other schools, the principal not only exercised responsibility for social justice but also avoided inviting envy and resentment from neighboring schools.

By comparison, the one magnet school in our study, Barrett High School, prospered at the expense of its neighbors. The urban school was developed

in the late 1980s to stem the tide of white flight out of the city by pursuing high standards and selecting appropriate students and teachers from other schools in the district. *U.S. News* described the school as one of the top 150 high schools in the United States. Some of the school's high-achieving students were drawn from a neighboring school. Once called the "jewel of the district," this second school now described itself ironically as the "special education magnet"—with low attendance, high violence rates, and a standardized curriculum that robbed teachers of their social mission and professional discretion. By concentrating excellence in specialized pockets, the district created a system of high standards, authentic learning, and flexible teaching for the more-privileged magnet schools and their teachers—but allotted soulless standardization to the rest.

Sustainable leadership is therefore not only about maintaining improvement in one's own school. Leaders who care about sustainability accept responsibility for the schools and students that their own actions affect in the wider environment.

Sustainable leadership is resourceful

Sustainable leadership systems provide intrinsic rewards and extrinsic incentives that attract and retain the best and brightest of the leadership pool. Such systems provide time and opportunity for leaders to network, learn from and support one another, and coach and mentor their successors. Sustainable leadership is thrifty without being cheap. It carefully husbands its resources in developing the talents of all its educators rather than lavishing rewards on a few proven stars. Sustainable leadership systems take care of their leaders and encourage leaders to take care of themselves.

Unfortunately, in all the schools in our study, reform demands, resource depletion, and a resulting rush to retirement have created rapid turnover among principals, along with devastating reductions in the numbers of assistant principals and such middle-level leaders as department heads. In addition, school districts have dramatically downsized support from consultants, assistant superintendents, and other officials, leaving principals feeling overwhelmed and alone. Cultures of supervision and personal support for school leaders have been replaced by the depersonalized demands of test-based accountability.

Teachers and school leaders who are burned out by excessive demands and diminishing resources have neither the physical energy nor the emotional capacity to develop professional learning communities (Byrne, 1994). The emotional health of leaders is a scarce resource. Unless reformers and policymakers care for leaders' personal and professional

selves, they will engineer short-term gains only by mortgaging the entire future of leadership.

Even the most motivated and committed leaders can sustain themselves for only so long. Principal Charmaine Watson had built the foundation for a collaborative learning community at Talisman Park High School, but she was suddenly transferred after three years to another school. She left grieving for the work that she still needed to do. She took the same inspirational drive and commitment to building community to her next school, but in the new context of resource reductions and un-realistic implementation timelines, the system no longer supported collaboration. So Watson was now reduced to “modeling optimism” (Blackmore, 1996). The emotional strain of trying to remain positive in depressing times eventually took its toll, and after months of stress, she retired early.

Under this deluge of reform directives, some principals in our study hauled themselves up into district administration, escaped to the island of early retirement, were hospitalized when they drowned under the pressure, or narrowed their role from leadership to management so they could continue to cope. In the end, leadership can be sustainable only if it sustains leaders themselves.

Sustainable leadership promotes diversity

Promoters of sustainability cultivate and re-create an environment that has the capacity to stimulate continuous improvement on a broad front. Supporters of sustainability enable people to adapt to and prosper in their increasingly complex environments by learning from one another’s diverse practices (Capra, 1997).

Innovative schools create this diversity. Our study included three innovative schools; unfortunately, all three have regressed under the standardization agenda. For instance, the state exams have obliged Durant Alternative School to standardize its teaching and student assessments, turning school-developed history courses that once engaged students of diverse backgrounds into the abstract memory work of World History 1 and 2. Instead of building shared improvement, two principals in these innovative schools have found themselves having to force through implementation. When these once-loved leaders tried to “talk up” the questionable change agendas, many teachers felt that they had sold their schools and their souls to the district or state.

Standardization is the enemy of sustainability. Sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching, and leading, and it provides the networks for sharing these different kinds

of excellence in cross-fertilizing processes of improvement (Giles & Hargreaves, in press; Louis & Kruse, 1995; McLaughlin & Talbert, 2001). Sustainable leadership does not impose standardized templates on everyone.

Sustainable leadership is activist

Standardized reform has exaggerated the problems of the traditional schools in our study, turning these schools into less-motivated versions of their former selves. Meanwhile, the innovative schools have lost some of their edge. Durant has proven the most resilient of all—not just because of its innovativeness or its strength as a learning community, but because of its activist leadership (Oakes, Quartz, & Lipton, 2000). Durant engages assertively with its environment in a pattern of mutual influence.

In the past few years, Durant’s courageous new principal has activated his personal and professional networks and forged strategic alliances with the community in a tireless campaign to preserve the school’s mission. He has written articles for local and state newspapers, appeared on radio and television programs, and supported students and parents who, in a symbolic gesture, protested in straitjackets outside the district offices. He organized conferences on the adverse effects of high-stakes testing and worked assiduously with his allies throughout the state to push for a request for group variance from the state tests, receiving for his efforts a temporary exclusion from state policy. Durant’s story shows that, especially in an unhelpful environment, sustainable leadership must have an activist dimension.

Systems must support sustainable leadership

Our study found inspiring examples of leaders who did more than just manage change; they pursued and modeled sustainable leadership. Leaders develop sustainability by committing to and protecting deep learning in their schools; by trying to ensure that improvements last over time, especially after they have gone; by distributing leadership and responsibility to others; by considering the impact of their leadership on the schools and communities around them; by sustaining themselves so that they can persist with their vision and avoid burning out; by promoting and perpetuating diverse approaches to reform rather than standardized prescriptions for teaching and learning; and by engaging actively with their environments.

Most leaders want to accomplish goals that matter, inspire others to join them in working toward those goals, and leave a legacy after they have gone. Leaders don’t usually let their schools down; the failure often rests with the systems in which they lead. The results of our study indicate that sustainable leadership cannot be left to individuals, however talented or dedicated they

are. If we want change to matter, to spread, and to last, then the systems in which leaders do their work must make sustainability a priority.

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SECTION FOUR

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Attributes of Leadership

In assembling a team and implementing ideas to bring that concept to life is the first step in creating a successful and powerful Leader. When a leader faces problem and stress levels are high, and the visions of instant success don't happen like you thought, the as a leader take a breath, calm yourself down, and remind yourself of the leader you are and would like to become. Here are some key qualities/attributes that every good leader should possess, and learn to emphasize.

Top 10 qualities that make a great leader

Honesty

Whatever you think yourself, when you are responsible for a team of people, it's important to raise the status bar of your team even higher compared to the past. Your institution and its employees are a reflection of yourself, and if you make honest and ethical behavior a key value, of course your team will succeed.

When we work in a office/any institutions where there exist good network with various stakeholders, we should try to make a list of values and core beliefs that both the employees and stakeholders represent, and post this in the office. Promote a healthy inter-office lifestyle, and encourage your team to live up to these standards. By emphasizing these standards, and displaying them yourself, you will hopefully influence the office environment into a friendly and helpful workspace.

Delegate

Finessing your vision is essential to creating an organized and efficient business, but if you don't learn to trust your team with that vision, you might never progress to the next stage. It's important to remember that trusting your team with your idea is a sign of strength, not weakness. Delegating tasks to the appropriate departments/personnel is one of the most important skills you can develop as your business grows. The emails and tasks will begin to pile up, and the more you stretch yourself thin, the lower the quality of your work will become, and the less you will produce.

The key to delegation is identifying the strengths of your team, and capitalizing on them. Find out what each team member enjoys doing most. Chances are if they find that task more enjoyable, they will likely put more thought and effort behind it. This will not only prove to your team that you trust and believe in them, but will also free up your time to focus on the

higher level tasks, that should not be delegated. It's a fine balance, but one that will have a huge impact on the productivity of your business.

Communication

Knowing what you want accomplished may seem clear in your head, but if you try to explain it to someone else and are met with a blank expression, you know there is a problem. If this has been your experience, then you may want to focus on enhancing your communication skills. Being able to clearly and succinctly describe what you want done is extremely important. If you can't relate your vision to your team, you won't all be working towards the same goal.

Training new members and creating a productive work environment all depend on healthy lines of communication. Whether that stems from an open door policy to your office, or making it a point to talk to your staff on a daily basis, making yourself available to discuss inter-office issues is vital. Your team will learn to trust and depend on you, and will be less hesitant to work harder.

As a leader your sense of humor will help to build up communication with your team members. Encourage your team to laugh at the mistakes instead of crying. If you are constantly learning to find the humor in the struggles, your work environment will become a happy and healthy space, where your employees look forward to working in, rather than dreading it. Make it a point to crack jokes with your team and encourage personal discussions of weekend plans and trips. It's these short breaks from the task at hand that help keep productivity levels high and morale even higher. Thus communication among the team members will be more fruitful.

Confidence

There may be days where the future of your institution is worrisome and things aren't going according to plan. This is true with any business, large or small, and the most important thing is not to panic. Part of your job as a leader is to put out fires and maintain the team morale. Keep up your confidence level, and assure everyone that setbacks are natural and the important thing is to focus on the larger goal. As the leader, by staying calm and confident, you will help keep the team feeling the same. Remember, your team will take cues from you, so if you exude a level of calm damage control, your team will pick up on that feeling. The key objective is to keep everyone working and moving ahead.

Commitment

If you expect your team to work hard and produce quality content, you're going to need to lead by example. There is no greater motivation than

seeing the boss down in the trenches working alongside everyone else, showing that hard work is being done on every level. By proving your commitment to the brand and your role, you will not only earn the respect of your team, but will also instill that same hardworking energy among your staff. It's important to show your commitment not only to the work at hand, but also to your promises. If you pledged to host a holiday party, or uphold summer Fridays, keep your word. You want to create a reputation for not just working hard, but also be known as a fair leader. Once you have gained the respect of your team, they are more likely to deliver the peak amount of quality work possible.

Positive attitude

You want to keep your team motivated towards the continued success of the company, and keep the energy levels up. Whether that means providing snacks, coffee, relationship advice, or even just an occasional beer in the office, remember that everyone on your team is a person. Keep the office mood a fine balance between productivity and playfulness.



If your team is feeling happy and upbeat, chances are they won't mind staying that extra hour to finish a report, or devoting their best work to the brand.

Creativity

Some decisions will not always be so clear-cut. You may be forced at times to deviate from your set course and make an on the fly decision. This is where your creativity will prove to be vital. It is during these critical situations that your team will look to you for guidance and you may be forced to make a quick decision. As a leader, it's important to learn to think outside the box and to choose which of two bad choices is the best option. Don't immediately choose the first or easiest possibility; sometimes it's best to give these issues some thought, and even turn to your team for guidance. By utilizing all possible options before making a rash decision, you can typically reach the end conclusion you were aiming for.

Intuition

When leading a team through uncharted waters, there is no roadmap on what to do. Everything is uncertain, and the higher the risk, the higher the

pressure. That is where your natural intuition has to kick in. Guiding your team through the process of your day-to-day tasks can be honed down to a science. But when something unexpected occurs, or you are thrown into a new scenario, your team will look to you for guidance. Drawing on past experience is a good reflex, as is reaching out to your mentors for support. Eventually though, the tough decisions will be up to you to decide and you will need to depend on your gut instinct for answers. Learning to trust yourself is as important as your team learning to trust you.

Inspire

Especially in the beginning stages of a startup, inspiring your team to see the vision of the successes to come is vital. Make your team feel invested in the accomplishments of the company. Whether everyone owns a piece of equity, or you operate on a bonus system, generating enthusiasm for the hard work you are all putting in is so important. Being able to inspire your team is great for focusing on the future goals, but it is also important for the current issues. When you are all mired deep in work, morale is low, and energy levels are fading, recognize that everyone needs a break now and then. Acknowledge the work that everyone has dedicated and commend the team on each of their efforts. It is your job to keep spirits up, and that begins with an appreciation for the hard work.

Approach

Not all human beings are the same. A basic concept, but something that is often overlooked. You have cultural perspectives, language barriers, different educational backgrounds, personality traits and varying value systems with which individuals come pre-conditioned that greatly affects how information is processed and interpreted. Some people work well under pressure, others don't. Some respond best to tough love, others take it personally and shut down. In order to optimize your effectiveness as a leader, you must have the ability to customize your approach on a person by person basis, based on the situation at hand. Your capacity to execute this concept will play a huge role in your ability to get the best work out of your team and other partners along the journey.

Leadership Styles

Choosing the Right Approach for the Situation

From Mahatma Gandhi and Winston Churchill, to Martin Luther King and Steve Jobs, there can be as many ways to lead people as there are leaders.

People in leadership positions may use a variety of “styles” in reaching a decision. Basically, these styles differ in the amount of participation they allow from those they work with.

- The amount of confidence the leader has in the group to perform the task.
- The amount of trust the leader has in the group to act in a responsible and mature manner.
- The amount of confidence the leader has in himself or herself, (or possibly the fear of losing control of the group).
- The amount of security the leader feels with his own supervisor(s).
- The nature of the task the group has to perform.
- The objectives the leader wants to accomplish.
- The ethics or values of the leader.

Listed below are descriptions of five different leadership “styles.” Remember, the leader NEVER gives up the AUTHORITY or the RESPONSIBILITY for the FINAL DECISION.

- Style #1 **YOU DECIDE ALONE.** You make the decision without discussing the situation with anyone. You rely entirely on personal knowledge or information available in written documents. In this style, the leader TELLS the decision.
- Style #2 **YOU SEEK INFORMATION AND THEN DECIDE ALONE.** You seek additional information from one or more group members to arrive at a decision. You may or may not describe the problem to them, but you solicit information only, not solutions or suggestions. With this style, the leader SELLS the decision.
- Style #3 **YOU CONSULT WITH INDIVIDUALS AND THEN DECIDE ALONE.** You share the problem with selected individuals. You gather additional information from them and seek their advice about possible solutions to the problem. Still, you make the decision. With this style, the leader TALKS the decision.
- Style #4 **YOU CONSULT WITH YOUR ENTIRE GROUP AND THEN DECIDE ALONE.** You meet with group members and discuss the possible alternatives, essentially using them as consultants. You may use their feelings and opinions as additional inputs, but you retain the final decision power. With this style, the leader CONSULTS regarding the decision.

Style #5 **YOU SHARE THE PROBLEM WITH THE GROUP AND YOU ALL DECIDE WHAT TO DO.** Here you give your group full participation in the decision-making process. You may define the problem for them, provide relevant information, and participate in the discussion as any other member, but you do not use your position as leader to influence them. The group is the decision maker, and you accept not only their decision, but also the responsibility for it. Your description to others will be, “We decided to....,” and NOT, “The group decided to....” or “I decided to....” With this style, the leader **JOINS** the decision.

Remember, no single leadership style is always the appropriate style to use. As the situation changes and as the task or goals change, the style may change. Leaders should be aware of these various styles and seek to use the appropriate style in the proper situation.

Some of the common approaches to leadership that you can use. We’ll also look at some specific styles of leadership, and we’ll explore the advantages and disadvantages of each.

Useful leadership style frameworks

So, let’s look at some useful approaches – shown mainly in the order they appeared – that you can use to become a more effective leader. Your own, personal approach is likely to be a blend of these, depending on your own preferences, your people’s needs, and the situation you’re in.

Lewin’s leadership styles

Psychologist Kurt Lewin developed his framework in the 1930s, and it provided the foundation of many of the approaches that followed afterwards. He argued that there are three major styles of leadership:

1. **Autocratic leaders** make decisions without consulting their team members, even if their input would be useful. This can be appropriate when you need to make decisions quickly, when there’s no need for team input, and when team agreement isn’t necessary for a successful outcome. However, this style can be demoralizing, and it can lead to high levels of absenteeism and staff turnover.
2. **Democratic leaders** make the final decisions, but they include team members in the decision-making process. They encourage creativity, and people are often highly engaged in projects and decisions. As a result, team members tend to have high job satisfaction and high productivity. This is not always an effective style to use, though, when you need to make a quick decision.

3. **Laissez-faire** leaders give their team members a lot of freedom in how they do their work, and how they set their deadlines. They provide support with resources and advice if needed, but otherwise they don't get involved. This autonomy can lead to high job satisfaction, but it can be damaging if team members don't manage their time well, or if they don't have the knowledge, skills, or self motivation to do their work effectively. (Laissez-faire leadership can also occur when managers don't have control over their work and their people.)

Lewin's framework is popular and useful, because it encourages managers to be less autocratic than they might instinctively be.

The Blake-Mouton managerial grid

The Blake-Mouton Managerial Grid was published in 1964, and it highlights the most appropriate style to use, based on your concern for your people and your concern for production/tasks.

With a people-oriented style, you focus on organizing, supporting, and developing your team members. This participatory style encourages good teamwork and creative collaboration.

With task-oriented leadership, you focus on getting the job done. You define the work and the roles required, put structures in place, and plan, organize, and monitor work.

According to this model, the best style to use is one that has both a high concern for people and a high concern for the task – it argues that you should aim for both, rather than trying to offset one against the other. Clearly, this is an important idea!

Path-goal theory

You may also have to think about what your team members want and need. This is where Path-Goal Theory  – published in 1971 – is useful.

For example, highly-capable people, who are assigned to a complex task, will need a different leadership approach from people with low ability, who are assigned to an ambiguous task. (The former will want a participative approach, while the latter need to be told what to do.)

With Path-Goal Theory, you can identify the best leadership approach to use, based on your people's needs, the task that they're doing, and the environment that they're working in.

Six emotional leadership styles

Daniel Goleman, Richard Boyatzis, and Annie McKee detailed their Six Emotional Leadership Styles theory in their 2002 book, "Primal Leadership."

The theory highlights the strengths and weaknesses of six common styles – **Visionary, Coaching, Affiliative, Democratic, Pacesetter, and Commanding**. It also shows how each style can affect the emotions of your team members.

Flamholtz and Randle's leadership style matrix

First published in 2007, Flamholtz and Randle's Leadership Style Matrix shows you the best style to use, based on how capable people are of working autonomously, and how creative or "programmable" the task is.

The matrix is divided into four quadrants – each quadrant identifies two possible styles that will be effective for a given situation, ranging from "autocratic/benevolent autocratic" to "consensus/laissez-faire."

Transformational leadership

The leadership frameworks discussed so far are all useful in different situations, however, in business, "transformational leadership" is often the most effective style to use. (This was first published in 1978, and was then further developed in 1985.)

Transformational leaders have integrity and high emotional intelligence. They motivate people with a shared vision of the future, and they communicate well. They're also typically self-aware, authentic, empathetic, and humble.

Transformational leaders inspire their team members because they expect the best from everyone, and they hold themselves accountable for their actions. They set clear goals, and they have good conflict-resolution skills. This leads to high productivity and engagement.

However, leadership is not a "one size fits all" thing; often, you must adapt your approach to fit the situation. This is why it's useful to develop a thor-

ough understanding of other leadership frameworks and styles; after all, the more approaches you're familiar with, the more flexible you can be.

Specific leadership styles

As well as understanding the frameworks that you can use to be a more effective leader, and knowing what it takes to be a transformational leader, it's also useful to learn about more general styles, and the advantages and disadvantages of each one.

Let's discuss some other styles of leadership that are interesting, but don't fit with any of the frameworks above.

Bureaucratic leadership

Bureaucratic leaders follow rules rigorously, and ensure that their people follow procedures precisely. This is appropriate for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights), or with large sums of money. Bureaucratic leadership is also useful for managing employees who perform routine tasks.

This style is much less effective in teams and organizations that rely on flexibility, creativity, or innovation.

Charismatic leadership

Charismatic leadership resembles transformational leadership: both types of leaders inspire and motivate their team members.

The difference lies in their intent. Transformational leaders want to transform their teams and organizations, while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything.

Charismatic leaders might believe that they can do no wrong, even when others warn them about the path that they're on. This feeling of invincibility can severely damage a team or an organization, as was shown in the 2008 financial crisis.

Servant leadership

A "servant leader" is someone, regardless of level, who leads simply by meeting the needs of the team. The term sometimes describes a person

without formal recognition as a leader.

These people often lead by example. They have high integrity and lead with generosity. Their approach can create a positive corporate culture, and it can lead to high morale among team members.

Supporters of the servant leadership model suggest that it's a good way to move ahead in a world where values are increasingly important, and where servant leaders can achieve power because of their values, ideals, and ethics.

However, others believe that people who practice servant leadership can find themselves "left behind" by other leaders, particularly in competitive situations.

This style also takes time to apply correctly: it's ill-suited to situations where you have to make quick decisions or meet tight deadlines.

Transactional leadership

This style starts with the idea that team members agree to obey their leader when they accept a job. The "transaction" usually involves the organization paying team members in return for their effort and compliance on a short-term task. The leader has a right to "punish" team members if their work doesn't meet an appropriate standard.

Transactional leadership is present in many business leadership situations, and it does offer some benefits. For example, it clarifies everyone's roles and responsibilities. And, because transactional leadership judges team members on performance, people who are ambitious or who are motivated by external rewards – including compensation – often thrive.

The downside of this style is that, on its own, it can be chilling and amoral, and it can lead to high staff turnover. It also has serious limitations for knowledge-based or creative work.

As a result, team members can often do little to improve their job satisfaction.

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SECTION FIVE

Leadership Roles

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Leadership Roles

A **team leader** is someone who provides direction, instructions and guidance to a group of individuals, who can also be known as a team, for the purpose of achieving a certain goal. An effective leader will know her team members strengths, weaknesses and motivations.

The 4 roles every leader must be able to play

As a leader, you're forced to play multiple roles within your teams and your organization as whole. No matter the size of a business, the services it provides, or the growth it's experiencing, the drive behind it comes from leadership. And because of the nature of how businesses are most effectively run, a leader is judged on their ability to maximize the potential and performance of his people in order to create value. Really good companies create value across the board--for the customer, for stakeholders and investors, for employees and for the bottom line.

So if leaders need to influence employees and team members, the same kind of mentality and approach isn't going to work in every situation. There's too much going on to have just one go-to style.

I think of one of our larger clients, one of the world's top memory chip makers, because the company embodies the incredible amount of change that is part of the business environment. A Senior Leader there told me that their technology must be completely revamped every nine months simply to stay on pace with the competition and the demands of the industry. Think about what that means for their CEO or their leaders. How would you motivate your employees and teams to produce, shift, pivot and rethink processes so rapidly? How do you create focus in the midst of such massive changes?

Leaders wear many hats in their work, but there are four critical roles that every leader must be aware of and know how to play. Why four? Well, our research has pointed that people think in four different ways. Each of these thinking attributes delve into how people look at their work and the world. How they process information. Where they get energy from. How they develop ideas and execute tasks.

Let me be clear...these are not standalone attributes. Each and every one of uses all four thinking attributes; however, we all have preferences for one or more. We have our go-to ways of thinking.

What that means for leaders though, is that the people they're needing to influence and inspire are going to look at their work and be motivated in

distinctive ways. If you as a leader can master these four ways of thinking into the roles you play, you'll be assured of at least speaking the same language of your employees.

Let's take a look at this in action--here are four roles that every leader must understand and utilize in order to connect on a cognitive level and motivate their workforce.

The Analyzer: Leaders must know data and be confident enough to logically, rationally bring ideas to the table. In the role of the Analyzer, leaders must be able to play the skeptic and have a critical, strategic eye toward the future. Decisions need to be built from data and supported by bottom-line metrics. You need all of this rigor as a leader because when you're communicating massive changes or a new direction to your team, you better have the facts to back it up. The analytical brains in your company will ask the critical questions--as the Analyzer, you can match their inquiry with logic and provide the Why.

The Structuralizer: Leaders need to be straightforward and concise in order to put a plan in place that is clear and makes sense. In the role of Structuralizer, your job as a leader is to provide the framework and the process to take the company (or depending on the circumstances, your team or department) where it needs to go. The biggest complaint against leaders is lack of clear direction (only 14% of employees say they understand their company's strategy and direction!). Employees need to know that the leader has thought about what it is going to take to bring something through to fruition. You don't need to literally create every step along the way, but in the Structuralizer role you provide the guidelines to help your employees feel prepared. The Structuralizer provides the How.

The Socializer: Leaders have to ultimately connect and engage with their teams. Even the most quiet, introspective leaders have an ability to relate deeply with their people (well, good leaders have that ability...there's countless leaders who definitely do not). When you play the role of the Socializer, you're creating an atmosphere of mutual accountability and collaboration. In this role, the most important thing a leader can do is to be empathic. That starts with curiosity--ask your employees how they're feeling. Find out where changes need to happen. Listen. Listen. Listen. Your employees need to feel engaged with leadership and their colleagues, and as a Socializer, you set that tone. The Socializer understands Who is needed for success.

The Conceptualizer: This is the most traditional view of leadership, but in many ways the most difficult--it's about seeing where you need to go, setting the vision, and rallying the company around the future. Employees

expect this kind of thinking from leaders, but it doesn't come naturally to many of us. The Conceptualizer's role is to ensure that people can step out of the day-to-day and understand that their work is critical and important to achieving the overall goal. Its playing the Steve Jobs role...where an iPhone isn't simply a telephone or a new product line, but an experiential tool that will alter the way the world gets information and communicates. In the role of Conceptualizer, leaders need to create a place of openness so that employees feel connected to the vision and able to bring their own ideas. The Conceptualizer shows where you need to go.

These roles are not mutually exclusive. As a leader you may need to play different roles with different audiences. And knowing how your behavior comes across and how you express, assert and provide direction is another matter entirely. But, if you can understand which roles you tend to play more and realize that at some point you'll need all four, you will be much more effective in your work.

Roles

Team leaders serve various roles in an organization. Their job is to get tasks done by using all of the resources available to them, including other employees or **team members**. Below is a list of some important roles a team leader must often take on:

- Develop a strategy the team will use to reach its goal
- Provide any training that team members need
- Communicate clear instructions to team members
- Listen to team members' feedback
- Monitor team members' participation to ensure the training they providing is being put into use, and also to see if any additional training is needed
- Manage the flow of day-to-day operations
- Create Reports to update the organization on the team progress
- Distribute reports to the appropriate personnel

Create an inspiring vision & lead by example

1. Create an inspiring vision; establish shared values; give direction and set stretch goals
2. Manage change strategically, create change; lead change; manage resistance to change

3. Lead by example; practice what you preach; set an example, and share risks or hardship
4. Demonstrate confidence; win respect and trust without courting popularity

Empower, Inspire, and Energize People

5. Be enthusiastic; inspire and energize people; create a positive work environment
6. Empower people; delegate authority; be open to ideas; have faith in the creativity of others
7. Communicate openly and honestly; give clear guidelines; set clear expectations
8. Empathize; be willing to discuss and solve problems; listen with understanding; support and help

Build and Lead a Team

9. Use team approach; facilitate cooperation; involve everyone; trust your team rely on their judgment
10. Bring out the best in your people; have common touch with them; coach and provide effective feedback
11. Permit group decision; help your team reach better decisions
12. Monitor progress, but don't micromanage, lead your team; avoid close supervision; do not overboss; do not dictate; lead team self-assessment

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SECTION SIX

Leadership and Motivation

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Leadership and Motivation

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation.

As a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier.

Both an employee as well as manager must possess leadership and motivational traits. An effective leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others.

Given below are important guidelines that outline the basic view of motivation:

- Harmonize and match the subordinate needs with the organizational needs. As a leader, the executive must ensure that the business has the same morals and ethics that he seeks in his employees. He should make sure that his subordinates are encouraged and trained in a manner that meets the needs of the business.
- Appreciation and rewards are key motivators that influence a person to achieve a desired goal. Rewarding good/ exceptional behavior with a small token of appreciation, certificate or letter can be a great motivator. If a certificate is awarded to a person, it should mention the particular act or the quality for which the individual is being rewarded.
- Being a role model is also a key motivator that influences people in reaching their goals. A leader should set a good example to ensure his people to grow and achieve their goals effectively.
- Encouraging individuals to get involved in planning and important issues resolution procedure not only motivates them, but also teaches the intricacies of these key decision-making factors. Moreover, it will help everyone to get better understanding of their role in the organization. The communication will be unambiguous and will certainly attract acknowledgement and appreciation from the leader.
- Developing moral and team spirit certainly has a key impact on the well-being of an organization. The mental or emotional state of a person constitutes his or her moral fabric. A leader's actions and decisions affect the morale of his subordinates. Hence, he should always be aware of his decisions and activities. Team spirit is the

soul of the organization. The leader should always make sure his subordinates enjoy performing their duties as a team and make themselves a part of the organization's plans.

- A leader should step into the shoes of the subordinates and view things from subordinate's angle. He should empathize with them during difficult times. Empathizing with their personal problems makes them stronger-mentally and emotionally.
- A meaningful and challenging job accomplished inculcates a sense of achievement among employees. The executive must make their employees feel they are performing an important work that is necessary for the organization's well-being and success. This motivational aspect drives them to fulfill goals.

Remember, **“To become an efficient leader, you must be self-motivated”**. You must know your identity, your needs and you must have a strong urge to do anything to achieve your goals. Once you are self-motivated, only then you can motivate others to achieve their goals and to harmonize their personal goals with the common goals of the organization.

A leader should not only guide others to ensure great professional success, but also to inspire, influence, and most importantly, motivate their employees. Here is a guide by Brian Tracy on how to become a motivational leader:

The leader as role model

It's been said, “Leadership is not what you do, but who you are.” This, however, is only partially true. Leadership is very much who you are, but it cannot be divorced from what you do. Who you are represents the inner person, and what you do represents the outer person. Each is dependent on the other for maximum effectiveness.

The starting point of motivational leadership is to begin seeing yourself as a role model, as an example to others. One key characteristic of leaders is that they set high standards of accountability for themselves and for their behaviors. They assume that others are watching them and setting their own standards according to what they see.

Leadership power

In business, there are several kinds of power. Two of these are position power and ascribed power:

Position power is the power that comes with a job title or position in any organization. If you become a manager in a company, you automatically have certain powers and privileges that go along with your rank. You can order people about and make certain decisions. You can be a leader whether or not anyone likes you.

Ascribed power is the power you gain because of the kind of person you are. In every organization, there are people who are inordinately influential and looked up to by others, even though their positions may not be high up on the organizational chart. These are the men and women who are genuine leaders because of the quality of the people they have become, because of their characters and their personalities.

Over the years, we have been led to believe that leaders are those who stride boldly about, exude power and confidence, give orders and make decisions for others to carry out. However, that is old school thinking. The leader of today is the one who asks questions, listens carefully, plans diligently and then builds consensus among all those who are necessary for achieving the goals. The leader does not try to do it by him or herself. The leader gets things done by helping others to do them.

Motivational leaders

This brings us to five of the qualities of motivational leaders. These are qualities that you already have to a certain degree and that you can develop further to stand out from the people around you in a very short period of time.

1. **Vision.** This is the one single quality that, more than anything, separates leaders from followers. Leaders have vision. Followers do not. Leaders have the ability to stand back and see the big picture. Followers are caught up in day-to-day activities. Leaders have developed the ability to fix their eyes on the horizon and see greater possibilities. Followers are those whose eyes are fixed on the ground in front of them and who are so busy that they seldom look at themselves and their activities in a larger context.

The most motivational vision you can have for yourself and others is to “Be the best!” Many people don’t yet realize that excellent performance in serving other people is an absolute, basic essential for survival in the economy of the future. Many individuals and companies still adhere to the idea that as long as they are no worse than anyone else, they can remain in business. That is prehistoric thinking. We are now in the age of excellence. Customers assume that they will get excellent quality, and if they don’t, they will go to your competitors so fast, people’s heads will spin.

2. **Integrity.** This is perhaps the single most respected quality of leaders. Integrity is complete, unflinching honesty with regard to everything that you say and do. Integrity underlies all the other qualities. Your measure of integrity is determined by how honest you are in the critical areas of your life.

Integrity means this: When someone asks you at the end of the day, “Did you do your very best?” you can look him in the eye and say, “Yes!” Integrity means this: When someone asks you if you could have done it better, you can honestly say, “No, I did everything I possibly could.”

Integrity means that you, as a leader, admit your shortcomings. It means that you work to develop your strengths and compensate for your weaknesses. Integrity means that you tell the truth and you live the truth in everything you do and in all your relationships. Integrity means that you deal straightforwardly with people and situations and that you do not compromise what you believe to be true.

3. **Courage.** This is the chief distinguishing characteristic of the true leader. It is almost always visible in the leader’s words and actions. It is absolutely indispensable to success, happiness and the ability to motivate other people to be the best they can be.

In a way, it is easy to develop a big vision for yourself and for the person you want to be. It is easy to commit yourself to living with complete integrity. But it requires incredible courage to follow through on your vision and on your commitments. You see, as soon as you set a high goal or standard for yourself, you will run into all kinds of difficulties and setbacks. You will be surrounded by temptations to compromise your values and your vision. You will feel an almost irresistible urge to “get along by going along.” Your desire to earn the respect and cooperation of others can easily lead to the abandonment of your principles, and here is where courage comes in.

4. **4. Realism.** Realism is a form of intellectual honesty. The realist insists upon seeing the world as it really is, not as he wishes it were. This objectivity, this refusal to engage in self-delusion, is a mark of the true leader.

Those who exhibit the quality of realism do not trust luck, hope for miracles, pray for exceptions to basic business principles, expect rewards without working or hope that problems will go away by themselves. These all are examples of self-delusion, of living in a fantasyland.

The motivational leader insists on seeing things exactly as they are and encourages others to look at life the same way. As a motiva-

tional leader, you get the facts, whatever they are. You deal with people honestly and tell them exactly what you perceive to be the truth. This doesn't mean that you will always be right, but you will always be expressing the truth in the best way you know how.

5. **Responsibility.** This is perhaps the hardest quality to develop. The acceptance of responsibility means that, as Harry Truman said, "The buck stops here."

The game of life is very competitive. Sometimes, great success and great failure are separated by a very small distance. In watching the play-offs in basketball, baseball and football, we see that the winner can be decided by a single point, and that single point can rest on a single action, or inaction, on the part of a single team member at a critical part of the game.

Life is very much like competitive sports. Very small things that you do, or don't do, can either give you the edge that leads to victory or take away your edge at the critical moment. This principle is especially true with regard to accepting responsibility for yourself and for everything that happens to you.

Motivate yourself first

You become a motivational leader by motivating yourself. And you motivate yourself by striving toward excellence, by committing yourself to becoming everything you are capable of becoming. You motivate yourself by throwing your whole heart into doing your job in an excellent fashion. You motivate yourself and others by continually looking for ways to help others to improve their lives and achieve their goals. You become a motivational leader by becoming the kind of person others want to get behind and support in every way.

Your main job is to take complete control of your personal evolution and become a leader in every area of your life. You could ask for nothing more, and you should settle for nothing less.

Leadership presence is also an important quality in a leader. Check out our free webcast on how to build personal influence in your organization.

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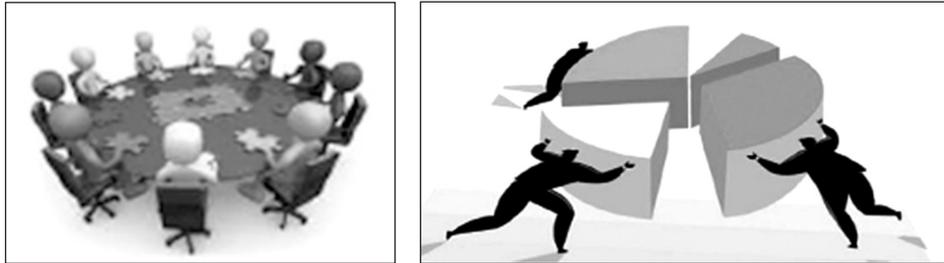
SECTION SEVEN

Group dynamics

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Group Dynamics

A group can be defined as several individuals who come together to accomplish a particular task or goal. Group dynamics refers to the attitudinal and behavioural characteristics of a group. Group dynamics concern how groups form, their structure and process, and how they function. Group dynamics are relevant in both formal and informal groups of all types. In an organizational setting, groups are a very common organizational entity and the study of groups and group dynamics is an important area of study in organizational behaviour.



The following sections provide information related to group dynamics.

Group dynamics is a system of behaviours and psychological processes occurring within a social group (intragroup dynamics), or between social groups (inter-group dynamics).

The study of group dynamics can be useful in understanding decision-making behavior, tracking the spread of diseases in society, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies.^[1]

Group dynamics are at the core of understanding racism, sexism, and other forms of social prejudice and discrimination. These applications of the field are studied in psychology, sociology, anthropology, political science, epidemiology, education, social work, business, and communication studies.

There are three main things that can affect a team's cohesion (the act of working together well). They are: environmental factors, personal factors and leadership factors.

Group dynamics by some scholars

Kurt Lewin

Kurt Lewin (1943, 1948, 1951) is commonly identified as the founder of the movement to study groups scientifically. He coined the term *group*

dynamics to describe the way groups and individuals act and react to changing circumstances.

William Schutz

William Schutz (1958, 1966) looked at interpersonal relations from the perspective of three dimensions: *inclusion*, *control*, and *affection*. This became the basis for a theory of group behavior that sees groups as resolving issues in each of these stages in order to be able to develop to the next stage. Conversely, a group may also devolve to an earlier stage if unable to resolve outstanding issues in a particular stage. He referred to these group dynamics as «the interpersonal underworld» because they dealt with group processes that were largely unseen, as opposed to «content» issues, which were nominally the agenda of group meetings.

Techniques of managing group dynamics

Bruce Tuckman

Bruce Tuckman (1965) proposed the four-stage model called Tuckman's Stages for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages:

- *Forming* (pretending to get on or get along with others)
- *Storming* (letting down the politeness barrier and trying to get down to the issues even if tempers flare up)
- *Norming* (getting used to each other and developing trust and productivity)
- *Performing* (working in a group to a common goal on a highly efficient and cooperative basis)

Tuckman later added a fifth stage for the dissolution of a group called *adjourning*. (*Adjourning* may also be referred to as *mourning*, i.e. mourning the adjournment of the group). This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the norming stage.

So, According to Tuckman's theory, there are five stages of group development: forming, storming, norming, performing, and adjourning. During these stages group members must address several issues and the way in which these issues are resolved determines whether the group will succeed in accomplishing its tasks.

1. **Forming.** This stage is usually characterized by some confusion and uncertainty. The major goals of the group have not been estab-

lished. The nature of the task or leadership of the group has not been determined (Luthans, 2005). Thus, forming is an orientation period when members get to know one another and share expectations about the group. Members learn the purpose of the group as well as the rules to be followed. The forming stage should not be rushed because trust and openness must be developed. These feelings strengthen in later stages of development. Individuals are often confused during this stage because roles are not clear and there may not be a strong leader.

2. **Storming.** In this stage, the group is likely to see the highest level of disagreement and conflict. Members often challenge group goals and struggle for power. Individuals often vie for the leadership position during this stage of development. This can be a positive experience for all groups if members can achieve cohesiveness through resolution. Members often voice concern and criticism in this phase. If members are not able to resolve the conflict, then the group will often disband or continue in existence but will remain ineffective and never advance to the other stages.
3. **Norming.** This stage is characterized by the recognition of individual differences and shared expectations. Hopefully, at this stage the group members will begin to develop a feeling of group cohesion and identity. Cooperative effort should begin to yield results. Responsibilities are divided among members and the group decides how it will evaluate progress.
4. **Performing.** Performing, occurs when the group has matured and attains a feeling of cohesiveness. During this stage of development, individuals accept one another and conflict is resolved through group discussion. Members of the group make decisions through a rational process that is focused on relevant goals rather than emotional issues.
5. **Adjourning.** Not all groups experience this stage of development because it is characterized by the disbandment of the group. Some groups are relatively permanent (Luthans, 2005). Reasons that groups disband vary, with common reasons being the accomplishment of the task or individuals deciding to go their own ways. Members of the group often experience feelings of closure and sadness as they prepare to leave.

Richard Hackman

Richard Hackman developed a synthetic, research-based model for designing and managing work groups. Hackman suggested that groups are successful when they satisfy internal and external clients, develop capabilities to perform in the future, and when members find meaning and satisfaction in the

group. Hackman proposed five conditions that increase the chance that groups will be successful. These include:

1. *Being a real team*: which results from having a shared task, clear boundaries which clarify who is inside or outside of the group, and stability in group membership.
2. *Compelling direction*: which results from a clear, challenging, and consequential goal.
3. *Enabling structure*: which results from having tasks which have variety, a group size that is not too large, talented group members who have at least moderate social skill, and strong norms that specify appropriate behavior.
4. *Supportive context*: that occurs in groups nested in larger groups (e.g. companies). In companies, supportive contexts involves a) reward systems that reward performance and cooperation (e.g. group based rewards linked to group performance), b) an educational system that develops member skills, c) an information and materials system that provides the needed information and raw materials (e.g. computers).
5. *Expert coaching*: which occurs on the rare occasions when group members feels they need help with task or interpersonal issues. Hackman emphasizes that many team leaders are overbearing and undermine group effectiveness.

According to Tuckman's theory, there are five stages of group development: forming, storming, norming, performing, and adjourning. During these stages group members must address several issues and the way in which these issues are resolved determines whether the group will succeed in accomplishing its tasks.

6. **Forming**. This stage is usually characterized by some confusion and uncertainty. The major goals of the group have not been established. The nature of the task or leadership of the group has not been determined (Luthans, 2005). Thus, forming is an orientation period when members get to know one another and share expectations about the group. Members learn the purpose of the group as well as the rules to be followed. The forming stage should not be rushed because trust and openness must be developed. These feelings strengthen in later stages of development. Individuals are often confused during this stage because roles are not clear and there may not be a strong leader.
7. **Storming**. In this stage, the group is likely to see the highest level of disagreement and conflict. Members often challenge group goals and struggle for power. Individuals often vie for the

leadership position during this stage of development. This can be a positive experience for all groups if members can achieve cohesiveness through resolution. Members often voice concern and criticism in this phase. If members are not able to resolve the conflict, then the group will often disband or continue in existence but will remain ineffective and never advance to the other stages.

8. **Norming.** This stage is characterized by the recognition of individual differences and shared expectations. Hopefully, at this stage the group members will begin to develop a feeling of group cohesion and identity. Cooperative effort should begin to yield results. Responsibilities are divided among members and the group decides how it will evaluate progress.
9. **Performing.** Performing, occurs when the group has matured and attains a feeling of cohesiveness. During this stage of development, individuals accept one another and conflict is resolved through group discussion. Members of the group make decisions through a rational process that is focused on relevant goals rather than emotional issues.
10. **Adjourning.** Not all groups experience this stage of development because it is characterized by the disbandment of the group. Some groups are relatively permanent (Luthans, 2005). Reasons that groups disband vary, with common reasons being the accomplishment of the task or individuals deciding to go their own ways. Members of the group often experience feelings of closure and sadness as they prepare to leave.

Group Roles

In formal groups, roles are usually predetermined and assigned to members. Each role will have specific responsibilities and duties. There are, however, emergent roles that develop naturally to meet the needs of the groups. These emergent roles will often replace the assigned roles as individuals begin to express themselves and become more assertive. Group roles can then be classified into work roles, maintenance roles, and blocking roles.

Work roles are task-oriented activities that involve accomplishing the group's goals. They involve a variety of specific roles such as initiator, informer, clarifier, summarizer, and reality tester. The initiator defines problems, proposes action, and suggests procedures.

The informer role involves finding facts and giving advice or opinions. Clarifiers will interpret ideas, define terms, and clarify issues for the group. Summarizers restate suggestions, offer decisions, and come to

conclusions for the group. Finally, reality testers analyze ideas and test the ideas in real situations.

Maintenance roles are social-emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. The maintenance roles are harmonizer, gatekeeper, consensus tester, encourager, and compromiser. The harmonizer will reduce tension in the group, reconcile differences, and explore opportunities. Gatekeepers often keep communication channels open and make suggestions that encourage participation. The consensus tester will ask if the group is nearing a decision and test possible conclusions. Encouragers are friendly, warm, and responsive to other group members. The last maintenance role is the compromiser. This role involves modifying decisions, offering compromises, and admitting errors.

Blocking roles are activities that disrupt the group. They make take the form of dominating discussions, verbally attacking other group members, and distracting the group with trivial information or unnecessary humor. Often times the blocking behavior may not be intended as negative. Sometimes a member may share a joke in order to break the tension, or may question a decision in order to force group members to rethink the issue. The blocking roles are aggressor, blocker, dominator, comedian, and avoidance behavior. The aggressor criticizes members' values and makes jokes in a sarcastic or semi-concealed manner.

Blockers will stubbornly resist the group's ideas, disagree with group members for personal reasons, and will have hidden agendas. The dominator role attempts to control conversations by patronizing others. They often interrupt others and assert authority in order to manipulate members. Comedians often abandon the group even though they may physically still be a part. They are attention-getters in ways that are not relevant to the accomplishment of the group's objectives. The last blocking role, avoidance behavior, involves pursuing goals not related to the group and changing the subject to avoid commitment to the group.

Role ambiguity concerns the discrepancy between the sent role and the received role, as shown in Exhibit 1. Supervisors, directors, or other group leaders often send (assign) roles to group members in formal groups. Group members receive roles by being ready and willing to undertake the tasks associated with that role. Ambiguity results when members are confused about the delegation of job responsibilities. This confusion may occur because the members do not have specific job descriptions or because the instructions regarding the task were not clear. Group members who experience ambiguity often have feelings of frustration and dissatisfaction, which ultimately lead to turnover.

Role conflict occurs when there is inconsistency between the perceived role and role behavior. There are several different forms of role conflict. Interrole conflict occurs when there is conflict between the different roles that people have. For example, work roles and family roles often compete with one another and cause conflict. Intra-role conflict occurs when individuals must handle conflicting demands from different sources while performing the tasks associated with the same role.

Group norms

Norms are acceptable standards of behavior within a group that are shared by the members of the group. Norms define the boundaries of acceptable and unacceptable behavior. They are typically created in order to facilitate group survival, make behavior more predictable, avoid embarrassing situations, and express the values of the group. Each group will establish its own set of norms that might determine anything from the appropriate dress to how many comments to make in a meeting. Groups exert pressure on members to force them to conform to the group's standards. The norms often reflect the level of commitment, motivation, and performance of the group.

Performance norms determine how quickly members should work and how much they should produce. They are created in an effort to determine levels of individual effort. They can be very frustrating to managers because they are not always in line with the organization's goals. Members of a group may have the skill and ability to perform at higher levels but they don't because of the group's performance norms. For example, workers may stop working a production machine at 20 minutes before quitting time in order to wash up, even though they produced fewer items that day than management intended.

Reward-allocation norms determine how rewards are bestowed upon group members. For example, the norm of equality dictates equal treatment of all members. Every member shares equally so rewards are distributed equally to everyone. Equity norms suggest that rewards are distributed according to the member's contribution. In other words, members who contribute the most receive the largest share of the rewards. Members may contribute through effort, skill, or ability. Social responsibility norms reward on the basis of need. Members who have special needs therefore receive the largest share of the reward.

The majority of the group must agree that the norms are appropriate in order for the behavior to be accepted. There must also be a shared understanding

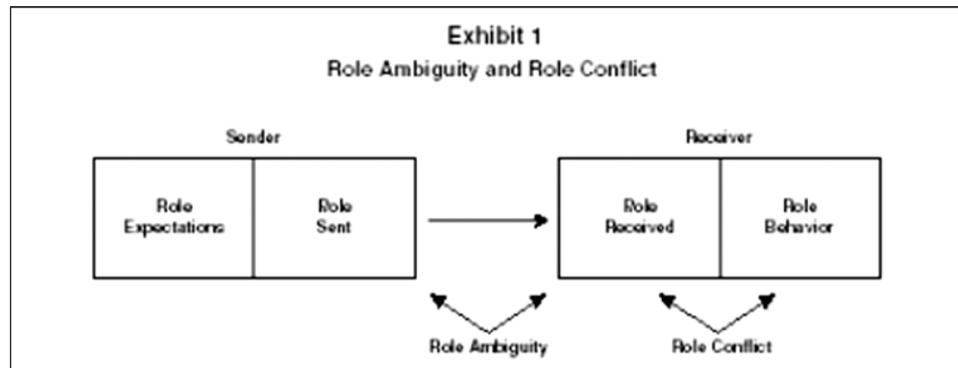


Exhibit 1 role ambiguity and role conflict

That the group supports the norms. It should be noted, however, that members might violate group norms from time to time. If the majority of members do not adhere to the norms, then they will eventually change and will no longer serve as a standard for evaluating behavior. Group members who do not conform to the norms will be punished by being excluded, ignored, or asked to leave the group.

Group Cohesiveness

Cohesiveness refers to the bonding of group members and their desire to remain part of the group. Many factors influence the amount of group cohesiveness. Generally speaking, the more difficult it is to obtain group membership the more cohesive the group. Groups also tend to become cohesive when they are in intense competition with other groups or face a serious external threat to survival. Smaller groups and those who spend considerable time together also tend to be more cohesive.

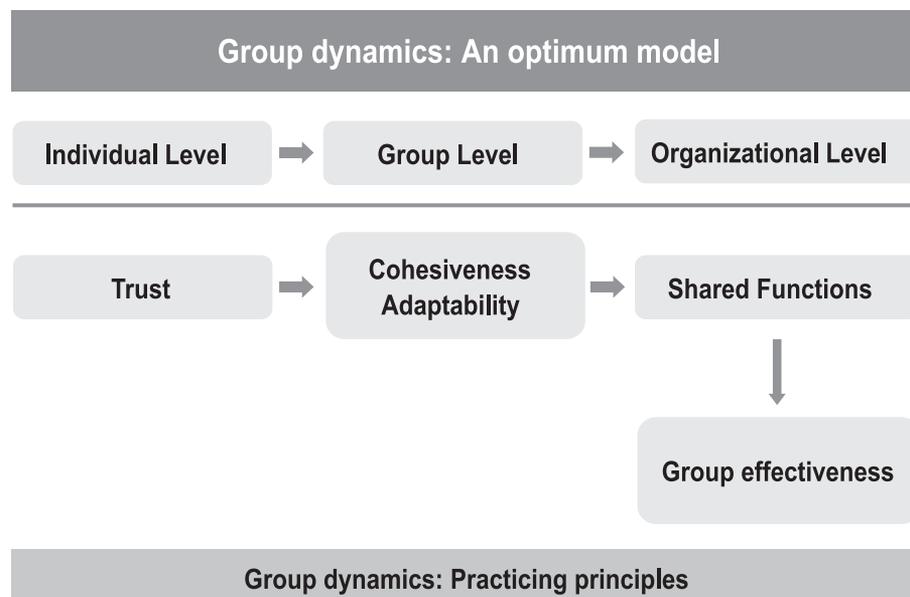
Cohesiveness in work groups has many positive effects, including worker satisfaction, low turnover and absenteeism, and higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals. Highly cohesive groups may also be more vulnerable to groupthink. Groupthink occurs when members of a group exert pressure on each other to come to a consensus in decision making. Groupthink results in careless judgments, unrealistic appraisals of alternative courses of action, and a lack of reality testing. It can lead to a number of decision-making issues such as the following:

1. Incomplete assessments of the problem,
2. Incomplete information search,

3. Bias in processing information,
4. Inadequate development of alternatives, and
5. Failure to examine the risks of the preferred choice.

Evidence suggests that groups typically outperform individuals when the tasks involved require a variety of skills, experience, and decision making. Groups are often more flexible and can quickly assemble, achieve goals, and disband or move on to another set of objectives. Many organizations have found that groups have many motivational aspects as well. Group members are more likely to participate in decision-making and problem-solving activities leading to empowerment and increased productivity. Groups complete most of the work in an organization; thus, the effectiveness of the organization is limited by the effectiveness of its groups.

http://www.slideshare.net/Alishah28/assignment-on-group-dynamics?next_slideshow=1



- What is the group's goal
- What are the patterns of communication in the group?
- What determines how influential each member is?
- What method of decision making is used and how effective is it?
- Why do/why don't members challenge each other?
- What and how do conflicts arise and how are they managed?
- What actions by the group members help/hurt the group effectiveness?

SECTION EIGHT

Decision Making Process

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Decision Making Process

Decision making is the process of making choices by setting goals, gathering information, and assessing alternative occupations. There are seven steps in effective decision making. These are:

Step 1: Identify the decision to be made. You realize that a decision must be made. You then go through an internal process of trying to define clearly the nature of the decision you must make. This first step is a very important one.

Step 2: Gather relevant information. Most decisions require collecting pertinent information. The real trick in this step is to know what information is needed the best sources of this information, and how to go about getting it. Some information must be sought from within yourself through a process of self-assessment; other information must be sought from outside yourself—from books, people, and a variety of other sources. This step, therefore, involves both internal and external “work”.

Step 3: Identify alternatives. Through the process of collecting information you will probably identify several possible paths of action, or alternatives. You may also use your imagination and information to construct new alternatives. In this step of the decision-making process, you will list all possible and desirable alternatives.

Step 4: Weigh evidence. In this step, you draw on your information and emotions to imagine what it would be like if you carried out each of the alternatives to the end. You must evaluate whether the need identified in Step 1 would be helped or solved through the use of each alternative. In going through this difficult internal process, you begin to favor certain alternatives which appear to have higher potential for reaching your goal. Eventually you are able to place the alternatives in priority order, based upon your own value system.

Step 5: Choose among alternatives. Once you have weighed all the evidence, you are ready to select the alternative which seems to be best suited to you. You may even choose a combination of alternatives. Your choice in Step 5 may very likely be the same or similar to the alternative you placed at the top of your list at the end of Step 4.

Step 6: Take action. You now take some positive action which begins to implement the alternative you chose in Step 5.

Step 7: Review decision and consequences. In the last step you experience the results of your decision and evaluate whether or not it has

“solved” the need you identified in Step 1. If it has, you may stay with this decision for some period of time. If the decision has not resolved the identified need, you may repeat certain steps of the process in order to make a new decision. You may, for example, gather more detailed or somewhat different information or discover additional alternatives on which to base your decision.

In case of Business Management, it is also follow the seven steps strategy. These Seven most essential steps involved in decision making process are: 1. Define the problem, 2. Analysing the problem, 3. Developing alternative solutions, 4. Selecting the best type of alternative, 5. Implementation of the decision, 6. Follow up, 7. Monitoring and feedback! Decision-making is concerned with the selection of one alternative course of action from two or more alternative courses of action. Precisely it can be stated as a choice-making activity. These steps can be explained as under:

1. Define the problem

The first and the foremost step in the decision-making process are to define the real problem. A problem can be explained as a question for and appropriate solution. The manager should consider critical or strategic factors in defining the problem. These factors are, in fact, obstacles in the way of finding proper solution. These are also known as limiting factors.

For example, if a machine stops working due to non-availability of screw, screw is the limiting factor in this case. Similarly fuse is a limiting or critical factor in house lighting. While selecting alternative or probable solution to the problem, the more the decision-making takes into account those factors that are limiting or critical to the alternative solutions, the easier it becomes to take the best decision. Other examples of critical or limiting factor may be materials, money, managerial skill, technical know-how, employee morale and customer demand, political situation and government regulations, etc.

2. Analysing the problem

After defining the problem, the next important step is a systematic analysis of the available data. Sound decisions are based on proper collection, classification and analysis of facts and figures.

There are three principles relating to the analysis and classification as explained below:

- i. The futurity of the decision. This means to what length of time, the decision will be applicable to a course of action.

- ii. The impact of decision on other functions and areas of the business.
- iii. The qualitative considerations which come into the picture.

3. Developing alternative solutions

After defining and analysing the problem, the next step is to develop alternative solutions. The main aim of developing alternative solutions is to have the best possible decision out of the available alternative courses of action. In developing alternative solutions the manager comes across creative or original solutions to the problems. In modern times, the techniques of operations research and computer applications are immensely helpful in the development of alternative courses of action.

4. Selecting the best type of alternative

After developing various alternatives, the manager has to select the best alternative. It is not an easy task. The following are the four important points to be kept in mind in selecting the best from various alternatives:

- a) Risk element involved in each course of action against the expected gain.
- b) Economy of effort involved in each alternative, i.e. securing desired results with the least efforts.
- c) Proper timing of the decision and action.
- d) Final selection of decision is also affected by the limited resources available at our disposal. Human resources are always limited. We must have right type of people to carry out our decisions. Their caliber, understanding, intelligence and skill will finally determine what they can and cannot do.

5. Implementation of the decision

Under this step, a manager has to put the selected decision into action. For proper and effective execution of the decision, three things are very important i.e.,

- a) Proper and effective communication of decisions to the subordinates. Decisions should be communicated in clear, concise and understandable manner.
- b) Acceptance of decision by the subordinates is important. Group participation and involvement of the employees will facilitate the smooth execution of decisions.

- c) Correct timing in the execution of decision minimizes the resistance to change. Almost every decision introduces a change and people are hesitant to accept a change. Implementation of the decision at the proper time plays an important role in the execution of the decision.

6. Follow-up

A follow up system ensures the achievement of the objectives. It is exercised through control. Simply stated it is concerned with the process of checking the proper implementation of decision. Follow up is indispensable so as to modify and improve upon the decisions at the earliest opportunity.

7. Monitoring and feedback

Feedback provides the means of determining the effectiveness of the implemented decision. If possible, a mechanism should be built which would give periodic reports on the success of the implementation. In addition, the mechanisms should also serve as an instrument of “preventive maintenance”, so that the problems can be prevented before they occur.

According to Peter Drucker, the monitoring system should be such that the manager can go and look for himself for first hand information which is always better than the written reports or other second-hand sources. In many situations, however, computers are very successfully used in monitoring since the information retrieval process is very quick and accurate and in some instances the self-correcting is instantaneous.

Group Decision-Making: Aspects, Techniques, Advantages and Disadvantages

Group decisions are taken by a number of persons. In order to avoid risk in taking important decisions, a number of persons are assigned the work of making decisions. One person may not be able to analyze various aspects of a decision; instead more persons bring their experience and knowledge together and suggest a decision. In business most of the decisions are now taken either by Board of Directors or its committees. In other organizations also decisions are taken by groups of people. In a university, all important decisions are taken by Syndicate and Senate or other academic bodies.

A distinction should be made between policy decisions and day-to-day decisions. Policy decisions are generally taken by the group, while the individual

decides on the pattern of policy decisions. It is important that complex decisions, dealing with multiple aspects, should be taken by groups. Normally, committees, study teams, review panels, expert committees etc. are appointed to deal with complex decisions. The basic requirements of group decision making are democratization and dispersal of power.

Aspects of group decision-making

There are two important aspects of group decision making, these are discussed as follows:

(I) Risk shifting phenomenon

One important aspect of group decision-making is that risk element of a decision is shifted to members of the group. Those who want to take risky decisions try to persuade others in favour of risky decisions. After familiarizing with different aspects of the decision, members feel more confident of taking risky decisions. Responsibility for taking such decisions is not pin pointed on a specific person.

(ii) Group think

It refers to a mode of thinking in a group where all out efforts are made to arrive at unanimity. The members of the group are persuaded to reach a consensus even by over-riding realistic appraisal of alternative course of action. Members exhibit a tremendous desire for unanimity whereby some individuals become mere show pieces. This phenomenon is witnessed in many organizations. For example, numbers of Parliament and Legislative Assemblies go by the decisions taken by their parties and lose their individual thinking in the process. Sometimes, members of the group arrive at a decision before the start of the meeting and then pursue their line of action during formal decision making meetings.

Techniques of Group Decision-Making

Some techniques of group decision making are discussed as follows:

1. Brainstorming

The technique of brainstorming was developed by Alex F. Osborn to help bring creative ideas in the field of advertising. It is the use of brain to storm a creative problem. The participants are free to bring out as many ideas as they can. These ideas are discussed by the group and their utility and practicability is assessed.

More and more ideas help in finding out good decision. Various ideas are taken down, lest these be skipped, so that all are considered properly. There may be a combination of ideas or these may be improved upon. During 1950's this technique was widely used. Brainstorming technique is costly and time consuming. Sometimes only superficial ideas are brought out. This technique is not recommended for risky and uncertainty bearing decisions.

2. The delphi technique

Delphi technique named after the Oracle at Delphi in ancient Greece was developed by N.C. Dalkey and his associates in 1950 at Rand Corporation's Think Tank. In this technique a panel of experts is drawn from both inside and outside the organization. The panel consists of experts and persons having knowledge of the area requiring decision making. Each expert is asked to make anonymous predictions.

Each panelist then gets a composite feedback of the way the other experts answered the questions. The responses are kept anonymous and there is no problem of 'face saving'. The panelists can be more flexible and benefit from the estimates of others. The absence of face to face contact helps in avoiding personal pressures of persons and emphasizing one's own point of view. The experts get enough time to think and decide their responses.

Delphi technique can be applied to a wide variety of programme planning and decision problems in any type of the organization i.e. business, education, health, military, government etc. This technique is costly and time consuming and has no scientific support.

3. Nominal group technique

This technique follows a highly structured process and tries to integrate creative thinking through group interaction for solving organizational problems. The group members are not allowed verbal exchange between them. It has been found that interacting groups inhibit creativity and nominal groups have been found more useful. The ideas are silently developed in writing. The recorded ideas can be discussed for clarification and evaluation. The group decision is mathematically derived after ranking and rating the ideas.

The difference of NGT and Delphi technique is that in the later case the members do not come together and do not interact directly with each other. NGT holds a great deal of promise for improving basic and creative management decisions.

4. Synectics

This technique of decision-making was developed by William J.J. Gordon in 1944. He termed the technique synectics, a Greek derivation which

means fitting together different, distinct, novel and irrelevant ideas. Its purpose is to increase the creative output of individuals and groups.

The synectic process involves

- a) Making the strange familiar, and
- b) Making the familiar strange.

The group leader encourages members to bring out creative solutions after analyzing the problem. This technique differs from brainstorming in many aspects. It is much more adaptable to complex decisional problems. It also helps in making basic or risk-uncertainty decisions that require creative solutions.

Advantages of group decision-making

Group decision-making offers the following advantages:

1. A group of persons have more ideas and information for making decisions than one person. They can analyse and evaluate the alternatives in a better manner by considering various aspects.
2. A decision taken by a group has more acceptability and commitment on the part of people who take it as their own decision. People understand the decision better since they have seen it develop.
3. Interaction among more persons leads to more creativity since they are specialised in the field for which decision is to be taken.
4. Group decision making also serves as a communication function since various aspects of the problem are discussed, analysed and understood.
5. Those who are involved in decision making are more satisfied with the decision and are more likely to support it.

Disadvantages of group decision-making

Group decision making has the following limitations:

1. Groups are known for wasting more time and energy in coming together and discussing the things.
2. Effects are made to find out a consensus so that everybody feels satisfied even though some bold and innovative alternatives are ignored. It reduces the quality of decisions.

3. Some members may dominate the discussions and force others to agree to their view-points. Some members may not express their views freely even if they have good alternatives to offer.
4. Decision-making process becomes very costly since several persons are to participate in it.
5. There is a tendency to pass on the buck on others when decisions prove wrong. It becomes difficult to fix responsibility also.
6. In case of disagreement, there may be conflicts and ill- feelings among members.
7. Delay in making decisions may inhibit management to take decisions when necessary.

Common mistakes in decision making

Hilton advises to avoid the following four common mistakes in decision making:

1. Sunk costs

The book value of an asset, defined as its acquisition cost less the accumulated depreciation, is a sunk cost. Sunk costs cannot be changed by any current or future course of action, so they are irrelevant in decision making. Nevertheless, a common behavioral tendency is to give undue importance to book values in decisions that involve replacing an asset or disposing of obsolete inventory. People often seek to justify their past decisions by refusing to dispose of an asset, even if a better alternative has been identified. The moral: Ignore sunk costs.

2. Unitized fixed costs

For product-costing purposes, fixed costs often are divided by some activity measure and assigned to individual units of product. The result is to make a fixed cost appear variable. While there are legitimate reasons for this practice, from a product-costing perspective, it can create havoc in decision making. Therefore, in a decision analysis it is usually wise to include a fixed cost in its total amount, rather than as a per-unit cost. The moral: Beware of unitized fixed costs in decision making.

3. Allocated fixed costs

It is also common to allocate fixed costs across divisions, departments, or product lines. A possible result is that a product or department may appear unprofitable when in reality it does make a contribution toward covering fixed costs and profit. Before deciding to eliminate a department, be sure to ask which costs will be avoided if a particular alternative is selected. A

fixed cost that has been allocated to a department may continue, in total or in part, even after the department has been eliminated.

The moral: Beware of allocated fixed costs; identify the avoidable costs.

4. Opportunity costs

People tend to overlook opportunity costs, or to treat such costs as less important than out-of-pocket costs. Yet opportunity costs are just as real and important to making a correct decision as are out-of-pocket costs.

The moral: Pay special attention to identifying and including opportunity costs in a decision analysis.

Administrative problems in decision-making

The efforts of the management are to take correct decisions. A wrong decision at any level of management may create difficulties for the whole business. In spite of best efforts there are certain problems in decision-making. Some of these are discussed as follows:

1. Correctness of Decisions

Whether the decisions taken are correct or not is the first problem faced by the management. If the decision is not correct then it will mean a waste of money and efforts. The correctness of a decision depends on the caliber of decision-maker, information available and its analysis. If proper facts and figures are not available then decision will be based on wrong premises. When they are based on a correct problem and its proper analysis then decisions will not be correct.

2. Timing of decision

Timing of decisions is the other difficulty faced by management. It is important to take decisions at the most opportune time. The determination of that time in itself is a problem. The decisions will be in vain if not taken at right time.

3. Effective communication of decisions

The communication of decisions to the persons for whom they have been taken is another administrative problem faced by the management. The decisions should be communicated in a language in which they are well understood by the receiver. If a decision is not conveyed to those who are to implement them then it will remain on paper and the purpose will not be served. The management has to cross many barriers in the communication system so that they are conveyed properly.

4. Participation in decision-making

The best way of arriving at important decisions is to get the views of concerned persons before finalizing them. Different viewpoints will give a wider thought to the problem and its analysis. The general tendency in management is to keep decision-making at top level only. A few persons are given the authority of making decisions. This type of thinking will create more problems in implementing them.

The view points of those who are to be directly influenced by the decisions may not be taken into consideration. Such decisions suffer from many lacunae. To avoid such situations management should try to involve more and more persons in decision-making process.

5. Decision-environment

The organizational and physical environment prevailing in the business will have an influence on decision-making process. If the environment is conducive then there will be proper co-operation and mutual understanding among various persons. The decisions will be accepted in a good spirit and will be honestly implemented. It will also provide scope for research and creative thinking.

6. Implementation of decision

The implementation of decisions is the other difficulty faced by management. Once a decision is taken then all efforts should be made honestly to implement it. The manager and subordinates should help in proper implementation of decisions. Manager may consult staff persons or specialists from outside but final decision will be his own. The responsibility for implementing decisions will lie on the manager. When a decision goes wrong then manager is criticized and when it proves correct then he may not be applauded. So decision implementation brings a number of problems which need to be tackled.

Decision Making Process in an Organisation

Decision making is the process to select a course of action from a number of alternatives. Like planning, decision making is also all-pervasive and like forecasting, decision-making is also an important part of planning. For any organization, policy documents help in taking managerial decisions. But these are decisions of routine nature, which we also call operational decisions. Strategic or important decisions are obviously taken after considering different alternatives. In order to be a successful manager one has to necessarily develop decision-making skills.

The decision-making process is similar to strategic planning, which we have explained earlier. It involves:

1. Diagnosing, defining, and identifying the source of the problem
2. Information gathering and analysis of the facts required to solve the problem
3. Developing and evaluating alternative solutions to the problem
4. Choosing the best decision from the alternatives
5. Communicating the decisions
6. Implementing the decisions

Various forecasting tools help us in decision making. But the most important tool is the decision tree, which is a graphic representation of the sequence of decisions required in determining the expected values of alternative courses of action.

Each decision alternative is weighed by developing a pay-off matrix, which depicts the probable value of each of the decision alternatives by quantifying the various outcomes and probabilities of their occurrence. Probability is the degree of likelihood that a particular event will occur. It varies from zero (no chance of occurring) to one (certain chance of occurring). Outcomes are quantified, in terms of expected value (EV), and then based on EV, decision alternatives are selected.

Apart from the pay-off matrix and decision tree, queuing models, distribution models, inventory models, and game theory are also used as decision tools. Queuing models help us to reduce waiting time to ensure better service to customers. Distribution models help us to determine the cost effective way of distribution of products and services.

Inventory models help us to determine the optimum inventory level for both inputs (raw materials and spares/components) and outputs (finished goods). The game theory helps us to measure the decision outcomes under different situations of uncertainty.

Delphi Technique and Nominal Group Technique are examples of group decision making. Group decisions are also taken by forming various committees. In a large majority of organizational situations, decision making boils down to choosing between alternatives. Recently, there has also been considerable research on how groups can enhance effectiveness of decision making by enlarging the range of alternatives available so that a wider choice is available.

Group decision making goes through three major phases:

The intelligence activity or the identification phase:

It involves searching the environment for conditions calling for decision making. It is a formal recognition of a problem or an opportunity and a diagnosis is accordingly made. Normally, immediate, severe problems may not have a very systematic, extensive diagnosis, like mild problems may have.

The design activity or the development phase:

Inventing, developing, and analysing possible courses of action take place in this phase. There may be a search for existing standard procedures or solutions, or for the design of a new, tailor-made solution. At this stage, the decision-makers only have a vague idea of the ideal solution.

The choice activity or the selection phase:

Actual selection of a particular course of action. This could be on the basis of judgment (intuition or experience), by analysis (logical or systematic), or by bargaining (when some compromise needs to be made for an optimal solution). Ideally, all members should be able to live with the decision taken by the group. This will be possible only when the group is mature, has a common goal, and has sufficiently strong processes to handle differences of opinion. The time available to the group to arrive at a decision also has a very strong influence on the quality of the decision that is arrived at.

Groups use several methods to arrive at a decision. Minority, autocratic decision, majority voting, expert decision, averaging, and consensus are some of the common techniques used. By and large, it is recognized that decision making by consensus is the most effective method. It satisfies all the five conditions required for an effective decision, which are:

1. The resources of the group members are fully utilized
2. Time is well used
3. The decision is correct or of high quality
4. The decision is implemented fully by all the required group members
5. The problem-solving ability of the group is enhanced (or at least not lessened).



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