

MODULE 1

1	Leadership - Definition of Leadership, Leader vs. Manager, , Trait Approach to Leadership, Behavioral/style Approach to Leadership, Situational Approaches to Leadership, Emerging Leadership approaches-Transformational, Servant, Team, Psychodynamic and Emergent	35
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Leadership

- Highly sought after & highly valued commodity.
- There are almost as many definitions of Leadership, as there are people who have tried to define it.

Leadership - Definition

- Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

Leadership – Definition : 4 Components

- It is a process – not a trait which resides in the leader but a transactional event that occurs between the leader and the followers – It is not a linear event; it is an interactive event; when defined in this manner, it becomes available to everyone and not restricted to the formally designated leader in a group.
- It involves influence.
- It occurs in groups – Groups are the context in which leadership takes place.
- It includes attention to common goals – Leaders and followers have a mutual purpose.

Leadership Roles

A Role is defined as ‘expected set of activities or behaviors stemming from one’s job.

- Figurehead
- Spokesperson
- Negotiator
- Coach & Motivator

- Team Builder
- Team Player
- Technical Problem Solver
- Entrepreneur
- Strategic Planner

Readiness for the Leadership Role – Self Assessment Scale

Different Views of Leadership

- Trait Vs Process Leadership (it is a phenomenon that resides in the context of the interactions between leaders and followers and makes leadership available to everyone)
- Assigned Vs Emergent Leadership (it emerges over a period through communication and some of the communication behaviors include verbally involved, being informed, seeking other's opinions, initiating new ideas & being firm but not rigid)

Leadership & Power:

Bases of Power:

- Coercive Power
- Reward Power
- Legitimate Power
- Expert Power
- Referent Power
- Each of these Bases of Power increases a leader's capacity to influence the attitudes, values or behaviors of others.

Leadership Vs Management:

- Study of Leadership can be traced back to Aristotle whereas Management emerged around the turn of 20th century.

- Management was created as a way to reduce chaos in the organization, to make them run more effectively & efficiently.
- The primary functions of management were planning, organizing, staffing & controlling.

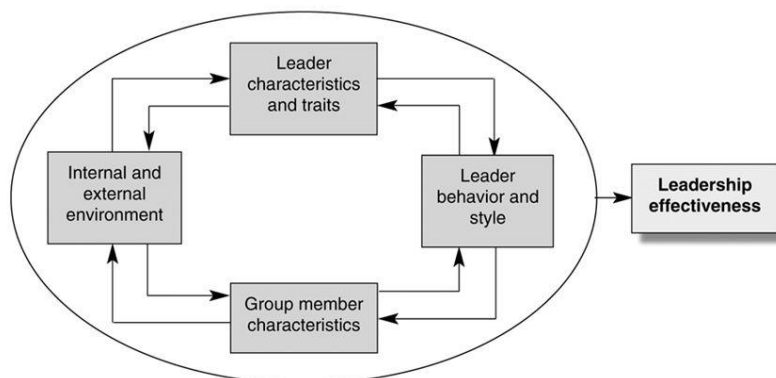
Leaders Vs Managers

Leaders Versus Managers	
A Leader is . . .	A Manager is . . .
<ul style="list-style-type: none"> u Visionary u Passionate u Creative u Flexible u Inspiring u Innovative u Courageous u Imaginative u Experimental u Independent u One who shares knowledge 	<ul style="list-style-type: none"> u Rational u Consulting u Persistent u Problem-solving u Tough-minded u Analytical u Structured u Deliberative u Authoritative u Stabilizing u One who centralizes knowledge

Source: Bernard Bass, "Biosketch of a Leader: Where are the Leaders of Tomorrow?", Management Review, March 1980, p. 10; David Parnell, "Managers vs. Leaders: A Corporate Policy," Management Review, November 1980, p. 3.

Adapted from Exhibit 11.1

Framework for Understanding Leadership



Essential Qualities of Effective Followers

- Self Management

- Commitment
- Competence & Focus
- Courage

Skills Approach

- > A leader centred perspective.
- > Shift of our thinking from a focus on personality characteristics, which are usually viewed as innate & largely fixed, to an emphasis on skills & abilities that can be learned & developed.

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Impetus

- > Article published by Robert Katz, HBR (1955), titled 'Skills of an Effective Administrator'
- > His approach was an attempt to transcend the trait problem by addressing leadership as a set of developable skills.
- > Early 1990s, multitude of studies
- > A comprehensive skill – based model developed by Mumford & his colleagues (2000)

Three Skill Approach

- > Leadership Skills, here, is defined as the ability to use one's knowledge & competencies to accomplish a set of goals or objectives.
- > 3 Basic Skills:
 - Technical

- Human
- Conceptual

Technical Skill

- > Knowledge about and proficiency in a specific type of work or activity.
- > Competencies in a specialized area, analytical ability & the ability to use appropriate tools & techniques (Katz, 1955)

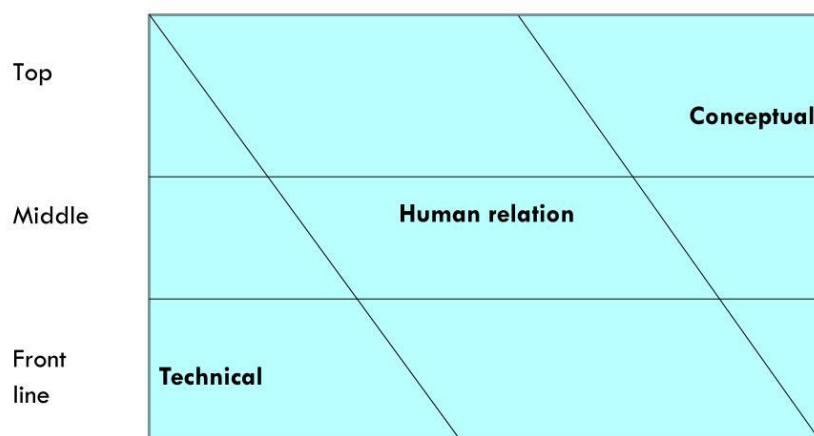
Human skill

- > Knowledge about and ability to work with people
- > Abilities that help a leader to work effectively with subordinates, peers & superiors to accomplish the organization's goals.

Conceptual skill

- > Ability to work with ideas and concepts
- > Central to creating a vision & strategic plan for an organization

Management skills by levels of management (Katz 1955)



Trait Approach to Leadership

- ★ Early 20th century
- ★ First systematic attempt to study leadership
- ★ What made certain people, great leaders ?
- ★ Those theories that focused on identifying the innate qualities and characteristics possessed by great social, political and military leaders are generally called as ‘Great Man’ Theories of Leadership.
- ★ It was believed that people were born with these traits & that only ‘great people’ possessed them.
- ★ Mid 20th century – trait theory was challenged by research that questioned the universality of leadership traits.
- ★ In a major review, Stogdill (1948) suggested that no consistent set of traits differentiated leaders from non leaders across a variety of situations.
- ★ A leader in one situation might not be a leader in another situation.
- ★ Personal factors continued to be important, but these factors were to be considered as relative to the requirements of the situation.

Universal Theory of Leadership

- ★ The belief that certain personal characteristics and skills contribute to leadership effectiveness in many situations.
- ★ According to this theory, certain leadership traits are universally important, ie, they apply in all situations.

Studies of Leadership Traits and Characteristics

Stogdill (1948)	Mann (1956)	Stogdill (1974)	Lord & Alliger (1986)	Kirkpatrick & Locke (1991)
<ul style="list-style-type: none"> Intelligence Alertness Insight Responsibility Initiative Persistence Self-confidence Sociability 	<ul style="list-style-type: none"> Intelligence Masculinity Adjustment Dominance Extroversion Conservatism 	<ul style="list-style-type: none"> Achievement Persistence Insight Initiative Self-confidence Responsibility Cooperative-ness Tolerance Influence Sociability 	<ul style="list-style-type: none"> Intelligence Masculinity Dominance 	<ul style="list-style-type: none"> Drive Motivation Integrity Confidence Cognitive ability Task knowledge

11-8

Recent Study of Leadership Traits & Characteristics

- ★ Zaccaro, Kemp, Bader (2004)
 - ★ Cognitive Abilities
 - ★ Extroversion
 - ★ Conscientiousness
 - ★ Emotional Stability
 - ★ Openness
 - ★ Agreeableness
 - ★ Motivation
 - ★ Social Intelligence
 - ★ Self Monitoring
 - ★ Emotional Intelligence
 - ★ Problem solving

Major Leadership Traits

- ★ Intelligence
- ★ Self Confidence
- ★ Integrity
- ★ Sociability
- ★ Determination

Major Leadership Traits - Explained

- ★ Intelligence: strong verbal ability, perceptual ability & reasoning
 - ★ Leader's intellectual ability should not differ too much from subordinate's ability.
- ★ Self Confidence: ability to be certain about one's competencies & skills – a sense of self esteem & self assurance & the belief that one can make a difference.
- ★ Integrity: quality of honesty & trustworthiness – loyal, dependable & not deceptive.
- ★ Sociability: a leader's inclination to seek out pleasant social relationships – friendly, outgoing, courteous, tactful & diplomatic – sensitive to other's needs & shows concern for their well being.
- ★ Determination: desire to get the job done – includes initiative, persistence, dominance & drive – proactive & persevere in facing obstacles.

Personal Characteristics – 3 Categories

- ★ 1. Personality Traits
- ★ 2. Motives
- ★ 3. Cognitive Factors

1. Personality Traits

- ★ General Personality Traits
 - ★ Self confidence

- ★ Humility
- ★ Trustworthiness
- ★ Extraversion
- ★ Assertiveness
- ★ Emotional Stability
- ★ Enthusiasm
- ★ Sense of Humor
- ★ Warmth
- ★ Task Related Personality Traits
 - ★ Passion for Work & People
 - ★ Emotional Intelligence
 - ★ Courage
 - ★ Internal Locus of Control
 - ★ Flexibility & Adaptability

2. Motives

- ★ Power Motive
- ★ Drive & Achievement Motive
- ★ A Strong Work Ethic
- ★ Tenacity & Resilience

3. Cognitive Factors

- ★ General Mental Ability
- ★ Knowledge of Business / Group Task
- ★ Creativity

- ★ Insight into People & Situations
- ★ Farsightedness & Conceptual Thinking
- ★ Openness to Experience

Big Five Personality Model & Leadership

- ★ Openness
- ★ Conscientiousness
- ★ Extraversion
- ★ Agreeableness
- ★ Neuroticism

- A strong relationship between Big 5 & Leadership – Most strongly associated being Extraversion followed by Conscientiousness, Openness, Low Neuroticism & Agreeableness.

How does the Trait Approach work ? / Importance / Significance of Trait Approach

- ★ It focuses exclusively on leader and not on the follower / situation.
- ★ Straight forward than other approaches
- ★ Propounds that having a leader with a certain set of traits is crucial to having effective leadership.
- ★ Personality assessments done to select the right people.
- ★ Used for personal awareness & development.

Traits Approach - Strengths

- ★ It is intuitively appealing.
- ★ It has a century of research to back it up.
- ★ It highlights the ‘leader’ component in the leadership process.
- ★ It provides benchmarks for what we need to look for if we want to be leaders.
- ★ Failure to arrive at a definitive list of leadership traits.

- ★ Failed to take situations into account.
- ★ Resulted in a highly subjective determination of the most important leadership traits.
- ★ Failed to look traits in relationship to leadership outcomes.
- ★ Can be applied in all levels & all types of organizations
- ★ It provides a direction regarding which traits are good to have if one aspires to a leadership position.
- ★ Managers can assess where they stand and what they need to do to strengthen their position.

Behavioral / Style Approach

- Emphasizes the behavior of the leader
- Focuses exclusively on what leaders do and how they act

Leadership – 2 Kinds of Behaviors

- Task Behaviors – those behaviors that facilitate goal accomplishment, help group members to achieve their objectives.
- Relationship Behaviors – those behaviors that help subordinates feel comfortable with themselves, with each other and with the situation in which they find themselves.
- Style Approach explain how leaders combine these two kinds of behaviors to influence subordinates in their efforts to reach a goal.

3 Major Research Studies / Behavioral Style Theories of Leadership

- 1. The Ohio State Studies
- 2. The University of Michigan Studies
- 3. Blake & Mouton's Managerial Grid

1. The Ohio State Studies

- Developed the original questionnaire with 1800 items and asked subordinates to identify the number of times their leaders engaged in certain types of behaviors.
- Later on, shortened to 150 items – called Leader Behavior Description Questionnaire (LBDQ)
- Responses clustered around 2 types of Leader Behaviors:
 - Initiating Structure
 - Consideration
 - Initiating Structure – acts of organizing work, giving structure, defining role & responsibilities.
 - Consideration – building camaraderie, respect, trust & liking between leaders & followers.
- The two are distinct & independent
- Not two points along a single continuum
- A leader can be high on both initiating structure & consideration
- Being high on both is the best form of leadership
- How a leader optimally mixes both is explained by the Path – Goal theory

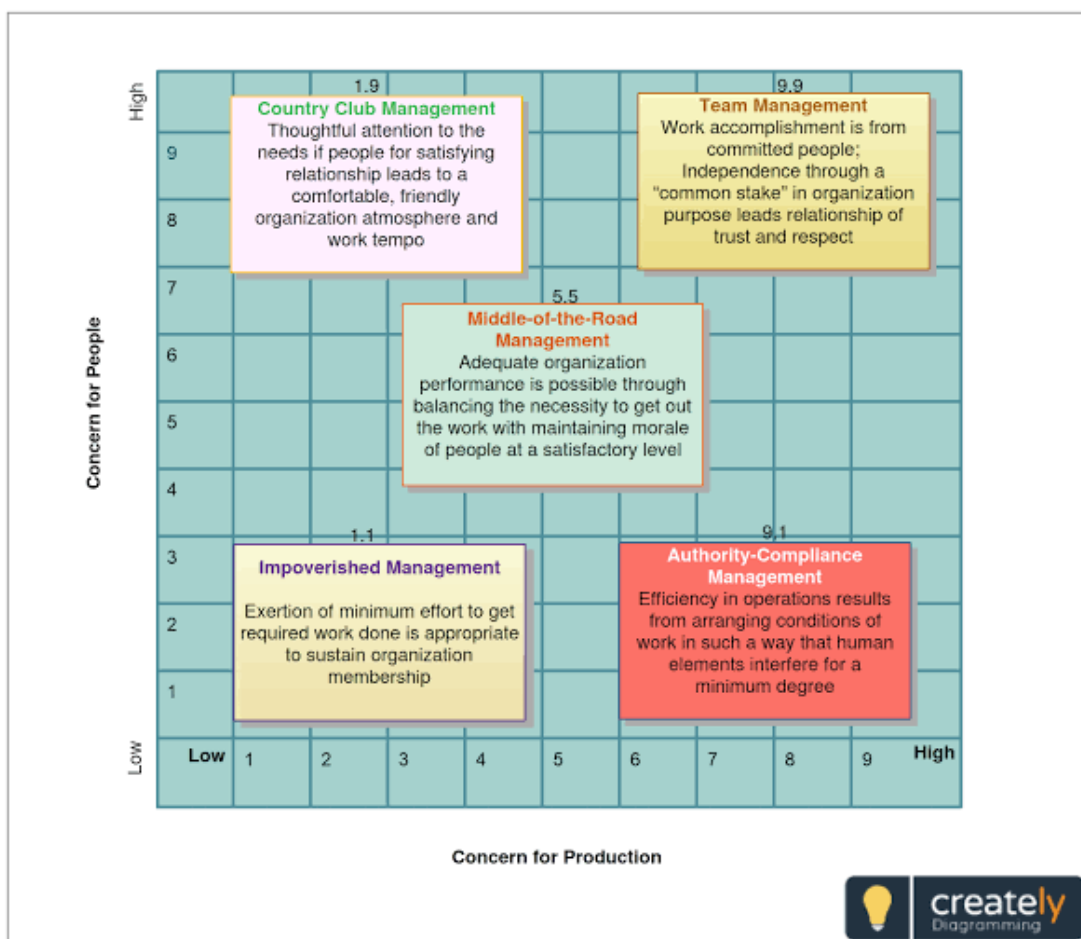
2. The University of Michigan Studies

- Identified 2 types of behaviors:
 - Employee Orientation – take an interest in workers, value their individuality & give attention to their personal needs.

- Production Orientation – workers are viewed as a means for getting work accomplished.
- Conceptualized both behaviors as opposite ends of a single continuum, ie, leaders oriented towards production were less oriented towards employees.

3. Blake & Mouton's Managerial Grid

- Appeared in the early 1960s
- 2 types of orientation:
 - Concern for Production
 - Concern for People



Grid – 5 major leadership styles

- Authority – Compliance (9,1)

- Country – Club Management (1,9)
- Impoverished Management (1,1)
- Middle of the Road Management (5,5)
- Team Management (9,9)

2 additional styles identified by Blake & his colleagues

- Paternalism / Maternalism – uses both 1,9 & 9,1 styles – benevolent dictator – acts graciously but for the purpose of goal accomplishment.
- Opportunism – uses any combination of 5 styles for the purpose of personal advancement.

Strengths

- Broadened the scope of leadership research
- Substantiated by a multitude of research studies

Criticisms

- Research have not been able to establish a link between task & relationship behaviors & outcomes such as morale, job satisfaction & productivity
- Failed to find a universal set of behaviors
- Limited support for a high – high style

Psychodynamic Approach

- ✦ Psychodynamic Approach Perspective
- ✦ Eric Berne & Transactional Analysis
- ✦ Sigmund Freud & Personality Types
- ✦ Carl Jung & Personality Types

- ✦ Sixteen Types and Leadership
- ✦ Dealing With Followers
- ✦ How Does the Psychodynamic Approach Work?
- ✦ One fundamental concept underlies this approach: personality
 - ✦ A consistent pattern of ways of thinking, feeling, & acting
 - ✦ Affected by the environment, including people
 - ✦ Characterized by tendencies or qualities
 - ✦ a person may be shy, intelligent, & rigid in behavior
 - ✦ another person creative, independent, & spontaneous
- ✦ Function of leaders – To become aware of their own personality type and the personalities of followers
- ✦ Underlying assumptions
 - ✦ Personality characteristics of individuals are deeply ingrained and virtually impossible to change in any significant way
 - ✦ People have motives & feelings that are unconscious
 - ✦ Person's behavior results from observable actions, responses, AND from emotional effects of past experience

Eric Berne and Transactional Analysis

- ✦ Transactional Analysis
 - ◆ People have three ego states: parent, adult, child
 - Parent: when a person thinks, feels, & behaves in ways copied from his/her parents
 - Child: thinking, feeling, behaving as one did as a child

- Adult: thoughts, feelings, or behaviors that are a direct result of current happenings

◆ Key point: people shift in & out of the 3 ego states

Transactional Analysis – Further Development

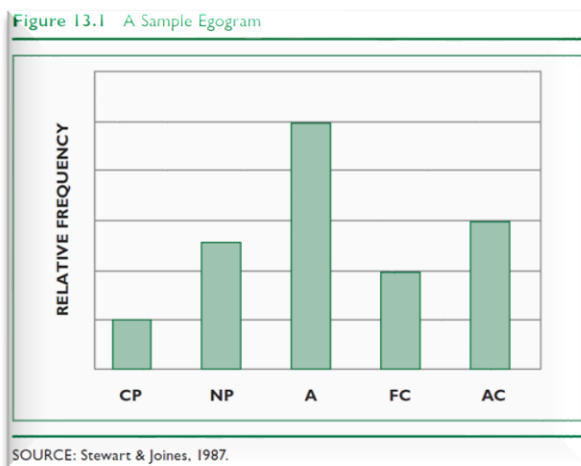
◆ Parent & child ego states subdivided

- Parent state: controlling or nurturing
- Child state: free child (FC) or adapted child (AC)
 - AC – a person conforms & adapts to demands of others
 - FC – a person acts & feels like an uninhibited & unsocialized child
- Adult state: current self

◆ Ego state is not the same as personality

◆ TA & personality = Egogram created by a person shows their relative frequency in each ego state

Eric Berne and Transactional Analysis



CP = critical parent

NP = nurturing parent

A = adult

FC = free child

AC = adapted child

Transactional Analysis...

...occurs when the ego states of 2 people interacting is assessed

◆ Complimentary interaction:

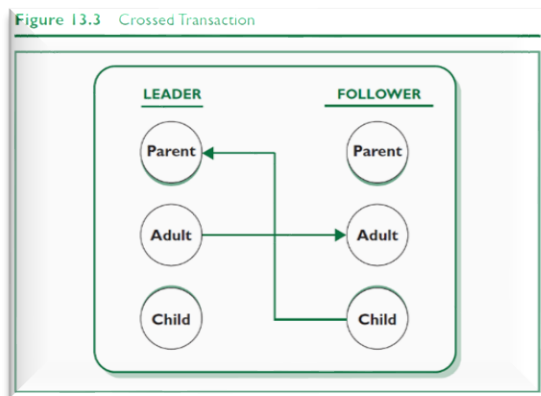
- one person in a nurturing parent ego state
- other person in their adaptive child ego state

◆ Crossed transaction:

- A leader in the adult ego state deals with
- A subordinate who responds from their free child ego state with somewhat negative, rejecting input from the leader

Effective leadership & followership depend on two or more people operating in the adult ego state

Eric Berne and Transactional Analysis



For a leader-follower dyad, the following complementary transactions could occur:

For a leader-follower dyad, there are a number of possible crossed transactions



Sigmund Freud & Personality Types

- ✦ Core personality
 - ◆ Is inborn and instinctual
 - ◆ Values, attitudes, beliefs overlaid on core personality
- ✦ Three personality types
 - ◆ Erotic
 - ◆ Obsessive
 - ◆ Narcissist
- ✦ Additional type (Eric Fromm)
 - ◆ Marketing
- ✦ Erotic
 - ◆ Wants to love and be loved
 - ◆ Wants group or team to become family
 - ◆ Can be quite dependant & needy
- ✦ Obsessive
 - ◆ Prefers order & stability
 - ◆ Value maintaining status quo
 - ✦ Living up to rules & regulations of society or organization
 - ✦ Strong conscience

- ◆ Can be very aggressive & domineering
- ✧ Marketers
 - ◆ Adapt readily to changes in society & organizations
 - ◆ Personal development & being competent is valued
 - ◆ Good at facilitating, networking
 - ◆ Use process of collaboration to achieve consensus
- ✧ Narcissist
 - ◆ Not egotistical or vain
 - ◆ Takes pride in actual accomplishments
 - ◆ Humor is important, often self-directed
 - ◆ Has a clear vision of what needs to be done, but
 - ◆ does not account for or consider others' pursuit of that vision
- ✧ Productive & unproductive versions of personality types
- ✧ 5 key elements to productiveness
 - ◆ Productive person is
 - ✧ Free and not dependent
 - ✧ Guided by reason
 - ✧ Active or proactive
 - ✧ Understands his/her own situation
 - ✧ Has a purpose in life
- ✧ Productive & unproductive versions of personality types, cont'd.
 - ◆ Unproductive people are characterized as
 - ✧ Limited & averse to risk, irrational.

- ✦ Reactive, superficial, aimless, uncommitted
- ✦ Best personality type
 - ◆ Productive narcissists
 - ✦ Visionaries
 - ✦ Able to motivate others to accept the vision & work toward it
 - ✦ Have strengths and weaknesses

Table 13.1 Strengths and Weaknesses of the Productive Narcissist

Strengths	Weaknesses
A vision to change the world and create meaning for people	Unwillingness to listen
Independent thinking and risk taking	Sensitivity to criticism
Passion	Paranoia
Charisma	Anger and put-downs
Voracious learning	Overcompetitive and overcontrolling behavior
Perseverance	Isolation
Alertness to threats	Lack of self-knowledge
Sense of humor	Grandiosity

SOURCE: Adapted from *The Productive Narcissist: The Promise and Peril of Visionary Leadership* (pp. 95 and 132), by M. Maccoby, 2003, New York: Broadway Books.

- ✦ How to work with Narcissistic leaders (NL)
 - ◆ Followers should
 - know their own personality type
 - Know NLs will not satisfy needs of others
 - Need excellent knowledge of their own field – complementing NLs knowledge
 - Avoid getting ego-involved
 - Protect image of the NL
- ✦ Productive Narcissist is needed in organizations and work teams

Best as the leader of organizations in
times of crisis and change

Carl Jung & Personality Types

- ✧ Jung's way of classifying people and their personalities assumes:
 - ◆ Human behavior is predictable and understandable
 - ◆ People have preferences for how they think and feel
 - ◆ Preferences become basis for how people work and play
- ✧ Four dimensions important in assessing personality:
 - ◆ Where a person derives his/her energy –
 - ✧ internally or externally
 - ◆ Way in which a person gathers information –
 - ✧ precise, sequential way or more intuitive & random way
 - ◆ Way in which a person makes decisions –
 - ✧ rationally & factually or in a subjective, personal way
 - ◆ Differences between a person who plans & is organized or one who is more spontaneous & pliant
- ✧ Classification of Types:
 - ◆ Extraversion versus Introversion: if person prefers to derive energy externally or internally
 - ◆ Sensing versus Intuitive: if person prefers to gather information in a precise or insightful way
 - ◆ Thinking versus Feeling: if person prefers to make decisions rationally or subjectively
 - ◆ Judging versus Perceiving: if person prefers to live in an organized or spontaneous way

- ✧ Combinations of the 4 dimensions:

- ◆ 16 combinations and each combination is considered a type
- ◆ A leader should identify his/her own style and concentrate on understanding it

- ✧ Functions and Preferences

- ◆ Extraversion and Introversion

- ✧ Extraversion is a preference for obtaining information, inspiration, and energy from outside the self
 - ✧ Talk a great deal
 - ✧ Desire contact with others
- ✧ An introvert uses her/his own ideas and thoughts & doesn't need external stimulation
 - ✧ Listen not talk
 - ✧ Constant contact with others is draining

- ✧ Functions and Preferences

- ◆ Sensing and Intuition

- ✧ Sensors collect data through their senses; thinking revolves around facts & practical matters
 - ✧ detail oriented, happy to deal with “real world”
 - ✧ focus on what they can see, hear, touch, smell, and taste
- ✧ Intuitives tend to be much more conceptual and theoretical
 - ✧ Common everyday experience bores them
 - ✧ Prefer to be creative, apply ingenuity to a problem

- ◆ Thinking and Feeling

- ✧ Thinkers use logic, strive for objectivity, and are analytical

- ✦ Often seem detached, uninvolved with people
- ✦ Prefer guiding actions on basis of possible results
- ✦ Feelers tend to be more subjective, seek harmony with others, take into account the feelings of people
 - ✦ Are more involved with others at work or elsewhere
 - ✦ Seen as considerate and humane
- ◆ Judging and Perceiving
 - ✦ Judges prefer structure, plans, schedule, and resolution
 - ✦ decisive and deliberate; quite sure of their way of doing things
 - ✦ Perceivers tend to be much more flexible, adaptable, tentative, and open ended
 - ✦ are spontaneous
 - ✦ do not take deadlines seriously; may change their minds and decisions without difficulty

Types and Leadership

- ◆ Kroeger & Theusen (2002) –
 - 8 functions to assess and describe leadership strengths and weaknesses
 - Does not suggest that 1 type is better or worse
 - However, research does show a preference for leaders who are
 - TJ - thinker-judgers: 69.9-85% of those surveyed chose this type as the best for middle & upper managers and executives

Table 13.2 Psychological Preferences and Leadership

Preference	Leadership Pluses	Leadership Minuses
Thinker	Objective Rational Problem solver	Critical Demanding Insensitive
Feeler	Empathic Cooperative Loyal	Indecisive Changeable
Extravert	Energizing Communicative Open	Communication overload
Introvert	Quiet Reflective Thinking	Slow to decide Hesitant
Intuitior	Strategic thinker Future oriented	Hazy Nonspecific
Sensor	Practical Action oriented	Unimaginative Detail oriented
Judger	Decisive Sticks to plans	Rigid Inflexible
Perceiver	Flexible Curious Informal	Scattered Unfocused

SOURCE: Adapted from *Type Talk at Work*, by O. Kroeger and J. M. Theusen, 2002, New York: Dell.

Table 13.3 Psychological Types and Leadership

Type	Value	Appearance
ESTP	Competition	Active, pragmatic, incisive, demanding
ISTP	Efficiency	Active, capable, concrete, proficient
ESFP	Realism	Energetic, inquisitive, encouraging
ISFP	Cooperation	Flexible, synergetic, pragmatic
ESTJ	Organization	Methodical, focused, planned
ISTJ	Productivity	Persistent, logical, practical
ESFJ	Harmony	Helpful, supportive, practical
ISFJ	Consideration	Cooperative, committed, understanding
ENTJ	Command	Analytical, blunt, planned
INTJ	Effectiveness	Analytical, tough minded, systematic
ENTP	Knowledge	Assertive, competitive, resourceful
INTP	Ingenuity	Conceptual, analytical, critical
ENFJ	Collaboration	Warm, supportive, inclusive
INFJ	Creativity	Inventive, idealistic, insightful
ENFP	Innovation	Imaginative, enthusiastic, expressive
INFP	Empathy	Passionate, intuitive, creative

SOURCE: Adapted from *Quick Guide to the 16 Personality Types in Organizations*, by L. V. Berens, S. A. Cooper, L. K. Ernst, C. R. Martin, S. Myers, D. Nardi, R. R. Pearman, S. Segal, and M. A. Smith, 2001, Huntington Beach, CA: Telos.

Psychodynamic Approach

- ✧ How does it work?
- ✧ Primary consideration – raise awareness of leaders and followers
 - ◆ to their own personality types
 - ◆ implications of these types on their work & relationships
- ✧ Assessments accomplished:
 - ◆ Psychological types – MBTI or similar method or questionnaires
 - ◆ Ego states – TA model, ego states is used
- ✧ Application – determine the most favorable kind of work for an individual based on preferences in terms of
 - ◆ gathering information
 - ◆ making decisions
 - ◆ structuring work efforts
 - ◆ dealing with people

Strengths

- ✧ Results in an analysis of the relationship between a leader and a follower
- ✧ Is based on a search for universal truth
- ✧ Emphasizes the leader's need for insight
- ✧ Discourages manipulative techniques in leadership

Criticisms

- ✧ Based on the psychology of the abnormal rather than the normal
- ✧ The MBTI may have reliability or validity problems
- ✧ TA has limitations as there is no standardized assessment – each person evaluates own ego states

- ✦ Focuses primarily on personalities of leader & followers that dictate nature of relationship between them
- ✦ Rejection of notion that emotional reactions occur toward leaders, followers, & coworkers, and that those reactions arise from predispositions in individuals
- ✦ Does not lend itself to traditional training paradigm

Situational Approach: Fiedler's Contingency Theory

- ✦ Proposed by Fred Fiedler
- ✦ Leader – match Theory
- ✦ Match the Style & the Situation
- ✦ Task Oriented – concerned with reaching a goal
- ✦ Relationship Oriented – concerned with developing close inter personal relationships

Assessing the Leadership Style – How ?

- ✦ Using LPC (Least Preferred Coworker) Scale
- ✦ By asking a Leader to think of all coworkers & select the one with whom the leader could work least well.
- ✦ Rate this person on a set of 18 bi – polar adjectives (eg. friendly – unfriendly; efficient – inefficient)
- ✦ The LPC score is the sum of the ratings on these bipolar adjective scales.

LPC - Score Interpretation

- ✦ Higher LPC Score – Relationship Oriented
- ✦ Lower LPC Score – Task Oriented

Least Preferred Coworker (LPC) Scale

✦ Pleasant	8 7 6 5 4 3 2 1	Unpleasant
✦ Friendly	8 7 6 5 4 3 2 1	Unfriendly

❁ Rejecting	8 7 6 5 4 3 2 1	Accepting
❁ Tense	8 7 6 5 4 3 2 1	Relaxed
❁ Cold	8 7 6 5 4 3 2 1	Warm
❁ Supportive	8 7 6 5 4 3 2 1	Hostile
❁ Boring	8 7 6 5 4 3 2 1	Interesting
❁ Quarrelsome	8 7 6 5 4 3 2 1	Harmonious
❁ Gloomy	8 7 6 5 4 3 2 1	Cheerful
❁ Open	8 7 6 5 4 3 2 1	Closed
❁ Backbiting	8 7 6 5 4 3 2 1	Loyal
❁ Untrustworthy	8 7 6 5 4 3 2 1	Trustworthy
❁ Considerate	8 7 6 5 4 3 2 1	Inconsiderate
❁ Nasty	8 7 6 5 4 3 2 1	Nice
❁ Agreeable	8 7 6 5 4 3 2 1	Disagreeable
❁ Insincere	8 7 6 5 4 3 2 1	Sincere
❁ Kind	8 7 6 5 4 3 2 1	Unkind
❁ Distant	8 7 6 5 4 3 2 1	Close

Scoring

- ❁ Your final score is the total of the numbers you circled on the 18 scales
- ❁ 57 or less = Low LPC (task motivated)
- ❁ 58-63 = Middle LPC (socio-independent leaders, self directed and not overly concerned with the task or with how others view them)
- ❁ 64 or above = High LPC (motivated by relationships)

Situational Variables

❁ Situation can be characterized in terms of 3 factors:

- ☆ 1. Leader – Member Relations
- ☆ 2. Degree of Task Structure
- ☆ 3. Position Power

1. Leader – Member Relations

❁ Leader – Member Relations consist of the group atmosphere and the degree of confidence, loyalty & attraction that followers feel for their leader.

❁ Good OR Bad

❁ Good – if group atmosphere is positive and subordinates trust, like and get along with their leader.

❁ Bad – atmosphere is unfriendly and friction exist within the group

2. Degree of Task Structure

❁ Degree of Task Structure means the degree to which the requirements of a task are clear & spelled out.

❁ Highly Structured Vs Low Structured

❁ Tasks that are structured give more control to the Leader whereas vague and unclear tasks lessen the leader's control & influence.

❁ A task is considered structured, when:

- ☆ The requirements of the task are clearly stated and known by the people required to perform them.
- ☆ The path of accomplishing the task has few alternatives.
- ☆ Completion of the task can be clearly demonstrated.

- ☆ Only a limited number of correct solutions to the task exist.

3. Position Power

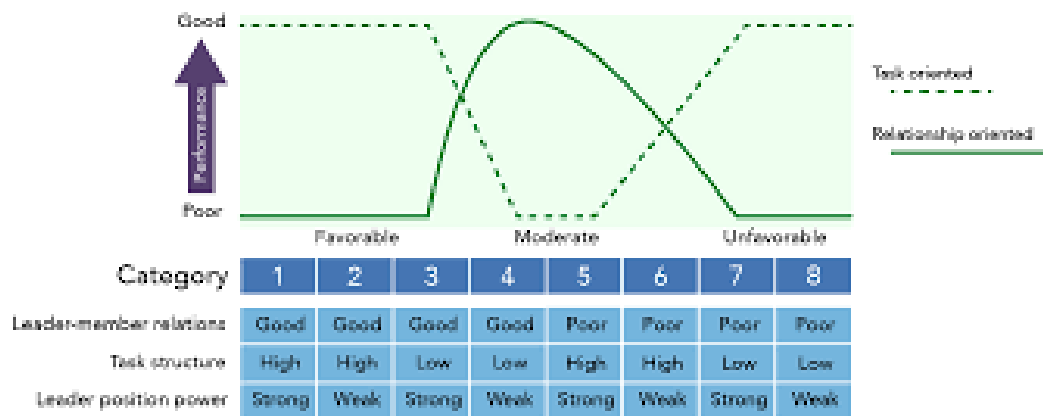
- ✿ It is the amount of authority a leader has to reward or to punish followers.
- ✿ Strong Vs Weak
- ✿ Strong, if the person has the authority to hire & fire or give raises in rank or pay.
- ✿ Weak, if a person does not have the authority to do things.

Situation : Favorable Or Unfavorable ???

- ✿ Favorable – if Good : Leader Follower Relations; Structured : Tasks; Strong : Leader Position Power
- ✿ Least Favorable - if Bad : Leader Follower Relations; Un Structured : Tasks; Weak : Leader Position Power
- ✿ Moderately Favorable – fall between the two extremes

Contingency Model

Leader–Member Relations	GOOD				POOR			
	High Structure		Low Structure		High Structure		Low Structure	
	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power
	1	2	3	4	5	6	7	8
Preferred Leadership Style	Low LPCs				High LPCs			Low LPCs
	Middle LPCs							



Strengths

- ❁ Empirical research supports this theory
- ❁ Includes the impact of situations on leaders
- ❁ This theory is predictive and therefore provides useful information about the type of leadership that is most likely to be successful in a specific context
- ❁ Does not require people to be successful in all situations (perfection is not required)
- ❁ Data from this theory could be useful to organizations in developing leadership profiles

Weaknesses

- ❁ Fails to fully explain why people with certain leadership styles are more effective in situations than others
- ❁ Questions regarding the LPC scale have been made because it does not correlate well with other standard leadership measures.
- ❁ LPC instructions are not clear – leaders are unsure how to choose a least preferred coworker
- ❁ Also fails to explain what to do when there is a mismatch between the leader and the situation in the workplace
- ✦ Team Leadership Perspective
- ✦ Team Leadership Model

- ✦ Team Effectiveness
- ✦ Leadership Decisions
- ✦ Leadership Actions
- ✦ How Does the Team Leadership Model Work?

Descriptions and Perspectives

- ✦ Team
 - ◆ Group of organizational members who are interdependent, share common goals, and coordinate activities to accomplish those goals
 - ◆ Can meet face-to-face or be virtual
 - ◆ “Team-based and technology enabled” = newer organizational structures
- ✦ Outcomes of Effective Teams
 - ◆ Greater productivity
 - ◆ More effective use of resources
 - ◆ Better decisions and problem solving
 - ◆ Better-quality products and services
 - ◆ Greater innovation and creativity (Parker, 1990)

Team Leadership Model

- ✦ Model provides leader or designated team member with a mental model to help
 - ◆ Diagnose team problems, and
 - ◆ Take appropriate action to correct team problems
- ✦ Effective team performance begins with leader’s mental model of the situation
- ✦ Mental model reflects
 - ◆ Components of the problem

- ◆ Environmental & organizational contingencies

Figure 14.1 The Hill Model for Team Leadership



LeadershipDecision

1

Should I Monitor the Team or Take Action?

- ✦ Leaders can
 - ◆ Diagnose, analyze, or forecast problems (monitoring) or take immediate action to solve a problem
 - ◆ Focus on problems within the group (internal) or which problems need intervention
 - ◆ Make choices about which solutions are the most appropriate
- ✦ Effective leaders have the ability to determine what interventions are needed, if any, to solve team problems
- ✦ All members of the team can engage in monitoring
- ✦ Leaders differ in timing of taking action

Figure 14.2 McGrath's Critical Leadership Functions

	MONITOR	EXECUTIVE ACTION
INTERNAL	Diagnosing Group Deficiencies 1	Taking Remedial Action 2
EXTERNAL	Forecasting Environmental Changes 3	Preventing Deleterious Changes 4

Leadership

Decision

2

Should I Intervene to Meet Task or Relational Needs?

Task

- ✦ Getting job done
- ✦ Making decisions
- ✦ Solving problems
- ✦ Adapting to change
- ✦ Making plans
- ✦ Achieving goals

Maintenance Functions

- ✦ Developing positive climate
- ✦ Solving interpersonal problems
- ✦ Satisfying members' needs
- ✦ Developing cohesion

Leadership

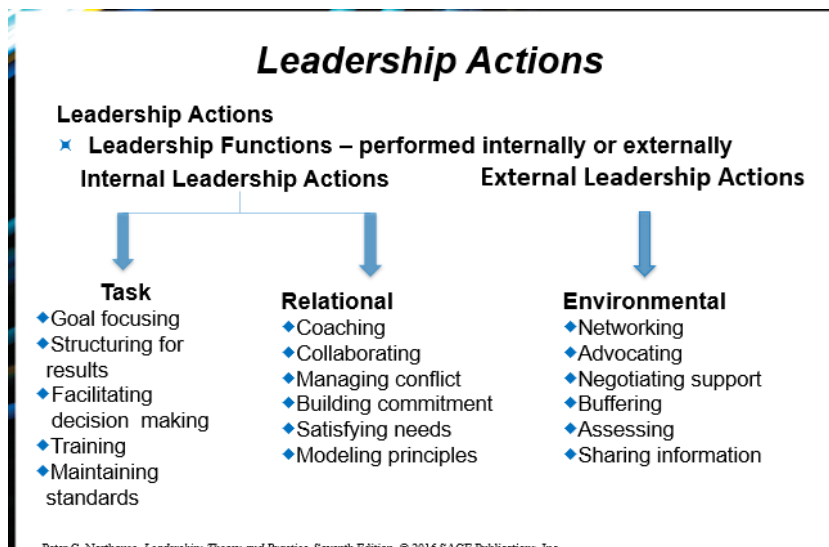
Decision

3

Should I Intervene Internally or Externally?

✧ Leader must

- ◆ Determine what level of team process needs leadership attention:
- ◆ Use internal task or relational team dynamics, if
 - Conflict between group members
 - Team goals unclear
- ◆ Use external environmental dynamics, if
 - Organization not providing proper support to team



Team Effectiveness

Team Effectiveness

Table 14.1 Comparison of Theory and Research Criteria of Team Effectiveness

Enabling Conditions of Group Effectiveness (Hackman, 2012)	Characteristics of Team Excellence (Larson & LaFasto, 1989)
Compelling purpose	Clear, elevating goal
	Results-driven structure
Right people	Competent team members
Real team	Unified commitment
	Collaborative climate
Clear norms of conduct	Standards of excellence
Supportive organizational context	External support and recognition
Team-focused coaching	Principled leadership

✧ Clear, Elevating Goal

- ◆ Clear so that one can tell whether performance objective has been met
- ◆ Motivating or involving so that members believe it is worthwhile and important
- ◆ Results-Driven Structure
- ◆ Need to find the best structure to achieve goals
 - Clear team member roles
 - Good communication system
 - Methods to assess individual performance
 - An emphasis on fact-based judgments

✧ Core Competencies

- Ability to do the job well
- Problem-solving ability

✧ Competent Team Members

- Components
 - ✧ Right number and mix of members
 - ✧ Members must be provided
 - ✧ Sufficient information
 - ✧ Education and training
 - ✧ Requisite technical skills
 - ✧ Interpersonal & teamwork skills
- Team Factors
 - ✧ Openness
 - ✧ Supportiveness

- ✦ Action orientation
- ✦ Positive personal style
- ✦ Unified Commitment
- ✦ Teams need a carefully designed and developed sense of unity or identification (team spirit)
- ✦ Collaborative Climate
- ✦ Trust based on openness, honesty, consistency, and respect
- ✦ Integration of individual actions
- ✦ Teams contribute to collective success by
 - Coordinating individual contributions
 - Team leaders making communication safe
 - Team leaders demanding and rewarding collaborative behavior
 - Team leaders guiding the team's problem-solving efforts
 - Team leaders managing their own control needs
- ✦ Standards of Excellence
 - ◆ Regulated Performance
 - ✦ Facilitates task completion and coordinated action
 - ✦ Stimulates a positive pressure for members to perform at highest levels
 - ◆ How Accomplished
 - ✦ Requiring results (clear expectations)
 - ✦ Reviewing results (feedback/resolve issues)
 - ✦ Rewarding results (acknowledge superior performance)

- ✧ External Support and Recognition
 - ◆ Regulated Performance
 - ◆ Teams supported by external resources are
 - ✧ Given the material resources needed to do their jobs
 - ✧ Recognized for team accomplishments
 - ✧ Rewarded by tying those rewards to team members' performance, not individual achievement
- ✧ Principled Leadership influences team effectiveness through four sets of processes (Zaccaro et al., 2001)
 - Cognitive - Facilitates team's understanding of problems confronting them
 - Motivational - Helps team become cohesive & capable by setting high performance standards & helping team to achieve them
 - Affective - Assists team in handling stressful circumstances by providing clear goals, assignments, & strategies
 - Integrative - Helps coordinate team's activities through matching member roles, clear performance strategies, feedback, & adapting to environmental changes

Internal Task Leadership Actions

- ✧ Set of skills or actions leader might perform to improve task performance:
 - ◆ Goal focusing (clarifying, gaining agreement)
 - ◆ Structuring for results (planning, visioning, organizing, clarifying roles, delegating)
 - ◆ Facilitating decision making (informing, controlling, coordinating, mediating, synthesizing, issue focusing)
 - ◆ Training team members in task skills (educating, developing)

- ◆ Maintaining standards of excellence (assessing team and individual performance, confronting inadequate performance)

Internal Relational Leadership Actions

- ✦ Set of actions leader needs to implement to improve team relationships:
 - ◆ Coaching team members in interpersonal skills
 - ◆ Collaborating (including, involving)
 - ◆ Managing conflict and power issues (avoiding confrontation, questioning ideas)
 - ◆ Building commitment and esprit de corps (being optimistic, innovating, envisioning, socializing, rewarding, recognizing)
 - ◆ Satisfying individual member needs (trusting, supporting, advocating)
 - ◆ Modeling ethical and principled practices (fair, consistent, normative)

External Environmental Leadership Actions

- ✦ Set of skills or behaviors leader needs to implement to improve environmental interface with team:
 - ◆ Networking and forming alliances in environment (gather information, increase influence)
 - ◆ Advocating and representing team to environment
 - ◆ Negotiating upward to secure necessary resources, support, and recognition for team
 - ◆ Buffering team members from environmental distractions
 - ◆ Assessing environmental indicators of team's effectiveness (surveys, evaluations, performance indicators)
 - ◆ Sharing relevant environmental information with team

How Does the Team Leadership Approach Work?

- ✦ Focus of Team Leadership

- ✦ Strengths
- ✦ Criticisms
- ✦ Application

Team Leadership

- ✦ Model provides a cognitive map to identify group needs and offers suggestions on appropriate corrective actions
- ✦ Model assists leader in making sense of the complexity of groups and provides suggested actions to improve group effectiveness

Strengths

- ✦ Focus on real-life organizational group work; model is useful for teaching
- ✦ Provides a cognitive guide that assists leaders in designing and maintaining effective teams
- ✦ Recognizes the changing role of leaders and followers in organizations
- ✦ Can be used as a tool in group leader selection

Criticisms

- ✦ Model is incomplete. Additional skills might be needed
- ✦ May not be practical as the model is complex and doesn't provide easy answers for difficult leader decisions
- ✦ Fails to consider teams that have distributed leadership, where team members have a range of skills, and where roles may change
- ✦ More focus required on how to teach and provide skill development in areas of diagnosis and action taking

Application

- ✦ Useful in leader decision making

- ✦ Can be used as a team diagnostic tool
- ✦ Authentic Leadership Description
- ✦ Authentic Leadership Defined
- ✦ Approaches to Authentic Leadership
 - ✦ Practical
 - ✦ Theoretical
- ✦ How does Authentic Leadership Theory Work?
- ✦ Authentic Leadership – focuses on whether leadership is genuine
- ✦ Interest in Authentic Leadership
 - ◆ Increasing in recent times due to social upheavals
 - ◆ People longing for trustworthy leaders
 - ◆ Identified earlier in transformational leadership research but not studied separately
 - ◆ Needed evidence-based research of construct

Authentic Leadership Defined

- ✦ Intrapersonal Definition:
 - ◆ Leadership based on self-concept and how self-concept relates to actions (Shamir & Eilam, 2005)
 - ◆ Relies on the life story of the leader
- ✦ Three Authentic Leadership Characteristics:
 - ◆ ALs exhibit genuine leadership
 - ◆ ALs lead from conviction
 - ◆ ALs are originals, not copies

Authentic Leadership Defined

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- ◆ ALs are originals, not copies

✧ Interpersonal Definition:

- ◆ Leadership is created by leaders and followers together (Eagly, 2005)
- ◆ It is a reciprocal process because leaders affect followers and followers affect leaders

Authentic Leadership Defined

✧ Developmental Definition:

- ◆ Leadership can be nurtured and developed over a lifetime (Avolio & Gardner, 2005)
- ◆ Can be triggered by major life events
- ◆ Leader behavior is grounded in positive psychological qualities and strong ethics

✧ Four authentic leadership components:

- ◆ Self-awareness
- ◆ Internalized moral perspective
- ◆ Balanced processing

- ◆ Relational transparency

Robert Terry (1993)

- ◆ Action-centered model
- ◆ Leaders should strive to do what is right
- ◆ Two core leadership questions:
- ◆ What is really, really going on?
- ◆ What are we going to do about it?

Developed Authentic Action Wheel to help leaders frame problems

- ◆ Locate the problem on the diagnostic wheel
- ◆ Strategically select an appropriate response to the problem

Theoretical Approaches to Authentic Leadership

Recent Research Spurred By

- ✦ Leadership summit publications (2005)
- ✦ Social upheaval and desire for leadership that serves the common good
- ✦ Need to explore meaning of authentic leadership and create theoretical framework
- ✦ Need to define the construct of authentic leadership
- ✦ Definition of Authentic Leadership
- ✦ “A pattern that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development.”

Basic Model of Authentic Leadership

FOUR COMPONENTS

- ✦ Self-awareness

- ◆ Reflecting on one's core values, identity, emotions, motives
- ◆ Being aware of and trusting one's own feelings
- ✧ Internalized moral perspective
 - ◆ Self-regulatory process using internal moral standards to guide behavior
- ✧ Balanced processing
 - ◆ Ability to analyze information objectively and explore other people's opinions before making a decision
- ✧ Relational transparency
 - ◆ Being open and honest in presenting one's true self to others

Factors That Influence Authentic Leadership

- ✧ Positive psychological capacities
 - ◆ Confidence
 - ◆ Hope
 - ◆ Optimism
 - ◆ Resilience
- ✧ Moral Reasoning Capacities
 - ◆ Deciding right and wrong
 - ◆ Promoting justice, greater good of the organization or community

Critical Life Events

- Positive or negative
- ✧ Act as a catalyst for change
- ✧ People attach insights to their life experiences
- ✧ When people tell life stories they gain clarity about who they are

- ✦ Stimulate personal growth

How Does Authentic Leadership Theory Work?

- ✦ AL is a complex, developmental process
- ✦ The practical approaches are prescriptive:
 - ◆ George (2003) – Five characteristics leaders need to be authentic
- ✦ Theoretical approach describes what accounts for AL:
 - ◆ Four attributes
 - ◆ Attributes developed over lifetime, often through critical events

Strengths

- ✦ Fulfills society's expressed need for trustworthy leadership. Fills a void in an uncertain world.
- ✦ Provides broad guidelines for those who want to become authentic leaders. Both practical and theoretical approaches provide a map.
- ✦ Like transformational and servant leadership, AL has an explicit moral dimension.
- ✦ Unlike traits that only some people exhibit, everyone can learn to be more authentic.
- ✦ Can be measured using an established instrument (ALQ).

Criticisms

- ✦ The theory is still in the formative stages, so some concepts in the practical approaches are not fully developed or substantiated.
- ✦ The moral component of AL is not fully explained. It's unclear how higher values such as justice inform authentic leadership.
- ✦ The rationale for including positive psychological capacities as a part of AL has not been clearly explained by researchers.
- ✦ The link between authentic leadership and positive organizational outcomes is unclear. It is also not clear whether AL is sufficient to achieve organizational goals.

Application

- ✦ People have the capacity to become authentic leaders. It is a lifelong learning process.
- ✦ Human resource departments may be able to foster authentic leadership behaviors in employees who move into leadership positions.
- ✦ Leaders are always trying to do the “right” thing, to be honest with themselves and others, and to work for the common good.
- ✦ Leaders are shaped by critical life events that lead to growth and greater authenticity.

MODULE 2

2	Leadership and ethics - values at a personal level, organizational level, Value-Based Decision Making, Approaches to Ethics Management, The Moral Development of Organizations, Cultural and Team Manifestations	10
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Leadership is the art of motivating a group of people to act toward achieving a common goal.

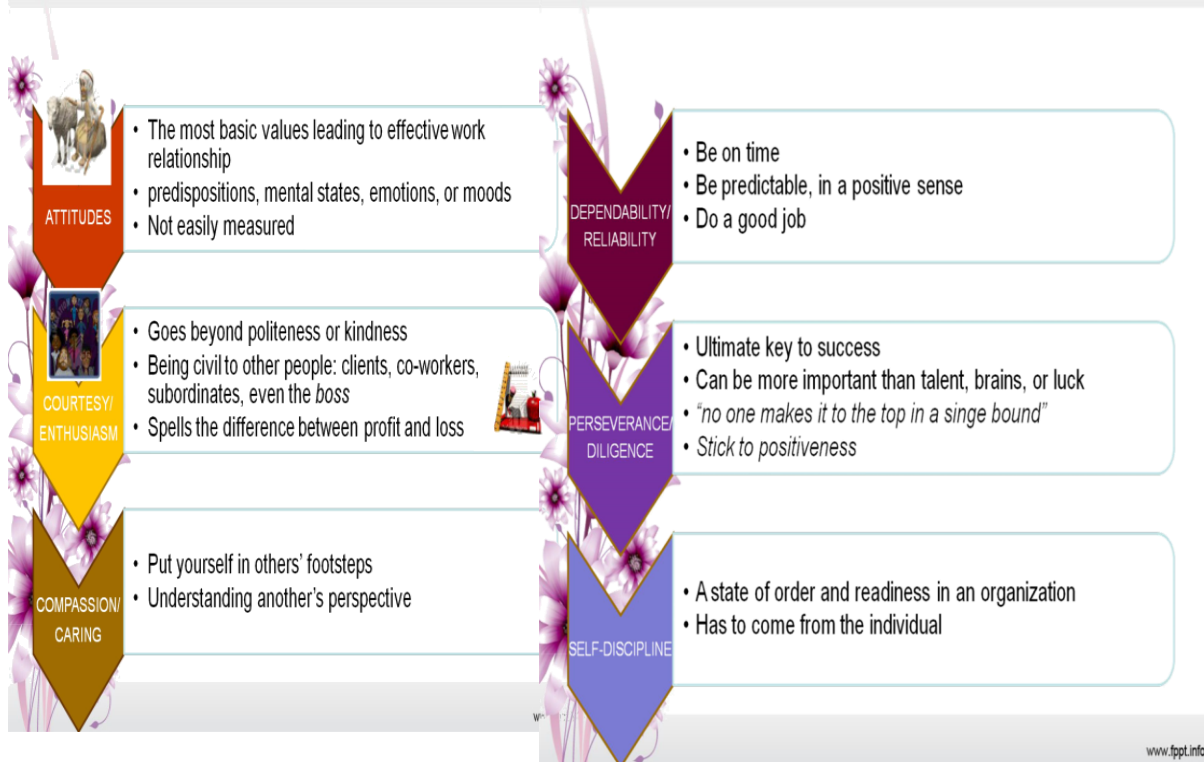
Alan Keith stated that, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen"

Ethics

A code of moral standards of conduct for what is "good" and "right" as opposed to what is "bad" or "wrong".

Values- Values are our fundamental beliefs. They are the principles we use to define that which is right, good and just

PERSONAL VALUES



ORGANIZATIONAL VALUES -

Organizational Values are a set of beliefs that specify universal expectations and preferred modes of behaviour in a company. They point the way to purposeful action and approved behaviour.

IMPORTANCE:

1. Formation of mission and vision statement
2. Formation of organizational objectives
3. Formation of policies and procedures
4. Fulfilling customers needs
5. Competitive advantage

There are three categories from which an organizations values base is created :

- **Physical Values-** Maximum utilization of resources, orderliness, cleanliness, reliability, quality, safety etc.
- **Organizational Values** - communication, cooperation, standardization, coordination.
- **Psychological Values-** Creativity, innovation, loyalty, integrity, customer's delight, respect for individual, service to society etc.

VALUE BASED DECISION MAKING

A straight forward process for making and communicating decisions based on the most important values

WAY TO GOOD DECISION

1. Clarity
2. Comprehend
3. Commit
4. Choose
5. Communicate

FEATURES

- Thought precedes action
- Decisions are based on future
- We are in control of our actions and behaviors
- Consult with others to support and to enhance

APPROACHES TO ETHICS MANAGEMENT

- Utilitarian approach
- Moral rights approach
- Social justice approach

Utilitarian Approach

- Managers analyze the effects of decisions on people affected by these decisions
- Positive and negative results are weighed and managerial actions are justified if positive effects outweigh the negative effects

Moral Rights Approach

Managers follow ethical code which takes care of fundamental and moral rights of human beings

Social Justice Approach

- Managers actions are fair, impartial and equitable to all individuals and groups
- Employees are not distinguished on the basis of caste, religion, race or gender through distinction on the basis of abilities or production is justified

Definition of Moral Development

- Moral development refers to the ways we distinguish right from wrong as we grow and mature. Very young children generally do not have the same level of moral development as adults.

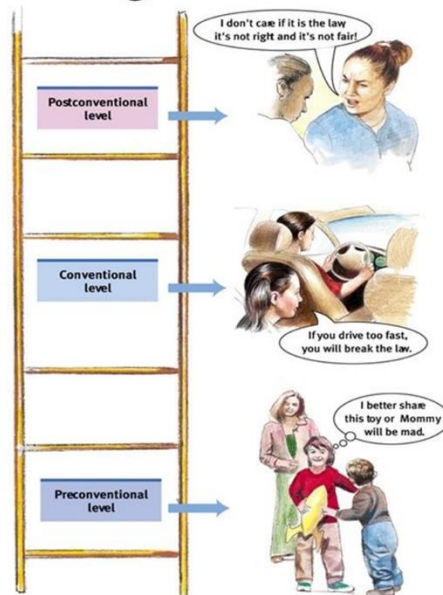
Stages of Moral Development

- Lawrence Kohlberg, building upon Jean Piaget's cognitive theory of development, developed three levels with six stages to reflect our progression through moral development.

Kohlberg's Theory of Moral Development		
LEVEL 3	POSTCONVENTIONAL Shared standards, rights and duties.	Stage 6: Self-selection of universal principles Stage 5: Sense of democracy and relativity of rules
	CONVENTIONAL Performing right roles	Stage 4: Fulfilling duties and upholding laws Stage 3: Meeting expectations of others
LEVEL 2	PRECONVENTIONAL Values in external events	Stage 2: "Getting what you want" by trade-off Stage 1: Punishment avoidance

Moral Thinking

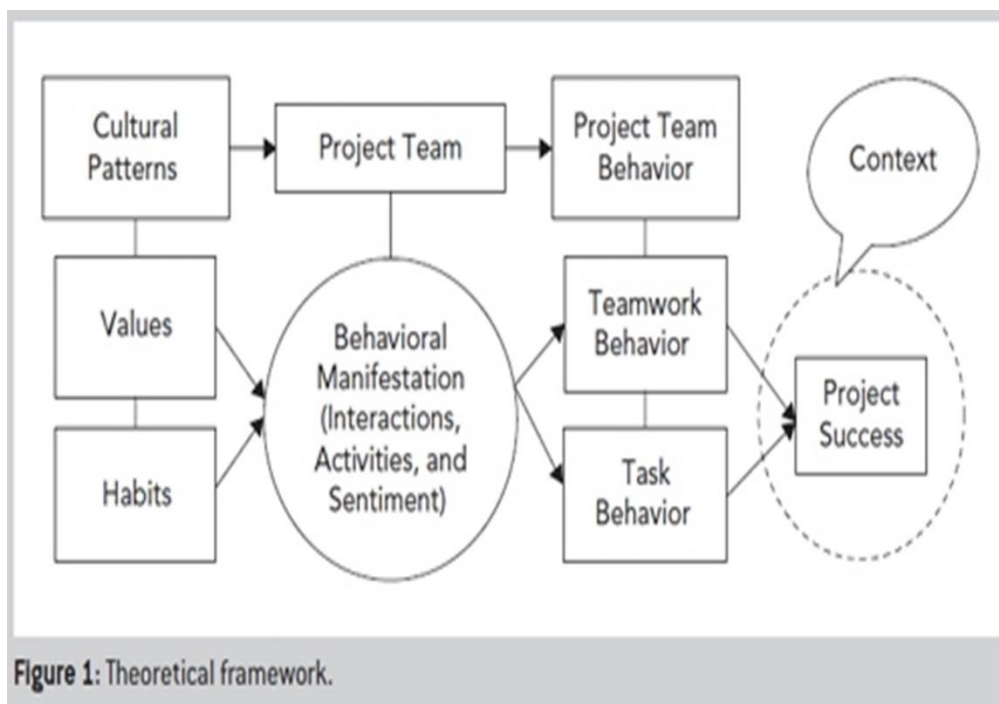
1. **Preconventional Morality:** Before age 9, children show morality to avoid punishment or gain reward.
2. **Conventional Morality:** By early adolescence, social rules and laws are upheld for their own sake.
3. **Postconventional Morality:** Affirms people's agreed-upon rights or follows personally perceived ethical principles. (like the movie, *John Q*)



Cultural and team manifestation Cultural practice generally refers to the manifestation of a culture or sub-culture, especially in regard to the traditional and customary practices of a particular ethnic or other cultural group. In the broadest sense, this term can apply to any person manifesting any aspect of any culture at any time.

The Cultural factor

- The Racial factor
- The Ethnic factor
- The Gender Factor
- The Individual factor
- The Social Class factor • The Age factor
- The Roles Identity factor



MODULE 3

3	Stewardship –Governance and Leadership – Ensuring rational result- Collective Serving vs. A Self-Serving Agent. Risk- Break-Even Analysis – Organizational views on risk Trust- Vulnerability, and Performance, Important Characteristics Crisis handling -Crisis Management - Business Continuity Team, Immediate Response - Physical Crisis, Reputational Crisis Accountability -Taking Inventory of readiness and motivations, Detecting and integrating patterns in the Environment	25
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STEWARDSHIP

- It define the position and duties of a steward, a person who acts as the surrogate of another or others, especially by managing property, financial affairs an estate, etc
- Steward is a person that is given full responsibility for the valuables of another. The company has entrusted with valuable assets and asked to protect them, utilize them, and grow them
- The job of supervising or taking care of something such as an organization or property.
- Stewardship is an ethic that embodies the responsible planning and management of resources. The concepts of stewardship can be applied to the environment and nature , economics , healthy , property, information, theology , etc
- Stewardship is about taking responsibility for the leadership role and entrusted to the leader

Stewardship

- Good leadership allows any organization to continually develop and adjust to an ever changing world
- A leader is performing the act of stewardship whenever he is actively preparing for an organisation's future vitality
- Stewardship begins with ensuring individual well-being, transitions into a focus on team effectiveness and ultimately leads to a need for institutional level considerations
- Acts of stewardship are often a requirement for great leadership

Qualities of a good steward leader

- A steward is present
- A steward is willing to serve
- A steward is trustworthy and responsible
- A steward is skilled and knowledgeable
- A steward has foresight

GOVERNANCE & LEADERSHIP

- Defining the scope and intent of the terms leadership and governance is elusive
- Although leadership can be defined simplistically as the influence of others towards a collective goal
- Leadership achieves predetermined goals and leaders continually self-evaluate their own performance

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations.

- US academic environments define leadership as "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task".
- Leadership seen from a European and non-academic perspective encompasses a view of a leader who can be moved not only by communitarian goals but also by the search for personal power.
- The action of leading a group of people or an organisation, or the ability to do this.
- Studies of leadership have produced theories involving traits, situational interaction, function, behaviour, power, vision and values, intelligence, among others.

Governance is all of the processes of governing, whether undertaken by a government, market or network, whether over a family, tribe, formal or informal organization or territory and whether through the laws, norms, power or language of an organized society.

- It relates to "the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions.
- " In lay terms, it could be described as the political processes that exist in between formal institutions.
- Governance is the way the rules, norms and actions are structured, sustained, regulated and held accountable.
- The degree of formality depends on the internal rules of a given organization and, externally, with its business partners.
- As such, governance may take many forms, driven by many different motivations and with many different results.

Rational Decision Making Process

- * Define the Problem
- * Identify the Decision Criteria
- * Allocate Weights to the Criteria
- * Develop the Alternatives
- * Evaluate the Alternatives
- * Select the Best Alternative

Collective Leadership

- * Collective leadership is a social process aimed at accomplishing collective rather than individual goals and it requires collective and coordinated action.
- * Terms such as 'collaborative', 'shared', 'distributive' or 'emergent' leadership are often used to describe very similar concepts.
- * We have defined collective leadership as a group of people working together toward a shared goal.
- * When collective leadership is happening, people are internally and externally motivated—working together toward a shared vision within a group and using their unique talents and skills to contribute to the success.
- * Collective leadership is a process

Self-Serving Agents

- *Self-serving leaders are not interested in feedback; in fact, they discourage it. Feedback makes them insecure.
- *Self-serving leaders are only concerned about protecting their position and power, and they do not have the foresight to prepare successors who will take over when their season of leadership is over. They minimize and hold down others.
- *Self-serving leaders focus solely on themselves and do not relinquish control to anyone else. It's all about them.
- *Self-serving leaders react to situations that they perceive to be "beneath" them. They are prideful.

SELF-SERVING AGENT

- *Self serving leaders are caught in the trap that they think their self-worth is a function of their performance plus the opinion of others.
- *They are preoccupied with one's own interests, often disregarding the truth or the interests, well-being, etc.. of others.
- *Serving to further one's own selfish interests.

COLLECTIVE SERVING VS A SELF-SERVING AGENT

- ***Collective serving** is likely for a team with high member skills, a high level of mutual trust and cooperation, ample resources.
- *It will increase collective efficacy which will improve the team performance.
- *Transformational leadership style comes under the collective serving

SELF SERVING LEADERS vs. SERVANT LEADERS

- *Self serving leaders thrive in critical environments, whereas servant leaders prefer supportive environments.
- *Self-serving leaders don't want anyone else to look really good, while servant leaders want to build leadership in their group. They have no problem with someone rising up. They don't mind sharing leadership.

- *Self-serving agents are only concerned about protecting their position and power, and they do not have the foresight to prepare successors who will take over when their season of leadership is over. They minimize and hold down others.
- *Self-serving agents fear losing the things that give them self-worth - money, power, success, possessions, positions, etc. They fear what men think of them and try to please people.
- *Self-serving agents have temporal focus whereas servant leaders have a more permanent focus.

RISK

- * Risk is the potential for uncontrolled loss of something of value. Values (such as physical health, social status, emotional well-being, or financial wealth) can be gained or lost when taking risk resulting from a given action or inaction, foreseen or unforeseen (planned or not planned).
- * Risk can also be defined as the intentional interaction with uncertainty.
- * Uncertainty is a potential, unpredictable, and uncontrollable outcome; risk is an aspect of action taken in spite of uncertainty.

BREAK-EVEN ANALYSIS

- * A break-even analysis is a financial tool which helps you to determine at what stage your company, or a new service or a product, will be profitable.
- * In other words, it's a financial calculation for determining the number of products or services a company should sell to cover its costs (particularly fixed costs).
- * Break-even is a situation where you are neither making money nor losing money, but all your costs have been covered.

COMPONENTS OF BREAK-EVEN ANALYSIS

- * **Fixed costs.**
 - * Fixed costs are also called as the overhead cost. These overhead costs occur after the decision to start an economic activity is taken and these costs are directly related to the level of production, but not the quantity of production. Fixed costs include (but are not limited to) interest, taxes, salaries, rent, depreciation costs, labour costs, energy costs etc. These costs are fixed no matter how much you sell.
- * **Variable costs.**
 - * Variable costs are costs that will increase or decrease in direct relation to the production volume. These cost include cost of raw material, packaging cost, fuel and other costs that are directly related to the production.

When is Break-even Analysis Used

- * **Starting a new business:** If you wish to start a new business, a break-even analysis is a must. Not only it helps you in deciding, whether the idea of starting a new is viable, but it will force you to be realistic about the costs, as well as guide you about the pricing strategy.
- * **Creating a new product:** In the case of an existing business, you should still do a break-even analysis before launching a new product—particularly if such a product is going to add a significant expenditure.
- * **Changing the business model:** If you are about to the change your business model, like, switching from wholesale business to retail business, you should do a break-even analysis. The costs could change considerably and this will help you to figure out the selling prices need to change too.

Ways to monitor Break even point

- * **Pricing analysis:** Minimize or eliminate the use of coupons or other price reductions offers, since such promotional strategies increase the breakeven point.
- * **Technology analysis:** Implementing any technology that can enhance the business efficiency, thus increasing capacity with no extra cost.
- * **Cost analysis:** Reviewing all fixed costs constantly to verify if any can be eliminated can surely help. Also, review the total variable costs to see if they can be eliminated. This analysis will increase the margin and reduce the breakeven point.
- * **Margin analysis:** Push sales of the highest-margin (high contribution earning) items and pay close attention to product margins, thus reducing the breakeven point.
- * **Outsourcing:** If an activity consists of a fixed cost, try to outsource such activity (whenever possible), which reduces the breakeven point.

Benefits of Break-even analysis

- Catch missing expenses
- Set revenue targets
- Make smarter decisions
- Fund your business
- **Better Pricing**
- **Cover fixed costs**

- * Assessment criteria is developed prior to assessing the identified risk to ensure that participants assessing and prioritizing risks are using same basis to do so
- * The process for assessing risks is where participants actually rate each risk based on the assessment criteria.
- * While all risks are prioritized based on their risk rating from the risk assessment, risk prioritization is a subsequent process to determine risk management priorities by comparing the level of risk against predetermined risk levels and tolerance thresholds.

Organizational Risk Assessment

The following are three key components of a risk assessment:

- Develop Assessment Criteria,
- Assess Risks
- Prioritize Risks.

Actions to Address Risk

- **Accept** – by accepting a risk, an organization decides to take no action and to deal with the consequences if/when it occurs.
- **Avoid** – choosing to avoid a risk is when an entity forgoes certain activities that would potentially cause the risk.
- **Mitigate Risk** – an organization mitigates a risk by adding controls activities that reduce or eliminate the risk.
- **Transfer** – a company transfers risk by insuring for the potential impact of a risk or by outsourcing the activities related to the risk to another organization.
- **Exploit** – an organization exploits a risk when the impact is positive by performing activities that increase the likelihood of its occurrence.

CRISIS

- Crisis is any event that is expected to lead to, an unstable and dangerous situation affecting an individual, group, community or whole society.

- It is a situation that is unpredictable, but it is not unexpected.

Types of crisis

- Physical crisis
- ❖ Financial Crisis
- ❖ Technological Crisis
- ❖ Crisis of Malevolence
- ❖ Natural Crisis
- ❖ Crisis of Deception
- ❖ Workplace Violence
- Reputational crisis

Financial Crisis

- These are the crisis that occur in an organization due to its prevailing financial conditions.
- Losses, increase in costs, non-availability of funds, bankruptcy, unable to pay back loans, etc.
- Kingfisher Airlines, recently faced a financial crisis.

Technological Crisis

- Technological crisis are caused by human application of science and technology. This occurs when technology becomes complex and the system breaks down.
- Software failures, Industrial accidents etc.

Crisis of Malevolence

- When opponents or miscreant individuals use extreme tactics for the purpose of expressing anger or seeking gain from, a company or economic system, perhaps with the aim of destroying it.
- Product tampering, kidnapping, malicious rumors, terrorism etc.

Natural Crisis

- Natural crisis, are natural disasters considered as 'acts of God,' are such environmental phenomena.
- Earthquakes, volcanic eruptions, floods, landslides, storms, and droughts etc.

Crisis of Deception

- Crisis of deception occur when management conceals or misrepresents information about itself and its products in its dealing with consumers and others.

Workplace Violence

- Crisis occur when an employee(s) or former employee(s) commits an act of violence against other employees on organizational grounds.
- Rumors are, when false information about an organization or its products creates crises hurting it's reputation.

Crisis management

Crisis management is the process by which an organization deals with a major unpredictable event that threatens to harm the organization, its stakeholders, or the general public



Crisis Management Team

The role of the Crisis Management Team (CMT) within a business is a straightforward management process.

It should:

- * Establish what has happened
- * Assess the impact
- * Resolve any conflicts of interest
- * Identify and prioritize actions required
- * Retain control



Responsibilities of Crisis management team:

- Prevention and to be normal again.
- To minimise losses
- To encash any opportunities
- Survival
- Successful outcomes
(and they all must be trained that how to cope with crisis situations)



Crisis team members must be:

PERSONALITY TRAITS:

- Well-informed and authoritative
- experienced
- Polite and patient.
- Brave enough to face the reality.
- Should have positive approach.
- Effective communicator
- Risk manager
- Problem identifier
- Accurate and reliable
- Mind stability
- Available and willing to work in stress
- Trustworthy



Two of these principles are especially critical to successful crisis management.

- First, only when the crisis management team members understand and are committed to the crisis plan will they be effective in their tasks
- and second, only when a crisis culture is established within the entire business will the company be ready to respond appropriately to a crisis.

Crisis Management Plan

- A Crisis Management Plan sets out the principles to be followed if any incident cause, or threaten to cause, serious business impact to the organisation.
- The plan provides a process that facilitates
 - ❑ organised decision-making in the event of a major incident
 - ❑ minimise injury or loss of life and protect the safety of staff and visitors;

- ☐ provide a flexible response process for a variety of emergencies;
- ☐ focus decision making on critical issues in a potentially stressful environment;
and
- ☐ minimise the negative consequences of any incidents on the staff and visitors

THE BUSINESS CONTINUITY TEAMS

The Business Continuity Teams are responsible for ensuring that critical business activities are resumed according to the re-established prioritisation and within the required timeframes.

Roles and responsibilities

ROLE	RESPONSIBILITIES
Team Leader	<ul style="list-style-type: none"> • Provides overall leadership to the team • Ensures that critical activities are restored within the required timeframes • Keeps the Crisis Management Team apprised of business continuity progress
Alternate Team Leader	<ul style="list-style-type: none"> • Acts as a backup to the Team Leader
BCM Coordinator	<ul style="list-style-type: none"> • Assist the Team Leader as required • Coordinate communications within the team and liaise with other areas of the agency • Maintain a status board on the team's business continuity progress
Team Members	<ul style="list-style-type: none"> • Carry out business continuity tasks in accordance with the team's Business Continuity and Recovery Plan
Stand-by Team Members	<ul style="list-style-type: none"> • Be on stand-by at home • Provide any assistance with business continuity tasks when called upon • Support long term recovery task when required

IMMEDIATE RESPONSE

- Emergency response
 - Life and safety first
 - Identify an alternate place to work at
 - Determine requirements at the alternate place (voice communications is crucial during disaster)
 - Notification & escalation procedures must be simple
 - Ensure that contact information is accurate (requires frequent updates)
 - Determine documents & records required to recover critical business
 - War chest

What is a Reputational Crisis?

- By nature, a reputational crisis involves threat to reputations. Zyglidopoulos and Phillips (1999) stated that reputational crises take place when “widely publicized, highly-negative events lead important stakeholders to reevaluate their impressions” of an organization (p. 334).

Reputational crisis

- Reputational crisis involves threat to reputations in an organization
- Highly-negative events lead important stakeholders to re-evaluate their impressions of an organization .
- Threats to reputation often lead to financial loss through a decline in revenue as a result of a;
 - ☐ product boycott
 - ☐ asset value depletion from a brand collapse,
 - ☐ resource diversion from fixing problems
 - ☐ increased cost of capital as a result of share premium erosion

- Natural disasters such as hurricanes, earthquakes and floods are critical events that are not likely to damage a firm's reputation
- Reputational problem is more likely to be caused by an ongoing weakness or shortcoming, such as managerial inefficiency or failure to cultivate a strong and favorable name for the organization.

The Two Dimensions of Reputational Crisis

- corporate ability (CA) - “expertise in producing and delivering product or service offerings;”
- corporate social responsibility (CSR)- “character of the company, usually with regard to important societal issues”

ACCOUNTABILITY

Accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences.

Accountability in Leadership

- When leaders take personal accountability, they are willing to answer for the outcomes of their choices, their behaviors, and their actions in all situations in which they are involved.

Being accountable means standing by decisions, actions, and the overall well-being of projects. Accountability is also

a management process that ensures employees answer to their superior for their actions and that supervisors behave responsibly as well.

What?

- Accountability has sometimes also been used as a synonym for responsibility.
- **Accountability implies a statement of explanation of one's conduct.**
- **In common words accountability implies answerability to a person or body that has trusted you with a task or duty.**
- **It empowers the doer.**

Difference

- Accountability vs. Responsibility. The main difference between responsibility and accountability is that responsibility can be shared while accountability cannot. Being accountable not only means being responsible for something but also ultimately being answerable for your actions.

4 Pillars of Accountability

1. Responsibility: "A duty that binds to the course of action"
2. Answerability: "Being called to account"
3. Trustworthiness: "A trait of being worthy of trust and confidence"
4. Liability: "Being legally bound to a debt or obligation"

1. RESPONSIBILITY

This is the first pillar in the foundation for accountability. Commitments have been made and our *"duty now binds our course of action."*

we **are** responsible is NOT the same as **being** responsible. An offer is made, a job is offered, a contract accepted, a meeting is set, we have now have to take action. It's more that shaking hands in agreement. It is about demonstrating every step of the way that every

action is with ability, integrity and honor. Be proactive and do home to fully understand the strategy and objectives that are sought.

2. ANSWERABILITY

Being willing and able to answer for decisions, actions, mistakes is the second pillar. When called for a status report, have facts and figures that support the good, the bad and the ugly. It is better to admit that we don't know, rather bluster, blunder or blame through with excuses. Offering, in advance, information, feedback and summaries of the situation demonstrates a level of accountability that is not only respected, but is often actively sought out.

3. TRUSTWORTHINESS

Trust is something that is earned. Our behaviors can build or destroy trust. Honesty and integrity are the linchpins that hold relationships, companies and communities together. Once trust is violated or challenged, it is imperative. There is an old cliché which stills much merit – “*My word is my bond.*” Think about the years and dollars that could and would be saved in legal fees, if people just stuck to their word. Another huge element of trustworthiness is consistency.

4. LIABILITY

This more than being legally bound. Ethics, morals, values and character are tremendous components of the individual psyche and organization culture. Consequences need to be clear and consistent. Repaying a debt with dollars is often a small price to pay if we can maintain our character and sense of self. To “*lose face*” in many cultures is a tremendous price to pay.

Build a Culture of Accountability



Organizational accountability is the means by which an organization assesses its performance. ... To be effective, an accountability system should not be simply imposed upon the organization. Staff must be knowledgeable about the goals of the organization and plans to achieve these goals.

Accountability means answering or accounting for your actions and results. It is something every leader wants more of from his team. Accountability is like rain--everyone knows they need it, but no one wants to get wet. ... Yet we get more accountability from our teams by being accountable to them

Personal accountability is the belief that you are fully responsible for your own actions and consequences. It's a choice, a mindset and an expression of integrity

Taking inventory of readiness

Work Readiness Inventory (WRI)

Purpose and Administration

The Work Readiness Inventory (WRI) is designed to help workers identify and then address those work readiness traits that would allow them to better meet the challenges of today's workplace.

- ✓ For workers, this might include adjusting to a new work culture;
- ✓ knowing their skills and their willingness and capacity to learn new ones;
- ✓ Getting along with others;
- ✓ Having the flexibility to adapt to changes;
- ✓ Understanding what they expect of themselves, of others, and of work;
- ✓ Keeping physically fit and mentally alert; and Having a good work ethic.

In plain terms the WRI is not only about having what it takes to get a job, but also what it takes to keep it.

Characteristics of the WRI

Responsibility: Responsible workers come to work on time and work until quitting time. They respect tools and equipment, meet quality work standards, control waste and loss, and keep the privacy and confidentiality policies of the organization.

Flexibility: Flexible workers are able to adapt to the changes and demands of the workplace. They accept that many work situations are fluid and that change in those work environments is a predictable outcome of growth or downsizing, the fluctuation in demands for products or services, and market forces.

Skills: Work-ready individuals know their capabilities and the skill sets that they bring to a new work situation. They are able to identify their strengths and feel qualified to do the work. At the same time, they are willing to acquire new skills as the job demands and participate in employee training and continuing education programs.

Communication (Interpersonal Relating): Work-ready individuals have communication abilities that enable them to interpersonally relate in the workplace. They are able to follow directions, ask for help, and accept feedback and criticism. They also respect and get along with coworkers.

Self-View (Intrapersonal Relating): Self-View is related to individuals' intrapersonal processes—their beliefs about themselves and work. Ready workers are aware of their self-statements about adequacy, acceptance, and confidence in themselves and their capabilities—their self-efficacy.

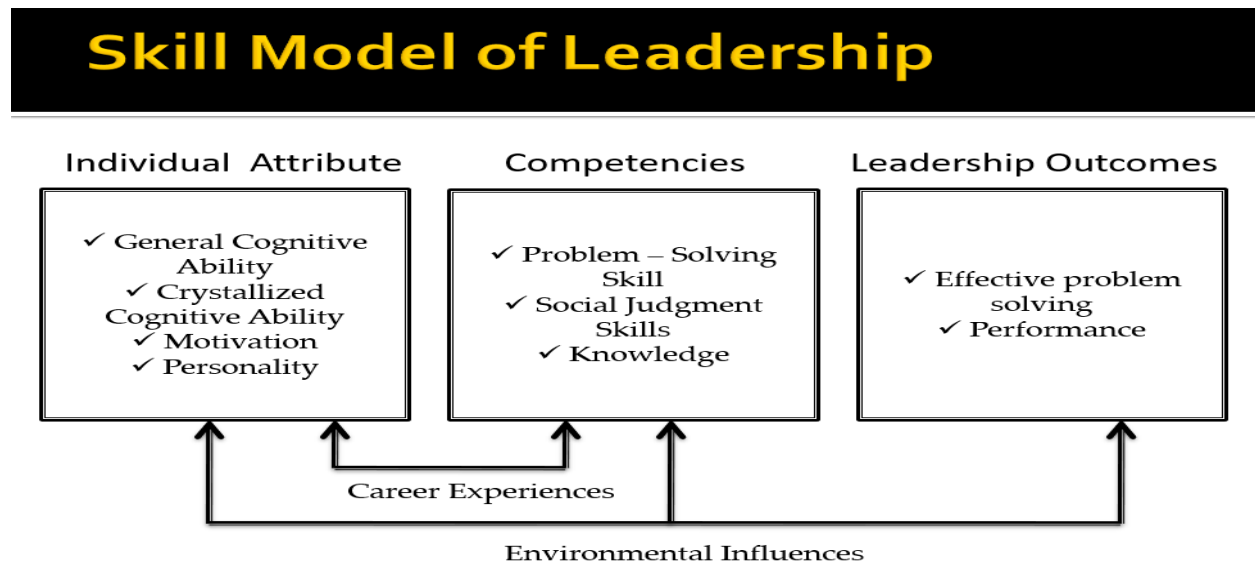
Health & Safety: Work-ready individuals maintain personal hygiene and grooming. They keep physically fit and mentally alert. They use proper body mechanics for lifting and bending and follow safety procedures when using tools or operating equipment and machines. When required, they wear proper safety gear or clothing. They also comply with drug-free/smoke-free workplace rules.

Detecting & Integrating Patterns In The Environment- Skill Model of Leadership

- In 2000 Mumford and his colleagues proposed a new model based on the skills that a leader should have. This model has 5 components, and they are:
- Individual Attributes,
- Competencies,
- Leadership Outcomes,
- Career Experiences and

- Environmental Influences
- It is also known as a capability model because it examines the relationship between a leader's knowledge and skills (i.e., capabilities) and the leader's performance. The capabilities that make effective leadership possible. Leadership capabilities can be developed over time through education and experience.

Skill Model of Leadership



Individual Attributes include four components:

- General cognitive ability (Intelligence: perceptual processing, information processing, general reasoning skills, creative and divergent thinking capacities, and memory skills. Related to biology, not experience).
- Crystallized cognitive ability (Intellectual ability learned or acquired over time. Store of knowledge gained through experience . Acquired intelligence)
- Motivation (Three aspects of motivation is essential to developing leadership skills: Willingness and motivation to tackle complex organizational problems (willingness to lead); Willingness to express dominance; commitment to the social good of the organization).
- Personality (Any personality characteristic that helps people cope with complex organizational situations is most likely related to leadership performance).

Competencies

- Problem solving skills : leaders creative ability to solve new and unusual, ill-defined organizational problems. Skills define significant problems, gather problem information, formulate new understanding about the problem, and generate prototype plans for problem solutions.
- Social judgment skills : capacity to understand people and social systems. They are the people skills that are necessary to solve unique organizational problems.
- Knowledge : Accumulation of information and to organize that information to solve complex organizational problems.

Career Experiences

- The experiences acquired in the course of leader's career influence their knowledge and skills to solve complex problems. Leaders can be helped through challenging job assignments, mentoring , appropriate training, and hands-on experience in solving new and unusual problems.

In addition, career experiences can positively affect the individual characteristics of leaders.

Environmental Influences

1. Internal
2. External

Internal Environment : leadership performance include such factors as technology , expertise of subordinates and communication.(If a task is particularly complex or a group's communication poor, the leaders performance will be affected.

External Environment : Economic ,Political , and social issues as well as natural disasters can provide unique challenges for leaders.

MODULE 4

Influence- Styles of Influence, Unethical Influence Styles
Organizational politics. The forms of power, Leadership and
organizational learning and adaptation, Woman Leadership

10

INFLUENCE

- The action or process of producing effects on the actions, behavior, opinions, etc., of another or others.
- Influence is the process of changing someone's behavior.

It's about being able to move things forward, without pushing, forcing or telling others what to do.

Nine influence tactics likely to be relevant to a manager's effectiveness

- Rational Persuasion
- Inspirational appeal
- Consultation
- Ingratiation
- Exchange
- Personal Appeal
- Coalition
- Legitimizing
- Pressure

Definition of Influence tactics

- Rational Persuasion

Logical arguments and factual evidence

Expert Power

- Inspirational appeal

Arouse enthusiasm by appealing to values ideals and aspirations

Referent power

- Consultation

Need your support so will seek your assistance or modify your proposal to get it.

Reward, coercive or legitimate

- Ingratiation

Get you in a good mood before asking you for something

Reward Power

- Exchange

Quid pro

Reward Power

- Personal Appeal

Appeals to your feelings of loyalty and friendship

Referent or Reward Power

- Coalition

Get someone else to persuade you to comply

Use someone else's support as reason for you to comply

Coercive Power

- Legitimizing

Claims to have the authority to get you to do something

Verifying its in the policy manual, rules or practices and traditions

Legitimate Power

- Pressure

Use demands threats or persistent reminders

Coercive Power

INFLUENCE IN ORGANIZATION LEADERSHIP

- 9 general tactics for trying to influence others. (Angelo Kinicki and Brian K. Williams)

Tactics	Explanation
1. Rational Persuasion	-Trying to convince someone by using reason, logic, or facts.
2. Inspirational Appeals	-Trying to build enthusiasm or confidence by appealing to others' emotions, ideals, or values.
3. Consultation	-Getting others to participate in a decision or change.
4. Ingratiating Tactics	-Acting humble or friendly or making someone feel good or feel important before making a request.
5. Personal Appeals	-Referring to friendship and loyalty when making a request.
6. Exchange Tactics	-Reminding someone of past favors or offering to trade favors.
7. Coalition Tactics	-Getting others to support your effort to persuade someone.
8. Pressure Tactics	-Using demands, threats, or intimidation to gain compliance.

9. Legitimizing Tactics	-Basing a request on one's authority or right, organizational rules or policies, or express or implied support from superiors.
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- Exchanging by giving something of value to the influence in return for something you want
- Alliance Building, building an alliance of supporters who can help you influence others
- Consulting by examining a problem and working with the influence towards a solution
- Stating, boldly and directly stating what you want the prospect to do
- Appealing to Values, inspiring cooperation by appealing to values, emotions, or feelings
- Modeling or setting an example for others to follow

7 differences between authority and influence

AUTHORITY	INFLUENCE
<ul style="list-style-type: none"> • Authority is the static, structural aspect of power in organizations. 	<ul style="list-style-type: none"> • Influence is the dynamic, tactical element.
<ul style="list-style-type: none"> • Authority is the formal aspect of power. 	<ul style="list-style-type: none"> • Influence is the informal aspect.
<ul style="list-style-type: none"> • Authority refers to the formally sanctioned right to make final decisions. 	<ul style="list-style-type: none"> • Influence is not sanctioned by the organization and is, therefore, not a matter of organizational rights.
<ul style="list-style-type: none"> • Authority implies involuntary submission by subordinates. 	<ul style="list-style-type: none"> • Influence implies voluntary submission and does not necessarily entail a superior-subordinate relationship.

<ul style="list-style-type: none"> • Authority flows downward, and it is unidirectional. 	<ul style="list-style-type: none"> • Influence is multi-directional and can flow upward, downward, or horizontally.
<ul style="list-style-type: none"> • The source of authority is solely structural. 	<ul style="list-style-type: none"> • The source of influence may be personal characteristic, expertise, or opportunity.
<ul style="list-style-type: none"> • Authority is circumscribed, that is, the domain, scope, and legitimacy of the power are specifically and clearly delimited. 	<ul style="list-style-type: none"> • Influence is uncircumscribed, that is, its domain, scope, and legitimacy are typically ambiguous.

THE CONCEPT OF POWER, INFLUENCE AND AUTHORITY

Power

Power may be regarded as the ability to determine the behavior of others or to decide the outcome of conflict where there is disagreement. It is likely to be resolved according to the relative resources of power available to the participants. (Tony Bush, 2003)

There are two types of power:

1. Personalized power
2. Socialized power

Influence

Influence represents an ability to affect outcomes and depends on personal characteristics and expertise. (Tony Bush, 2003)

Authority

Authority is legitimate power which is vested in leaders within formal organizations. (Bolman and Deal, 1991)

POWER IN ORGANIZATION LEADERSHIP

5 sources of power that leaders should draw on within organizations:

1. Legitimate power
2. Reward power
3. Coercive power
4. Expert power
5. Referent power

1. Legitimate Power

- Legitimate power is an officer believing that the orders being given are true even if they may be coming from a higher power that does not normally give out orders to the police. (Brandi Rivera, 2006). Power granted through the organizational structure, it is the power accorded people occupying particular positions as defined by the organization.

2. Reward Power

- Reward power is who employee believes that they are going to get some type of reward for doing their job or by following their supervisor order. (Brandi Rivera, 2006). The power to give or withhold rewards, such as: Salary increases. Bonuses.
- Promotion. Recommendation

3. Coercive Power

- Coercive power is a supervisor pursued an employee to do their work or they can be fired or demoted. (Brandi Rivera, 2006). The power to force compliance by means of psychological, emotional, or physical threat

4. Expert Power

- Expert power comes from experience or education. (Darek Kleczek, 2008)

If you are known as an expert, people will count with your opinion and are more likely to follow your leadership. The personal power that accrues to someone based on the information or expertise that they possess.

5. Referent Power

- Referent power based on desires others have to identify favorably with us or with what we symbolize to them.

Referent power also refers to the person who has attraction and make one person has an attraction to do whatever their order. The personal power that accrues to someone based on identification, imitation, loyalty, or charisma.

MODULE 5

Decision Making Frameworks, Skillful Discussion, Team building, Focusing, Storytelling, System Thinking Models Driving Accountability, Engaging People, Empowering people Building Personal Strengths, Problem Solving Skills	20
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Skillful discussions

- In skillful discussion, the team intends to come to some sort of closure - either to make a decision, reach agreement, or identify priorities. Along the way the team may explore new issues and build some deeper meaning among the members. But their intent involves convergent thinking. In dialogue, the intention is exploration, discovery, and insight.

Five basic behaviors are recommended for skillful discussion:

1. Pay attention to your intentions. What do you want from this conversation? Are you willing to be influenced?
2. Balance advocacy with inquiry. As with dialogue, there is a need to inquire deeper into opinions and comments to surface hidden assumptions and clarify what's being said.
3. Build shared meaning. What do you mean by certain terms? Is something that's "understood by all" really understood?
4. Use self-awareness as a reference. In moments when you are feeling confused, angry or frustrated, ask, "What am I thinking? What am I feeling? What do I want at this moment?" You may uncover insights that help the group as a whole.
5. Explore impasses. If you determine what you agree on, and then pinpoint the sources of disagreement you can learn more about the situation, clarify assumptions and move forward.

Team building

- Team: A group of people coming together to achieve a common goal.
- Building a team is the act of improving and maximizing a group of such people who collaborate or work together to achieve a common goal.



FOCUSING

- Focusing is a psychotherapeutic process developed by psychotherapist Eugene Gendlin.
- It can be used in any kind of therapeutic situation, including peer-to-peer sessions.
- Focusing process makes a felt sense more tangible and easier to work with.
- It involves holding a kind of open, non-judging attention to an internal knowing which is directly experienced but not yet in words.
- A well focused leader can balance an inner focus on the climate and culture with other focus on the competitive landscape, and an outer focus on the larger realities that shape the environment the outfit operates in

5 things to focus to become a successful leader

- Vision : every business leader must point the way to success for others to follow
- Cash: no company can function without a solid and steady cash flow. Efficient leader is responsible to ensure the company has enough cash to achieve its plans
- People: successful leaders cannot do everything on their own and always need to have strong people around to get the machine work effectively
- Key relationships: successful leaders set the tone for maintaining relationships that will help foster growth.

- Learning: the world is changing too fast to allow stagnation in business. Leaders encourage the pursuit of knowledge for themselves and their team

STORY TELLING

- Story telling for leaders is a six month training program comprising a one day workshop and a deliberate practice program ideal for improving the communication and presentation skills
- Story telling is one of the most important traits that leaders possess.
- Storytelling is a powerful method for messaging and advocacy, and can be used effectively in so many leadership situations
- Storytelling can be important when a leader must deal with a crisis

Powerful storytelling techniques

- Its delivered in a way that's logical, with a clear beginning, middle and end and logical connections
- When it ends, it ends. There's a clear finish to the story, and a pause to let people absorb that ending
- Your style is authentically "you" when you tell a story, Add gestures and animated facial expressions that convey energy and interest
- Critical parts of the story are emphasised with vocal variety, tone, and volume
- You may involve listeners with intermittent questions that pull them into your experience

SYSTEM THINKING MODELS

- System thinking model is a way of approaching problems that asks how various elements within a system- which could be an ecosystem, an organisation, or something more dispersed such as a supply chain-influence one another.
- Rather than reacting to individual problems that arise, a system thinker will ask about relationships to other activities within the system, look for patterns over time, and seek root causes

- One system thinking model that is helpful for understanding global issues is the iceberg model

Levels of iceberg model/thinking

- The event level
- The pattern level
- The structure level
- The mental model level

The event level

The event level is the level at which we typically perceive the world. While problems observed at the event level can often be addressed with a simple readjustment, the iceberg model pushes us not to assume that every issue can be solved by simply treating the symptom or adjusting at the event level

The pattern level

If we look just below the event level, we often notice patterns. Similar events have been taking place over time. Observing patterns allows to forecast and forestall events

The structure level

below the pattern level lies the structure level. Structures include:

1. Physical things- like roads, vending machines, etc
2. Organisations- corporations, governments, and schools
3. Policies- laws, regulations and tax structures
4. Ritual- habitual behaviours

The mental model level

Mental models are the attitudes, beliefs, morals, expectations that allow structures to continue functioning as they are.

Driving accountability

- Accountability is answerability, blameworthiness, liability, and the expectation of account giving
- In leadership roles, accountability is the acknowledgement and assumption of responsibility for actions, products, decisions and policies including the administration, governance and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences
- When leaders take personnel accountability, they are willing to answer for the outcomes of their choices, their behaviours and their actions in all situations in which they are involved.
- Accountable leaders do not blame others rather they make things right
- Accountable leaders build an accurate understanding of their organisation- where it excels and where it has opportunity
- Accountable leaders ask questions and they find answers
- Accountable leader takes responsibility

7 step to create accountability

- Establish the organisation's top three objectives
- Assign each team member his or her respective objectives
- Ask each team member what he or she needs to win
- Agree on what the leader will do to help
- Follow up
- Share lessons learned
- Reward results

Employee engagement

It is a fundamental concept in the effort to understand and describe, both qualitatively and quantitatively, the nature of the relationship between an organization and its [employees](#).

An "engaged employee" is defined as one who is fully absorbed by and enthusiastic about their [work](#) and so takes positive action to further the [organization's](#) reputation and interests. An engaged employee has a positive attitude towards the organization and its values.

SIX DRIVERS EMPLOYEE ENGAGEMENT

1. Employee perceptions of job importance – "...An employee's attitude toward the job's importance and the company has the greatest impact on loyalty and [customer service](#) than all other employee factors combined."
2. Employee clarity of job expectations – "If expectations are not clear and basic materials and equipment are not provided, negative emotions such as boredom or resentment may result, and the employee may then become focused on surviving more than thinking about how he can help the organization succeed."
3. Career advancement / improvement opportunities – "Plant supervisors and managers indicated that many plant improvements were being made outside the suggestion system."
4. Regular feedback and dialogue with superiors – "Feedback is the key to giving employees a sense of where they're going, but many organizations are remarkably bad at giving it"
5. Quality of working relationships with peers, superiors, and subordinates – "...if employees' relationship with their managers is fractured, then no amount of perks will persuade the employees to perform at top levels. Employee engagement is a direct reflection of how employees feel about their relationship with the boss."
6. Perceptions of the ethos and values of the organization – "'Inspiration and values' is the most important of the six drivers in our Engaged Performance model. Inspirational leadership is the ultimate perk."

EMPOWERING PEOPLE

Empowerment can be defined as giving employees a certain degree of autonomy and responsibility for decision-making regarding their specific organizational tasks.

- Empowerment allows decisions to be made at all levels of the Organization.
- It is the state of feeling self-empowered to take control of one's own destiny.

IMPORTANCE OF EMPOWERMENT

Creativity

When an employee feels a sense of accomplishment and feels valued, he is more likely to engage in critical and creative thinking. He will feel more capable and inspired to devise situations in unconventional ways, which can lead to better product development

Job Satisfaction

Empowerment provides your employee with a sense of autonomy, which will increase her job satisfaction. She will be more comfortable at work because develops confidence and a sense of worth. A happy employee provides the best customer service, and leaves a good impression of your company.

Decision-Making

In a world in which technology changes daily, and customers find information, products and services in increasingly diverse ways, your employees need to make quick decisions that benefit your operation

Loyalty

An employees exhibits loyalty if he has been well-trained, supported, respected, listened to and valued within an organization. His is more likely to work hard and promote the company when the opportunity arises.

PROBLEM SOLVING

In this approach, possible solutions are carefully evaluated & one of them is chosen for implementation.

The situation is carefully monitored over time to ensure the initial & continued effectiveness of the solution.

STEPS

1. Problem Definition

- In this first step, there is a need to write down what exactly the problem entails, which helps to identify the real problem that is under study & needs an immediate solution.

2. Problem analysis

- To analysis how the problem affects the researcher & his or her current situation & other people involved in the situation.
 - The gravity of the problem & all the factors that are contributing to the problem are determined
3. Generating possible solutions
 - Focus must be on identifying & generating all possible solutions for a problem.
 - Each potential idea for solution of a problem must be considered without discarding it through value judgment.
 4. Analyzing the solutions
 - Various factors about each of the potential solutions are investigated, wherein all the positive & negative aspects of each solution are analyzed.
 5. Selecting the best solutions
 - An attempt is made to compare the available solutions, & eventually the best solutions is selected based on the careful judgment.
 6. Implementing the solutions
 - The final step of the problem-solving process is to practically solve the problem by implementing the selected solutions.
 7. Evaluation and revision
 - After implementation of the most potential solution, an evaluation is made to judge the effectiveness of the solution in resolving the problem.
- It also helps to redefine the problem & revise the problem solving process in case the initial solution fails to manage the problem effectively.