



Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Date: 04.02.2019

From
Dr.Rajini.S
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute of Medical Sciences,
Bharath Institute of Higher Education and Research,
Puducherry.

To
The Dean,
Sri Lakshmi Narayana Institute Of Medical Sciences,
Bharath Institute of Higher Education and Research, Puducherry.

Sub: Permission to conduct value-added course: **TEAM MANAGEMENT & LEADERSHIP**

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: Team management & leadership from March 2019 – Aug 2019 . We solicit your kind permission for the same.

Kind Regards

Rajini.S
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY - 605 502.

HOD



Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr. Dr.K.Balagurunathan,

The HOD: Dr.S.Rajini

The Expert: Dr.J.Barathalakshmi

The committee has discussed about the course and is approved.

Rajini S
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 502.

Head of the Department

J Barathalakshmi

Resource Person

KB
DEAN
Prof.K.BALAGURUNATHAN.M.S
(General surgeon)
SRI LAKSHMI NARAYANA
INSTITUTE OF MEDICAL SCIENCES
OSUDU PONDICHERRY

Dean



Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502


Circular

07.02.2019

Sub: Organising Value-added Course: Team Management & Leadership

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, Bharath Institute of Higher Education and Research, is organising a value added Programme on “TEAM MANAGEMENT & LEADERSHIP” from March – August 2019

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before **28th February 2019**. Applications received after the mentioned date shall not be entertained under any circumstances.



DEAN
Prof. K. BALAGURUNATHAN M.S.
(General surgeon)
SRI LAKSHMI NARAYANA
INSTITUTE OF MEDICAL SCIENCES
OSUDU PONDICHERRY

Dean

VALUE ADDED COURSE

1. Name of the programme & Code

Team management and PSM01

2. Duration & Period

30 hrs & March 2019 – Aug 2019

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year: 1

8. Year of discontinuation: -2020

9. Summary report of each program year-wise

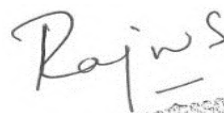
Value Added Course- March 2019 – Aug 2019					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	PSM01	Team management	Dr. Rajini.S Dr. Kannan.K Dr. Barathalakshmi.J	III rd MBBS	15 (March 19 – August 19)

10. Course Feed Back

Enclosed as Annexure- V



RESOURCE PERSON



PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY - 605 002.

COORDINATOR

Annexure 1 – Course Proposal

Course Title: **TEAM MANAGEMENT & LEADERSHIP**

Course Objective

- 1.Introduction to team management & leadership
- 2.Overview
- 3.Classification
- 4.Resolving conflicts
- 5.Case study
- 6.summary

Course Outcome: Improvement in the knowledge of TEAM MANAGEMENT & LEADERSHIP

Course Audience: Pre-Final year students

Course Coordinator: Dr.S.Rajini

Course Faculties with Qualification and Designation:

1. Dr.S.Rajini, Professor & HOD
- 2.Dr.J.Barathalakshmi, Associate Professor
- 3.Dr.K.Kannan Course Curriculum/Topics with schedule (Min of 30 hours)

s.no	Date	Topic	Faculties	Time	Hrs
1	8.03.19	Leadership behavior- overview	Dr.S.Rajini	4-6 pm	2
2	14.03.19	Characteristics of Leadership	Dr.J.Barathalakshmi	4-6 pm	2
3	21.03.19	Principles of Leadership	Dr.K.Kannan	4-6 pm	2
4	3.04.19	Factors of Leadership	Dr.J.Barathalakshmi	4-6 pm	2
5	10.04.19	Leadership theories	Dr.S.Rajini	4-6 pm	2
6	17.04.19	Importance of team building	Dr.K.Kannan	4-6 pm	2
7	8.05.19	Classification of Leadership	Dr.J.Barathalakshmi	4-6 pm	2
8	15.05.19	Leadership styles	Dr.K.Kannan	4-6 pm	2
9	12.06.19	Modes and training of Leadership	Dr.S.Rajini	4-6 pm	2
10	19.06.19	Team management	Dr.K.Kannan	4-6 pm	2
11	26.06.19	Resolving conflicts	Dr.J.Barathalakshmi	4-6 pm	2
12	3.07.19	Change management	Dr.S.Rajini	4-6 pm	2
13	10.07.19	Leadership & co-ordination	Dr.K.Kannan	4-6 pm	2
14	01.08.19	Improving communication	Dr.J.Barathalakshmi	4-6 pm	2
15	07.08.19	Case study	Dr.J.Barathalakshmi	4-6 pm	2
		Total			30 hrs

REFERENCE BOOKS:

- Rogers, B., 2002. *Teacher Leadership and Behaviour Management*, SAGE.
- Leatherman, W. R., 2008. *Quality Leadership Skills: Standards of Leadership Behavior*, 3rd ed., Human Resource Development.

TEAM MANAGEMENT AND LEADERSHIP

BROCHURE

Abbreviations

ADR	-	Alternative	Dispute
Resolution		Community	Based
Organisation		Central	Water
CWC	-	Human	
Commission		HRM	
		Resource	Management
I-IUDCO	-	Housing	Urban Development Corporation
IMD	-	India	Meteorological Department
ISRO	-	Indian	Space Research
Organisation		Least	Preferred Co-
LPC	-	worker	
NCO	-	Non-Government	Organisation
PDC	-	Professional	
		Development	Centres

Chapter I

Leadership Behaviour: An Overview

Aim

The aim of this chapter is to:

- introduce various theories of leadership
- elucidate qualities of an effective leader
- explain the concept of leadership

Objectives

The objectives of this chapter are to:

- explain the educational implications of 'leadership' quality in an educational system
- enlist the characteristics of leadership in the educational system
- define leadership

Learning outcome

At the end of this chapter, you will be able to:

- identify the factors in leadership
- differentiate between a leader and a manager
- recognise various theories of leadership and the educational system

1.1 Introduction

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

- Influences support
- Voluntary effort
- Goal achievement

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

1.2 Leader Vs Manager

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

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

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

- Managers administer, leaders innovate
- Managers ask how and when, leaders ask what and why
- Manager focus on systems, leaders focus on people
- Managers do things right, leaders do the right things
- Managers maintain, leaders develop
- Managers rely on control, leaders inspire trust
- Managers have a short-term perspective, leaders have a longer-term perspective
- Managers accept the status-quo, leaders challenge the status-quo
- Managers have an eye on the bottom line, leaders have an eye on the horizon
- Managers imitate, leaders originate
- Managers emulate the classic good soldier, leaders are their own person
- Managers copy, leaders show originality

3 Basic Tasks

Managers Coping with complexity

Leaders Coping with change

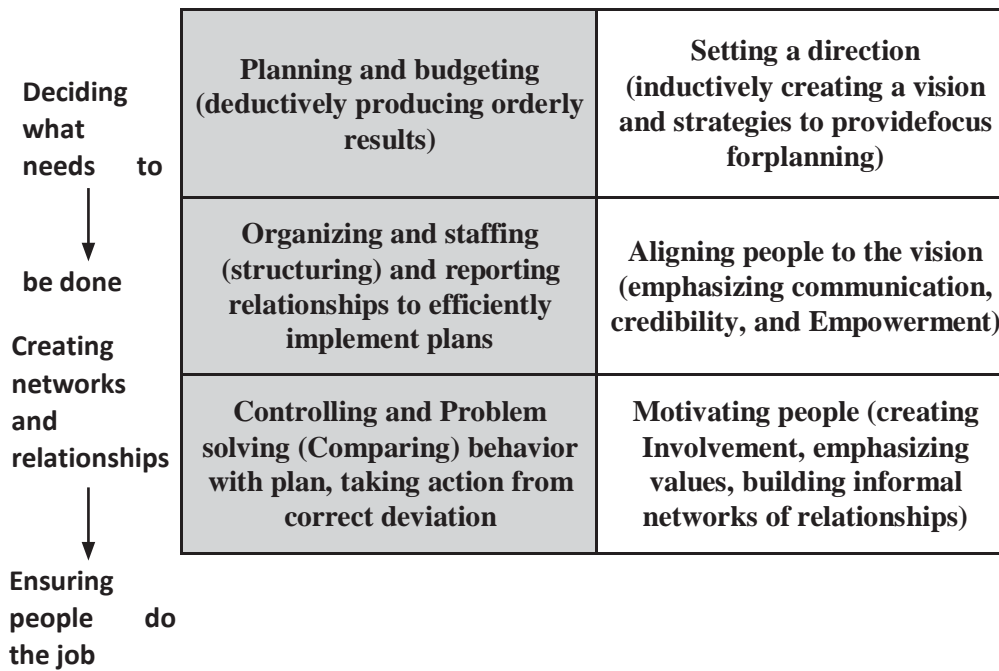


Fig. 1.1 Kotter's distinction between managers and leaders

1.3 Leadership as a Process and a Product

As a process leadership entails perceiving when changes are needed and influencing and facilitating a group's efforts

through non-coercive means, to set and achieve group goals. This process should lead to the accomplishment of six generic leadership tasks:

- Inspire a shared vision and establish standards that help the organisation or group achieve its next stage of development.
- Foster unity, collaboration and ownership, and recognise individual and team contributions.
- Exercise power effectively and empower others to act.
- Exert influence outside the group in order to set the right context for the group or organisation.
- Establish an environment conducive to learning.
- Satisfy the work related needs of the members of the group as individuals.

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

1.4 Attributes of Leaders Vis-à-vis Educational System

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

- Adaptable and open to change: The leader encourages and accepts suggestions and constructive criticism from

coworkers, and is willing to consider modifying plans.

- **Insightful:** The leader reflects on the relationship among events and quickly grasps the meaning of complex issues.
- **Team building:** The leader facilitates the development of cohesiveness and cooperation among people at work.
- **Willing to accept responsibility:** The leader willingly assumes higher level of duties and functions within the organisation.
- **Motivate others:** The leader creates an environment where others want to do their best.
- **Communication:** The leader listens closely to people at work, and organises and clearly presents information both orally and in writing.
- **Visionary:** The leader looks into the future and creates new ways in which the organisation can prosper.
- **Networking:** The leader develops co-operative relations among individuals within and outside the organisation.
- **Confident, accepting to self:** The leader appears secure about abilities and recognises personal shortcomings.
- **Planning:** The leader in collaboration with others develops tactics and strategies for achieving organisational objectives.
- **Decision making:** The leader makes timely decisions that are in the best interest of the organisation by analysing all available information, distilling key points, and drawing relevant conclusions.
- **Delegating:** The leader appropriately and effectively assigns responsibility and authority.
- **Managing information:** The leader identifies, collects, organises and analyses the essential information needed by the organisation.
- **Ethical:** The leader acts consistently with the principles of fairness and right or good conduct that can stand the test of close public scrutiny.
- Eleven additional attributes whose further development is most likely to be most helpful to most underrepresented groups have been identified through review of related literature. These attributes are:
 - **Tolerance of ambiguity and complexity:** The leader comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
 - **Courageous, risk taker:** The leader willingly tries out new ideas in spite of possible loss or failure.
 - **Initiating:** The leader frequently introduces new ideas.
 - **Achievement oriented:** The leader shows commitment to achieve goals and strives to keep improving performance.
 - **Persistent:** The leader continues to act on beliefs despite unexpected difficulty.
 - **Conflict management:** The leader brings conflict into the open and uses it to arrive at constructive solutions.
 - **Tolerant of frustration:** The leader acts tolerant even when things don't go as planned.
 - **Committed to common good:** The leader works for the benefit of the entire organisation and not just for self.
 - **Stress management:** The leader effectively deals with the demands of high pressure work situations.
 - **Using appropriate leadership style:** The leader uses appropriate and variety of leadership styles to motivate and guide others towards attaining the common goals.
 - **Sensitivity, respect:** The leader shows genuine concern for the feeling of others and respects individuals as individuals.

1.5 Characteristics of Leadership in the Educational System

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

- Set the pattern and guide the outcomes of co-operative action
- Guide educational programs, but rely on shared decisions

- Give common understanding to common purposes and goals
- Produce cohesiveness without which co-operation is impossible
- Communicate with all personnel with a sense of mutual understanding and mutual loyalty to the aims of education
- Generate enthusiasm for projects and inspire working towards their completion
- Resolve the differences which frequently arise in growing organisations
- Lead by example and inspiration
- Contribute to the group by advancing useful suggestions

1.6 Principles of Leadership

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

1.6.1 Know Yourself and Seek Self-improvement

Any leader needs to know himself/herself in terms of what he/she has done, can do and is willing to do. Once these are identified then the leader can constantly build on improving his/hers skill sets. A good leader is someone who is always evolving in one form or the other. In every school the leader could either be the Principal or the House in-charge or the School Captain or the House Captain, can be good leaders only if they are confident about themselves and they are aware of their weakness and the strengths of the other members of the group.

1.6.2 Be Technically Proficient

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

1.6.3 Seek Responsibility and Take Responsibility, for your Actions

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

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

1.6.4 Make Sound and Timely Decisions

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

1.6.5 Set the Example

A leader always needs to be a good role model. "We must become the change we want to see" - Mahatma Gandhi. These are very powerful words that define a leader. In the school environment, as teachers, you might have noticed that there are times when we tell the students not to do something, while we find no harm in doing the same forbidden thing. This creates unrest among the group, where one is a leader. There is a story about Alexander the Great; during the conquest of the world that he had embarked upon, he and his men had to cross a desert. They were walking on the desert for a couple of days and their water and food resources were coming to an end. In this whole journey, historians say, Alexander was the leading man always ahead. Seeing this, his soldiers drew the courage and determination and went forward. After a few more days, they were believed to have found an oasis. Being the example of what one wants is a quality that every leader must possess.

1.6.6 Know Your People and Look for their Well-being

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

1.6.7 Developed a Sense of Responsibility in your People

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

1.6.8 Ensure that Tasks are Understood, Supervised, and Accomplished

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

1.6.9 Train as a Team

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

1.6.10 Use the Full Capabilities of your Institution

A leader always knows his/ her institution very well and always tries to utilise an organisation to its

fullest of capabilities. An important evidence of this is the delegation of responsibilities amongst individuals of the team. This also ensures that all the members of the group feel a sense of belonging to the group.

1.7 Factors of Leadership

There are four factors in leadership:

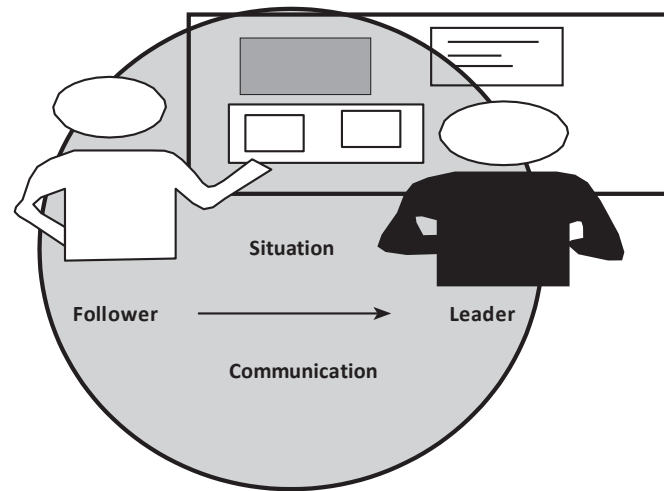


Fig. 1.2 Factors of leadership

(Source: <http://www.nwlink.com/~donclar/Wleader/leadcon.html> Accessed on 7 June 2008)

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

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

1.7.1 Leader

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

1.7.2 Communication

Leaders always lead through two-way communication. Much of it is nonverbal. For instance, when you “set the example,” that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship of the leader with the fellow members.

1.7.3 Situation

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

1.8 Leadership Theories

Leadership has been studied and therefore explained from a number of different perspectives, each with its own

insights as well as its own limitations. The following section looks into the various leadership theories.

1.8.1 Great Man Theory

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

1.8.2 Trait Theory

People are born with inherited traits. Some traits are particularly suited to leadership. People who make good leaders have the right (or sufficient) combination of traits. Stogdill (1974) identified the following traits and skills as critical to leaders.

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

Table 1.1 Traits and skills

1.8.3 Contingency Theory

In contingency theory of leadership, the success of the leader is a function of various contingencies in the form of subordinate, task, and/or group variables. The effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation. Contingency theories are a class of behavioral theory that contend that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others. An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

This helps to explain how some leaders who seem for a while to have the ‘Midastouch’ suddenly appear to go off the boil and make very unsuccessful decisions. Thus, we can say that the basic assumption of this theory is that the leader’s ability to lead is contingent upon various situational factors, including the leader’s preferred style, the capabilities and behaviors of followers and also various other situational factors. We will look into a theory that is a part of the contingency theory of leadership.

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

Fiedler identified the least preferred co-workers scoring for leaders by asking them first to think of a person with which they worked that they would like least to work with again, and then to score the person on a range of scales between positive factors (friendly, helpful, cheerful, etc.) and negative factors (unfriendly, unhelpful, gloomy, etc.).

A high LPC leader generally scores the other person as positive and a low LPC leader scores them as negative. High LPC leaders tend to have close and positive relationships and act in a supportive way, even prioritising the relationship before the task. Low LPC leaders put the task first and will turn to relationships only when they are satisfied with how the work is going. Three factors are then identified about the leader, the member and the task, as follows:

- **Leader-member relations:** The nature of the interpersonal relationship between leader and follower, expressed in terms of good through poor, with qualifying modifiers attached as necessary. It is obvious that the leader's personality and the personalities of subordinates play important roles in this variable.
- **Task structure:** The nature of the subordinate's task, described as structured or unstructured, associated with the amount of creative freedom allowed the subordinate to accomplish the task, and how the task is defined.
- **Position power:** The degree to which the position itself enables the leader to get the group member to comply with and accept his/her direction and leadership.

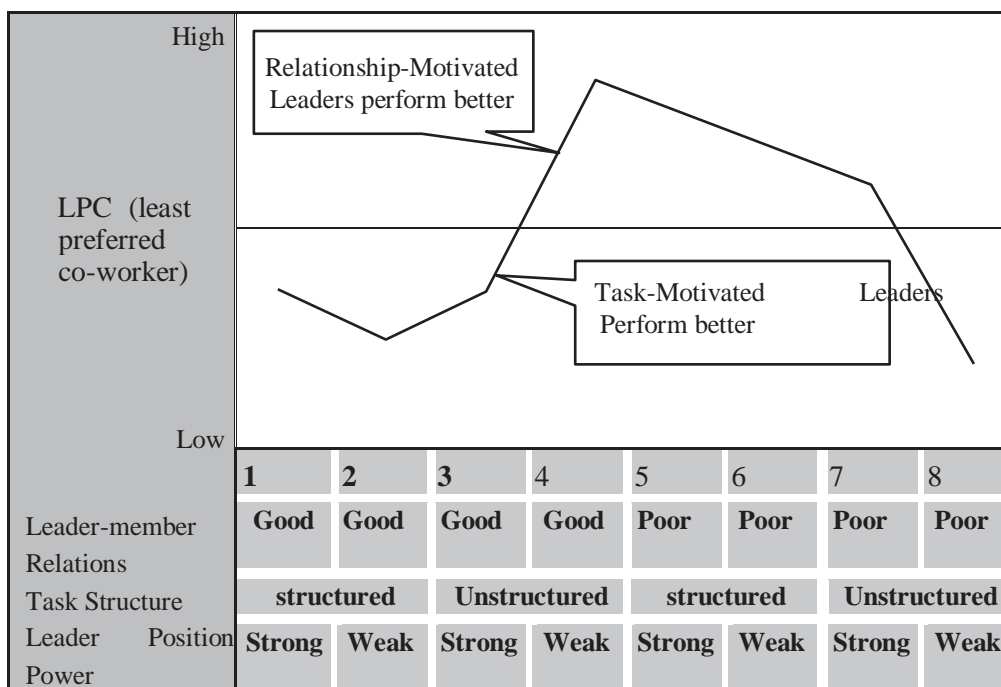


Fig. 1.3 Contingency theory

(Source: [www.chan~ngminds.org/discipline~eaderhip/thoeries/elderlpc.htm](http://www.chan-ngminds.org/discipline~eaderhip/thoeries/elderlpc.htm))

1.8.5 Situational Theory

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

1.8.6 Hersey and Blanchard's Situational Leadership Theory

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

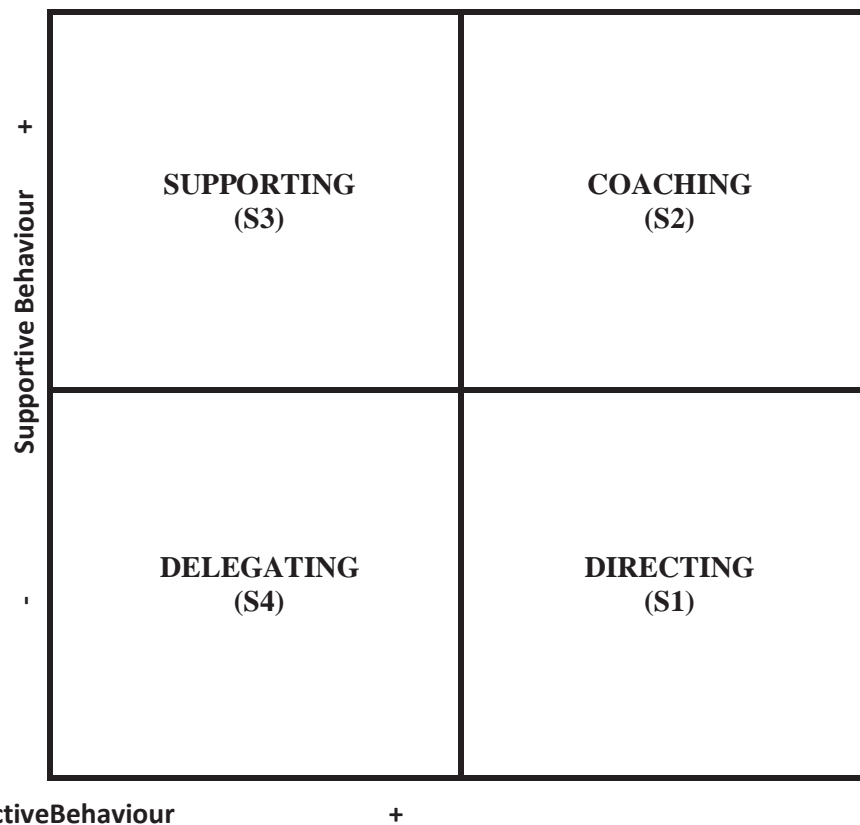


Fig. 1.4 Situational theory

(Source: <http://www.chimeraconsulting.codsitleadechtm>)

- Directing Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
- Coaching Leaders still define roles and tasks, but seek ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
- Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
- Delegating Leaders are still involved in decisions and problem-solving, but control is with the power. 'The follower decides when and how the leader will be involved.'
-

1.8.7 Behavioural Theory

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

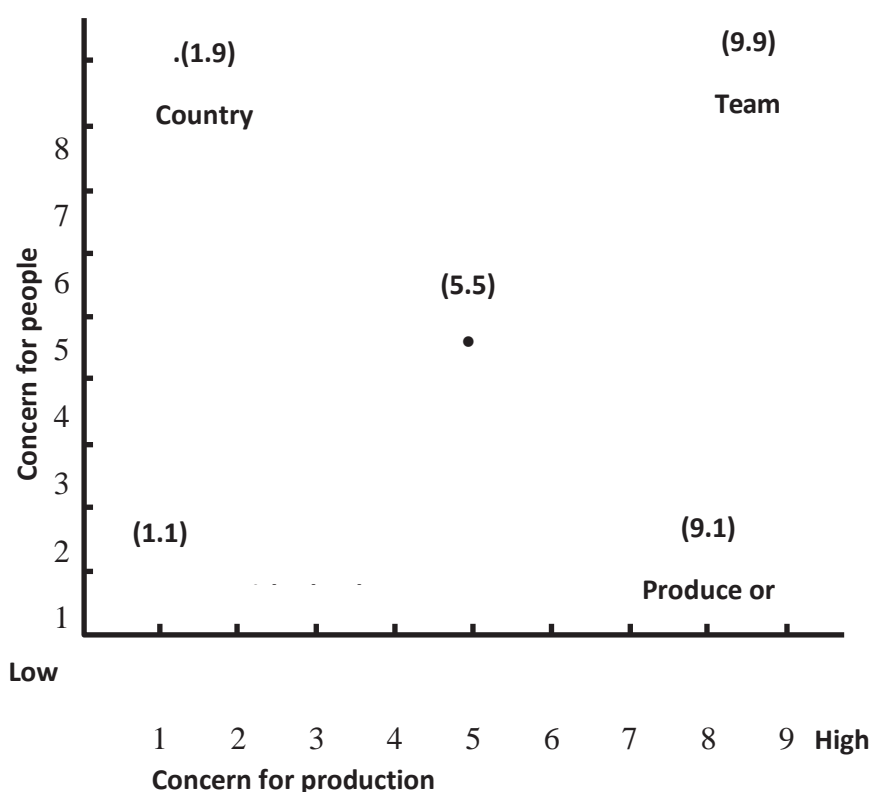
1.8.8 The Managerial Grid Model

The Managerial Grid Model (1964) is a behavioural leadership model developed by Robert Blake and Jane Mouton.

This model identifies five different leadership styles based on the concern for people (relationships) and the concern for production (tasks). They developed a grid as shown in the Fig. 1.5, that helps classify the leadership style as exemplified by the individual. The grid is read like a normal graph where the first digit signifies the X-axis while the second digit denotes the Y-axis.

- 1.1 Impoverished management: Often referred to as Laissez-faire leadership. Leaders in this position have little concern for people or productivity, avoid taking sides, and stay out of conflicts. They do just enough to get by.
- 1.9 Country club management: Managers in this position have great concern for people and little concern for production. They try to avoid conflicts and concentrate on being well liked. To them the task is less important than good interpersonal relations. Their goal is to keep people happy.
- 9.1 Authority compliance. Managers in this position have great concern for production and little concern for people. They desire tight control in order to get tasks done efficiently. They consider creativity and human relations to be unnecessary.
- 5.5 Organisation man management. Often termed middle-of-the-road leadership. Leaders in this position have medium concern for people and production. They attempt to balance their concern for both people and production but they are not committed.
- 9.9 Earn management. This style of leadership is considered to be ideal. Such managers have great concern for both people and production. They work to motivate employees to reach their highest levels of accomplishment. They are flexible and responsive to change, and they understand the need to change.

High
9



Low

Fig. 1.5 The management grid: A graphical representation of the managerial grid

(Source: <http://en.wikipedia.org/~iki/file:Managemd.PNG>)

1.8.9 Participative Theory

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

<Not participative

Highly participative>

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

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

1.8.11 Relationship Theory

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

1.9 Developing Teachers’ Leadership Skills

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

1.9.1 Emerging Opportunities for Leadership

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

- Initial teacher capacity building opportunities programs: Such programs offer an opportunity for teachers to develop their leadership skills either on a full-time basis or on a part-time basis. Such programs should involve hands-on activity that would help the teacher to utilize their experience and also contribute in terms of value to the respective school.
- Leadership opportunities at the institutional level: Another way to foster leadership in faculty members or teachers is to make them involved in the decision-making process at various levels in the school. This would provide an opportunity for the teachers to understand the working of the school and state policies and also would help them improve on their skills both as a teacher and as a professional.
- Professional Development Centres (PDC): The aim of such centers could be to serve as the locus for teacher

preparation, career-long professional development, and school innovation and inquiry. Here the involved teachers or educational leaders can be called on to demonstrate skills required in mentoring programs and school-based management, as well as skills related to a wide array of peer helping approaches, inquiry methods, innovation leadership and school-university collection.

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

- Continuing to teach and improve one's own teaching
- Organising and leading peer reviews of school practice
- Providing curriculum development knowledge
- Participating in school level decision making
- Leading in service education and assisting other teachers
- Participating in the performance evaluation of teachers

Summary

- Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.
- There are differences between leadership and management. Leaders are inspiring visionaries, concerned about substance; while managers are planners who have concerns with process.
- Leadership exists as a process and a product.
- Leaders in the school system have the ability to transform the school system.
- There are four factors in leadership: follower, situation, communication, and leader.
- Great Man theory assumes that the capacity for leadership is inherent – that great leaders are born not made.
- Trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership.
- Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation.
- Situational theories propose that leaders choose the best course of action based upon situational variable.
- Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.
- Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account.
- Management theories (also known as "Transactional theories") focus on the role of supervision, organisation, and group performance.
- Relationship theories (also known as "Transformational theories") focus upon the connections formed between leaders and followers.
- Transformational leaders are focused on the performance of group members, but also want each person to fulfill his/her potential.

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Chapter II

Definition of Leadership and Importance of Team Building

Aim

The aim of this chapter is to:

- introduce leadership and team building
- explain the approach of leadership
- elucidate types of leadership

Objectives

The objectives of this chapter are to:

- explain the tasks of leadership
- determine the approaches to leadership
- define leadership

Learning outcome

At the end of this chapter, you will be able to:

- determine the team and team building
- differentiate between democratic, authoritarian and institutional leaderships
- recognise team building aspects and present 12 Cs for team building

2.1 Introduction

What is leadership? A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal. This definition of leadership captures the leadership essentials of inspiration and preparation. Effective leadership is based upon ideas, but will not happen unless those ideas can be communicated to others in a way that engages them. To put even more simply, the leader is the inspiration and director of the action. He is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his direction.

In business, leadership is welded to performance. Those who are viewed as effective leaders are those who increase their company's bottom lines. Leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership. However, we know that we have traits that can influence our actions. This is called Trait Leadership in that it was once common to believe that leaders were born rather than made. Peter Drucker defined a leader as someone who has followers. To gain followers requires influence but does not exclude the lack of integrity in achieving this.

Indeed, it can be argued that several of the world's greatest leaders have lacked integrity and have adopted values that would not be shared by many people today. In the 21 Irrefutable Laws of Leadership, John Maxwell sums up his definition of leadership as "Leadership is influence - nothing more, nothing less." This moves beyond the position of defining the leader, to looking at the ability of the leader to influence others, that is, both those who would consider themselves followers, and those outside that circle. Indirectly, it also builds in leadership character, since without maintaining integrity and trustworthiness, the capability to influence will disappear.

Warren Bennis' definition of leadership is focused much more on the individual capability of the leader. He defined leadership as a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realise one's own leadership potential. Leadership is the art of influencing others to direct their will, abilities and effort to the achievement of leader's goals. In the context of organisations, leadership lies in influencing individual and group effort toward the optimum achievement of organisational objectives.

Leadership focuses on "people" aspect of management and is based on the assumption that organisational effectiveness significantly depends on their motivation, effort and abilities. The human relations movement, beginning with the Hawthorne studies in early thirties, focused on the important role of employee motivation and group norms of organisational success. This led to the recognition of leadership effectiveness as an important determinant of organisational effectiveness. It is the manager in his leadership role who has to stimulate and inspire the employees to contribute willingly and cooperatively to the optimum achievement of organisational goals.

In this context, one important term we can use, i.e., team. Generally, team members support one another. They offer

r suggestions and give feedback to other members. They may disagree but work to resolve differences and reach consensus. Each and every member of the team trust and support other members. Anyone who acts as a model to others is often called a “leader”. Leadership is an attribute of that person who is an ideal for the other members of the group.

Leadership is the behaviour that affects the behaviour of other people, more than their behaviour affects that of the leader. In fact we can say that in every group every member bears some relation to the others and all of them influence and affect each other. Leader leads, suggests, orders and also guides. Other people follow him. We can say that leadership and domination are not the same meaning. According to MacIver and Page, Leadership is the capacity to persuade or to direct man that comes from personal qualities apart from office. It indicates the difference between leadership and office.

An individual does not become a leader only by occupying an office which carries responsibility. It is a matter of secondary importance that this important office is of assistance to him in his endeavour to become a leader. Leadership depends upon the individual qualities of the person and not the office that he holds. Leadership is the term which

denotes the behaviour or function of the leader. The leader affects the individual in such a way that they surrender themselves and follow his dictates.

According to Pigors, "Leadership is a process of control in which by the assumption of superiority a person or group regulates the activities of others for purposes of his own choosing." Considering this, we can further say that the characteristics of leadership are as follows:

- Leader is the total ideal of the followers
- Leader is shown regard
- Leader and the followers influence each other
- Leader's order is a command
- Leader controls the other member of the group
- Leader determines the group's conduct
- Leader is a respected and revered person

2.2 Classification of Leadership

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

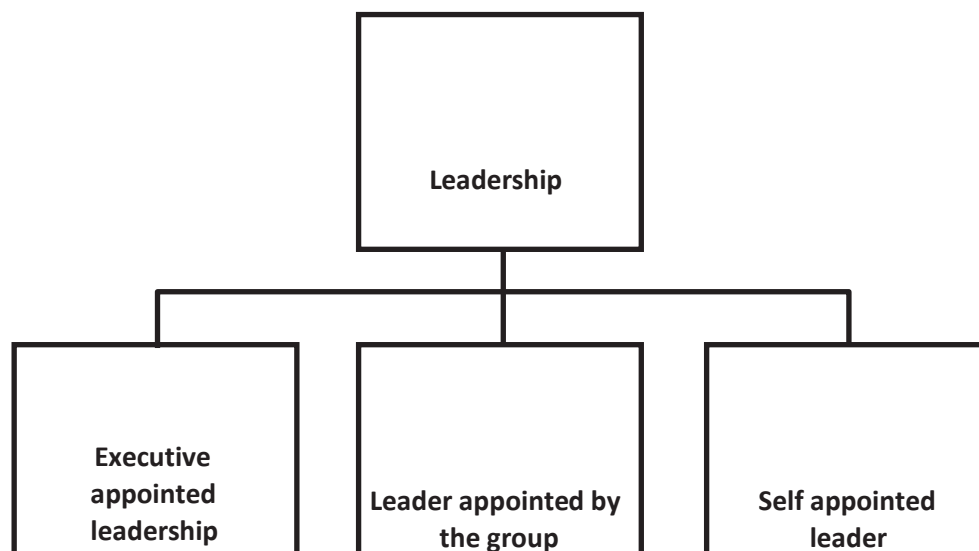


Fig. 2.1 Classification of leadership

These are explained below:

2.2.1 Executive Appointed Leadership

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

2.2.2 Leader Appointed by the Group

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

2.2.3 Self-Appointed Leader

There are some leaders whose authority derives neither from the executive nor the group because it is not vested in

them by these groups. They advance because of their individual qualities and having attained the central position, lead the people. They are recognised as such because of their qualities.

Besides the above, we can classify leadership on the basis of some purpose. Different groups make efforts for the achievement of different aims in their respective individual spheres. The individuals who appear to be most resourceful in the attainment of any purpose and a qualified person are accepted as leader. We can classify this into three categories, viz.,

- Intellectual leadership: This leadership is in the intellectual field. In the field of philosophy, science, etc., the greatest thinkers can be said as intellectual leaders because they show the way and the others follow them.
- Artistic leadership: This leadership is in the field of art, only the great artists can provide the leadership.
- Executive leadership: This type of leadership is in the sphere of administration, it is the authoritative personality who becomes the leader. Also leadership can be on the basis of nature, viz.,

Authoritarian leadership

The authoritarian leader is an individual who likes to assert his authority. He does not consult any one in taking decisions and leads by creating fear into the hearts of his followers and subordinates. He keeps all his authority in his hands and appoints reliable subordinates at crucial position. Leader of this kind is an officer and an authoritarian. He prefers to issue orders and punishes who disobey him.

Democratic leadership

This type of leader is of a democratic mould in his thoughts, modes of action and conduct. He takes advice from everyone and is always anxious to enlist the cooperation of anyone who is willing to give it. His leadership is based upon sympathy, belief and affection. He does not call himself a leader and neither does he take all the authority into his own hands.

Institutional leadership

There are some individuals who occupy the highest post. His orders are appreciated and implemented because of the authority vested in his chair. The institutional leader is not leader but the officiating head.

Dominant leader

The leader is so called because he maintains a relation of authority and dominance with his followers or subordinates. He does not rule over them. However, successful he may appear because of his power and authority.

Expert leadership

A Leader of this type does not put any premium on maintaining social contact with their followers, understanding them or even knowing their thoughts. People come to them for advice from time to time, respect their opinions. Expert leaders are experts, and should not be considered as leaders. The basis of their contact with their followers and subordinates is their special ability and efficiency.

Persuasive leadership

The persuasive leaders win the heart of their followers and do their best to maintain the closest social contact with

them. These are the real leaders. It is only this kind of individual who really exhibits all the qualities of leadership. The overall picture reveals a variety of leadership style and their characteristics which we have to know about leadership. In context of organisational setting only, three major leadership style can be discussed here. These are autocratic, democratic and laissez-faire leadership style and each of which have some significant features. Salient features of autocratic/authoritarian/production centered leadership are:

- Exercises close supervision
- Makes most decision himself
- Emphasises on production
- Permits little or no initiative to subordinates
- Gives detailed instructions and directions
- Subordinates' suggestions and ideas are not allowed

Salient features of democratic/ employee centered leadership are:

- Delegate authority and responsibility
- Manages through objectives
- Permits initiative and responsibility
- Seeks and encourages employees' suggestions
- Participative decision-making
- Emphasizes production as well as employee satisfaction

Laissez-Faire leadership

- Emphasises neither production, nor employee satisfaction
- It is directionless
- Employees are left to drifting

Transformational leadership

Besides this, there is another type of leadership, named transformational leadership. It is defined as leadership that goes beyond normal expectations by inspiring new ways of thinking, stimulating learning experiences and transmitting a sense of mission. These leaders are sometimes called superleaders. They act in such a way that it is possible to transform average organisation into exceptional organisation.

2.3 Factors of Leadership

Following are the factors of leadership:

2.3.1 Leader

The leader must have an honest understanding of who he is, what he knows, and what he can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful the leader must convince his followers, that he is worthy of being followed.

2.3.2 Followers

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different

approach than one with a high degree of motivation. The leader must therefore know his people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. The leader must know his employees and their attributes.

2.3.3 Communication

The leader leads through two way communication. He has to set the example and communicate to them that he would not ask them to perform anything that he would not be willing to do. What and how the leader communicates either builds or harms the relationship between the leader and his employees.

2.3.4 Situation

All situations are different. What one does in one situation will not always work in another? The leader must use his judgment to decide the best course of action and the leadership style needed for each situation. For example, the leader may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Also note that the situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations. This is why a number of leadership scholars think the Process Theory of Leadership is more accurate than the Trait Theory of Leadership. Various forces will affect these four factors. Examples of forces are the leader's relationship with his seniors, the skill of his followers, the informal leaders within his organisation, and how his organisation is organised.

2.4 Characteristics of Leadership

Leadership characteristics are an interesting topic because some people wonder if they possess these characteristics without completely understanding what they might be. In other words, we have people trying to figure out if they are leaders, but they do not really understand what defines a leader. Let us take a close look at some of the characteristics of a leader.

Characteristics of a Leader

Listed below are eight leadership characteristics:

2.4.1 Interpersonal Skills

The first leadership characteristic is the interpersonal skills. Leaders that have earned the trust and respect of their followers can use this trust to move the organisation towards the achievement of its goal. These leaders are able to use their interpersonal skills to work through difficult relationships, and keep the peace in their departments. These individuals are good at listening as well as providing constructive feedback.

2.4.2 Communication Skills

Leaders demonstrating communication skills are both good speakers and listeners. Through their words they can help to keep the workforce motivated and committed. They also listen to their followers, and ask questions when they want to make sure they have a good understanding of what is being expressed.

2.4.3 Values

Leaders must also value the diversity of a workforce, and understand that a diverse group of employees will bring a broader perspective to the organisation. They will treat followers with the respect they deserve, and do not display favoritism. They operate with a high level of ethics, which becomes an example for others to follow.

2.4.4 Organisational Consciousness

Leadership characteristics sometimes go beyond personal traits, and touch on areas such as organisational consciousness or knowledge. These are leaders that understand what the organisation wants to achieve, and know how it can be accomplished. They create networks within the organisation to help their groups get work done, and are just as adept at breaking down organisational barriers to progress.

2.4.5 Confidence

Leaders need to carry themselves with confidence, and should not be afraid to take ownership for both popular and unpopular decisions. They must be able to learn from criticisms, and be often acutely aware of their own shortcomings. Confident leaders are able to maintain a calm demeanour even during emergencies, and this can be contagious when it needs to be.

2.4.6 Flexibility

Another important characteristic of leaders are their ability to remain flexible, and adapt their leadership style to meet the demands of the current work environment. They must be able to work with others to meet organisational goals, and shift focus as necessary.

2.4.7 Creativity Skills

Leaders demonstrating creativity skills are able to develop innovative solutions to old problems. The diversity they build in their organisations help them to develop more comprehensive answers to routine questions. Creative leaders are able to translate technical information into solutions that are understood by everyone.

2.4.8 Achieving Results

Leaders do not just set the example for others to follow. They also play a big role in achieving the goals of the organisation. Through their leadership skills, they maintain a high level of performance in their organisations, and they are able to help keep their workforce motivated even when faced with a seemingly impossible situation. Since

they have a deep understanding of what an organisation needs to accomplish, they are able to quickly identify and solve the important objectives of an organisation.

Leadership is much more complex than merely earning a high-status position in company, and the ability to order people to do things. It is a participative journey that the leader must be willing to walk with others. It is a skill that is acquired over a lifetime, and these characteristics are something we can practice about every day of our life. A great leader is one who learns from his mistakes.

2.5 Tasks of Leadership

The principle tasks of leadership are presented below:

- To recognise that people differ in their motivational pattern.
- To gain an understanding of group dynamics.

- To create an environment that produces convergence of individual goals and organisational goals.
- To stimulate and inspire employees as individuals and group members to make their optimum contribution to organisational efficiency and effectiveness.
- To make sense of changing environment, interpret it to employees and redirect their effort to adapt to changing situation.

2.6 Approaches of Leadership

The main approaches of leadership are:

- The trait approach
- Approaches based on the use of authority
- Likert's approach
- The managerial grid approach
- The path-goal approach
- The contingency approach
- The continuum approach

Let us discuss these aspects one by one as follows:

2.6.1 The Trait Approach

The trait approach aims at identifying some unique qualities that would distinguish more effective managers from less effective managers.

2.6.2 The Use of Authority Approach

One approach classified managers as democratic, authoritarian and laissez-faire. The Ohio State University studies identified leadership on two orthogonal dimensions, viz., consideration and initiation. The University of Michigan studies distinguished between production oriented and employee oriented leaders on a simple dimension.

2.6.3 Likert System Approach

There are mainly four types of approach:

- System I is Exploitative Authoritarian system
- System II is Benevolent Authoritative system
- System III is Consultative and
- System IV is Participative group leadership.

The system IV is most effective for employee need satisfaction as well as optimum organisational performance.

2.6.4 Managerial Grid Approach

Leadership style is on a grid with 9-point on the horizontal axis and 9-point on vertical axis. Horizontal axis indicates "Concern for production" and vertical axis indicates "concern for people". We can say 1.1 leadership style is impoverished management with minimum concern for production and minimum concern for people; 9.1 style leader indicates maximum concern for production and minimum concern for people. We can further say that

1.9 style indicates minimum concern for production and maximum concern for people. 9.9 style is most effective because it indicates maximum concern for production and maximum concern for people. In this context it can be said that 5.5 style is recognised as mid-of-the-road style.

2.6.5 Path-Goal Approach

Leader's effectiveness depends on his ability to provide opportunities for employee needs satisfaction and make need satisfaction contingent on performance effectiveness

2.6.6 Contingency Approach

There are mainly two kinds of behaviour:

- task-oriented
- people and interpersonal-oriented

What kind of leader will succeed depends on the three situations mainly:

- Leader's personal relationship with group members
- Formal authority of the leader and
- Degree of task structure.

Task oriented leaders will be effective when situation is very favourable or very unfavourable. In intermediate situations, people and inter-personal oriented leader will be effective.

2.6.7 Continuum Approach

There are mainly seven types of leader's behaviour on a continuum. At one end of the continuum, the leader has almost full freedom to make decision and at the other end subordinate group has it. In the middle, both have equal freedom when leader presents tentative decisions subject to change after non-manager input. Mainly the choice of leadership style depends on the situation. On the other hand, manager consider three following factors, viz.,

- forces within himself
- forces in the subordinate and
- forces in the situation.

An organisation may choose any approach considering the above mentioned leadership approaches.

2.7 Team and Team Building

When group interaction is necessary to job performance, team building can be used to foster team spirit, cooperation

and commitment to group success. Some special features we can say about team.

Performance includes individual efforts and collective work products which are the result of joint and coordinated attempts.

- Indication of shared leadership roles

- Indication of individual and mutual accountability
- Encourages open-ended active, problem-solving meeting
- Complementary by nature
- Indication of positive action
 - Discusses, decides and does real work together
- Indication of trust among the group members
 - Each and every member of the team supports one another willingly
 - If disagreement happens, still team members work to resolve differences and reach consensus
- Team members offer suggestions and give feed-back to other members
- Actually teams create the potential for an organisation to generate greater outputs

People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than one's self. It has a lot to do with one's understanding of the mission or objectives of the concerned organisation.

In a team oriented environment, the individuals contribute to the overall success of the organisation. Every employee works with fellow members of the organisation to produce these results. Even though an individual employee may have a specific job function and he belongs to a specific department, such persons are unified with other organisation members to accomplish the overall objectives. The bigger picture drives management's actions and the manager's function exists to serve the bigger picture.

One needs to differentiate this overall sense of teamwork from the task of developing an effective intact team that is formed to accomplish a specific goal. People confuse the two team building objectives. This is why so many team building seminars, meetings, retreats and activities are deemed failures by their participants. Leaders fail to define the team they want to build. Developing an overall sense of teamwork is different from building an effective, focused work team when the management considers team building approaches.

2.8 Twelve Cs for Team Building

Executives, managers and organisational staff members universally explore ways to improve business results and profitability. Many view team-based, horizontal, organisation structures as the best design for involving all employees in increasing business success. No matter what one calls the team-based improvement effort, whether it is continuous improvement, total quality, lean manufacturing or self directed work teams, it is clearly evident that the management is striving to improve results for customers. Few organisations, however, are totally pleased with the results and their team improvement efforts produce. If the team improvement efforts are not living up to one's expectations, the self diagnosing checklist may tell you why. Successful team building, that creates effective, focused work teams, requires attention to each of the following.

2.8.1 Clear Expectations

Has executive leadership clearly communicated its expectations for the team's performance and expected outcomes?
 Do team members understand why the team was created? Is the organisation demonstrating constancy of purpose in supporting the team with resources of people, time and money? Does the work of the team receive sufficient emphasis?

asis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders?

2.8.2 Context

Do team members understand why they are participating in the team? Do they understand how the strategy of using teams will help the organisation attain its communicated business goals? Can team members define their team's importance to the accomplishment of corporate goals? Does the team understand where its work fits in the total context of the organisation's goals, principles, vision and values?

2.8.3 Commitment

Do team members want to participate in the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Do team members perceive their service as valuable to the organisation and to their own careers? Do team members anticipate recognition for their contributions? Do team members expect their skills to grow and develop on the team? Are team members excited and challenged by the team opportunity?

2.8.4 Competence

Does the team feel that it has the appropriate people participating? (As an example, in a process improvement, is each step of the process represented on the team?) Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? If not, does the team have access to the help it needs? Does the team feel it has the resources, strategies and support needed to accomplish its mission?

2.8.5 Charter

Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission? Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the leadership team or other coordinating group support what the team has designed?

2.8.6 Control

Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter? At the same time, do team members clearly understand their boundaries? How far may members go in pursuit of solutions? Are limitations (i.e., monetary and time resources) defined at the beginning of the project before the team experiences barriers and rework? Is the team's reporting relationship and accountability understood by all members of the organisation? Has the organisation defined the team's authority? To make recommendations? To implement its plan? Is there a defined review process so both the team and the organisation are consistently aligned in direction and purpose? Do team members hold each other accountable for project timelines, commitments and results? Does the organisation have a plan to increase opportunities for self-management among organisation members?

2.8.7 Collaboration

Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members, team leaders, team recorders? Can the team approach problem solving, process improvement, goal setting and measurement jointly? Do team members cooperate to accomplish the team charter

r? Has the team established group norms or rules of conduct in areas such as conflict resolution, consensus decision making and meeting management? Is the team using an appropriate strategy to accomplish its action plan?

2.8.8 Communication

Are team members clear about the priority of their tasks? Is there an established method for the teams to give feedback and receive honest performance feedback? Does the organisation provide important business information regularly? Do the teams understand the complete context for their existence? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?

2.8.9 Creative Innovation

Is the organisation really interested in change? Does it value creative thinking, unique solutions, and new ideas? Does it reward people who take reasonable risks to make improvements? Or does it reward the people who fit in and maintain the status quo? Does it provide the training, education, access to books and films, and field trips necessary to stimulate new thinking?

2.8.10 Consequences

Do team members feel responsible and accountable for team achievements? Are rewards and recognitions supplied when teams are successful? Is reasonable risk respected and encouraged in the organisation? Do team members fear reprisal? Do team members spend their time finger pointing rather than resolving problems? Is the organisation designing reward systems that recognise both team and individual performance? Is the organisation planning to share gains and increased profitability with team and individual contributors? Can contributors see their impact on increased organisational success?

2.8.11 Coordination

Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments? Do teams understand the concept of the internal customer—the next process, anyone to whom they provide a product or a service? Are cross-functional and multi-department teams common and working together effectively? Is the organisation developing a customer-focused process-focused orientation and moving away from traditional departmental thinking?

2.8.12 Cultural Change

Does the organisation recognise that the team-based, collaborative, empowering, enabling organisational culture of the future is different than the traditional, hierarchical organisation it may currently be? Is the organisation planning to or in the process of changing how it rewards, recognises, appraises, hires, develops, plans with, motivates and manages the people it employs? Does the organisation plan to use failures for learning and support reasonable risk? Does the organisation recognise that the more it can change its climate to support teams, the more it will receive in

pay back from the work of the teams?

2.9 Development of a Team

We know that in each and every step of our common activity we require to develop a team so that performance level will be increased and effective one considering the existing scenario of the activity. The significant points in this context we can mention here are as follows:

- Have to create a balanced set of roles.
- Have to develop communication and process awareness.
- Have to understand team preferences.
- Have to establish review mechanism.
- Have to develop facilitation skills for effective meetings.
- Have to confront issues and problems.
- Have to manage stress.
- Have to define team goal.
- Have to take decisions based on consensus.
- Have to implement shared leadership and create equality of contribution.

According to, Richard Beckhard, team building efforts typically have one or more of the following goals:

- To set team goals and priorities.
- To analyse or allocate the work performed.
- To examine the way the group is working, i.e., to examine processes such as norms, decision-making and communications.
- To examine relationships among the people doing the work.

According to Moorhead and Griffin, team building precedes in much the same manner as other change processes: identification of the problem, data gathering, diagnosis, planning, implementing and evaluation.

Its distinguishing feature is group participation at each step in the process. A permanent team is generally composed of members from several departments or work units who meet regularly for the purpose of resolving problems of a common interest. Permanent team is similar to a task force and in fact, it has been known to remain in place for several years.

Summary

- A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal.
- Effective leadership is based upon ideas, but will not happen unless those ideas can be communicated to others in a way that engages them.
- Leadership is a process by which a person influences others to accomplish an objective and direct the organisation in a way that makes it more cohesive and coherent.
- Leadership focuses on “people” aspect of management and is based on the assumption that organisational effectiveness significantly depends on their motivation, effort and abilities.
- Leadership is an attribute of that person who is an ideal for the other members of the group.
- According to MacLver and Page, leadership is the capacity to persuade or to direct man that comes from personal qualities apart from office. It indicates the difference between leadership and office.
- Leadership is the term which denotes the behaviour or functions of the leader.
- The person is appointed by the executive and the leadership stems from the office or post to which the person is appointed by the executive.
- There are some leaders whose authority derives neither from the executive nor the group because it is not vested in them by these groups.
- The authoritarian leader is an individual who likes to assert his authority.
- The leader is so called because he maintains a relation of authority and dominance with his followers or subordinates.
- Different people require different styles of leadership.
- The leader leads through two way communication.
- Leadership characteristics are an interesting topic because some people wonder if they possess these characteristics without completely understanding what they might be.
- The first leadership characteristic is the interpersonal skills.
- Leadership characteristics sometimes go beyond personal traits, and touch on areas such as organisational consciousness or knowledge.
- Leaders demonstrating creativity skills are able to develop innovative solutions to old problems.
- There are mainly seven types of leader’s behaviour on a continuum.

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Chapter III

Leadership Styles

Aim

The aim of this chapter is to:

- introduce various leadership styles
- elucidate theories of leadership
- explain characteristics of an ideal leader

Objectives

The objectives of this chapter are to:

- explain leadership style vis-a-vis educational institution
- enlist the characteristics of good leaders
- define leadership

Learning outcome

At the end of this chapter, you will be able to:

- distinguish between different styles of leadership
- understand three forces that led to the leader's action
- identify dominant leadership style

3.1 Introduction

Leaders are the agents of change, they are equipped with skill sets that enable any institution realise their goals. Teachers as leaders are individuals who are able to channelise the teaching -learning process; to make it more meaningful and interesting. They participate in the decision making process, take initiative, organise resources, monitor progress and help others sustain their growth and progress. They do so by following certain styles and strategies.

3.2 Defining Leadership

In the previous chapter, the concept of leadership has been discussed in detail. Here the focus is on as a linkage in

the context of styles of leadership. Leadership is defined as an “influencing process” where leaders motivate the members of an organisation to get their best efforts and achieve organisational objectives enthusiastically. It is the critical factor that helps an individual or a group to identify its goals and then motivates and assists in achieving the stated goals. Three important elements in the definition of leadership are influence/ support, voluntary effort and goal achievement.

Bolman and Deal (1991) suggest that when people are asked “what is leadership”, answers seem to fall into one of these categories:

- ability to get others to do what you want (power)
- motivate people to get things done - mostly through persuasion
- provide a vision
- leadership is facilitation
- empower people to do what they want

There are problems with all of these but overall they convey the notion that we expect a leader to influence through non-coercive means, to produce some degree of cooperative effort, and to pursue goals that transcend his/her own narrow self-interest.

3.3 Characteristics of an Ideal Leader

The following verses from Gita help us to identify the characteristics of a Leader.

Ahimsa satyamakrodhastyagasshantirapaishunam;
Dayaabhootteshvaloluptwammaardavamhreerachaapalam

(Fearlessness, purity of heart, steadfastness in knowledge and yoga, alms giving, control of senses, sacrifice, study

of scriptures, austerity and straightforwardness)

Tejaskshamaadhritishshauchamadrohonaatimaanitaa;
Bhavanisampadamdaiveemabhijaatasyablzaarata

(Harmlessness, truth, absence of anger, renunciation, peacefulness, absence of crookedness, compassion towards beings, un-covetousness, gentleness, modesty, absence of fickleness).

3.4 Theories of Leadership Style

There are a number of different approaches, or ‘styles’ to leadership and management that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organisational culture and norms which will encourage some styles and discourage others.

- Charismatic Leadership
- Participative Leadership

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

Additional research

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

Negative styles

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

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

3.4.1 Charismatic Leadership

Charismatic leadership is as follows.

Assumptions

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

Style

The charismatic leader gathers followers through dint of personality and charm, rather than any form of external power or authority.

The searchlight of attention

It is interesting to watch a charismatic leader 'working the room' as they move from person to person. They pay much attention to the person they are talking to at any one moment, making that person feel like they are, for that time, the most important person in the world. Charismatic leaders pay a great deal of attention in scanning and reading their environment, and are good at picking up the moods and concerns of both individuals and larger audiences. They then will hone their actions and words to suit the situation.

Pulling all of the strings

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

Deliberate charisma is played out in a theatrical sense, where the leader is 'playing to the house' to create a desired effect. They also make effective use of storytelling, including the use of symbolism and metaphor. Many politicians use a charismatic style, as they need to gather a large number of followers. If you want to increase your charisma, studying videos of their speeches and the way they interact with others is a great source of learning. Religious leaders, too, may well use charisma, as do cult leaders.

Leading the team

Charismatic leaders, who are building a group, whether it is a political party, a cult or a business team, will often focus strongly on making the group very clear and distinct, separating it from other groups. They will then build the image of the group, in particular in the minds of their followers, as being far superior to all others. The charismatic leader will typically attach themselves firmly to the identity of the group, such that to join the group is to become one with the leader. In doing so, they create an unchallengeable position for themselves.

Alternative views

The description above is purely based on charisma and takes into account varying moral positions. Other descriptions tend to assume a more benevolent approach. Conger & Kanungo (1998) describe five behavioral attributes of charismatic leaders that indicate a more transformational viewpoint:

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

Musser (1987) notes that charismatic leaders seek to instill both commitment to ideological goals and also devotion to themselves. The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader. The charismatic leader and the transformational leader can have many similarities, in that the transformational leader may well be charismatic. Their main difference is in their basic focus. Whereas the transformational leader has a basic focus of transforming the organisation and, quite possibly, their followers, the charismatic leader may not want to change anything.

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

The values of the charismatic leader are highly significant. If they are well-intentioned towards others, they can elevate and transform an entire company. If they are selfish and Machiavellian, they can create cults for their followers. Their self-belief is so high, they can easily believe that they are infallible, and hence lead their followers into an abyss, even when they have received adequate warning from others. This self-belief can also lead them into psychotic narcissism, where their self-absorption or need for admiration and worship can lead to their followers questioning their leadership. They may also be intolerant of challengers and their irreplaceability (intentional or otherwise) can mean that there are no successors when they leave.

3.4.2 Participative Leadership

Participative leadership can be explained as follows:

Assumptions

- Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.
- People are more committed to actions where they have involved in the relevant decisionmaking.
- People are less competitive and more collaborative when they are working on jointgoals.
- Whenpeoplemakedecisionstogether,thesocialcommitmenttooneanotherisgreaterandthusincreasestheir commitment to the decision.
- Several people deciding together make better decisions than one personalone.

Style

Aparticipativeleader,ratherthantakingautocraticdecisions,seekstoinvolveotherpeopleintheprocess,possibly including subordinates,peers,superiorsandotherstakeholders.Often,however,asitiswithinthemanagers’ whi m to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager’s preferences and beliefs, and a whole spectrum of participation is possible, as in the table below.

<Notparticipative

Highlyparticipative>

Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has finaldecision	Joint decision with team as equals	Full delegation of decision to team
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There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variantisfortheleadertodescribethe‘what’ofobjectivesorgoalsandlettheteamorindividualsdecidethe‘how’ oftheprocessbywhichthe‘how’willbeachieved(thisisoftencalled‘ManagementbyObjectives’).Thelevelof participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by themanager.

Therearemanypotentialbenefitsofparticipativeleadership,asindicatedintheassumptions,above.Thisapproa chis alsoknownasconsultation,empowerment,jointdecision-making,democraticleadership,ManagementbyObjective (MBO)andpower-sharing.Participativeleadershipcanbeashamewhenmanagersaskforopinionsandthenignore them. This is likely to lead to cynicism and feelings ofbetrayal.

3.4.3 SituationalLeadership

Situational leadership is explained in detail in section below.

Assumptions

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

Style

When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods. In practice, as they say, things are not that simple. Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.

The leader's perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leader's behavior. Yukl (1989) seeks to combine other approaches and identifies six variables:

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

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group. Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation, the forces in the follower and also forces in the leader. This recognises that the leader's style is highly variable, and even such distant events as a family argument

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

3.4.4 Transactional Leadership

Transactional leadership is also one of the important aspects. We will see this in section below:

Assumptions

- People are motivated by reward and punishment.
- Social systems work best with a clear chain of command.
- When people have agreed to do a job, a part of the deal is that they cede all authority to their manager.
- The prime purpose of a subordinate is to do what their manager tells them to do.

Style

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

The early stage of transactional leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate. When the transactional leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

The transactional leader often uses management by exception, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation. Whereas transformational leadership has more of a 'selling' style, transactional leadership, once the contract is in place, takes a 'telling' style.

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

Despite much research that highlights its limitations, transactional leadership is still a popular approach with many managers. Indeed, in the leadership vs. management spectrum, it is very much towards the management end of the scale. The main limitation is the assumption of 'rational man', a person who is largely motivated by money and simpler reward, and hence whose behavior is predictable. The underlying psychology is behaviorism, including the classical conditioning of Pavlov and Skinner's operant conditioning. These theories are largely based on controlled laboratory experiments (often with animals) and ignore complex emotional factors and social values.

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

3.4.5 Transformational Leadership

Transformational leadership is explained below with various aspects:

Assumptions

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

Style

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

Developing the vision

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

Selling the vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The transformational leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon. In order to create followers, the transformational leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling.

In effect, they are selling themselves as well as the vision.

Finding the way forwards

In parallel with the selling activity is seeking the way forward. Some transformational leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land. The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the direction will always be known. Thus, finding the way forward can be an ongoing process of course correction and the transformational leader will accept that there will be failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

Leading the charge

The final stage is to remain up-front and central during the action. Transformational leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing. It is their unswerving commitment as much as anything else that keeps people going, particularly through the darkest times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The transformational leader seeks to infect and reinfect their followers with a high level of commitment to the vision.

One of the methods the transformational leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress. Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

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

Transformational leaders are often charismatic, but are not as narcissistic as pure charismatic leaders, who succeed through a belief in themselves rather than a belief in others. One of the traps of transformational leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone believes they are right, it does not mean they are right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers. Transformational leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people

to take care of this level of information, then they are usually doomed to fail. Finally, transformational leaders, by definition, seek to transform. When the organisation does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

The quiet leader

The quiet leader shows the following characteristics.

Assumptions

- The actions of a leader speak louder than his or her words.
- People are motivated when you give them credit rather than take it yourself.
- Ego and aggression are neither necessary nor constructive.

Style

The approach of quiet leaders is the antithesis of the classic charismatic (and often transformational) leaders in that they base their success not on ego and force of character but on their thoughts and actions. Although they are strongly task-focused, they are neither bullies nor unnecessarily unkind and may persuade people through rational argument and a form of benevolent transactional leadership.

The 'Level 5' leader

Five levels of effectiveness people can take in organisations. At level four is the merely effective leader, whilst at level five the leader combines professional will with personal humility. The 'professional will' indicates how they are far from being timid wilting flowers and will march against any advice if they believe it is the right thing to do. In 'personal humility' they put the wellbeing of others before their own personal needs, for example giving others credit after successes but taking personal responsibility for failures.

Taoist writings

The quiet leader is not a modern invention and Lao Tzu, who, in the classic Taoist text Tao Te Ching, was discussing the same characteristic around 500BC:

- The very highest is barely known by men
- Then comes that which they know and love
- Then that which is feared
- Then that which is despised
- He who does not trust enough will not be trusted
- When actions are performed
- Without unnecessary speech
- People say "We did it!"
- Here again, the highest level of leadership is virtually invisible

To some extent, the emphasis on the quiet leader is a reaction against the lauding of charismatic leaders in the press. In particular during the heady days of the dot-com boom of the 1990s, some very verbal leaders got much coverage. Meanwhile, the quiet leaders were getting on with the job. Being quiet, of course, is not the secret of the universe, and leaders still need to see the way forwards. Their job can be harder when they are faced with people of a more external character.

3.4.6 Servant Leadership

Servant leadership can be explained as follows:

Assumptions

- The leader has responsibility for the followers.

- Leaders have a responsibility towards society and those who are disadvantaged.
- People who want to help others best do this by leading them.

Style

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

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

Principles of servant leadership defined by the alliance for servant leadership are:

- transformation as a vehicle for personal and institutional growth
- personal growth as a route to better serve others
- enabling environments that empower and encourage service
- service as a fundamental goal
- trusting relationships as a basic platform for collaboration and service
- creating commitment as a way to collaborative activity
- community building as a way to create environments in which people can trust each other and work together
- nurturing the spirit as a way to provide joy and fulfillment in meaningful work

Spears (2002) lists: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to growth of people, and building community. An excellent example of a servant leader is Ernest Shackleton, the early 20th century explorer who, after his ship became frozen in the Antarctic life, brought every one of his 27 crew home alive, including an 800 mile journey in open boats across the winter Antarctic seas. It took two years, but Shackleton's sense of responsibility towards his men never wavered.

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

It is easy to dismiss servant leadership as soft and easy, though this is not necessarily so, as individual followers may be expected to make sacrifices for the good of the whole, in the way of the servant leader. The focus on the less privileged in society shows the servant leader as serving not just their followers but also the whole of society.

Servant leadership is a natural model for working in the public sector. It requires more careful interpretation in the private sector lest the needs of the shareholders and customers and the rigor of market competition are lost. A challenge to servant leadership is in the assumption of the leader that the followers want to change. There is also the question of what 'better' is and who decides this. Servant leadership aligns closely with religious morals and has been adopted by several Christian organisations.

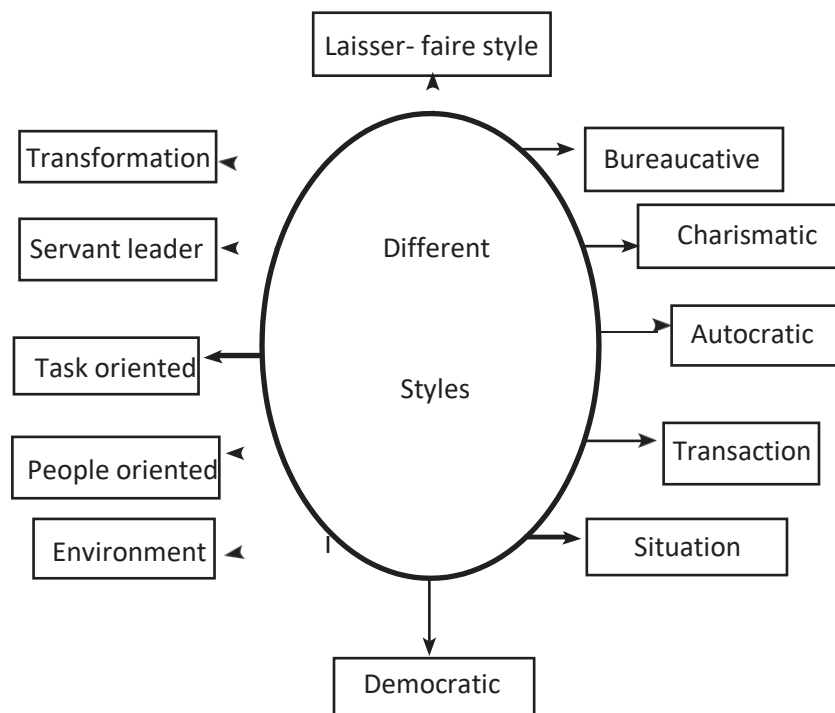


Fig. 3.1 Different leadership styles

3.5 Leadership Style Vis-A-Vis Educational Institution

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

- set the pattern and guide the outcomes of co-operative action
- guide educational programs, but rely on shared decisions
- give common understanding to common purposes and goals
- produce cohesiveness without which co-operation is impossible
- communicate with all concerned personnel with a sense of mutual understanding and mutual loyalty to the ideals of education
- generate enthusiasm for projects and inspire working towards their completion
- resolve the differences which frequently arise in growing organisations
- lead by example and inspiration
- contribute to the group by advancing useful suggestions

Thus, based on the assessment of the needs in the school or any other educational institutions, each leader must decide the leadership style that needs to be opted for the smooth functioning of the educational institution in all circumstances. It is essential to remember that a single style cannot solve or resolve all the issues in the educational system. In order to run the schools successfully by giving adequate importance and opportunities to the members of the school, the leadership style followed must be flexible and with a mixed approach.

Summary

- Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.
- Leaders in the educational system have the ability to transform the educational institution.
- The laissez-faire “leave it be” leadership is the leadership style that gives no continuous feedback or supervision.
- The bureaucratic leader is very structured and follows the procedures as they had been established.
- The charismatic leader leads by infusing energy and eagerness into their team members.
- The autocratic leadership takes decisions based on the power that has been given to him/her.
- The democratic leader takes decisions based on the consensus and consonance of team members.
- The people-oriented leader is the one that in order to comply with effectiveness and efficiency, supports, trains and develops his/her personnel increasing job satisfaction and genuine interest to do a good job.
- The task oriented leaders focus on the job, and concentrate in the specific tasks assigned to each individual to reach goal accomplishment.
- The servant leader is the leader that facilitates goal accomplishment by giving its team members what they need in order to be productive.
- The transaction leader has the power to perform certain tasks and reward or punish for the team’s performance.
- The transformation leader is the one who motivates its team to be effective and efficient using solid communications strategies.
- The environment leader is the one who nurtures the group environment to affect the emotional and psychological perception of an individual’s place in that group.
- The situation leader is the leader that uses different leadership styles depending on the situation and the types of individuals that are under him/her.

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Chapter IV

Models, Styles and Training of Leadership

Aim

The aim of this chapter is to:

- introduce the meaning of training for leadership
- explain styles of leadership
- elucidate nursing leadership approaches and behaviour

Objectives

The objectives of this chapter are to:

- explain development program for effective nursing leadership
- explicate models of leadership and its implication in nursing
- define effective nursing leadership

Learning outcome

At the end of this chapter, you will be able to:

- describe the purposes of training of nurses for leadership
- understand the models of leadership
- identify the styles of leadership

4.1 Introduction

A good leader can be a good manager but a good manager can be a good leader? Not necessarily. People don't want to be managed, they want to be led. Managers manage but may not lead. Leaders may develop in any discipline, in any place and at any level. But managers are part of an organisational structure. Career growth and leadership development do not always go together. Career movement takes place in a series of jumps from one position or job to another. The nurse in-charge of a ward or unit in a hospital is the key figure for coordinating and implementing patient care, treatment, and the facilities required to promote recovery. She is known by different names: ward supervisor, head nurse or ward sister. She coordinates the various departments, personnel and patients. Her leadership abilities enable her to train, develop and retain staff in her unit and sustain their interest for an organisation.

4.2 Models of Leadership

As a nurse administrator, we have come across various models of leadership. We have described here four models.

These are:

- Trait Model
- Situation Model
- Behavioural (Style) Model
- Tridimensional Leader Effectiveness Model

4.2.1 Trait Model

There is an old notion that "Leaders are born, not made". Early leadership studies are focused on trait characteristics and qualities. According to this model, leader must have certain traits and qualities; he is gifted with, or develops certain physical, intellectual, or personality characteristics. Some examples of leadership traits are:

- A forceful personality
- Ability to persuade people for a course of action
- Efficiency
- Ability to get along with people

4.2.2 Situational Model

According to this approach, a leader is the product of a given situation and his behaviour may, in fact, vary from one situation to another. This theory includes the traits of the man (qualities and motivations), the role expectation of the group, and the social forces at work (external factors) that bring forth and shape the leadership potential. Combining these three factors, we see the emergence of five kinds of leaders:

- Natural Leader: He becomes a leader though he does not seek the role; it is thrust upon him by the group and by the tide of events.
- Charismatic Leader: He is an authentic hero in the eyes of his followers for he can do no wrong. He inspires people to make any sacrifice even their lives for this cause.
- Rational Leader: He is consistent and persistent.
- Consensus Leader: This leader is perceived as acceptable to all. He rises in the absence of the above three and this leader is in a tenuous position of walking a tightrope for existence.
- Leader by force: He speaks through the muzzle of a gun. He dominates others through fear. He is ruthless in

suppressing opposition. He does not rule long, as this type of leadership contains within itself the seeds of its own destruction.

The situational theory states that the leader must have insight and flexibility. He must be aware of and assess the

4.2.3 Behavioural (Style) Model

This is the classic research done by Lewin, Lippitt and White on interaction between leader and group. According to this model a leader behaves according to certain role expectations of the group. According to these role expectations, traditional leadership theorists say that every leader can be identified by one of the four basic styles:

- Democratic: The leader is a catalyst for group decision-making and shared responsibility.
- Laissez Faire: The leader leaves all decision-making and responsibility to the group.
- Autocratic: Takes all decisions and assigns all responsibility to himself.
- Benevolent Autocratic: A paternalistic leader, "You do what one says. One knows what is best for you".

4.2.4 Tridimensional Leader Effectiveness Model

Hersey and Blanchard were greatly influenced by Reddin in their Tri-dimensional leadership effectiveness model. This seems to be a further synthesis of all previous work. In Hersey and Blanchard's Model, effectiveness is a continuum. The degree of effectiveness or ineffectiveness is measurable. What is the crucial situational factor? The maturity level of the followers is the crucial factor in the situation. Hersey and Blanchard's Situational Leadership

Theory (to be hereafter known as Situational Leadership Theory) is a curvilinear relationship between task behaviour and relationship behaviour and maturity. That is, there is interplay among:

- The amount of direction (task behaviour) a leader gives.
- The amount of socio-emotional support (relationship behaviour) a leader provides.
- The maturity level that follower's exhibit on a specific task, functions, or objective that the leader is attempting to accomplish through the individual's or the follower group's own initiative.

Thus, while all the situation variables (leader, follower(s), superior(s), associates, organisation, job demands, and time) are important, the emphasis in situational leadership theory will be on the behaviour of a leader in relation to followers. The followers are the most crucial factor in any leadership. They are vital not only that they individually accept or reject the leader, but because, as a group, they actually determine whatever personal power their leader may have.

There are four styles of leadership:

- Telling: One-way communication; the leader defines the roles of the followers and tells them what, how, when, and where to do various tasks.
- Selling: Most of the direction is still provided by the leader. He attempts a two-way communication and gives socio-emotional support to get the followers psychologically to agree to decisions that have to be made.
- Participating: The leader and followers share decision-making process through two-way communication and high degree of facilitating behaviour from the leader, since the followers have the ability and knowledge to do the task.
- Delegation: The leader lets the followers run their own show, they direct their own behaviour.

Hersey and Blanchard in their model, has defined maturity as the ability to set high by attainable goals, willingness and ability to take responsibility, and the level of education and experience of an individual or a group.

4.2.5 Maturity and the Leaders Behaviour

As the level of maturity of the followers' increases, leaders should begin to reduce their task behaviour and increase their relationship behaviour, until the individual or the group reaches a moderate level of maturity. As they go above the average level of maturity, the leader decreases not only task behaviour but also relationship behaviour. Now the individual or group can provide their own rewards and reinforcements. They are mature not only in terms of performance of the task, but also psychologically. Thus, they need less supervision and therefore, much more delegation is possible. These variables of maturity should be considered only in relation to a specific task to be performed. That is to say, in total, an individual or a group is not mature or immature. People have varying degrees of maturity depending on the specific task, function or objective that a leader is attempting to accomplish through their efforts.

4.3 Leadership Style and Nursing Staff Job Satisfaction

Does leadership style affect the behaviour and attitudes of subordinates? In a study of 238 nurses working in 14 neonatal intensive care units, Duxbury and Associates looked at the relationship between job satisfaction, staff burnout, and head nurse leadership style. The sample was drawn from larger national random sample. The head nurses leadership styles were separated into four categories: high structure-high consideration; low structure-low consideration; high structure-low consideration; and low structure-high consideration.

The researchers found a fairly strong relationship ($r=0.55$) between staff nurse job satisfaction and high consideration and less relationship to staff burnout ($r=0.29$). There was little relationship between structure and job satisfaction or burnout except that staff burnout was highest when the head nurse's style was one of high structure and low consideration. The researcher points out that the work environment should also be considered in analysing these results. The head nurse's style could be a reaction to different work environments. It was concluded that neonatal intensive care head nurses can increase satisfaction and reduce model.

4.4 Styles of Leadership

As a nurse manager you will learn various styles of leadership so that you can judge which is best in nursing profession especially when you are in a clinical field.

- Autocratic: Takes all decisions and assigns all responsibility to himself (Aurangzeb, Tipu, Ashoka, Shah Jahan)
- Democratic: The leader is a catalyst for group decision making and shared responsibility (Lal Bahadur Shastri)
- Laissez Faire: The leader leaves all decision making process and responsibility to the group. Uninvolved (King Farod)
- Charismatic Leadership

4.4.1 Authoritarian or Autocratic Leadership

Authoritarian leaders use their power to influence their power and tend to be task oriented. Such leaders are dictators and do not allow the subordinates to reason. They give orders and assign tasks without taking the subordinates into confidence. Authoritarian leader is found in dictatorship state (one man show). Authoritarian leader has more absolute power. He alone dictates the activities of the members; serve as ultimate judge and purveyor of rewards and punishment. Fate of each individual is in his hands. Group involvement is less and goals are not clear. Inter communication between members is little. Leader is

the keystone; group structure falls with the fall of leader. It causes more frustration, aggression, hostility and conflict. The authoritarian leader maintains strong control over people in the group. This control may be benevolent and considerate (Paternalistic leadership).

Decision of autocratic leader is fast and time saving; one-man show frame work is rigid, more emphasis is on obedience. Authoritarian leaders give orders often and expect group members to obey these orders. Directions are given as commands, not suggestions. Criticism is more common from authoritarian leader. Many authoritarian leaders are also quite punitive. Authoritarian leadership emphasises difference in status. He makes the status of leader higher than the status of group members. This reduces the degree of trust and openness between leader and group members. Productivity is high. Dependency needs are usually met but growth and autonomy needs are not. Authoritarian leadership is particularly suitable in crisis situations when clear directions are the highest priority. It is often referred today as a directive or controlling style of leadership. It is useful when group is not educated or emergency situations are there. There is rigid control over subordinates and one way communication. "Carrot and stick" method is used to motivate.

4.4.2 Democratic Leadership

Democratic leader exercises his power in different way. He seeks maximum involvement and participation of every one in-group activity and in determination of group objectives. He spreads responsibility. He seeks to encourage interpersonal relationship in the group and reduce intra group tension and conflict. Leader has focal importance in the group. All members are inter-related. He serves as the agent of the group, mandate of the group. Group go along without him.

Democratic leader is work oriented and group oriented and gives considerable freedom to their followers in their work. Decision is time consuming and may not come to conclusion. Role of leader is facilitative and counselling. It is useful when workers are well trained, more responsible, knowledgeable, and independent. Democratic leader allows members to participate in decision making process. Maintaining good interpersonal relationship with the subordinates, gives a sense of belongingness. There should be concern and consideration for each member as a unique individual.

Leadership style adopted by manager would depend on his value system; degree of confidence in his subordinates and his tolerance for ambiguity. It also depends on his perception of his role, his own standing in the group and degree of maturity. Factors influencing the subordinates are:

- Their need of independence
- Readiness to accept responsibility
- Identification with goals of organisation
- Interest in their job
- Willingness to work in team

4.4.3 Laissez-Faire Leadership

Manager exercises minimum control over the group members. The group is left to itself to try for goal achievement without any interference from the leader or if his assistance is sought. It allows the members to develop themselves by giving them an opportunity to try and find ways and means of achieving group objectives. Lack of control over the group members lead to non attainment of specific goals and objectives for which the group is created. If there is clash of interest among members of group objectives, it may result in serious group conflict and loss of group cohesiveness. It permits the members of the group to do whatever they like and represents an absence of formal leadership.

	Authoritarian	Democratic	Laissez-faire
Degree of freedom	Little freedom	Moderate freedom	Much freedom
Degree of control	High control	Moderate Control	No control
Decision making	By the leader	Leader and group together	By the group or by no one
Leader Activity Level	High	High	Minimal
Assumption of Responsibility	Primarily	Shared	Abdicated
Output of the group	High quantity, good quality	Creative, high quality	Variable, may be poor quality
Efficiency	Very efficient	Less efficient than Authoritarian	Inefficient

Table 4.1 Comparison of authoritarian, democratic and laissez-fair leadership style

4.4.4 Bureaucratic or Rules-centered Leadership

This is a style of leadership which fosters workers apathy. The rules serve as a specification of the minimum level acceptable performance. The leader's behaviour is characterised by a high degree of reliance on rules, regulations and procedures to which both he and his subordinates subscribe, as a result, the process of administration is reduced to a series of routine actions.

4.4.5 Charismatic Leadership

The charismatic leader is a man of "specific gifts of the body and spirit". These gifts are supposed to be supernatural and are not possessed by anyone else. The charismatic leader is a man with "hypnotic" effect on others. Well-known examples of this form of leadership are found in Jesus Christ, Buddha, Gandhi. In this kind of leadership, the leader and the followers are not usually dependent. The leader has his own 'inner force' and he needs nobody's direction or advice. There are two types of leadership:

- Transactional
- Transformational

4.5 Transactional and Transformational Leadership

Leadership theories of the past century were born from the old belief of the world with emphasis on control, a competition, power wielding, and rationality. Further, they were developed by using approaches of the scientific method. Although the scientific method is responsible for major breakthroughs for society, it is not the sole approach

to identify and solve problems. In 1978, James Macgregor Burns coined the terms transformational and transactional

leadership. Burns gave general definition of leadership: "Leadership over human beings is exercised when persons with certain motives and purposes mobilise in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and leadership arises in situations of conflict. But the conflict is not between the leader and followers, but rather with others in the environment."

J.M. Burns defines two types of leadership: transactional and transformational. Burns states transactional leadership occurs "When one person takes the initiative in making contact with others for the exchange of valued things" that may be economic, psychological or political. It is a bargain or contract that aids the individual differences of both the leader and follower. In transformational leadership situations, the leader or followers have the same purpose. Transformational leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality".

- It implies change in which the purpose of the leader and follower become fused, creating unity, wholeness, and a collective purpose.
- Both the leader and followers grow and develop.
- This type of leadership is in concern and consistent with the new social paradigm.
- It is moral leadership, a philosophical rather than technical approach to leading.

Characteristics of transformational leader include the following:

- An understanding of the goals and purpose of the nursing organisation by all nursing personnel
- People expressing love and joy in their work
- Enthusiasm about patients and the care they receive
- A team spirit
- People expressing a sense of accomplishment
- Satisfied patients and family

4.5.1 Strategies of Transformational Leadership

Although transformational leadership provides a philosophical view of moral leadership, there are concrete practices

cal strategies for transformational leadership. Bennis and Nanus propose four strategies:

- Creating a vision
- Building a social architecture that provides meaning for employees
- Sustaining organisational trust
- Recognising the importance of building self-esteem.

These four strategies are consistent with the new world paradigm. They are, for the most part, strategies to deal with the intangible elements of the organisation and with feelings, values and needs of people in the organisation. They embrace and accept ambiguity, the need for organisational and individual versatility, and human relationships. These are explained in detail as below:

Vision

Writing and widely sharing a realistic, credible, optimistic vision of a nursing organisation is the concrete form of this collective purpose, serving to stimulate the nursing organisation toward its goals.

Social architecture

It provides structure and processes so that vision can be institutionalised and sustained. According to Bennis and Nanus, social architecture is an intangible, but it governs the way people act, the values and norms that are subtly transmitted to groups and individuals, and the construct of binding and bonding within a company. "It provides meaning and a shared experience of company". It provides meaning and shared experience for organisational events so that people know about the expectations as to how they are to act. It also provides informal control versus traditional formal control such as fixed job descriptions, rigid systems of reward and punishment, and budgetary implementation.

Organisational trust

New world view places an emphasis on human relations, transformational leadership that cannot exist unless there is organisational trust. Without trust, game playing, marksmanship, disharmony, and dysfunctional conflict will exist and prevent excellence and achievement of goals. With trust, information is shared more accurately and in a timely way. People will allow themselves to be positively influenced by others and feel less need to control others. The first step in beginning to build and sustain organisational trust is for the transformational leader to trust others. Only by doing so individual and group relationships flourish, leading to creativity, innovation, and empowerment.

Self esteem

The most important, essential trait of successful leaders is having a positive self-regard. This means that one feels good about oneself, has confidence in one's own abilities, and has a sense of self worth and self respect. Because of the result of having high self esteem is having a high regard for others. Effective transformational leaders must have high self-esteem. Techniques to increase one's own self-esteem include the use of visualisations, affirmations, and letting go the need to be perfect. The transformational leader needs to attend to the self-esteem of the others.

To achieve success for individual nurses and for the nursing profession; nursing needs transformational leaders who are moral leaders. These leaders will be able to recognise the values and aspirations of nurses and appeal to them. They will be able to match the needs of the society. They will have a vision for the future which will be based on the tradition of caring and combine this tradition with autonomy. Transformational leadership creates work

condition which is based on the following ideas:

- People can achieve their own potential and will work hard to do so.
- People are honest and trustworthy; they want and deserve to be treated with respect and dignity.
- People understand the purpose of their work and the goals of the organisation.
- People are accountable and responsible.
- People are able to identify and correct mistakes and problems before they escalate and are shifted to higher levels of the organisation.
- Leaders are responsible for teaching followers, the working of the organisation.
- Leaders are responsible for assuring that information is shared and communicated in a two-way process.
- Leaders, followers, and the organisation have responsibility to each other. This responsibility translates as a sense of value, empathy, understanding, caring and mutual support.

Thus, transformational leadership creates leaders who manage with the heart as well as with the head. Transformational leaders are capable of translating intention into reality due to ability they have:

- Vision, communication and alignment: The capacity to communicate one's vision in order to gain the support of one's constituents. Persistency, consistency, focus and the capacity to maintain the organisational directions.
- Empowerment: The capacity to create an environment in which people are encouraged to work toward achieving their potential. It is a process of focusing on the needs of individuals and encouraging self-responsibility, altering self-limiting beliefs, and encouraging the spiritual self.
- Organisational learning: The capacity to use innovative techniques that enable organisations to monitor their performance, past and present, and the effectiveness of one's organisation.

4.6 Training for Leadership

As you know you have qualities of good leader to manage your wards. Now you will learn about training for leadership.

4.6.1 Concept of Training for Leadership

There is an urgent need for well-prepared nurses to participate in national and institutional level to improve the quality of nursing care. If nurses are well prepared during their training period or after training they can prove to be good leaders. Leadership is the projection of personality—that is the combination of persuasion, compulsion and example that makes other people do what you want them to do. Organisation must identify the natural leaders, train them and give an opportunity to lead. The central theme of the most definitions is that “leadership is a process of influencing individual and group activities toward goal setting and goal achievement”.

In the final analysis, the successful leader is one who succeeds in getting others to follow. A leader in working with followers she/he is the spark that lights the fire and keeps it burning. So the training for leadership should reflect on such developments. However, a dilemma that prevails in the teaching of leadership is that opportunities to implement

leadership behaviours are restricted. Nurse leaders in health care agencies can act as preceptors and role models for students, but this alone does not enable the students to develop leadership skills.

4.6.2 Purposes of Training of Nurses

Purposes of training of nurses in leadership are to:

- prepare nurses in leadership positions to participate fully in key policy, planning decisions at all levels of health care and thus contributes to improvements in quality, efficiency and cost effectiveness
- bring about full cooperation and collaboration among the leaders of the nursing profession, i.e., educationists, administrators, practitioners

- prepare nurses and midwives to strengthen the strategic planning in management of health services and improve their quality effectiveness and efficiency
- provide leadership development opportunities for nurses and midwives at all level

4.6.3 Steps and Process

Steps and process for development of models/methods of training for leadership are:

- Analysing the set objectives in detail
- Understand the effectiveness of alternative methods of training for leadership in detail
- Set yourself mentally, physically and socially of selected method
- Go ahead

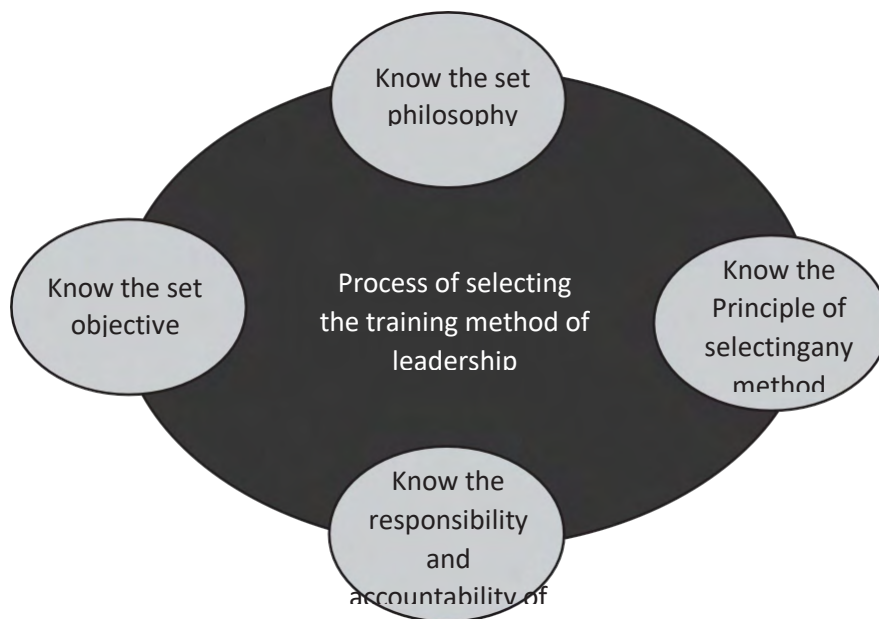


Fig. 4.1 Process of selecting the training method of leadership

4.6.4 Uses of Different Settings

We will see different settings in context with different systems:

Educational Institutions

We introduce you to any one method of training for leadership to understand the relation to educational institutional setting. The training and development of a chain of clinical instructor's, for example, at the beginning of the first clinical day, the instructor asks students to identify classmates that they do not know, and then introduces students to the rest of the class. To facilitate a relaxed atmosphere, the instructor avoids direct observation of these interactions. This exercise serves as an ice breaker and supports students' development of communication skills with both a stranger and a group. This "warm-up" in pre-conference increases students' confidence to go independently to an assigned unit and introduce themselves and their purposes to nurse managers.

Selection and recruitment

- Here you try to post her along with the senior member faculty in educational setting, e.g., clinical setting or classroom setting or in demonstration rooms.
- Give her an opportunity to provide the feedback in writing so that a constructive area of weakness and potentials are identified.
- Provide her an opportunity to participate in general presentation or nursing clinical, meeting.
- Develop an ongoing evaluation in consultation with her/him.
- Provide her a full opportunity to read and analyse the policy and her job description of the institution.
- In short, orientation, sensitisation, feedback and evaluation are the components of her role and when she undergoes the same process she is aware of her role.

Community health set-up

Here only the setting is shifted from the above and the same process is to be adopted in real situations.

Hospital set-up

Start with orientation. Post her on rotation to all departments with her superior. Provide incidental training and guidance to adopt

- inculcate effective reading habit
- develop negotiation techniques

4.7 Effective Nursing Leadership

In nursing profession effective leadership is required to ensure that their contribution to health and health care are maximised and their value is fully recognised. Unfortunately, nursing is characterised by a lack of effective leadership. The nurses need adequate preparation for the management and administrative responsibilities. They are expected to be a knowledgeable leader.

4.7.1 Definition

It is a dynamic, adaptive, interaction, social process of influencing and being influenced the behaviour of others and by factors in the situation towards goal setting.

4.7.2 Techniques of Effective Leadership

To be effective leader, the nursing administration needs to know the principles of team leadership, administration and supervision and motivational theory; to identify the personnel needs and their differences as individuals. The following are the techniques which can be applied by the nurse administrators to be effective leaders:

- Planning and organising: These are the foremost principles of administration and very important for effective leadership. For the nurses at every level, it is important to plan and organise the work schedule according to availability of personnel and materials.
- Division of labour: The work assigned to the subordinate must be defined and should be recorded because clear-cut directions by the nurse leader enable the subordinates to function properly.

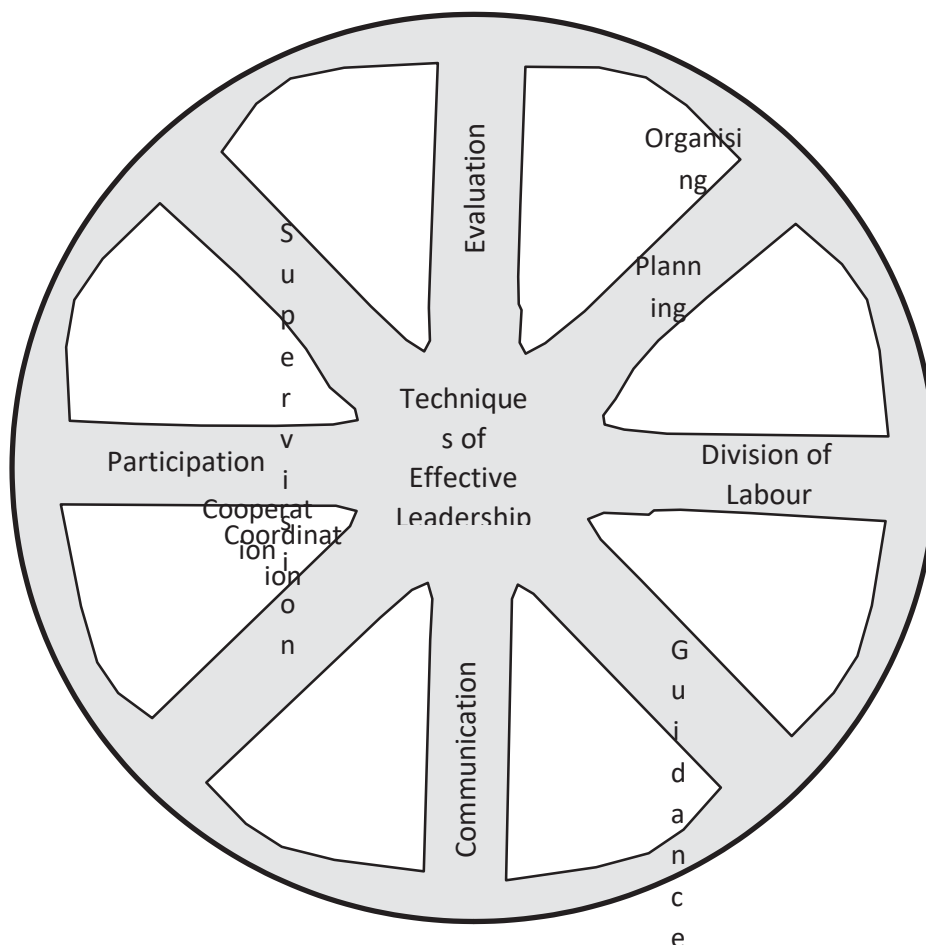


Fig. 4.2 Techniques of effective leadership

- Guidance: Negative criticism should be avoided. Proper teaching and guidance with counselling will help the group to accomplish their objectives.
- Effective communication: It is very important for a leader to have a clear idea about what she wants to say and how to say it. Good communication is needed for understanding, cooperation and unified action.
- Cooperation and coordination: As a part of effective leadership, cooperation and coordination among the leaders and the subordinate employees is essential. If the leader keeps the group informed about the various ward and hospital activities the subordinate feel satisfied and also the group will cooperate with the leader.
- Encouraging participation: The effective leader first identifies the individual capabilities of subordinates and then provides opportunities to them to participate in decision making.
- Supervision: Democratic supervision may be in the form of observation and is one of the most important responsibilities of an effective leader. It helps to:
 - ① identify the individual's capability
 - ① oversee the performance
 - ① improve their skills to give good nursing care
- Evaluation: It is a continuous process of assessment of the personnel or their work. It also helps them to improve in those areas in which they are weak. Self evaluation by the nurse leader is also a must.

Summary

- Career growth and leadership development do not always go together.
- Career movements take place in a series of jumps from one position or job to another.
- The situational theory states that the leader must have insight and flexibility.
- The leader is a catalyst for group decision-making and shared responsibility.
- Hersey and Blanchard were greatly influenced by Reddin in their tri-dimensional leadership effectiveness model.
- The maturity level that follower's exhibit on a specific task, functions, or objective that the leader is attempting to accomplish through the individual's or the follower group's own initiative.
- One-way communication; the leader defines the roles of the followers and tells them what, how, when, and where to do various tasks.
- Hersey and Blanchard in their model, has defined maturity as the ability to set high by attainable goals, willingness and ability to take responsibility, and the level of education and experience of an individual or a group.
- Authoritarian leaders use their power to influence their power and tend to be task-oriented. Such leaders are dictators and do not allow the subordinates to reason.
- Leader is the keystone; group structure falls with the fall of leader.
- Democratic leader allows members to participate in decision making process.
- The leader's behaviour is characterised by a high degree of reliance on rules, regulations and procedures to which both he and his subordinates subscribe, as a result, the process of administration is reduced to a series of routine actions.
- Leadership theories of the past century were born from the old belief of the world with emphasis on control, a competition, power wielding, and rationality.
- The most important, essential trait of successful leaders is having a positive self-regard.
- Effective transformational leaders must have high self-esteem.
- In nursing profession effective leadership is required to ensure that their contribution to health and healthcare are maximised and their value is fully recognised.

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1. Match the following

1. Autocratic	A. The leader is a catalyst for group decision making and shared responsibility.
2. Democratic	B. The leader leaves all decision making process and responsibility to the group.
3. Laissez Faire	C. A man of specific gifts of the body and spirit.
4. Charismatic Leadership	D. Takes all decisions and assigns all responsibility to himself.

- a. 1-C, 2-B, 3-D,4-A
- b. 1-A, 2-D, 3-C,4-B
- c. 1-B, 2-C, 3-A,4-D
- d. 1-D, 2-A, 3-B,4-C

2. seeks maximum involvement and participation of everyone in group activity and indetermination of group objectives.

- a. Laissez-Faire Leadership
- b. Democratic leadership
- c. Rules-centered Leadership
- d. Charismatic leadership

3. When does transactional leadership occur?

- a. When one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.
- b. When it implies change in which the purpose of the leader and follower become fused, creating unity, wholeness, and a collective purpose.
- c. When one person takes the initiative in making contact with others for the exchange of valued things that may be economic, psychological or political.
- d. When it provides meaning and a shared experience of company.

4. are the foremost principles of administration and very important for effective leadership.

- a. Planning and Organising
- b. Division of Labour
- c. Guidance
- d. Encouraging Participation

5. is a continuous process of assessment of the personnel or their work.

- a. Cooperation
- b. Guidance
- c. Supervision
- d. Evaluation

Chapter V

Team Management

Aim

The aim of this chapter is to:

- introduce the modern concept of team management
- elucidate the 12 Cs of team building
- explain some ground rules creating a teammission

Objectives

The objectives of this chapter are to:

- explain team building
- describe the nature of the team
- defineteam

Learning outcome

At the end of this chapter, you will be able to:

- identify how to create an effectiveteam
- enlist the characteristics of an effectiveteam
- recogniseorganisational culture, structure and teammanagement

5.1 Introduction

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

- Operate with a high degree of interdependence.
- Share authority and responsibility for self-management.
- Are accountable for the collective performance.
- Work toward a common goal and shared reward(s).

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

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

- Functional or departmental teams: Groups of people from the same work area or department, who meet on a regular basis to analyse customer needs, solve problems, provide members with support, promote continuous improvement, and share information.
- Cross-functional teams: Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process.
- Self-managing teams: Groups of people who gradually assume responsibility for self-direction in all aspects of work. A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

5.2 Methods to Make Teamwork Happen

To make teamwork happen, these powerful actions must occur:

- Executive leaders communicate the clear expectation that teamwork and collaboration are expected.
- Executives model teamwork in their interaction with each other and the rest of the organisation.
- The organisation members talk about and identify the value of a teamwork culture.
- Teamwork is rewarded and recognised.

The lone ranger, even if she is an excellent producer, is valued less than the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement.

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

5.3 Methods to Create Effective Team

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

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

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

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

All communication takes place on the content and relationship level. Often the problem with communication is the assumption of fit. Metacommunication is very useful. When the person has built trust, that means she has acted with consistency and coherence, demonstrated concern, treated others with a sense of fairness, fulfilled obligations and commitments, etc. When the person is engaging in a dialogue, that means she or he is seeing things from the other person's perspective, really listening, expressing their concerns as one's own concern, and not as another person's problem and giving others a stake in the process or outcome. The three concrete tips to follow include using a facilitator or coordinator, delegating tasks effectively using a work breakdown structure and set some ground rules.

5.4 Work Break Down Structure

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

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

The function of facilitator / coordinator includes following factors:

- Focus the team toward the task
- Get all team members to participate
- Keep the team to its agreed upon timeframe
- Suggest alternatives
- Help team members confront problems

- Summarise team decisions

5.4.1 Setting Ground Rules

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

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

5.4.2 Creating a Team Mission Statement

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

- Include the reason for your team
- Identify your team's unique 'value added'
- Reflect your teams core business activity
- Provide a focus for your team
- Identify the team purpose

Step One: Develop the team mission statement by identifying:

- Stakeholders: Those people who are directly affected by the team's successes and failures. Stakeholders could be employees, internal customers, organisational customers, external customers.
- Products and services: Items that your team produces for its customers. Products and services might include consulting, training, products or services for individual use, products or services for business use.
- Value Added: The key advantage your team provides over the competition. Why would a customer come to your team for service? What makes your team special?

Step Two: Construct a First Draft

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

Step Three: Refine the Team Mission Statement

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

Step Four: Make it Visible

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

Step Five. Live it!

- To make a mission statement one must be involved in the entire team process.
- The mission statement must be used as a guide for everything the team does.
- Bounce team goals and activities against it to ensure the organisation is doing the right thing.
- In order to make the team effective, the organisation must engage the team in dialogue.

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

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

5.4.3 Team Building and Successful Teams

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

Team is a very well known word. Certainly one has heard this word and one uses it off and on undoubtedly. Everyone including friends also use this word. It is very common and popular word and it is used in many places. This word “team” is used to describe any routine work group in a workplace expressing a desirable degree of morale during performance. Within the frame of traditionally formal work group life, through regular social interaction, interpersonal relations are developed and informal groups are formed and they express high group morale when and where necessary.

The quality of cooperation, motivation and determination to achieve goals which are expressed by the informal group members reminds us of a good teamwork. But the said teamwork has no formal recognition, no stable quality, not premised always on rational ground and it hardly obeys any norms. Thus, it fails to satisfy the requirements and characteristics of a formal “team”, the most important group phenomena in the modern workplace.

Team management refers to techniques, processes and tools for organising and coordinating a group of individuals working towards a common goal. Here the team as a whole work together to reach the common goal. To maximise the effectiveness of the organisation, managers must be able to work with one another to achieve common goals. There are mainly six principles which are effective one. Accountability is one of the important factors of every initiative. Proper communication which encourages innovation and creativity is also another important factor.

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

A team is a composite body which functions to yield "collective work-products." It refers to a production of any formal work-group and reflects the joint, real contribution of team members. In this connection it may be mentioned that:

- the team has shared leadership roles
- it has individual and mutual accountability
- has a specific purpose to yield "collective work-products"
- encourages open-ended, active problem-solving meetings and product centered direct evaluation

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

- Advice
- Production
- Project
- Action

We mainly have to know about the two types of teams, viz.,

- quality circles and
- autonomous or self-managed teams.

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

5.5 Steps for Effective Training Approach for Team

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

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

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

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

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

- Change agents should focus on systematic change in work-settings at the starting point and on individual behaviour as the key mediator associated with organisation outcome change.
- Results for technology interventions indicate that negative behaviour change does not necessarily leads to negative organisational outcome change.
- Well-developed theories should provide a better basis for choosing interventions than simply the change agents’ personal preferences values and styles.

5.6 Techniques of Training Team

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

- Grid training
- Survey feedback and
- Team building

Blake and Mouton's leadership grid (position 9. 9) indicates a maximum concern for both people and production

and signifies an implied goal of grid training. The following six steps are generally followed under grid training for organisational development:

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

Organisational program banks on the growth of empathy, improved communication and highly active joint

participation for managing change effectively. There are five key areas of the team which remain open for monitoring and evaluation. These are:

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

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

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

At any point, team members can slide back to a lower level of effectiveness, if they do not continually work

together as a team, listen and communicate effectively, deal with conflict effectively, recognise each other's unique contribution, provide honest feedback and demonstrate other characteristics of an effective team.

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

- Do not promise that all employees undergoing a change effort will be winners.
- Do not blame those who lose out for their negative attitudes.
- Do not focus only on the new and forget the old.
- Avoid symbolic participation in the change effort.
- Avoid destroying the old culture without building a new one.
- Do not launch HRM programs in the context of a major change without considering the necessary time and resource to support them.

5.7 Organisational Culture, Structure and Team Management

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

- Identify the work, delegate it to various people.
- Establish relationship between people and positions.
- Measure and evaluate the work done at various levels.

There are three levels of organisations, viz.,

- strategic,
- managerial and
- operating

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

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

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

5.8 Modern Concept

Organisation is the foundation of management. If the organisation's plan is designed, then management is rendered difficult and ineffective. If, on the other hand, it is logical, clear cut and streamlined to meet present-day requirements, then the first requisite of sound management has been achieved. Organisation is the means of multiplying the strength of an individual. It takes his knowledge and uses it as the resource, the motivation and the vision of the other workers. A good organisation facilitates administration, promotes specialisation, encourages growth and stimulates creativity. The work of management proceeds smoothly only if it is well-defined, systemic and certain and appropriate functional groups are provided to help the managers to manage. A sound organisation stimulates

team management independent creative thinking and initiative by providing well-defined areas of work with broad

latitude for the development of new and improved ways of doing things. Management development is a continuous process. Team management is a significant factor for the enrichment of management development.

5.9 Team Effectiveness Framework

Fig. 5.1 presents a heuristic framework for analysing the effectiveness of teams. In this framework, effectiveness is a function of environmental factors, design factors, group processes, and group psychosocial traits. Environmental factors are characteristics of the external environment in which the organisation is embedded, such as industry characteristics or turbulence. Design factors refer to those features of the task, group, and organisation that can be directly manipulated by managers to create the conditions for effective performance. Examples of task design variables include autonomy and interdependence. Examples of group composition design variables include size, tenure, demographics, and diversity. Examples of organisational context design variables are rewards, supervision, training, and resources. Processes are interactions such as communication and conflict that occur among group members and external others. Group psychosocial traits are shared understandings, beliefs, or emotional tone. Examples include norms, cohesiveness, team mental models, and group affect. Effectiveness outcomes are the performance, attitudinal, and behavioural indicators that we have already discussed.

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

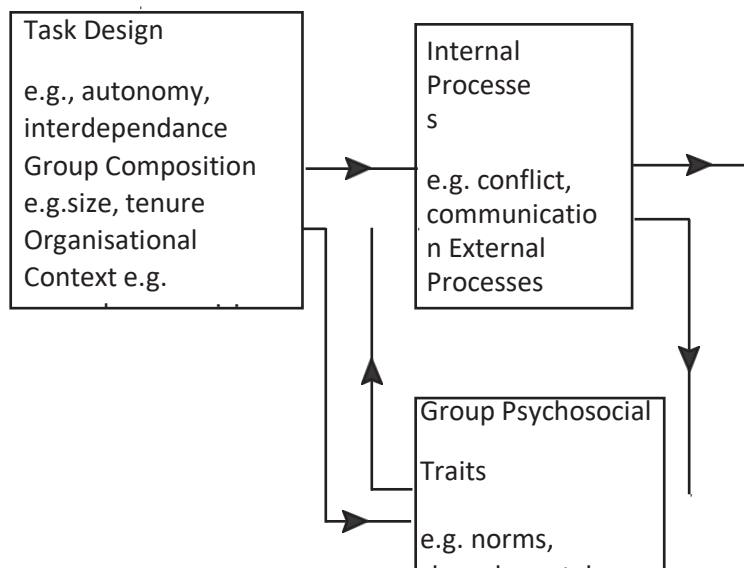




Fig. 5.1 A Heuristic model of group effectiveness

Environmental factors meanwhile, have a direct influence on design factors. Altogether, environmental factors, design factors, internal and external processes, and group psychosocial traits predict effectiveness outcomes. We should note that effectiveness outcomes can reciprocally influence group processes, psychosocial traits that emerge, and even design factors. For example, the composition of TMTs is more likely to change when a firm is performing badly. As we later discuss, most studies still do not address how teams change over time, and subsequently fail to capture the impact of these changes on team effectiveness. For the sake of simplicity, and because most studies we consider here fail to observe the reciprocal relationships that occur between outcomes and predictors over time, we do not graphically represent these relationships in Fig. 5.1.

This framework is heuristic framework and it helps to make sense out of a complex set of relationships and to suggest directions for future work. This framework draws attention to the design factors which are the major points of leverage for influencing team effectiveness. It suggests that critical group processes occur both inside and outside the group. Recent studies of new product development project teams focused on the impact of external processes. In contrast, most previous frameworks focused exclusively on internal group processes. The model draws attention to the group as a social entity that has shared psychosocial traits that influence its behaviors.

These include constructs that historically have been studied, such as group norms and cohesiveness, and new constructs, such as team mental models or group affect. However, most previous frameworks viewed cohesiveness or norms as group processes, and have not considered more broadly the impact of shared group beliefs, understandings, or emotional tone on effectiveness. Recent conceptual and empirical work has begun to examine the impact of team mental models and group affect on effectiveness.

In the sections that follow, we organise our discussion of research findings by looking at each type of team in turn: work and parallel teams, project teams, and management teams. Within each team discussion, we group results according to the seven categories from our heuristic group effectiveness framework:

- task design
- group composition design
- organisational context design
- environmental factors,
- internal group processes,
- external group processes, and
- group psychosocial traits.

Under each category heading, we use subheadings to indicate the particular variable to be examined. Thus, for example, under the group composition category for work and parallel teams, we use two subheadings: the first for our discussion of studies that investigated diversity, the second for our discussion of those studies that

examined size.

Summary

- Team is a composite body, which functions to yield collective work products.
- Team management refers to techniques, processes and tools for organising and coordinating a group of individuals working towards a common goal.
- Team culture is necessary for success. It is not automatic to work together effectively.
- Team culture takes a specific effort and the development of a culture that is supported by executive management.
- Knowledge transfer is essential for an organisation to grow.
- Without knowledge transfer and the sharing of success it is difficult for the group to share any vision and work toward common goals.
- For team management, trust and respect is necessary.
- Brainstorming must be encouraged to release team innovation.
- Reliance on team effectiveness minimises risk by being more flexible and adaptive than relying on a single individual.
- People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team.
- Executive leaders communicate the clear expectation that teamwork and collaboration are expected.
- All communication takes place on the content and relationship level.
- A mission statement identifies the major purpose that your team fulfils when providing products and services to customers.
- Stakeholders could be employees, internal customers, organisational customers, external customers.
- A team is a composite body, which functions to yield “collective work-products.”
- Organisation is the means of multiplying the strength of an individual.
- At the management level the programs regarding the procurement and allocation of all types of resources are formulated to achieve the strategies and objectives.
- Work environments tend to foster rugged individuals working on personal goals for personal gain.

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Chapter VI

Resolving Conflicts

Aim

The aim of this chapter is to:

- introduce conflict resolution and resolving work place conflict
- explain various techniques in conflict resolution
- explicate types of conflicts

Objectives

The objectives of this chapter are to:

- explain the reasons for conflict
- enlist the types of conflict
- define conflict

Learning outcome

At the end of this chapter, you will be able to:

- understand preventive techniques and the positive outcome of conflicts
- determine positive outcome of conflicts
- identify the methods to resolve conflict

6.1 Introduction

Conflict is a natural ingredient in every organisation. In every organisation, managers have to learn not only to live with it but also to manage it. So there is a need to resolve conflict. There are various ways to resolve conflict. Bargaining, negotiating, mediating, communication facilitation, etc. are the ways to resolve conflicts considering the existing scenario of the organisation. So, undoubtedly we can say that there is a need to resolve conflict as far as possible for the improvement of the organisation. In this chapter, we will be dealing with conflicts and resolution of conflicts in an organisation. We start with definition of conflicts and types of conflicts. We then move on to the causes of conflicts and sources of interpersonal conflicts. This is followed by the next section that deals with conflict resolution and resolving workplace conflict. In the latter we will be dealing with the various techniques in conflict resolution. We then present the preventive techniques and other techniques and the positive outcome of conflicts.

6.2 Conflicts and Types of Conflict

We, the individuals, always suffer from different types of conflict. Sometimes we are able to manage it and sometimes not. We feel disturbance if we are unable to solve the conflict. Conflict can be defined as the disagreement between individuals or groups. Obviously, it is expected in groups, especially in the early stages of group formation. Conflict has a strong influence on organisational performance. When conflict reaches at the high level, it can be a major disruptive force that reduces organisational effectiveness. Organisational resources may be money, information, material human resources etc. Job boundaries and responsibilities sometimes are not clear at all. This creates conflict.

Not only this, communication may be defective, causing misunderstanding and conflict among group. Besides this, personality clashes are also one of the important factors for conflict and it is very common in organisation. Actually personality conflicts are caused by fundamental differences in values, attitudes, behaviour and personality. Besides this, another important factor is power and status which creates conflict. Conflict occurs when different people are pursuing different goals within the same group or organisation.

6.2.1 Definition of Conflicts

Conflicts occur when people (or other parties) perceive that, as a consequence of a disagreement, there is a threat to their needs, interests or concerns. Although conflict is a normal part of organisation life, providing numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormally difficult circumstances. Disputants tend to perceive limited options and finite resources available in seeking solutions, rather than multiple possibilities that may exist 'outside the box' in which we are problem-solving.

Workplace conflict is a time-consuming and costly problem that can have a severe impact on the bottom line. Conflict in the workplace is generally the result of serious disagreement over needs or goals and can result in behaviour such as gossip, avoidance, verbal abuse, passive communication and hostility. We can consider the following steps to resolve the conflict:

- A conflict is more than a mere disagreement. It is a situation in which people perceive a threat (physical, emotional, power, status, etc.) to their well-being. As such, it is a meaningful experience in people's lives. It just does not pass off on its own. It has to be resolved.
- Participants in conflict tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. As such, people filter their perceptions and reactions through their values, culture, beliefs, information, experience, gender, and other variables. Conflict responses are both filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions.
- As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
- Conflicts are normal experiences within the work environment. They are also, to a large degree, predictable and expectable situations that naturally arise as we go about managing complex and stressful projects in which we are significantly invested. As such, if we develop procedures for identifying conflicts likely to arise, as well as systems through which we can constructively manage conflicts, we may be able to discover new opportunities to transform conflict into a productive learning experience.

- Creative problem solving strategies are essential to positive approaches to conflict management. We need to transform the situation from one in which it is 'my way or the highway' into one in which we entertain new possibilities that have been otherwise elusive.

6.2.2 Types of Conflicts

We generally identify three types of conflict, as follows:

- Approach-Approach Conflict: The individual is motivated to approach two or more positive but mutually exclusive goals.
- Approach-Avoidance Conflict: The individual is motivated by approach goal and at the same time is motivated to avoid it.
- Avoidance-Avoidance Conflict: The individual is motivated to avoid two or more negative but mutually exclusive goals.

Besides this, the dynamics of interactive behaviour create impact on organisational behaviour and there seem to be indication of interpersonal and inter-group conflict. Conflict at the intra-individual level involves frustration, goal conflict, role conflict and ambiguity. On the other hand, goal conflict can come from approach-approach, approach-avoidance and avoidance-avoidance conflict.

6.2.3 Sources of Inter Personal Conflict

There exists individual difference where intelligence, ability, aptitude, motivation vary from one person to other. In the organisational set up, there seems to be conflict among the managers, subordinates, team members and others also. There are mainly four sources of interpersonal conflict:

- Personal differences: Everyone is unique. Family background, culture, socialisation, values and so many indicators vary from one person to another. So, conflict may arise.
- Information deficiency: There seem to be indication of communication gap and also there seem to be indication of misinformation.
- Role incompatibility: This type of interpersonal conflict mainly draws from both intra-individual role conflict and inter-group conflict.
- Environmental stress: This is mainly due to stressful environmental condition. Here downsizing, competition, uncertainty, etc. are the significant factors.

Besides this there exists inter-group conflict in any organisational set up. The reasons are mainly as follows:

- Competition for resources
- Task interdependence
- Status struggle
- Ambiguity

All these factors create impact in the group. There are number of strategies to manage inter-group conflict, viz., avoidance, diffusion, containment and confrontation. Not only this, the individual in the organisation faces different types of conflict considering only the structural aspects. The types are mainly:

- Hierarchical conflict
- Functional conflict
- Line-staff conflict and
- Formal-informal conflict

6.2.4 Causes of Conflict

Conflict is a normal and necessary part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict rather than avoiding it is crucial. When conflict is managed, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can face disagreements with confidence and keep your personal and professional relationships strong and growing.

Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem—a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

6.2.5 Conflicts Arise from Differing Needs

Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships.

Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between toddlers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of contention between them. It is important to acknowledge that both parties' need to play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved relationships.

- A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat, whether or not the threat is real.
- Conflicts continue to fester when ignored. Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- We respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- Conflict triggers strong emotions. If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflicts successfully.
- Conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

6.3 Conflict Resolution

Conflict in the work place is a very common phenomenon that occurs almost daily. People generally work in different situations. The goals and needs also vary from one setting to another. Sometimes it is adjustable and sometimes not

So conflict may happen. In many cases effective conflict resolution skills can make the difference between positive and negative outcomes. You can solve many problems considering the following three main points. These are:

- **Increased understanding:** Sometimes discussion is needed to resolve the conflict and ultimately it improves the awareness level. It also helps to achieve the goal.
- **Increased group cohesion:** Team members can develop mutual respect and renewed faith in their ability to work together.
- **Improved self-knowledge:** Conflict helps individuals to sharpen their focus and enhance their effectiveness.

Kenneth Thomas and Ralph Kilman (1970) identified five main styles of dealing with conflict. These are:

- **Competitive:** Individuals who tend towards a competitive style take a firm stand and they know what they want. This style is useful when there is an emergency and decision needs to be made fast, when the decision is unpopular.
- **Collaborative:** Individuals are tending towards a collaborative style because he or she is willing to meet the needs involving all the other people. They are highly assertive; they cooperate effectively and acknowledge that everyone is important.
- **Compromising:** Here everyone is expected to give up something and want to solve the problem as early as possible. It is useful when the cost of conflict is higher than the cost of losing ground.
- **Accommodating:** This style indicates a willingness to meet the needs of others at the expense of the person's own needs. Accommodation is appropriate when the issues matter more than the other. People may get return from this.
- **Avoiding:** This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings.

Another important theory we can mention here is the Interest Based Relational Approach. This approach indicates the following points in connection with resolving conflict.

- We have to make sure that good relationships are the first priority.
- We have to keep people and problems separately.
- We have to pay attention to the interests that are being presented.
- We have to listen first and then talk..
- We have to set out the facts.
- We have to explore options together.

Considering the above points we can resolve our conflicts and it will be positive and constructive one.

6.3.1 Principles of Conflict Resolution

We can further say that there are some common principles which we can apply to resolve conflicts, whether it is within individuals, or group or communities or nations. The salient points are as follows:

- **We may be calm:** It may help to resolve the conflict.
- **We may be magnanimous:** Here one can concentrate on the important issues of difference rather than the smaller one.
- **Need for discussion or debate:** Sometimes it happens that conflict is created and maintained because there is no real discussion or debate.

- Need to apply rationality: It is true that there is some conflict which is not about substance but perception.
- We have to acknowledge emotions: In one side there is fact and this is rational and we cannot resolve much conflict because how people perceive those facts is coloured by their emotions.
- Need to think creatively: If we think the incidence or the matter creatively, sometimes we can easily solve the problem.
- Need to change the environment: We can easily observe it that if we change the existing environmental condition, sometimes conflict may resolve.
- Compromise: Compromise is another important factor to resolve the conflict.
- Need to change the wording: Agreement or any settlement helps to resolve the conflict in many situations.
- Have to accept the situation: There is not always a solution waiting to be found and if there is a solution, it is unlikely to be the only one.

Besides, above mentioned ten points there are so many factors by which we can resolve conflict. It can also be said that conflict cannot always be avoided, especially when fundamental differences, as opposed to perceived differences, are involved; not all conflict is negative.

6.4 Resolving Workplace Conflict

Generally there are two parties to a conflict due to one being unable to agree with the other. While the disagreeing

parties may resolve their differences themselves in certain instances with their own conflict resolution methods, the intervention of a third party with good conflict resolution strategies may be required in other cases. The best way to resolve a conflict is by facing it, analysing and acting in a fair and equitable manner by both parties; and not by ignoring or pushing it under the carpet. Here are some good conflict resolution techniques to resolve conflicts.

6.4.1 Conflict Resolution Techniques

Following are the conflict resolution techniques.

- Good self-control: This is an important prerequisite in resolving conflicts. Though one may be highly tensed up and unwilling to listen to anybody other than having their own way during a conflict, once it is history, the person will find that there was a good lesson to learn from that experience, if not already learnt.
- Patient listener: Another good qualification is to be a patient listener and assess the problem realistically without getting emotional or biased. Ask appropriate questions for further clarification, but if you go to talk too much, you could get carried away, and off the track. This is true of all conflict resolution techniques.
- To have a give and take attitude: If you are really interested in resolving a conflict and having lasting peace, do not expect to have the final solution fully in your favour and 100% according to your way of thinking. Everybody involved in the dispute must adopt a "give and take" attitude, as happens with all good conflict resolution strategies. One has to give up a less important part in order to retain a more important part. When everybody thinks and acts like that, the earlier dislodged jig saw puzzle pieces will start falling into their grooves to give a unitary undivided wholesome picture. This wholesomeness comes of using efficient conflict resolution techniques.

To sum up these conflict resolution methods, first identify the conflict in its proper perspective. Once it is done, we hope the foregoing conflict resolution strategies will be of help to the person in resolving any conflict to everybody's satisfaction.

6.4.2 Confront the Conflict

We can call meeting and discuss about the facts:

- Confront the possible negative issues in the relationship.

- Have to encourage both people to look at the possible positive sides to their relationship.
- Have to search various options and you can start gaining greater commitment from them.
- To achieve the listed aspiration adequate strategies are needed.
- We have to set supporting structure to accomplish the aspirations and selected directions.
- To know the feedback and cost of non-compliance.
- Need evaluation and re-evaluation.
- Need for summarisation.

Identification of the problem properly and need for ability to manage the problem properly at all levels. Conflict in organisation is inevitable. Managers cannot avoid conflict problems and need to have the skills to resolve them appropriately.

6.43 Techniques of Conflict Resolution

There are the numbers of techniques for conflict resolution:

- **Bargaining/Negotiating:** Bargaining means of reaching agreement or settlement through give and take, often synonymous with negotiation. Lulofs (1994) makes the distinction that bargaining refers to business contexts, usually involving money, and negotiation refers to all other contexts.
- **Bargaining range/Settlement range:** In a single issue negotiation, the range of overlap in solutions where both parties would prefer settlement to no settlement. For example, Party A has a car to sell and is asking \$5,000, but will actually be satisfied with as little as \$4,300. Party B wishes to purchase the car and has an initial desire to pay no more than \$4,000, but is willing to pay as much as \$4,600.
- **Negotiated rule making (NEG-REG):** Representatives of agencies and private stakeholders are brought together to negotiate new government rules or regulations.
- **Negotiator's dilemma/Claiming value:** Claiming value is the taking of resources during a conflict or negotiation; the opposite of creating value which is the discovery or invention of options or resources. The negotiator's dilemma knows when to create value and when to take value.

Mediation, as used in law, is a form of alternative dispute resolution (ADR), is a way of resolving disputes between two or more parties. A third party, the mediator assists the parties to negotiate their own settlement (facilitative mediation). In some cases, mediators may express a view on what might be a fair or reasonable settlement, generally where all the parties agree that the mediator may do so (evaluative mediation). Mediation has a structure, timetable and dynamics that "ordinary" negotiation lacks. The process is private and confidential. The presence of a mediator is the key distinguishing feature of the process. There may be no obligation to go to mediation, but in some cases, any settlement agreement signed by the parties to a dispute will be binding on them.

6.44 Ten Steps in Conflict Resolution

Here are the ten steps with a few thoughts on each:

- **Set a time and place for discussion:** In most cases blogging conflict happens in posts and comments between bloggers. This is something which one actually enjoys (if done well) but is also something of a problem for constructive resolution (due to its public nature and the fact that conflict rarely stays between two people). If a comment thread is becoming destructive, one generally attempts to take the discussion to a more private setting either via email or IM. Doing this tends to take some of the sting out of the interaction. Also to set up a discussion for some point in the future helps to give each party a little space to calm down and approach the interaction more reasonably.
- **Define the problem or issue of disagreement:** Many online conflicts tend to spill out into related topics to the point where parties end up not really knowing what they're fighting about at all. Attempting to keep a discussion to one main point (at a time) can mean you're more likely to move through it and then tackle another issue.
- **How do you each contribute to the problem?:** Conflict is rarely a result of one person solely being at fault in a situation. Communicating to each other not only what the other person has done wrong but identifying your own failings can be a humbling experience and usually brings you a long way closer to resolving the issue.
- **List past attempts to resolve the issue that was not successful:** As blogging conflicts don't usually come out of longer term relationships this might not be as relevant. However, there are occasions where the same issues surface again and again and it can be helpful to identify previous occasions and look at what the resolution was. Identifying patterns of conflict can be quite illuminating (you might just learn a thing or two about yourself when doing it).
- **Brainstorm; list all possible solutions:** When people fight they generally push one argument or solution upon

others and are not willing to entertain the idea that there might be other possible solutions. Listing the alternative opinions and solutions can help both parties to find compromise.

- Discuss and evaluate these possible solutions: Talking over the alternatives in a neutral and objective way helps both parties to see the pros and cons of different ways of thinking. This is where the assertiveness and active listening skills that we unpacked yesterday come to the fore.
- Agree on one solution to try: In some cases there is no 'solution' needed (other than to agree to disagree and to move on) however in some cases there might be more. Agreeing how and when to finish the conflict is important and stop those lingering flame wars where neither party is willing to let the other one have the final word.
 - ② Agree on how each individual will work toward this solution: If there's some sort of agreement on the resolution to agree to how each person will contribute to it is important so that there is accountability around it.
- Set up another meeting. Discuss your progress: Find that when you've had a blog conflict with someone and have moved to some point of resolution that it can be helpful to privately contact the person later on to debrief on it and to see if there is any further resolution needed.
- Reward each other as you each contribute toward the solution

6.4.5 Components of Conflict Resolution

There are some components for conflict resolution, some of them are explained below:

Get in touch with your feelings

An important component of conflict resolution involves only you knowing how you feel and why you feel that way. It may seem you're feelings should already be obvious to you, but this isn't always the case. Sometimes we feel angry or resentful, but don't know why. Other times, we feel that the other person isn't doing what they 'should,' but we aren't aware of exactly what we want from them, or if it's even reasonable. Journaling can be an effective way to get in touch with our own feelings, thoughts and expectations so we are better able to communicate them to the other person. Sometimes this process brings up some pretty heavy issues, and psychotherapy can be helpful.

Hone your listening skills

When it comes to effective conflict resolution, how effectively we listen is at least as important as how effectively we express ourselves. It's vital to understand the other person's perspective, rather than just our own, if we are to come to a resolution. Good listening also helps for you to be able to bridge the gap between the two of you, understand where the disconnect lies, etc. Unfortunately, active listening is a skill that not everybody knows, and it's common for people to think they're listening, while in their heads they're actually formulating their next response, thinking to themselves how wrong the other person is, or doing things other than trying to understand the other person's perspective. It's also common to be so defensive and entrenched in your own perspective that you literally can't hear the other person's point of view.

Practice assertive communication

Communicating your feelings and needs clearly is also an important aspect of conflict resolution. As you probably know, saying the wrong thing can be like throwing fuel on a fire, and make a conflict worse. The important thing to remember is to say what's on your mind in a way that is clear and assertive, without being aggressive or putting the other person on the defensive. One effective conflict resolution strategy is to put things in terms of how you feel rather than what you think the other person is doing wrong, using 'I feel' statements.

Seek a solution

Once you understand the other person's perspective, and they understand yours, it's time to find a resolution to the conflict a solution you both can live with. Sometimes a simple and obvious answer comes up once both parties understand the other person's perspective. In cases where the conflict was based on a misunderstanding or a lack of insight to the other's point of view, a simple apology can work wonders, and an open discussion can bring people closer together.

Other times, there is a little more work required. In cases where there's a conflict about an issue and both people don't agree, you have a few options: Sometimes you can agree to disagree, other times you can find a compromise or middle ground, and in other cases the person who feels more strongly about an issue may get their way, with the understanding that they will concede the next time. The important thing is to come to a place of understanding, and try to work things out in a way that's respectful to all involved.

Know when it's not working

In case you find that the things are not working, it's advisable to put some distance in the relationship, or cut ties completely. In cases of abuse, for example, simple conflict resolution techniques can only take you so far, and personal safety needs to take priority. When dealing with difficult family members, on the other hand, adding a few boundaries and accepting the other person's limitations in the relationship can bring some peace. In friendships that are unsupportive or characterised by ongoing conflict, letting go may be a great source of stress relief. Only you can decide if a relationship can be improved, or should be let go.

Unhealthy responses to conflict	Healthy responses to conflict
An inability to recognise and respond to the things that matter to the other person	The capacity to recognise and respond to the things that matter to the other person
Explosive, angry, hurtful, and resentful reactions	Calm, non-defensive, and respectful reactions
The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
An inability to compromise or see the other person's side.	The ability to seek compromise and avoid punishing
The fear and avoidance of conflict; the expectation of bad outcomes	A belief that facing conflict head is the best thing for both sides

Table 6.1 Healthy and unhealthy ways of managing and resolving conflict

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. If you don't understand your needs, you will have a hard time communicating with others and staying in touch with what is really troubling you. For example, couples often argue about petty differences the way she hangs the towels, the way he parts his hair rather than what is really

bothering them. The successful resolution of conflict depends on the ability to:

- Manage stress quickly while remaining alert and calm. By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- Control your emotions and behaviour. When you are in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- Pay attention to the feelings being expressed as well as the spoken words of others.
- Be aware of and respectful of differences. By avoiding disrespectful words and actions, you can resolve the problem faster.

In order to do this you will need to learn and practice two core skills:

- The ability to quickly reduce stress in the moment
- The ability to remain comfortable enough with one's emotions to react in constructive ways even in the midst of an argument or a perceived attack.

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you do not know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

6.4.6 Stress and Resolution of Conflict

Let's discuss about the stress and resolution of conflict:

- Accurately read another person's nonverbal communication
- Hear what someone is really saying
- Be aware of your own feelings
- Be in touch with your deep-rooted needs
- Communicate your needs clearly

The best way to rapidly and reliably relieve stress (if you don't have someone close at hand to talk to) is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you. The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication is conveyed by emotionally-driven facial expressions, posture, gesture, pace, tone and intensity of voice.

The most important communication is wordless

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simple nonverbal signals such as a calm tone of voice, a reassuring touch, or an interested or concerned facial expression can go a long way towards relaxing a tense exchange.

Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Once stress and emotion are brought into balance, your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humour plays a similar role when the challenge you're facing is conflict.

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humour can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh with the other person, not at them. When humour and play is used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. It is possible to ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines: Listen for what is felt as well as said. When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

Make conflict resolution the priority rather than winning or "being right". Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint. Focus on the present. If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here and how to solve the problem.

Pick your battles. Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn't worth it. Be willing to forgive. Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

Know when to let something go. If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on. Whether the conflict is a classroom real-life simulation exercise or an on-going emotional experience, learning ways to resolve issues and collaboratively work through responses and solutions will teach you skills that can be applied in other settings. It can help you:

- accept differences
- recognise mutual interests
- improve persuasion skills
- improve listening skills
- break the re-active cycle or routine
- learn to disagree without animosity
- build confidence in recognising win-win solutions
- recognise/admit to/process anger and other emotions
- solve problems

In groups of people with various temperaments, philosophies and personalities, there is bound to be interpersonal conflicts. An interpersonal conflict may be any form of confrontation or interaction between groups that hinders the achievement of group goals. In a school setting where persons work closely and where job functions demand constant communication, some relationships will inevitably be wrought with conflicts. Conflicts can:

- cause stress
- cause frustration
- cause hostility
- result in impaired or bad judgment
- restrict freedom
- use valuable energy
- influence other workers negatively
- result in lack of confidence in principal or administrator
- detract from the attainment of goals and objectives

Some reasons for conflicts include:

- Cognitive dissonance: A conflict between convergent and divergent thinking.
- Status: When there is a need for status, such as the “wrong” person being promoted.
- Economics: Insufficient remuneration.
- Leadership styles: Differences in leadership styles in administration.
- Stress: Conflicts from stress from external sources; i.e., functional or dysfunctional situations.
- Power struggle: Conflict from power struggle when all want to lead and none want to follow.
- Inappropriate assignment of administrative leadership: Conflict resulting from someone of less stature leading a more qualified and experienced worker.
- The application and interpretation of rules and policies.
- Assessment of employee performance.
- Allocation of resources and privileges.

There are two types of conflict:

- Substantive conflict
- Affective conflict

A substantive conflict is associated with the job, not individuals, while an affective conflict is drawn from emotions

6.5 Conflict Resolution Techniques

The choice of an appropriate conflict resolution technique depends on a number of factors including:

- Why the conflict occurred?
- The relation between the conflicting parties
- The relationship between the principal and the conflicting parties

Most of these techniques rest on one model which consists of four steps:

- Identify or clarify the issues
- Search for shared values
- Explore possible solutions

- Select the solution that satisfies those who have the conflict

6.5.1 Preventative Techniques

Several techniques fall within this category: Personal qualifications of the principal, promoting and becoming involved in morale-boosting social events for staff, students, and parents promoting effective up-down and down-up communication altering behaviour through motivational seminars, peer evaluation, mentoring, etc.

The principal must possess the qualities that enhance good working relationships among staff members. These qualities include knowledge of group dynamics, motivational skills, persuasiveness, organisational sensitivity, ethnic and cultural awareness, and objectivity, a sense of humour, listening skills, and compassion. The principal must show a high degree of loyalty and respect to all concerned. She must be able to make wise and intelligent decisions and possess some analytical skills.

6.5.2 Other Techniques

These techniques include but are not limited to:

- Integration
- Consensus management
- Expansion of resources
- Compromise
- Negotiation
- Changing the formal structure of the group
- Identification of similar goals and objectives
- Changing the formal structure of the group
- Problem solving
- Super-ordinate goals
- Smoothing
- Authoritative command
- Altering of the human variable

Authoritative command

This is based on the formal authority vested in the leader and the tendency of subordinates to obey the leader's command. It is very successful in achieving short-term reduced levels of conflict. Its major weakness is that it does not treat the cause of the conflict.

Altering the human variable

This is very difficult to achieve. The goal is to change the behaviour of the conflicting parties. It has a dual potential effect of alleviating the source of the conflict and ending the conflict itself. This is achieved through human relations training, sensitivity and awareness training. A third party is usually involved.

Altering the structural variable

This is the most successful resolution technique. It is assumed to be so because leaders have authority to change the organisational structure or at least to have an input into such changes. This is accomplished by exchanging group members, creating or coordinating positions, developing an appeal system, expanding the boundaries of the group or the organisation.

Integration

It is the most effective technique in cases when different goals or ideals are being sought. Integration is achieved through face-to-face dialogue and brainstorming in order to understand the conflict and evaluate the worth of suggestions. This technique is useful, for example, when two department heads are at odds over the use of the facilities that one has jurisdiction over.

Consensus management

The principal seeks group input in the decision-making process, especially in the formation and prioritising of goals. This technique is useful, for instance, when a school administration must decide on the best day to begin internal examinations.

Compromise

Compromise sends a message of tolerance, understanding, and sympathy for both parties leaving integrity and dignity intact. This is especially applicable in teacher-parent, teacher-student, or teacher-teacher conflicts.

Negotiation

Time should be taken to understand both sides through questioning, to evaluate what is being said, and to make decisions without being subjective. Choices should be offered after pointing out disadvantages and benefits of suggestions. This is a suitable strategy when dealing with parents of a disruptive student and when convincing irate teachers to tolerate and “accept” a difficult student back in school after a severe disciplinary infraction.

Problem solving

This is also known as confrontation. It seeks resolution of disagreements through face-to-face confrontation of the conflicting parties. Rather than accommodating various points of view, this approach aims at solving the problem. It does not determine who is right, who is wrong, who wins, or who loses. Conflict stemming from semantic misunderstanding can be quickly and effectively alleviated in this manner.

Super-ordinate goal

Common goals that two or more conflicting parties each desire and that cannot be reached without the cooperation of those involved are called super-ordinate goals. These goals must be highly valued, unattainable without the help of all parties involved in the conflict, and commonly sought. A union-management dispute illustrates the functioning of the super-ordinate goal. In times of economic plenty unions are frequently adamant in their demands. But in numerous cases where an organisation's survival has been seriously threatened owing to economic pressures, a union has accepted pay reductions to keep the organisation in business. A compelling and highly valued goal, survival, has preceded other, individual objectives, and temporarily resolved the labour conflict.

Smoothing

Smoothing can be described as the process of playing down differences that exist between individuals or groups while emphasising common interests. Differences are suppressed in smoothing, and similarities are accentuated. When we recognise that all conflict situations have within them points of commonality, we further recognise that smoothing represents a way in which one minimises differences.

6.5.3 Positive Outcomes of Conflicts

Conflicts can have constructive outcomes when they are properly handled. They can:

- Provide greater interest in the topic of discussion
- Stimulate greater feelings of identity
- Cause attention to be drawn to the existing problems
- Cause diffusion of ideas for the solution for other problems
- Promote understanding
- Motivate one to work more efficiently

In many organisations, a manager must be prepared to manage a wide variety of organisational subunits. Committees are one of the most common subunits found in modern organisations. Ad hoc committee and standing committee are the important ones. Task force is similar to an ad hoc committee. It has unique features. Task forces are generally associated with the coordination and integration of activities between or among work units. Secondly, task force membership may change often as new skills or inputs are needed. They also solve the conflict considering the relevant factors in connection with the conflict.

6.6 Personality Conflict and Resolution

Interpersonal relationships between co-workers are one of the most important factors in any work environment and the personality conflicts are a leading cause of problems in the workplace. In this context, we can say that there are some basic management skills by which conflict can be resolved. The salient points are as follows:

- Need to be professional and calm
- Need to learn to work as a team
- Need proper communication
- Need work relationship
- Need to know about proper chain of command

Summary

- Conflict can occur at the individual, interpersonal, group and organisational levels.
- Intra-individual conflict is mainly related to stress.
- Another common source of conflict for an individual is a goal that has positive or negative features or two more competing goals.
- Intra-individual aspects of conflict, the inter-personal aspects of conflict are also an important dynamic of interactive behaviour.
- The strategies for inter-personal resolution include a problem-solving collaborative approach, movement toward an open self, etc.
- Negotiation is one of the important factors for conflict resolution.
- Committee, task force, work group may help to resolve the conflict in the workplace environment.
- There are so many mechanisms by which we can try to resolve the conflict in any organisational setup.
- Conflict is a natural ingredient in every organisation.

- Bargaining, negotiating, mediating, communication facilitation, etc. are the ways to resolve conflicts considering the existing scenario of the organisation.
- Conflicts occur when people (or other parties) perceive that, as a consequence of a disagreement, there is a threat to their needs, interests or concerns.
- Participants in conflict tend to respond on the basis of their perceptions of the situation, rather than an objective review of it.
- Conflict is a normal and necessary part of healthy relationships.
- Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely.
- Individuals who tend towards a competitive style take a firm stand and they know what they want.
- Bargaining means of reaching agreement or settlement through give and take, often synonymous with negotiation.
- Interpersonal relationships between co-workers are one of the most important factors in any work environment and the personality conflicts are a leading cause of problems in the workplace.
- Common goals that two or more conflicting parties each desire and that cannot be reached without the cooperation of those involved are called super-ordinate goals.

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Chapter VII

Change Management

Aim

The aim of this chapter is to:

- introduce change management
- elucidate the approaches to management
- explain the principles of change management

Objectives

The objectives of this chapter are to:

- explain the concept of management
- describe the characteristics of management
- define change management

Learning outcome

At the end of this chapter, you will be able to:

- determine the management functions
- understand psychological contract and people-organisational relationship
- identify change management and principles of change management

7.1 Introduction

Human beings, from the very beginning of their existence on this planet, have engaged themselves in activities, which have provided them a better way of living. When people found it difficult to perform various activities alone, they sought co-operation of others which later on took the shape of an organisation. The technological innovation, greater degree of specialisation and division of labour resulted in large number of individuals working together and getting the collective objectives accomplished through their integrated efforts. However in this process, an agency to integrate these efforts was needed and that gave rise to management.

Management is the integrating force in all kinds of organised activity. It is not unique to business organisations, but common to all kinds of social organisations. Management is the social process of planning, organising, staffing, directing, coordinating and controlling for the determination and achievement of organisational objectives in a dynamic environment.

7.2 Definition of Management

There are various definitions about management, which are as given below:

- Management is the function of executive leadership everywhere.
- Management is the process of getting things done through the agency of a community. The functions of management are handling a community to fulfill the purposes for which it exists.
- Management is a technique by means of which the purposes and objectives of a particular human group are determined, clarified and affected.
- The six essential functions of management are planning, organising, directing, staffing, coordinating and controlling.
- Management embraces all duties and functions that pertain to the initiation of an enterprise, its financing, the establishment of all major policies.
- Management entails the coordination of human efforts and material resources towards the achievement of organisational objectives.
- Management is the art of directing and inspiring people.
- Management is the art of getting things done through the efforts of other people.
- Management is the art and science of organising and directing human efforts applied to control the forces and utilise the materials of nature for the benefit of man.

7.3 Approaches of Management

The three approaches in which management can be defined are as follows:

- Management as a field of study: It includes principles, techniques, functions and problems.
- Management as a team or class of people: It includes individuals who perform the managerial activities in the organisation and the actions performed by them which come under managerial activities.
- Management as a process: In studying the management process, various managerial activities take place as a basis for defining management. There are two ways of identifying managerial activities. One is inductive and other is deductive.
- Inductive method means management is what manager does. Under deductive method, we can classify total activities of the organisation as managerial or non-managerial or operative.

7.4 Nature of Management

The concept of management is universal. The nature we can analyse in the context of it being:

- an economic resource,
- a system of authority,
- a class of team,
- a science or art, and
- a profession.

7.4.1 Management: An Economic Resource

There are five factors of production, viz., land, labour, capital, management and entrepreneur. These factors are classified as human and non-human factors in organisation.

7.4.2 Management: A System of Authority

Management is a system of authority. A system can be defined as a set of things can be defined as a set of things connected or interrelated and interdependent so as to form a complex unity. The authority may be defined as the legal right to command others to act or not to act in a prescribed manner.

7.4.3 Management: A Class, Team or Group

Here, we refer management as individuals or group of individuals occupying managerial positions and performing managerial functions. These are:

- paternal or family management,
- political management, and
- professional management.

7.4.4 Management: Science or Art

It is said that management is the oldest of art and the youngest of science. It is a science because it evolves and uses certain principles. It is an art because it requires continuous practice to get the desired results in the best way.

7.4.5 Management: A Profession

Management is a comparatively new field of knowledge and has been developed as a result of rapid industrialisation. It is increasingly being treated as a profession because of the need for acquiring management skills to solve the complex problems of organisations.

7.5 Management Principles

Management has been defined as science, though an inexact science. It means that managerial functions are based on certain principles. Principles are fundamental truths which establish cause and effect relationship of a function and theory is a systematic grouping of inter-related principles. The significant points in this context we can mention are as follows:

- To increase efficiency
- To crystallise the nature of management
- To carry on researches
- To attain social objectives

7.6 The Management Functions

The main functions are planning, organising, staffing, directing, coordinating and controlling.

7.6.1 Planning

Planning is the most fundamental and the most pervasive of all the managerial functions. It includes:

- determination of long and short-range objectives,
- development of strategies and courses of actions for the achievement of these objectives, and
- formulation of policies, procedures, rules etc., for the implementation of strategies and plans

7.6.2 Organising

Organising involves the following list:

- identification of activities required for the achievement of objectives and implementation of plans,
- grouping of activities so as to create self-contained jobs,
- assignment of jobs to employees,
- delegation of authority, and
- establishment of coordinating relationships.

Organising process results in a structure of the organisation. It comprises organisational positions, accompanying tasks and responsibilities and a network of roles and authority-responsibility relationships.

7.6.3 Staffing

Staffing process comprises of:

- man-power planning
- recruitment
- selection, induction and orientation
- transfer, promotion and termination and
- employee training and development

7.6.4 Directing

It is the function of leading the employees to perform efficiently and effectively and contribute their optimum to the

achievement of organisational goals. It includes the sub-function of leadership, motivation and communication.

7.6.5 Coordinating

Coordinating is the integrating function. It is the process of tying together all the parts of the organisation so that they all pull in the direction of organisational goals. It includes the following sub-function:

- keeping authority and responsibility relationships clearly defined
- unity of direction
- unity of command and
- effective communication and effective leadership

7.6.6 Control

Control involves:

- measurement of performance against predetermined goals
- identification of deviation from these goals and
- corrective action to rectify deviation

Management performs all these functions in interaction with its environment. In the course of performing these functions, it is influenced by as well as it influences its environment. Management theory and principles have universal applicability to all kinds of organisations, operating in differing socio-cultural environments. They are transferable from developed to underdeveloped countries. Without people there can be no organisation and no meaningful activity.

Organisations can only achieve their aims and objectives through the coordinated efforts of other members. It is

the job of management to get things done through other people. This involves the effective management of human resources. It is people who are being managed and people should be considered in human terms. Human behaviour is the end result of a multiplicity of influences, many of which are hard to identify, so they need to be measured scientifically under experimental control.

7.7 Change Management

Change management is a structured approach to transitioning individuals, teams as well as organisations from current state to a desired future state. In this context, we can consider organisational change. The important types of organisational changes are mainly,

- strategic changes

- technological changes
- structural changes and
- changes in the attitudes and behaviours of personnel.

An effective change management plan needs to address all the dimensions of change. Organisations consist of people

who are united by a common purpose. To meet the objectives of an organisation, a structure is created, maintained and used. Generally, there are three levels of organisations, which are:

- strategic
- managerial and
- operating

At the strategic level, policies are formulated, goals are set and objectives are formed. Strategies are also designed to

achieve the objectives taking into consideration the environmental influences on the organisation. At the management level, the programs regarding the procurement and allocation of all types of resources are formulated to achieve the strategies and objectives. At the operating level, the programs are implemented, i.e., the actual operations are carried out in the process of day-to-day activities in order to carry out the strategies and achieve the objectives. Human resources have a plus value in that they can convert the disorganised resources into a useful, productive organisation. For smooth running of the organisation and also for organisational development, effective management is desirable.

7.8 Issues about Change Management

Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes. If change is forced on people, normally problems arise. Change must be realistic, achievable and measurable. These aspects are especially relevant to managing personal changes. Before starting organisational change, the managers should ask himself what is it one wants to achieve with this change, why, and how will we know that the change has been achieved? Also, the other question to be asked is who are affected by this change? and how will they react to it? And whether the amount of change being visualised could be achieved by the organisation and what parts of the change would the organisation need help with? These aspects also relate strongly to the management of personal as well as organisational change.

Change should not be sold to people as a way of accelerating 'agreement' and implementation. 'Selling' change to people is not a sustainable strategy for success, unless the aim of the organisation is to face problems at some time in the future when least expected. Instead, change needs to be understood and managed in a way that people can cope effectively with it. Change can be unsettling, so the manager logically needs to be a settling influence.

It is important to find out if people affected by the change agree with, or at least understand, the need for change, and have a chance to decide how the change will be managed, and to be involved in the planning and implementation of the change. For this, face-to-face communication must be used, so that sensitive aspects of organisational change management could be handled effectively. The managers in the organisation must be encouraged to communicate face-to-face with their people when one has to manage an organisational change. E-mail and written notices are extremely weak at conveying and developing understanding.

Where there is a need to make a change quickly, probably there are reasons and ask the question if the urgency is real. Will the effects of a agreeing a more sensible time frame really be more disastrous than presiding over a disastrous change? Quick changes prevent proper consultation and involvement, which lead to difficulties that take time to resolve.

For complex changes, the organisation must ensure that they augment this change with consultative communications

so as to make the people agree and gain support for the reasons for the change. Involving and informing people also create opportunities for others to participate in planning and implementing the changes, which lighten the burden, spreads the organisational load, and creates a sense of ownership and familiarity among the people affected.

For organisational change that entails new actions, objectives and processes for a group or team of people, the organisation must use workshops to achieve understanding, involvement, plans, measurable aims, actions and commitment. The management team should be encouraged to use workshops with their people too if they are helping them to manage the change.

The organisations should even apply these principles to very tough changes, like making people redundant, closures and integrating merged or acquired organisations. Bad news needs even more careful management than routine change. Hiding behind memos and middle managers will make matters worse. Consulting with people, and helping them to understand does not weaken the management's position, rather it would strengthen it. Leaders who fail to consult and involve their people in managing bad news are perceived as weak and lacking in integrity. If the management must treat people with humanity and respect and they will reciprocate.

It must be remembered that the chief insecurity of most staff is change itself. Senior managers and directors responsible

for managing organisational change do not, as a rule, fear change. They generally thrive on it. So the management must remember that its people do not relish change, and they find it deeply disturbing and threatening. The people's fear of change is as great as one's own fear of failure.

7.8.1 Responsibility for Managing Change

The employee does not have a responsibility to manage change. The responsibility of the employee is actually to do their best, which is different for every person and depends on a wide variety of factors (health, maturity, stability, experience, personality, motivation, etc.) Responsibility for managing change is with management and executives of the organisation. They must manage the change in a way that employees can cope with it. The manager has a responsibility to facilitate and enable change. The management must help people to understand reasons, aims, and ways of responding positively according to employees' own situations and capabilities. Increasingly the manager's role is to interpret, communicate and enable. He should not instruct and impose, which nobody really responds to well.

7.8.2 Change must Involve the People

In other words, change must not be imposed on people. If people are not approaching their tasks or the organisation effectively, then the organisation has the wrong mindset, not the people. Changes, such as new structures, policies, targets, acquisitions, disposals, relocations, etc., all create new systems and environments, which need to be explained to people as early as possible, so that people's involvement in validating and refining the changes themselves can be obtained. Whenever an organisation imposes new things on people, there will be difficulties. Participation, involvement and open, early, full communication are the important factors.

Staff surveys are a helpful way to repair damage and mistrust among staff provided the management allows people to complete them anonymously, and publish and act on the findings. Management training, empathy and facilitative capability are priority areas - managers are crucial to the change process - they must enable and facilitate, not merely convey and implement policy from above, which does not work. Change cannot be imposed. In fact people and teams need to be empowered to find their own solutions and responses, with facilitation and support from managers, and tolerance and compassion from the leaders and executives.

Management and leadership style and behaviour are more important than clever process and policy. Employees need to be able to trust the organisation. The leader must agree and work with these ideas, or change is likely to be very painful, and the best people will be lost in the process.

7.8.3 Change Management Principles

These are as follows:

- At all times involve and agree support from people within system (system = environment, processes, culture, relationships, behaviours, etc., whether personal or organisational).
- Understand where the organisation is at the moment.
- Understand where the management wants to be, when, why, and what the measures will be for having got there.
- Communicate, involve, enable and facilitate involvement from people, as early and openly and as fully as is possible.

There are mainly ten principles of change management. These are as follows:

- Address the human side systematically
- Start at the top
- Involve every layer
- Make the formal case
- Create ownership
- Communicate the message
- Assess the cultural landscape
- Address culture explicitly
- Prepare for the unexpected
- Speak to the individual

Actually change management grew from the recognition that organisations are composed of people and the behaviour of people make up the outputs of an organisation.

7.8.4 John P Kotter's 'Eight Steps to Successful Change'

American John P Kotter is a Harvard Business School professor and leading thinker and author on organisational change management. Each stage acknowledges a key principle identified by Kotter relating to people's response and approach to change, in which people see, feel and then change. Kotter's eight-step change model can be summarised as:

- Increase urgency: Inspire people to move, make objectives real and relevant.

- Build the guiding team: Get the right people in place with the right emotional commitment, and the right mix of skills and levels.
- Get the vision right: Get the team to establish a simple vision and strategy focus on emotional and creative aspects necessary to drive service and efficiency.
- Communicate for buy-in: Involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people's needs.
- De-clutter communications: Make technology work for you rather than against.
- Empower action: Remove obstacles, enable constructive feedback and lots of support from leaders - reward and recognise progress and achievements.
- Create short-term wins: Set aims that are easy to achieve in bite-size chunks. Manage a blend of initiatives. Finish current stages before starting new ones.
- Don't let up: Foster and encourage determination and persistence—ongoing change—encourage ongoing progress reporting - highlight achieved and future milestones.
- Make change stick: Reinforce the value of successful change via recruitment, promotion, and new change leaders. Weave change into culture.

7.8.5 Organisational Change, Training and Learning

Here are some modern principles for organisational change management and effective employee training and development. These principles are for forward thinking emotionally mature organisations, who value integrity above results, and people above profit. Do you train or do you facilitate learning? There is a big difference:

- 'Training' implies putting skills into people, when actually we should be developing people from the inside out, beyond skills, i.e., facilitating learning.
- So, focus on facilitating learning, not imposing training.
- Emotional maturity, integrity, and compassion are more important than skills and processes. If you are in any doubt, analyse the root causes of your organisation's successes and your failures—they will never be skills and processes.
- Enable and encourage the development of the person - in any way that you can.
- Give people choice: we all learn in different ways, and we all have our own strengths and potential, waiting to be fulfilled.

Talk about learning, not training. Focus on the person, from the inside out, not the outside in; and offer opportunities for people to develop as people in as many ways you can.

7.8.6 Organisational Change, Training and Development and 'Motivation'

Conventional organisational change, which typically encompasses training and development, and 'motivation', mostly fails, because people look at things in a different way. Bosses and organisations still tend to think that people who are managed and employed and paid to do a job should do what they're told to do. We are conditioned from an early age to believe that the way to teach and train, and to motivate people towards changing what they do, is to tell them, or persuade them. From our experiences at school, we are conditioned to believe that skills, knowledge, and expectations are imposed on or 'put into' people by teachers, and later, by managers and bosses in the workplace.

But just because the boss says so, doesn't make it so. People today have a different perspective. Imposing new skills and change on people doesn't work because:

- It assumes that people's personal aims and wishes and needs are completely aligned with those of the organisation,

or that there is no need for such alignment.

- It assumes that people want, and can assimilate into their lives, given all their other priorities, the type of development or change that the organisation deems appropriate for them.

7.9 Consent to Change

It is not easy to get the employees consent to change. Instead, organisations, managers, bosses and business owners would do better to think first about exploring ways to align the aims of the business with the needs of their people.

The following facts must be kept in mind.

7.9.1 Fact 1

People will never align with bad aims. Executive greed, exploitation, environmental damage, inequality, betrayal, false promises are transparent for all decent persons to see. Re-assess and realign the organisation's aims, beliefs, integrity - all of it – with those of people's. Then, they might begin to be interested in helping with new skills and change, etc.

7.9.2 Fact 2

People can't just drop everything and 'change', or learn new skills, just because the management says so. Even if they want to change and learn new skills, they have a whole range of issues that keep them fully occupied for most of their waking hours.

The reason why consulting with people is rather a good idea is that it saves the management from itself and from its own wrong assumptions. Consulting with people does not mean that the management hands over the organisation.

Consulting with people gives the management and workers a chance to understand the implications and feasibility of what the management thinks needs doing. And aside from this, consulting with people, and helping them to see things from both sides generally throws up some very good ideas for doing things better than the management could have dreamt of by itself. It helps the management to see from both sides too.

7.9.3 Fact 3

Organisations commonly say they do not have time to reassess and realign their aims and values, etc., or do not have time to consult with people properly, because the organisation is on the edge of a crisis. Organisations get into crisis because they ignore facts one and two. Ignoring these facts again will only deepen the crisis.

Crisis is no excuse for compromising integrity. Crisis is the best reason to realign management aims and consult with people. Crisis is indicative of wake-up and changes the organisation and its purpose and not change the people. When an organisation is in crisis, the people are almost always okay. So, whatever way one looks at the organisational change, one is deceiving oneself that one can come up with a plan for change and then simply tell or persuade people to implement it.

Instead, they must start by looking at the organisation's aims and values and purposes. What does the organisation actually seek to do? Whom does the organisation benefit? And whom does it exploit? Who are the winners, and who are the losers? Does the organisation have real integrity? Is the management proud of the consequences and implications of what the organisation does? Will the management be remembered for the good that they did? And what do people in the organisation say to themselves about the way they are managing change?

7.10 Five Basic Principles and How to Apply Them for Change?

Change management is a basic skill in which most leaders and managers need to be competent. There are very few working environments where change management is not important. When leaders or managers are planning to manage change, there are five key principles that need to be kept in mind:

- Different people react differently to change
- Everyone has fundamental needs that have to be met
- Change often involves a loss, and people go through the 'loss curve'
- Expectations need to be managed realistically
- Fears have to be dealt with

Here are some tips to apply the above principles when managing change:

- Give people information. That is, they have to be open and honest about the facts, but at the same time need not give over-optimistic speculation. It is important to meet their openness needs, but in a way that does not set unrealistic expectations.
- For large groups, the management must produce a communication strategy that ensures information is disseminated efficiently and comprehensively to everyone. It must be ensured that the grapevine does not take over. For example, the management must tell everyone at the same time. However, follow this up with individual interviews to produce a personal strategy for dealing with the change. This helps to recognise and deal appropriately with the individual reaction to change.
- People should be given choices to make, and the management must be honest about the possible consequences of those choices. They must be given enough time to express their views, and support their decision-making, provide coaching, counseling or information as appropriate, to help them through the losses.
- Where the change involves a loss, the management must identify what will or might replace that loss. The loss is easier to cope with, if there is something to replace it. This will help in assuaging potential fears.
- Where it is possible to do so, the individuals must be given an opportunity to express their concerns and provide reassurances. This would help in assuaging potential fears.
- The management should keep observing good management practice, such as making time for informal discussion and feedback (even though the pressure might seem that it is reasonable to let such things slip). During difficult times, such practices are even more important.

Where management is embarking on a large change program, the change program should be treated as a project. That means, the management should apply the entire rigors of project management to the change process. In other words, they should produce plans, allocate resources, appoint a steering board and/or project sponsor, etc. The five principles above should form part of the project objectives. When leaders or managers are planning to manage change, there are five key principles that need to be kept in mind:

7.10.1 Principle 1: Different People React Differently to Change

The stability and change can be considered on a continuum with stability at one extreme and change at another extreme. Different people have different preferences for where they like to be on this spectrum. Some people like to be at the stability end of the spectrum. They like things to be the way they have always been. Other people like to be at the change end of the spectrum. Such persons are always looking for something different and new. Problems arise when the individual's preferences differ from the situation they find themselves in. That is, if:

- a stability-oriented person finds that circumstances are changing quite rapidly, or
- a change-oriented person finds that everything is the same and there is nothing new.

In these situations, the individuals involved can experience:

- strong dissatisfaction,
- stress,
- negative attitudes towards individuals with preferences at the other end of the spectrum (e.g., distrust, dislike),
- resistance (to change, or to the status quo),
- intense emotions, and
- loss of rational judgement.

7.10.2 Principle 2: Everyone has Fundamental Needs that have to be Met

A famous psychologist called Will Schutz identified three basic needs that people have in interpersonal relations. These basic needs are also of fundamental importance in people's reaction to change:

- The need for control
- The need for inclusion
- The need for openness

Whilst the need for these can vary between people, in any change process there is always some degree of need for control over one's environment/destiny, some degree of need to be included in the process of forming the change that is taking place, and some degree of need for managers/leaders to be open with their information.

If a change program fails to meet the control, inclusion and openness needs of the individuals affected by it, then that program is likely to encounter a range of negative reactions, ranging from ambivalence through resistance to outright opposition.

7.10.3 Principle 3: Change Often Involves a Loss, and People go through the 'Loss Curve'

The relevance of the 'loss curve' to a change management program depends on the nature and extent of the loss. If someone is promoted to a more senior position, the 'loss' of the former position is rarely an issue because it has been replaced by something better. But, if someone is made redundant with little prospect of getting a new job, there are many losses (income, security, working relationships) that can have a devastating effect. There are many variations of the 'loss curve'. One is known as 'Sarah' - that is, the individual experiences (in this order):

- Shock
- Anger
- Rejection
- Acceptance
- Healing

The common factors amongst all 'loss curves' are:

- that there can be an initial period, where the change does not sink in; for example, feelings may be kept high by the individual convincing themselves that the change is not going to happen
- that when the loss is realised, the individual hits a deep low; the depth of this 'low' is deepened if the loss is

sudden/unexpected

- that the period of adjustment to the new situation can be very uncomfortable and take a long time

7.10.4 Principle 4: Expectations Need to be Managed Realistically

The relationship between expectations and reality is very important. One can see this in customer relations, as for example, if a supplier fails to meet expectations, then the customer is unhappy. If the supplier exceeds expectations, then the customer is happy. To some extent, the same principle applies to staff and change. If their expectations are not met, they are unhappy. If their expectations are exceeded, they are happy.

Sometimes, enforced change inevitably involves the failure to meet expectations. That is, there had been an expectation of job security, which has now been taken away. What leaders/managers have to do, however, is make sure they don't aggravate the situation by making promises that cannot or will not be kept. Expectations have to be set at a realistic level, and then exceeded.

7.10.5 Principle 5: Fears have to be Dealt With

In times of significant changes, rational thoughts do not seem to function. This means that people often fear the worst, that is, they fear far more than the worst, because their subconscious minds suddenly become illogical and see irrational consequences. Given below are a few examples of this type of situation.

- Our company is reducing staff, which means...
- They will make people redundant, and...
- I'll be the first to be kicked out, and...
- I'll have no hope of getting another job, and...
- I won't be able to pay the mortgage, so...
- I'll lose the house, so...
- My family won't have anywhere to live, and...
- My wife won't be able to cope, so...
- She'll leave me, and...
- I'll be so disgraced the children won't speak to me ever again.

Such fears need to be addressed, by helping people to recognise that most people who are made redundant find a better job with better pay and have a huge lump sum in their pocket. Or, where appropriate, by explaining how the reductions in staff numbers are going to be achieved (by natural wastage or voluntary redundancy).

7.11 Psychological Contract and People Organisational Relationship

Many problems in the people-organisational relationship arise not so much from what management does, but the manner in which it is done. Often, it is not so much the intent but the manner of implementation that is the root cause of staff unrest and dissatisfaction. Accordingly, how managers exercise the responsibility for, and duties of, management is important. Management should, therefore, endeavour to create the right balance among the inter-related elements which make up the total organisation. So, attention should be given to the psychological contract and the people-organisational relationship.

7.11.1 Psychological Contract

The psychological contract covers a range of expectations of rights and privileges, duties and obligations, which do

not form part of a formal agreement but still have an important influence on people's behaviour.

The psychological contract is a useful concept in examining the socialisation of new members of staff to the

organisation. Early orientations or inductions about the contractual obligations have a major effect on an individual's

subsequent career in organisation, and influence job satisfaction, attitude and level of productivity. The nature and

extent of individual's expectations vary so widely that it is not possible to finalise an exhaustive list with all inclusive variables. The employer must:

- provide safe and hygienic working conditions,
- make every possible effort to provide job security,
- attempt to provide challenging and satisfying jobs,
- allow staff genuine participation in decisions which affect them,
- provide opportunity for personal development and career progression,
- treat members or staff with respect, and
- demonstrate an understanding and considerate attitude towards personal problems of staff.

On the other hand, the organisation also has some expectations. The organisational expectations show also wide variations in their requirements and conflicting areas with employee expectations. The important points in this context we can mention here are the following:

- Achieving organisational goals
- Sufficient involvement, commitment and initiative
- Requiring high interest towards role and responsibility
- Specific task performance effectively (with loyalty)
- Having high regards to policies, rules and procedure
- Having high responsiveness to leadership
- Having high interest for the viability of the organisation

7.11.2 The People Organisation Relationship

The classical schools of management were mainly concerned with managing organising without caring much about the human factors or people participating in 'man-machine' system of production. Findings of Hawthorne experiments made management cautious about the importance of human factors. Practically, Hawthorne effect on increasing production rate laid down the foundation of human relations approach in industrial management where a harmonious interpersonal relation in work supervision was given priority attention.

Human relations could not think of any dynamic organisational life without lively people in organisational set up. Of course, there are certain shortcomings in putting exclusive importance on the classical human relations approach in public and private sector undertakings with equal emphasis. Acknowledging the importance of human factor, organisational life was studied in terms of the relationship between technical and social variables within the system. Where, changes in our part, technical or social, would affect other parts and thus the whole system.

Thus, the socio-cultural system is concerned with the interactions between the psychological and social

factors and the needs and demands of the human part of the organisation and its befitting structural and technological requirements. Thus, due importance was given on effective decision-making and communication processes. There is a need for cooperative action in organisations. People's ability to communicate and their commitment and contribution to the achievement of a common purpose, were necessary for the existence of a cooperative system. Without proper infrastructure, democratic leadership style cannot grow to achieve finally the goals of industrial democracy where:

- the role, responsibility and dignity of each people is duly respected and recognised,
- cooperation is the core spirit of team work, and
- continuous learning opportunities are available for human resource development and for conflict resolution.

Modern organisations are composed of competing sub-groups and work teams with their own loyalties, goals and leaders are working for a common cause – the viability of the organisation by overcoming conflicts. This view is widely acceptable and trade unions get a legitimate access to intervene into an increasing range of managerial prerogative areas.

Summary

- Effective management is at the heart of organisational development and improved performance and the contribution to economic and social needs of society.
- The quality of management is one of the most important factors in the success of any organisation.
- There is continual need for managerial development to ensure the development of both present and future managers.
- Manager can be seen to draw plans, set-up goals and objectives and subsequent actions.
- Manager organises the program of job analysis, decision-making and forms work groups and controls human relationship in supervisory practices.
- Managers motivate and train work groups and lead the group (teams) and identify the needs of both people and organisation.
- Manager conducts performance evaluation of the staff and self.
- Manager's role is mainly inter-personal, informational and decisional. On the other hand, behaviour styles are mainly authoritative, benevolent authoritative, consultative and participative style.
- The process of management development should be related to the nature, objectives and requirements of the organisation as a whole.
- An essential feature of management development is performance review – related to knowledge acquired, skills developed and qualification and experience of the people concerned.
- An effective system of performance review will help to identify individual strength and weaknesses, potential for promotion and training and development needs.
- Performance review provides a framework for measuring results, identifying training needs, personal career planning, agreeing objectives and standards of performance and organisational succession planning. All these are under the category of change management.

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Chapter VIII

Leadership and Coordination

Aim

The aim of this chapter is to:

- introduce leadership
- elucidate various leadership styles
- explain team coordination

Objectives

The objectives of this chapter are to:

- explain leadership concept and significance
- determine relationship between explicit and implicit coordination
- explicate co-ordination concept and significance

Learning outcome

At the end of this chapter, you will be able to:

- understand principles and techniques of coordination
- differentiate between implicit and explicit team coordination
- identify the qualities of a leader

8.1 Introduction

Leadership has a prominent and powerful role in society and influences all aspects of life in normal as well as crisis situations. Leaders can emerge from within a group and can also be formally appointed or elected. There are many qualities that a leader should have such as intelligence, quick comprehension, decisiveness, courage, strength, confidence, education, knowledge, personality, charisma and above all integrity. There may be a long list of leadership traits but the following five attributes have strong correlation with the leadership. There are:

- Dominance (Personality)
- Intelligence
- Self-confidence
- High energy level
- Task related knowledge (political or organisational)

8.2 Leadership in Disaster Situations: Concept and Significance

Leadership is defined as a ability to influence or motivate a group or community towards achievement of certain goals. In normal circumstances, leadership is entirely different as all decisions are taken after enough thinking, after a process of consideration and reconsideration as well as with the thoughtful advice of experts in the area. There is a framework of legislation to provide formalised support and confirmation. On the other hand in crisis situations or under unstable and disruptive conditions or in disasters, tasks of leaders usually become difficult. The leadership from local level, district level, state level and LIP to national level is affected by a number of factors such as the following:

- Many of the designated local leaders are themselves affected by the disaster. They could get isolated due to sudden breakdown of communications or become ineffective under traumatic condition due to the suddenness and severity of the situation.
- During disaster, many of the relatives and friends of the leaders could be affected. Their attention could get diverted to them instead of taking decision, or action for relief and recovery of the community.
- Lack of information and disruption of communication become serious factors hampering decision making.
- Loss or delayed availability of human resources, equipment, transport and other relief commodities delays action and creates a sense of helplessness.

In the resulting confusion, community feels insecure and could lose confidence in the leadership. There may be many other factors depending on the type of disaster and the affected people. In a crisis situation requiring relief and rehabilitation of disaster affected people, administration and political leadership could have different goals.

8.2.1 District Administration

In a district, the district magistrate or district collector is chairman of the disaster relief committee. The officers'

main aim is to mount effective rescue operations for the affected people, provide immediate relief in terms of food, medicine, drinking water, clothes and temporary shelter. It depends on the leadership qualities of an administrator, how he or she gets the job done. There could be two approaches:

- "Boss-Approach" in which one passes orders and expects that the subordinates will act according to the orders.
- "Team-Approach" in which full cooperation of all concerned officers and people is taken. In this case the leader will take all concerned officers into confidence, involve them in the decision making, monitor their work and guide them from time to time for effective relief operations. In disaster situation, the latter approach will be more effective and give better results.

8.2.2 Local Leadership

Local leaders would like to make their presence felt. They may or may not be having any experience of disaster management. In many cases, their intervention may sometime hinder the process of relief but may give political advantage to the local leaders. Secondly, they may openly criticise the disaster management officials with or without justification.

8.2.3 State and National Level Leadership

State and national level leadership will try to provide funds and mobilise effective relief within the available resources but this leadership initiative from top will be based on an overall appreciation of the disaster situation. For the state and national level leadership to be effective, they should have accurate and up to date information from the disaster area through the district leadership and leave detailed implementation to the local established administrative system.

8.3 Leadership Styles

Before dealing with the leadership styles, it is important to know the attributes and desirable qualities of a leader. Leadership qualities cannot be learnt from a book; for example, 'courage' cannot be learnt from anywhere except perhaps from worthy role models. Secondly, no leader can be all rounder or ideal in all aspects. There are some good qualities that every person has in some measure, such as sense of humour, endurance, cheerfulness, dedication, enthusiasm, courage, quick decision, identification of problem, etc. But combinations of a large number of these desirable qualities in a person can make him or her a better leader. Some of the more desirable qualities of leadership in disaster management are briefly discussed below:

8.3.1 Personal Qualities and Self-confidence

As mentioned above, every person has some leadership qualities. One should identify them and try to develop and upgrade them to the best capability. Self-confidence is an important characteristic of a leader which can be developed by increasing his own professional competence and inter-personal abilities.

8.3.2 Professional Competence

This competence means knowing what to do and how to do it. This can be developed by acquiring a high standard of knowledge, skill and ability appropriate to the task and circumstances. Higher the professional competence more is the respect and trust that the leader would receive.

8.3.3 Sound Judgment and Appropriate Decision Making

These are very much related to the professional competence and experience of a person. A leader with these two qualities will emerge successful with his team of co-workers in any disaster situation.

8.3.4 Ability to Communicate

Clear and concise communication with people working with the leader is very much essential for proper functioning.

In fact, this is an essential ingredient in developing good interpersonal relations that generate goodwill and loyalty to the leader leading to a high level of discipline in the team.

8.3.5 Appropriate Style of Leadership

Always different tasks require different styles of leadership. It is important for a successful leader to understand the dimensions and requirements of the given task and adjust the leadership style to achieve the desired results. The leadership styles appropriate to disaster management work are of four types as follows:

- **Tells:** The leader orders the team and waits for results and action while keeping an eye on the progress. He does not expect his subordinates to ask questions or give suggestions. This style is adopted when the matter is urgent and there is no time to lose.
- **Sells:** Convinces the team about the decisions taken and analyses the positive and negative points. It is like selling ideas to the team members.
- **Consults:** Leader consults the team and allows them to participate in the decision making with the view to making small adjustments but the main thrust of the decisions of the leader are more or less final. This style is somewhat less time consuming than the Sells style.
- **Joins:** The leader discusses thoroughly the problem and the likely course of action. Every member of the team is involved in the discussion and finally the consensus decision prevails. This style consumes most time but later work is smooth.

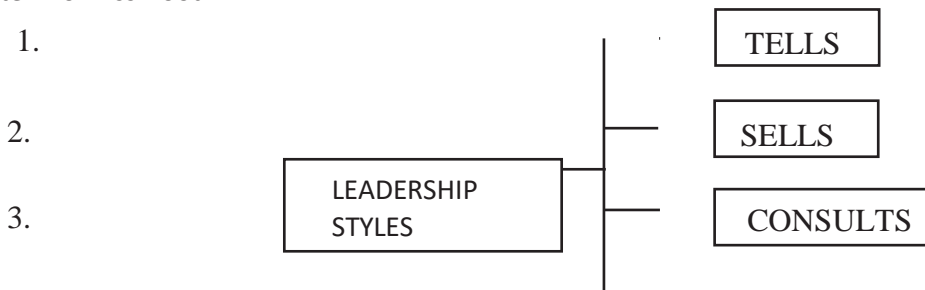


Fig. 8.1 Styles of leadership

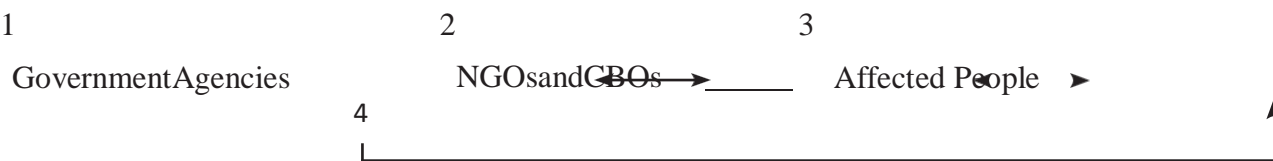
Sometimes a multi-style or mixed-style approach is more useful in disaster situation. There are various different tasks such as distribution of food, medicines, temporary shelter, and rescue work. If each of such tasks is assigned to a different person instead of all tasks to one, there can be better results. In other words, delegation of authority and work is also an important aspect of leadership style. Of course, the leader has to continue to monitor and coordinate with his colleagues.

Another useful factor in the development of disaster management is the strong and positive link between leadership and training. A high standard of training can upgrade the professionalism in the leadership. This is the reason that the Government of India (through its nodal ministries and departments) and the various institutes of public administration (through their faculties of disaster management) are giving more emphasis on 'Human Resource Development' in the area of disaster management. They want to provide training to various levels of government officers, NGOs and to the community leaders so that they have more knowledge, skill and confidence to tackle the likely disaster situations.

8.4 Co-Ordination: Concept and Significance

Coordination can be defined as combined effort of various related organisations and agencies to achieve the goal/target of a task and is therefore very essential. In fact, there is always scope for improvement in coordination

between various agencies/organisations working for relief and rehabilitation. There are three main bodies involved in disaster management:

**Fig. 8.2 Coordination**

NCO= Non-Government
 Organisation CBO= Community
 Based Organisation

At all stages of disaster management, viz., preparedness, mitigation efforts as well as relief or response, there is need for proper coordination. Thus the role of coordinator/leader in disaster situation becomes very significant. In Government of India, the Ministry of Agriculture was the Nodal Ministry for disaster management. The natural disaster management division dealing with natural disaster was earlier with the ministry of agriculture, government of India but now it is under the Ministry of Home Affairs, government of India. However, drought as a natural disaster is still being managed by the Ministry of Agriculture, Government of India.

There are many other ministries and specialist departments and organisations involved in the disaster preparedness and response operations.

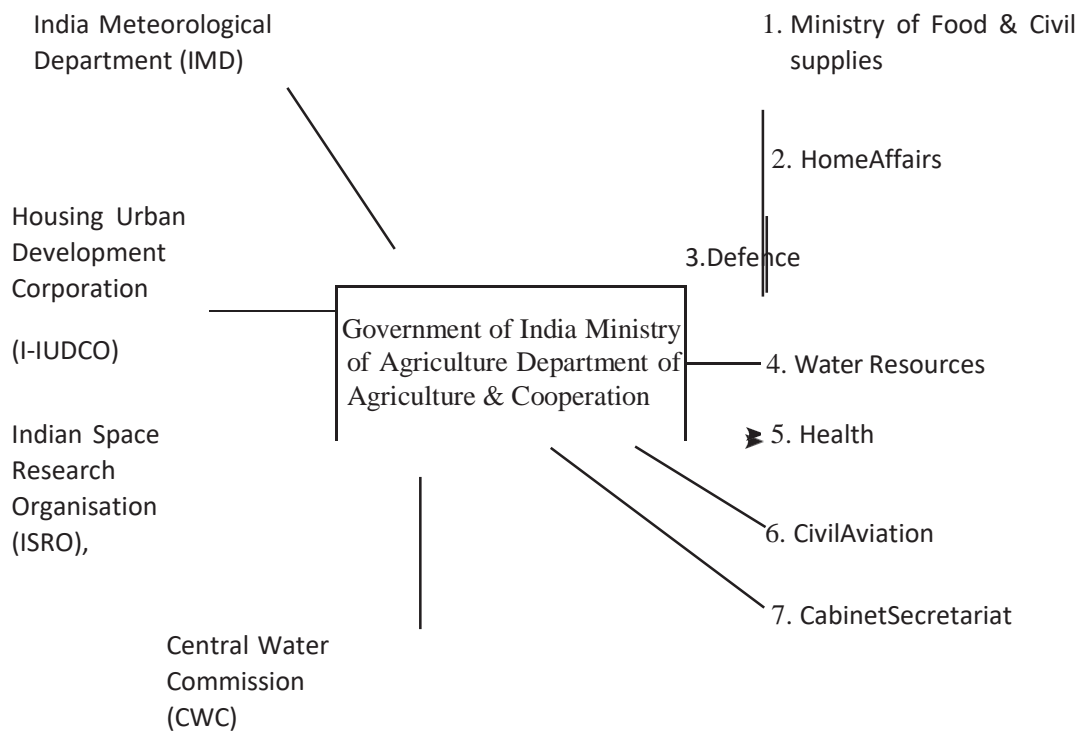
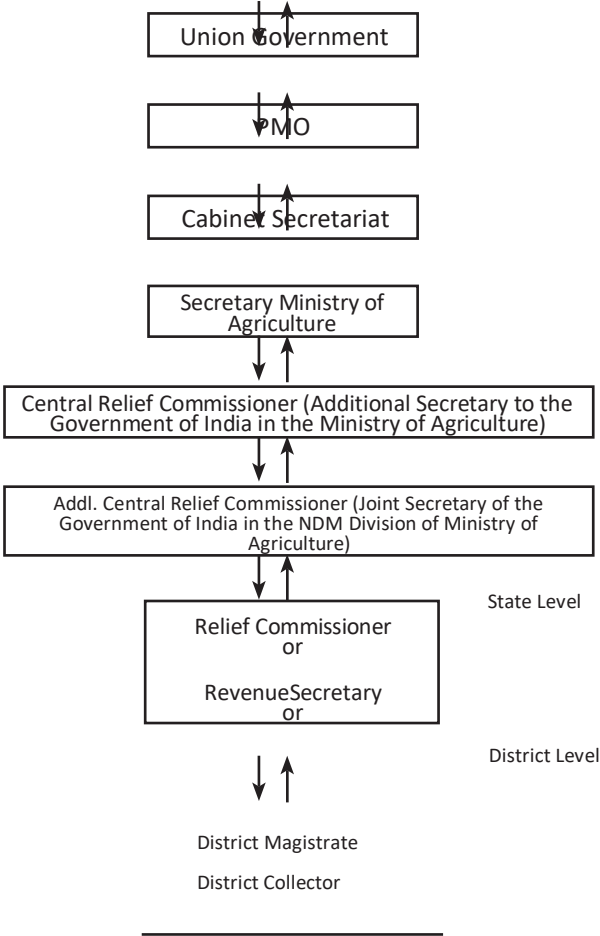


Fig. 8.3 Preparedness and response operations

Similarly, the state governments have their agencies involved in disaster management work. The central government is in regular contact with state governments. In the central government, the central relief commissioner is the focal point and the finance/revenue secretary or the state relief commissioner is the focal point in the states. They work in close contact with each other. The following diagram explains the coordination arrangements between central state and district administration for disaster management.



8.5 Principles and Techniques of Coordination

In disaster management, all the concerned organisations, agencies, and the public have common goals as discussed below.

- Pre-disaster situation: It is considered for disaster prevention, mitigation and preparedness to minimise loss of life and property from natural disasters.
- Disaster situation- To provide effective relief, rehabilitation or affected people' and recovery of the community.

There are no set principles or rigid techniques for coordination in disaster situation because each disaster situation is unique in its own way. But, coordination is more effective if we follow the basic principles of coordination given below.

8.5.1 Clear Role Allocation

There should be clarity in roles of different participant organisations. They should know their authority and limitation

ns. There should not be duplication of roles.

8.5.2 Networking

All concerned organisations should have proper networking. This will provide them better understanding of strengths and weaknesses of each other and will also ensure proper coordination of efforts besides avoiding duplication.

A proper networking of NGOs will give them idea about the capacity and capabilities of each other. This knowledge is very essential for coordination among NGOs.

- Practicing coordination during exercises
- Knowledge of professional competence of individual organisation
- Knowledge of available resources including financial resources
- Transparency in the action of various organisations involved in management

8.6 Role of Leader and Coordinator

A good leader or coordinator can make the task simple and more effective. He can serve the affected people within

limited resources and be cost-effective. Role of a leader starts from pre-disaster situation. He has a very important role during and after the disaster. Roles of leader/coordinator are almost same and are given below:

- Identification of safe places or protected areas when disaster impact occurs.
- He should be able to convince the community that they should reach these safer places at the time of pre-warning. Normally, people do not want to leave their houses and belonging even after several warnings and even police intervention. But a good leader can persuade them to move to safe places.
- In cyclones and floods, such evaluation of people can save lots of human lives and cattle's.
- Leaders take decision concerning post-impact priorities for rescue, temporary evacuation, shelter, immediate needs of the community crucial to the lives and livelihood of the affected people.
- Leaders implement self-help measures and induce spirit of cooperation. They take decisions to organise external assistance which can significantly defer or alleviate potential hardship for those who have lost their home and means of livelihood.
- They also involve people and community in the decision making, implementation of plans and their participation at every step of relief or rehabilitation process by keeping complete transparency.

8.7 Team Coordination

In this section we will see two types of team coordination explicit coordination and implicit coordination. Both are explained separately in detail below.

8.7.1 Explicit Coordination

Partisans of explicit coordination explain that process modeling:

- already exists
- has proved efficiency in work coordination
- is an efficient way for enterprise to capitalise their know-how and to resist to market evolution
- allows enterprises to interoperate by interconnecting their processes
- is supported by workflow systems that allow for graphical process modeling, process enactment and process tracking

Reciprocally, they pointed out that auto-coordination cannot allow:

- a good knowledge of the work in progress and an effective process tracking
- effective capitalisation of the know-how

8.7.2 Implicit Coordination

Partisans of implicit, or auto- coordination had also some good arguments. Implicit coordination approach:

- does not allow an important investment in modeling, even if critical events, on which awareness is based, have to be described
- is dynamic and flexible (as process are not really modeled, they can be changed easily)
- better fits the current way people work
- does not request an enterprise to make visible its know-how to cooperate with another
- is a good anti-stress for the SME responsible managers connected to Internet, especially if awareness is based on group communication

Reciprocally, they argued that process modeling approach:

- requests a priori an important modeling effort
- is not currently efficient to manage the subtlety of interactions as they occur in creative applications, hence risks to lead to rigid processes which either will be rejected, or break the synergy existing, on building sites
- is not currently efficient to support interoperability of processes
- can be felt as "Big Brother" and increases the stress of people
- imposes SME to make "public" their processes what they cannot accept due to the competitive context of the market: two enterprises cooperating in a project can be in competition in another at the same time or in the future

8.8 Evolution of Positions

Finally, partisans of explicit coordination accepted some criticism of partisans of implicit coordination and recognised

some qualities to this approach. And reciprocally both parties agree on the idea that no approach alone can fulfill the requirements of good coordination: a good coordination is a subtle mixture of explicit and implicit coordination.

8.8.1 Requirements and Design for Explicit Coordination

The process must be seen as a combination of process fragments. Each fragment corresponding to a

point of view and/or a role and to provide a means to combine such fragments in a coherent global process. These fragments represent adaptive and cooperative processes to manage different variants of the same initial process and to allow activities of the processes to exchange information during execution.

The fragments come from abstract workflows. This is important in the context of virtual enterprises where some partners accept to make visible only some aspects of their processes. This argues also for the ability to generalise a concrete process into an abstract one.

State of the art

Lot of workflow products exist on the market. They are widely used in a lot of applications, especially production and administrative application. However, we have to notice that current systems do not apply efficiently for creative application in general and co-design and co-engineering applications in particular. This is due to the needs we just introduce above, the study of which is still in the domain of research: need of adaptability.

8.8.2 Requirements and Design Criteria for Implicit Coordination

Events and information to be notified must be structured. This is not only a problem of confidentiality as it can appear; this is mainly a problem of selectivity and quality of information: the right information must be transmitted to the right person at the right time. Participants must be structured in communication and information groups. This is directly related to the above issue. It is necessary to partition the set of participants in groups, based on their roles and their space of intervention.

Divergence between participants must be measured and controlled. It is necessary to control the disorder, which may be introduced by the permissiveness of the approach, and to maintain this disorder under an agreed limit.

State of the art

Implicit coordination is mainly based on awareness. Currently, a lot of tools provide awareness (typically tele-presence and a limited form of group management as in ICQ), but it is specific to the embedding tools. Some experimental toolkits exist but they are still in the domain of research and new research topics start, as example concerning divergence measurement.

8.9 Relationship Between Explicit and Implicit Coordination

We think that a good coordination is a subtle mixture of explicit and implicit coordination. This implies to how to take advantage of integrating these two dimensions, i.e., how to use one approach to fill the deficiencies of and to enhance the other?

8.9.1 Requirements and Design Criteria

Implicit coordination can be seen as the minimum mechanism to integrate process fragments. Especially, multi-membership communication groups can apply efficiently in this objective, one participant having the ability to participate to several groups corresponding to several processes. Communication groups can be defined to explain process monitoring decisions to performers, and to inform administrator on the degree of acceptance of current processes.

The processes must be used as the basis to structure information and communication groups. Communication groups can be organised based on activities, process fragments, roles as defined in workflow. Implicit coordination must rest on process awareness. The process knowledge will be used for improving the information quality. In particular, the information concerning the state of an executed process will be of some help, on the ground, and limit any divergence.

State of the art

In some way, most of GroupWare tools yet integrate these dimensions, but in a very limited and specific way. As example, process awareness in workflow systems thanks to “to_do_list”. At the level of research, we think that the study of the relationship between explicit and implicit coordination needs some specific and enthusiastic new research. The Orbit demonstration is good illustration of the interest of the approach.

Summary

- Leadership has a prominent and powerful role in society and influences all aspects of life in normal as well as crisis situations.
- There are many qualities that a leader should have such as intelligence, quick comprehension, decisiveness, courage, strength, confidence, education, knowledge, personality, charisma and above all integrity.
- Leadership is defined as a ability to influence or motivate a group or community towards achievement of certain goals.
- Many of the designated local leaders are themselves affected by the disaster. They could get isolated due to sudden breakdown of communications or become ineffective under traumatic condition due to the suddenness and severity of the situation.
- “Boss-Approach” in which one passes orders and expects that the subordinates will act according to the orders.
- State and national level leadership will try to provide funds and mobilise effective relief within the available resources but this leadership initiative from top will be based on an overall appreciation of the disaster situation.
- Before dealing with the leadership styles, it is important to know the attributes and desirable qualities of a leader.
- Coordination can be defined as combined efforts of various related organisations and agencies to achieve the goal/target of a task and is therefore very essential.
- Pre-disaster situation is considered for disaster prevention, mitigation and preparedness to minimise loss of life and property from natural disasters.
- A good leader or coordinator can make the task simple and more effective.
- The Orbit demonstration is good illustration of the interest of the approach.
- Communication groups can be defined to explain process monitoring decisions to performers, and to inform administrator on the degree of acceptance of current processes.
- Participants must be structured in communication and information groups.
- Leaders implement self-help measures and induce spirit of cooperation.
- There are no set principles or rigid techniques for coordination in disaster situation because each disaster situation is unique in its own way.
- In the central government, the central relief commissioner is the focal point and the finance/revenue secretary or the state relief commissioner is the focal point in the states.
- A high standard of training can upgrade the professionalism in the leadership.

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Improving Communication with the Team Management Profile

The Problem

An issue with communication had arisen with a Senior Divisional Management team of a mid-sized manufacturing company. Specifically, tensions had been growing between several of the regional managers and the two corporate services managers from head office. The problem had existed for several years although due to recent structural changes, it had become increasingly critical to ensure the smooth flow of information between head office and the regions.

Action taken

In conjunction with the Learning and Development Manager, the regional managers allocated two, 3-hour sessions within their quarterly meeting to use the Team Management Profile (TMP) to look at their differences and to generate discussion on possible solutions. The purpose of the first 3-hour session was to overview the theories and models behind Team Management Systems and to give back the profiles with some time to read and discuss. At the end of this session, the group plotted their results on the Team Management Wheel. This activity led to some lively discussion over the lunch break with many of the team members swapping and comparing their profiles.

The second 3-hour session was arranged to discuss the implications of the group composition on both the processes and the

communications within the team. Two further activities were implemented to assist in furthering this program. Firstly, the Learning & Development Managers spent around an hour with each Regional Manager within two weeks of the Profile feedback session, to clarify learning's and discuss individual next steps and action plans. Additionally, the team scheduled a 1/2 hour component at all subsequent monthly meetings to check on progress with their development.

Outcomes

Two key outcomes came out of using the team management profile:

- Firstly, the managers developed an appreciation of the very different styles. Team members preferred to work in, and how this had impacted on interactions and attitudes in the past. The team was able to formulate guidelines to improve communication between the managers.
- Secondly, the composition of the group showed clearly why information flow had been neglected. A lack of preference in both the advising and promoting tasks helped the team focus their review of past processes and formulate strategies for sharing information more efficiently.

Fourteen months after the first introduction of the Team Management Profile at the monthly meeting, the team performance has improved markedly. A number of initiatives have been introduced as a direct result of improved relations between managers—program that would not have even been considered two years ago. Finally, following the success of their own program, several of the managers have also run similar programs for their teams and TMS is starting to provide a common language for appreciating individual differences within the division.

(Source: *TEAM MANAGEMENT SYSTEMS CASE STUDIES* [Pdf] Available at: <http://www.tms-americas.com/pdfs/TMP_Profile_Overview.pdf> [Accessed 22 July 2013]).

Questions

1. What was the purpose of the first 3-hour session here?

Answer

The purpose of the first 3-hour session was to overview the theories and models behind Team Management Systems and to give back the Profiles with some time to read and discuss. What was the purpose to arrange the second 3-hour session?

Answer

The second 3-hour session was arranged to discuss the implications of the group composition on both the processes and the communications within the team.

2. Write the outcomes of using the team management profile?

Answer

Two key outcomes came out of using the team management profile:

- Firstly, the managers developed an appreciation of the very different styles. Team members preferred to work in, and how this had impacted on interactions and attitudes in the past. The team was able to formulate guidelines to improve communication between the managers.
- Secondly, the composition of the group showed clearly why information flow had been neglected. A lack of preference in both the advising and promoting tasks helped the team focus their review of past processes and formulate strategies for sharing information more efficiently.

Case Study II

Management Development

The Company

XYZ, a research division of a pharmaceutical industry, wanted to have their scientists understand the need to develop their teams to focus on achievement of the exponential growth and achieve the projected growth by keeping timelines in research and API and overall cost reduction through improved teamwork.

The challenge

In order to meet the challenges of the future, the Company is constantly augmenting its manufacturing capacities including greenfield specialised projects. At the heart of every successful organisation, lies its people and XYZ is proud to have efficient and committed multicultural workforce. Since the organisation was focused on R&D the major challenges faced were people management, assume leadership responsibility, manage by goals, get results through time management, empower other people, understanding authority and power productively, develop a written and specific plan of action for success.

The Solution

The LMI model of facilitation -the change process through the Effective Management Development Program:

- Becoming an effective manager
- Achieving success through goal setting
- Getting results through time management
- Maximising personal productivity
- Empowering other people
- Balancing authority and power productively
- Improving communications skills
- Coping constructively with change and stress
- Developing a dynamic decision making strategy
- Commitment to the management challenge

The Result

The facilitation and coaching resulted in confidence building amongst the participants, ability to make the change process smooth. Set aside a certain block of time several times a week for uninterrupted creative activity. While delegating a job, give adequate instruction (along with empowerment) so that it is done well, better delegation and empowerment to handle challenges, identifying and coaching people for promotion. Updating project-monitoring folders as per scheduled timelines, revising checklist daily as for focus goals is important. Creation of a motivational climate that helped to delegate and empowered team members to use their previously untapped talent and abilities. Creating a better learning environment helped in sharing of ideas, increased positive attitudes and training new members.

(Source: *Management Development*. [Pdf] Available at: <http://www.lmi-india.com/html/case_studies.aspx> [Accessed 24 July 2013]).

Questions

1. Explain the challenges faced by the company.
2. What are the strategies used by the company?
3. What result did the company get at the end?

Case Study III

Leadership Development using Personality Assessments

Introduction

This case study shows how Harrison Assessments combined with coaching can create dramatic shifts in behaviour through increasing the subject's self-awareness and designing behaviour and attitude changes that work with their personality and preferences.

The problem

The coaching client, June (not her real name), was experiencing frustration in leading her team of 6 subordinates. She saw that they were not taking initiative. She felt all the responsibility for the quality of their work fell to her. Consequently she was taking on more organisational duties than she desired and she did not have time to focus on the bigger picture issues that her leadership role demanded.

June knew that she had to let her subordinates take initiative for the tasks within their roles, but she was not able to effectively make this change. Every time she let go of her usual responsibility, the subordinates still did not step forward and the team's results suffered.

The root cause

One of the causes of June's frustration was that she was trying to stop doing something rather than doing something. When she stopped herself from solving her subordinate's problems, she had nothing else to do and felt she was merely holding back and not contributing. With her experience, she could see many problems arising and found it very difficult to hold back and leave it to the team. The solution was to find some way to be active but without taking responsibility for other's roles.

The insight

June's coach suggested a new strategy of focusing her attention on positive actions that would contribute to the solution without taking responsibility away from the subordinates. Using the Harrison Traits and Definitions Report and the Paradox Report, June realised that she could use her strengths in 'enlisting cooperation' and 'forthright diplomacy' to move the team forward without taking over their roles.

The solution

With this insight, June experienced an immediate shift in her attitude towards the team and her leadership role. Since the actions she chose to focus on were her preferred traits, the change was easy for her and enjoyable. Her team responded immediately to her requests for cooperation and her clear communication about their behaviors and results. By continuing to focus on her strengths, June was confident she could move her team to learn how to do their jobs, while still retaining control of the results.

It is more effective to focus on taking positive actions, rather than on stopping behaviors. People can more easily begin actions that rely on their preferred traits. Different preferred traits can be used in different situations to get the desired results. Therefore it is possible to customise behavioral solutions for different personalities, based on their personal preferences, as identified by Harrison Assessments.

(Source: *Leadership Development using Personality Assessments*. [Online] Available at: <<http://www.spaxman.com.hk/case1.html>> [Accessed 25 July 2013]).

Questions

1. What was the root cause of the problem?
2. Write the strategy used to solve the problem.
3. What was the reason that June was confident she could move her team to learn how to do their jobs?

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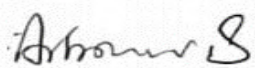
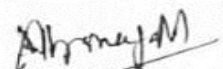
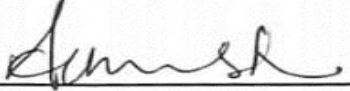
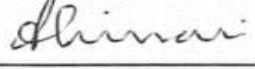

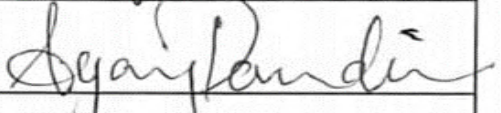

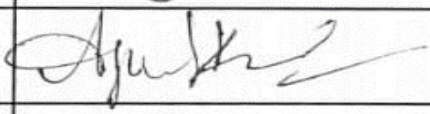

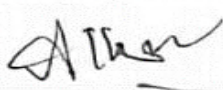
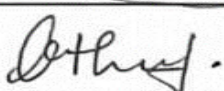
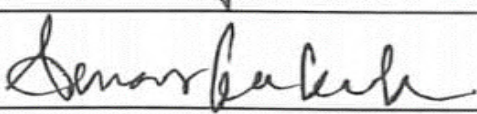
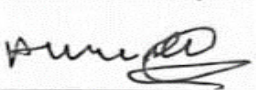
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Annexure – II

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES
TOPIC: TEAM MANAGEMENT

SL.NO	NAME OF THE STUDENTS	SIGNATURE
1	AASHIK MUKESH. M. S	
2	ABEETHA.M	
3	ABHINAV. S	
4	ABINAYA. M	
5	ABISHEK. R	
6	ABIRAMI. S	
7	AGALYA. S	
8	AJAY PANDIAN. V	
9	AJEETH. R	
10	AJITH KUMAR. M.K.	
11	AKSHAI. S	
12	ALLEN DANIEL XAVIER.J	
13	ALTHAF AHMED	
14	AMARA LOKESH	
15	AMRESH. K	

Annexure – III

MULTIPLE CHOICE QUESTIONS

Course Code: PSM01

ANSWER ALL THE QUESTIONS

- 1. Because leading is one of the four basic managerial functions, _____ leaders.**
 - A) all managers are
 - B) all managers should be
 - C) some managers are
 - D) some managers should be

- 2. Early Leadership trait research looked to find characteristics that might _____**
 - A) distinguish ordinary leaders from great leaders
 - B) define charisma
 - C) identify the physical traits of leaders
 - D) differentiate leaders from non leaders

- 3. Leaders are _____.**
 - A) Individual people, while leadership is a process.
 - B) the first step in the leadership process
 - C) individual people who study the leadership process
 - D) the final step in the leadership process

- 4. If a trait theory of leadership were true, then all leaders would possess _____.**
 - A) Charisma
 - B) the same traits
 - C) Different traits
 - D) Seven traits

- 5. The most successful early trait theories focused on _____.**
 - A) traits of famous leaders
 - B) traits of followers
 - C) traits associated with leadership
 - D) traits with distinguish leaders from nonleaders

6. Trait theory helps explain why ____.

- A) Some people are leaders
- B) Some people are not leaders
- C) Successful leaders are effective
- D) Leadership involves extraversion

7. Behavioral theories of leadership focused on ____.

- A) who effective leaders
- B) what characteristics effective leaders had
- C) how to identify effective leaders
- D) what effective leaders did

8. The promise of behavioral theories of leadership held that this would be possible.

- A) picking a leader out of the crowd
- B) being able to train a person to be a leader
- C) explaining why successful leaders are so successful
- D) Eliminating ineffective leaders

9. The University of Iowa studies discussed all of the following leadership styles except

- A) laissez-faire
- B) democratic
- C) Benevolent
- D) Autocratic

10. Which leadership style tends to centralize authority and make unilateral decisions?

- A) cultural style
- B) autocratic style
- C) democratic style
- D) laissez-faire



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION AND RESEARCH

TEAM MANAGEMENT

MULTIPLE CHOICE QUESTIONS

Course Code: PSM01

I. ANSWER ALL THE QUESTIONS

1. Because leading is one of the four basic managerial functions, _____ leaders.

- A) all managers are
- B) all managers should be
- C) some managers are
- D) some managers should be

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- C) identify the physical traits of leaders
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**SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH**

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10. Which leadership style tends to centralize authority and make unilateral decisions?

- A) cultural style
- B) autocratic style
- C) democratic style
- D) laissez-faire

Annexure – IV



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that **ABHINAV.S** has actively participated in the Value Added Course on **TEAM MANAGEMENT** held during March 2019 – Aug 2019 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. Kannan.K, MD

Resource Person

Dr. Rajini.S.MD

Professor & HOD

Department of Community

Medicine

Dr. K. Balagurunathan, MS

Dean, SLIMS



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that **ABEETHA.M** has actively participated in the Value Added Course on **TEAM MANAGEMENT** held during March 2019 – Aug 2019 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. Kannan.K, MD

Resource Person

Dr.Rajini.S.MD

Professor & HOD

Department of Community

Medicine

Dr.K.Balagurunathan, MS

Dean, SLIMS

ANNEXURE V

Student Feedback Form

Course Name: **TEAM MANAGEMENT**

Subject Code: **PSM01**

Name of Student: Abheeta Roll No.: 2

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear		✓		✓	
2	Course contents met with your expectations			✓		
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand			✓		
5	Teaching aids were effective			✓		
6	Instructors encourage interaction and were helpful			✓	✓	
7	The level of the course					✓
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

The course was useful & engaging

Date:

7-8-19

Abheeta
Signature

Student Feedback Form

Course Name: **TEAM MANAGEMENT**

Subject Code: **PSM01**

Name of Student: Aashik Mubsh. M.S Roll No.: 1

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear			✓		
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned				✓	✓
4	Lectures were clear and easy to understand				✓	
5	Teaching aids were effective				✓	✓
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

good & needs to be
more photo duration.

Date: 7/8/19

Aashik Mubsh
Signature



Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Date : 08.08.19

From
Dr.S.Rajini
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course: Team management & Leadership

Respected ,

With reference to the subject mentioned above, the department has conducted the value-added course titled: Team Management from March 2019 – Aug 2019 for Pre-final year students . We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.
Kind Regards,

Enclosure: Photograph

Rajini
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 502

