Shree H. N Shukla College of Management Studies

Leadership

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MODULE-I

✚ Individual as a Leader

❖ Who is a leader?

Simple explorations of the question, "what is a leader?" include:

➢ A leader is someone **who inspires passion and motivation** in followers.
➢ A leader is someone with **a vision and the path** to realizing it.
➢ A leader is someone who ensures their **team has support and tools** to achieve their goals.
➢ A leader may be any of those things, but a good leader is all three.

An effective leader has a shared vision aligned with core values and understands what it will take to reach their team goals. **They inspire, manage, and support their teams** to work creatively and confidently toward that shared vision.

A leader empowers their team members to embrace their own unique leadership qualities and act with independently accountable passion. And they inspire and motivate their teams to maintain long-term progress and excitement towards achieving their goals.

❖ What are the most common characteristics of a leader?

Leaders are bold but never leave their teams behind. <mark>Balancing vision with support that empowers team members to achieve shared goals</mark>, leaders embrace a number of leadership qualities and can't be pinned down to a single style.

However, leaders across the board tend to <mark>exhibit seven major characteristics:</mark>

➢ Purpose.

Without a sense of purpose, it's hard to motivate team members. <mark>Leaders empower people to see the intention behind specific goals, enabling them to take equal part.</mark> Making the day-to-day process feel more purposeful helps maintain team motivation and personal investment in larger goals.

Leaders who incorporate a sense of personal purpose in the company's overall mission inspire individual accountability in their teams. This motivates team members to embrace their own leadership qualities towards big-picture achievement.

➢ Motivation.

Leaders are great motivators and create value-aligned goals so team members feel personally inspired to work toward the company's vision. Paired with consistent outreach, leaders empower their team members to work passionately beyond their responsibilities towards a common goal.

<mark>Motivation goes beyond inspiring words.</mark> Great leaders talk to their teams, and listen to their ideas and questions. Being a leader isn't about giving orders and managing results—it's about listening, supporting, and inspiring the best from others.

> **Vision.**

Leaders see the bigger picture and can unite their team members behind their vision. By incorporating team strengths and core values, leaders inspire their team with an end-goal that resonates with individual values and inspires action.

Without a cohesive vision aligned with core values, companies often find themselves hitting goals that don't progress their company in a specific direction. Staying afloat does not equal growth. Leaders are visionaries for growth and expansion.

> **Empathy.**

Leaders empathize with their team members. It's how they inspire people to work beyond their responsibilities toward a shared purpose. By listening and sharing their appreciation for their teams, leaders impart a sense of value. When leaders prioritize empathy and appreciate their team members' efforts, they can empower team members to see the vision for themselves and act
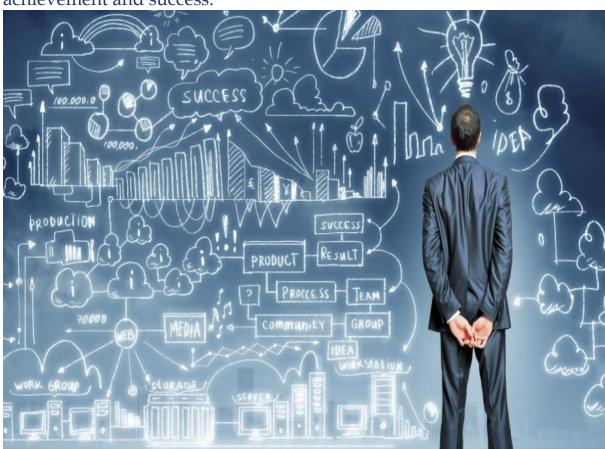
toward its achievement. Putting themselves in the position of their team members also helps leaders address critical concerns and provide solutions.

➤ <mark>Creativity.</mark>

Whereas managers might feel inclined to stick to the status quo, leaders innovate in bold and creative splashes. Rather than being concerned with the chain of command, leaders encourage their employees to ask, "Why?" and think in new ways to realize a bigger picture.

With a lofty vision guiding them, <mark>leaders embrace new ways of conceptualizing and strategizing</mark>. Nothing is off the table when it comes to providing imaginative and more effective pathways to long-term goal achievement and success.

➢ **Team vision.**

Although the company's overall vision may begin with its leaders, their vision will account for nothing if it doesn't speak to team members.

Exploring the values and individual goals that bring meaning to team members helps leaders thread their long-term goals through individually motivating and fulfilling achievement. When team members share their leader's vision and values, they're inspired to work beyond their responsibilities toward their goals.

➢ **Always trying to improve.**

Leaders never stop bettering themselves. With an eye toward growth, leaders continuously seek opportunities to improve for themselves and their teams. This leaning towards personal betterment means leaders actively seek feedback and value ideas that favor effectiveness and improvement over defending their egos.

When leaders create an environment where feedback isn't just helpful but highly valued, they inspire team members to voice their thoughts and bring the best ideas to the table. This can lead to higher innovation and long-term success.

❖ Leadership:

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

Leadership involves making sound -- and sometimes difficult -- decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.

Leaders are found and required in most aspects of society, from business to politics to region to community-based organizations.

➢ An effective leader possesses the following characteristics:

- Self-confidence,
- Strong communication and management skills,
- Creative and innovative thinking,
- Perseverance in the face of failure,

- Willingness to take risks,
- Openness to change, and
- Levelheadedness and reactiveness in times of crisis.

In business, individuals who exhibit these leadership qualities can ascend to executive management or C-level positions, such as CEO, CIO or president. Noteworthy individuals who have exhibited strong leadership in the technology industry include Apple founder Steve Jobs, Microsoft founder Bill Gates and Amazon CEO Jeff Bezos.

➢ What makes a great leader?

Multiple definitions of leadership exist, although the different definitions generally converge in the theory that great leaders have the ability to make strategic and visionary decisions and convince others to follow those decisions. The consensus is leaders create a vision and can successfully get others to work toward achieving that goal.

They do this by setting direction and inspiring others to want to succeed in achieving the end result. Moreover, they are capable of getting people excited and motivated to work toward the vision.

In other words, great leaders know how to both inspire people and get followers to complete the tasks that achieve the leader's goal.

Former U.S. President Dwight D. Eisenhower articulated this idea when he said, "Leadership is the art of getting someone else to do something you want done because he wants to do it."

Leadership brings together the skills needed to do these things. We'll look at each element in more detail:

1. **Creating an Inspiring Vision of the Future**:

In business, a vision is a realistic, convincing and attractive depiction of where you want to be in the future. Vision provides direction, sets priorities, and provides a marker, so that you can tell that you've achieved what you wanted to achieve.

To create a vision, leaders focus on an organization's strengths by using tools such as Porter's Five Forces , PEST Analysis , USP Analysis , Core Competence Analysis and SWOT Analysis to analyze their current situation.

They think about how their industry is likely to evolve, and how their competitors are likely to behave. They look at how they can innovate successfully , and shape their businesses and their strategies to succeed in future marketplaces. And they test their visions with appropriate market research, and by assessing key risks using techniques such as Scenario Analysis.

Therefore, leadership is proactive – problem solving, looking ahead, and not being satisfied with things as they are.

Once they have developed their visions, leaders must make them compelling and convincing. A compelling vision is one that people can see, feel, understand, and embrace. Effective leaders provide a rich picture of what the future will look like when their visions have been realized. They tell inspiring stories , and explain their visions in ways that everyone can relate to.
Here, leadership combines the analytical side of vision creation with the passion of shared values, creating something that's really meaningful to the people being led.

2. **Motivating and Inspiring People**:

A compelling vision provides the foundation for leadership. But it's leaders' ability to motivate and inspire people that helps them deliver that vision.
For example, when you start a new project, you will probably have lots of enthusiasm for it, so it's often easy to win support for it at the beginning.

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However, it can be difficult to find ways to keep your vision inspiring after the initial enthusiasm fades, especially if the team or organization needs to make significant changes in the way that it does things. Leaders recognize this, and they work hard throughout the project to connect their vision with people's individual needs, goals and aspirations.

One of the key ways they do this is through **Expectancy Theory** . Effective leaders link together two different expectations:

1. The expectation that hard work leads to good results.
2. The expectation that good results lead to attractive rewards or incentives.

This motivates people to work hard to achieve success, because they expect to enjoy rewards – both intrinsic and extrinsic – as a result.

Other approaches include restating the vision in terms of the benefits it will bring to the team's customers, and taking frequent opportunities to communicate the vision in an attractive and engaging way.

What's particularly helpful here is when leaders have **expert power** . People admire and believe in these leaders because they are experts in what they do. They have credibility, and they've earned the right to ask people to listen to them and follow them. This makes it much easier for these leaders to motivate and inspire the people they lead.

Leaders can also motivate and influence people through their natural charisma and appeal, and through other **sources of power** , such as the power to pay bonuses or assign tasks to people. However, good leaders don't rely too much on these types of power to motivate and inspire others.

3. Managing Delivery of the Vision

This is the area of leadership that relates to **management**.

Leaders must ensure that the work needed to deliver the vision is properly managed – either by themselves, or by a dedicated manager or team of managers to whom the leader delegates this responsibility – and they need to ensure that their vision is delivered successfully.

To do this, team members need performance goals that are linked to the team's overall vision. And, for day-to-day management of delivering the vision,

the **Management By Wandering Around** (MBWA) approach helps to ensure that what should happen, really happens.
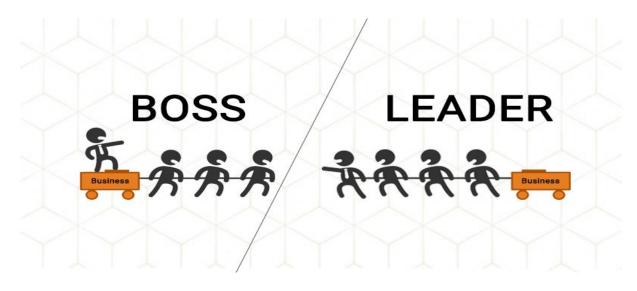
Leaders also need to make sure they **manage change** effectively. This helps to ensure that the changes needed to deliver the vision are implemented smoothly and thoroughly, with the support and backing of the people affected.

4. Coaching and Building a Team to Achieve the Vision

Individual and team development are important activities carried out by transformational leaders. To develop a team, leaders must first understand team dynamics. Several well-established and popular models describe this, such as **Belbin's Team Roles** approach, and **Bruce Tuckman's Forming, Storming, Norming, and Performing theory** .

A leader will then ensure that team members have the necessary skills and abilities to do their job and achieve the vision. They do this by **giving and receiving feedback** regularly, and by **training and coaching** people to improve individual and team performance.

Leadership also includes looking for **leadership potential** in others. By developing leadership skills within your team, you create an environment where you can continue success in the long term. And that's a true measure of great leadership.
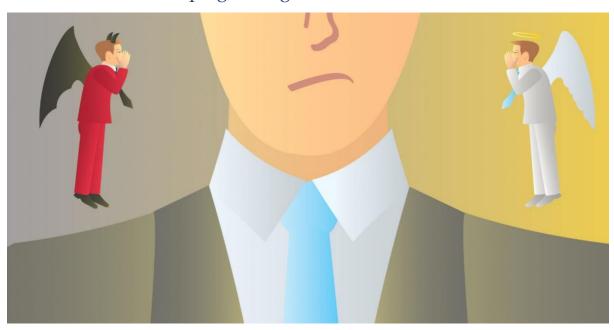
❖ Leadership Ethics

➢ Traits of an Ethical Leader

Ethics refer to the desirable and appropriate values and morals according to an individual or the society at large. Ethics deal with the purity of individuals and their intentions. Ethics serve as guidelines for analyzing "what is good or bad" in a specific scenario. Correlating ethics with leadership, we find that ethics is all about the leader's identity and the leader's role.

Ethical theories on leadership talk about two main things: (a) The actions and behaviour of leaders; and (b) the personality and character of leaders. It is essential to note that "**Ethics are essential to leadership**". A leader drives and influences the subordinates / followers to achieve a common goal, be it in case of teamwork, organizational quest, or any project. It is an ethical job of the leader to treat his subordinates with respect as each of them has a unique personality. The ethical environment in an organization is built and developed by a leader as they have an influential role in the organization and due to the fact that leaders have an influence in developing the organizational values.

An effective and ethical leader has the following traits / characteristics:

- **Dignity and respectfulness:**

He respects others. An ethical leader should not use his followers as a medium to achieve his personal goals. He should respect their feelings, decisions and values. Respecting the followers implies listening effectively to them, being compassionate to them, as well as being liberal in hearing opposing viewpoints. In short, it implies treating the followers in a manner that authenticates their values and beliefs.

- **Serving others:**

He serves others. An ethical leader should place his follower's interests ahead of his interests. He should be humane. He must act in a manner that is always fruitful for his followers.

- **Justice:**

He is fair and just. An ethical leader must treat all his followers equally. There should be no personal bias. Wherever some followers are treated differently, the ground for differential treatment should be fair, clear, and built on morality.

- **Community building:**

He develops community. An ethical leader considers his own purpose as well as his followers' purpose, while making efforts to achieve the goals suitable to both of them. He is considerate to the community's interests. He does not overlook the followers' intentions. He works harder for the community goals.

- **Honesty:**

He is loyal and honest. Honesty is essential to be an ethical and effective leader. Honest leaders can always be relied upon and depended upon. They always earn the respect of their followers. An honest leader presents the facts and circumstances truly and completely, no matter how critical and harmful the fact may be. He does not misrepresent any fact.

It is essential to note that leadership is all about values, and it is impossible to be a leader if you lack the awareness and concern for your own personal values.

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Leadership has a moral and ethical aspect. These ethics define leadership. Leaders can use the above mentioned traits as yardsticks for influencing their own behaviour.

Ethical leaders always know how to do the right thing. It may be difficult to define exactly what "right" is, but a leader who is ethical is not afraid to do what they truly believe to be right – even if it is unpopular, unprofitable, or inconvenient.

➢ **Here are 10 ethical leadership characteristics:**

1. Justice

An ethical leader is always fair and just. They have no favorites, and treat everyone equally. Under an ethical leader, no employee has any reason to fear biased treatment on the basis of gender, ethnicity, nationality, or any other factor.

2. Respect others

One of the most important traits of ethical leadership is the respect that is given to followers. An ethical leader shows respect to all members of the team by listening to them attentively, valuing their contributions, being compassionate, and being generous while considering opposing viewpoints.

3. Honesty

It goes without saying that anyone who is ethical will also be honest and loyal. Honesty is particularly important to be an effective ethical leader, because followers trust honest and dependable leaders. Ethical leaders convey facts transparently, no matter how unpopular they may be.

4. Human

Being human is one of the most revealing traits of a leader who is ethical and moral. Ethical leaders place importance in being kind, and act in a manner that is always beneficial to the team.

5. Focus on teambuilding

Ethical leaders foster a sense of community and team spirit within the organization. When an ethical leader strives to achieve goals, it is not just personal

goals that they're concerned about. They make genuine efforts to achieve goals that benefit the entire organization – not just themselves.

6. Value driven decision-making
In ethical leadership, all decisions are first checked to ensure that they are in accordance with the overall organizational values. Only those decisions that meet this criterion are implemented.

7. Encourages initiative
Under an ethical leader, employees thrive and flourish. Employees are rewarded for coming up with innovative ideas, and are encouraged to do what it takes to improve the way things are done. Employees are praised for taking the first step rather than waiting for somebody else to do it for them.

8. Leadership by example
Ethical leadership is not just about talking the talk, this type of leader also walks the walk. The high expectations that an ethical leader has of employees are also applicable on the individual level. Leaders expect others to do the right thing by leading by example.

9. Values awareness
An ethical leader will regularly discuss the high values and expectations that they place on themselves, other employees, and the organization. By regularly communicating and discussing values, they ensure that there is consistent understanding across the organization.

10. No tolerance for ethical violations
An ethical leader expects employees to do the right thing at all times, not just when it is convenient for them. Don't expect a leader of such high values to overlook or tolerate ethical violations.

➢ Leadership Motivation, Behavioral and Contingency Theories

Introduction:

Leadership is the character which every organization wants to see in their staff and the person who is self-motivated and who can motivate the team members become a good manager.
Leadership is nothing but inspiring, the team leader is the one who does it. Inspiration is nothing but motivation. So, leadership and motivation are a chemistry which can take any difficult task to success. The leadership and motivation chemistry are mostly helpful in the management sector whether it is in business or in the team; every individual possesses leadership but the one who practices on the go becomes a perfect leader.

The main aspect a leader consists of is a vision for a certain purpose. When a task or project is taken over by a company, the company searches for a leader who possesses knowledge on the project and vision on how to develop the project, make use of colleagues and give the organization a profit on it. A leader tends to influence the task to be continued and change to take place to make the organization profitable.

There are several theories on leadership by great leaders, some of them say that "leadership is an action not position or person". These theories help to prepare a perfect leader. All these theories are proposed and practiced by great leaders and managers but the latest management considers a leader who follows his role.

➢ Leadership theories:

Considering leadership reveals a school of thought giving different leadership theories such as Great Man theory, trait theory, behaviorist theory, situational

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==leadership theory, contingency theory, transactional theory and transformational theory.==

Great man theory is the one proposed before the 20th century where it says that leaders are born with the talent and the leader should be a man that leads to the next trait theory.

1. Trait theory:

The trait theory rose from the concepts of the 'Great Man 'approach. This theory leads to identifying the important characteristics of a successful leader. The people who got the characters as defined by the traits approach are isolated or shortlisted and those are recruited as leaders. This type of approach was mostly implemented in the military and still used in some areas.

✓ ==According to the trait theory the person who got the following skills is said to be a trait.==

- Ambitious and success oriented
- Adaptable to all kinds of situations
- Cooperative to all the members in the organization
- Highly active or energetic
- Dominative
- Good decision-making ability
- Self-confident
- Adaptable to stress conditions and
- Dependable.

✓ These are the characters which make a person trait and they should possess some skills which are

- Skills
- Competency
- Intelligence
- Conceptually skilled
- Creative
- Fluent in speaking
- Tactful
- Self-motivated and self-believing

- Socially skilled

When these kinds of skills and characters are identified in the person, the person is recruited in the team.

A.   Stogdill's Trait Factors

In the late 1940s, Ralph Stogdill reported based on at least fifteen studies that leaders possess intelligence, scholarship, dependability in exercising responsibilities, activity and social participation and socio-economic status.
He also found traits such as sociability, initiative, persistence, knowing how to get things done, self-confidence, alertness, insight, cooperativeness, popularity, adaptability and verbal facility in ten leadership studies. Persons who are leaders are presumed to show better decisions and engage themselves in social activities.

The study of the lives of successful leaders indicates that they possessed many of these traits. Some of the necessary traits of an effective leader are discussed below:

1) **Intelligence:** This trait appears to hold up better than any other. Leaders generally have a somewhat higher level of intelligence than the average of their followers. They possess the ability to analyse accurately, think scientifically, and interpret clearly and precisely the problems before them in terms of different aspects and perspectives.

2) **Physical Features:** Physical characteristics and level of maturity determine the personality of a person which is an important factor in determining the success of leadership. The height, weight, health, physique, and appearance of an individual are important for leadership to some extent.

3) **Inner Motivation Drive:** Leaders have relatively intense achievement type motivational drives. They have the inner desire to keep accomplishing something. To initiate suitable activities at the proper time is the habit of a leader. He works harder for the satisfaction of inner drives than for extrinsic material rewards.

4) **Maturity:** Leaders generally have wide interests and activities. They are emotionally mature and have balanced temperaments avoiding menacing so that they may not become thoughtless victims of the circumstances. They also have the high frustration tolerance

5) **Vision and Foresight:** A leader cannot maintain his influence unless he exhibits his trait of looking forward well in advice and imagination for handling his followers. So he should imaginatively visualize trends and devise his programs and policies with foresight based on logical programs.

6) **Acceptance of Responsibility:** A reliable leader is prepared to shoulder the responsibility for the consequences of any steps he contemplates or takes. He is always aware of the obligations and duties associated with the position he holds.

7) **Open-Mind and Adaptability:** A leader is ready to adopt new ideas and opinions of others as may be demanded by the situation. He is not critical of others. He is prepared to accommodate others' viewpoints and modify his decision if need be. Flexibility is another name for open-mindedness, which makes the leader more recognised with the group.

8) **Self Confidence:** A good leader has conceptual clarity about the things that he is going to do. He has confidence in himself whenever he begins any course of action. Self-confidence is important to motivate the followers and boost their morale.

9) **Human Relations Attitude**: A good leader is thoughtful of the followers as his success as a leader largely depends on the cooperation of the people. Thus, a successful leader possesses a human relations perspective. He always tries to develop a social understanding with others. He approaches various problems in terms of people involved more than in terms of the technical aspects involved. He is constantly busy achieving the voluntary cooperation of the followers.

10) **Fairness of Objectivity**: A good leader is fair and accurate in dealing with subordinates. He must be free from bias and prejudice while becoming emotionally involved with the followers. Honesty, fair play, justice and integrity of character are expected of any good leader.

A. Ghiselli's Personal Traits

Edwin Ghiselli has conducted extensive research on the relationship between personality, motivational traits and leadership effectiveness. He has identified the following six traits, in order of importance, as being significant traits for effective leadership:

1) **Supervisory Ability:** Getting the job done through other people.

2) **Need for Occupational Achievement:** Seeking responsibility and having the motivation to work hard to succeed.

2) **Intelligence:** The ability to use good judgment and clear reasoning.

3) **Decisiveness**: The ability to solve problems and make decisions skillfully.

4) **Self-Assurance:** Viewing oneself as capable of coping with problems and behaving in a manner that shows others that one has self-esteem.

5) **Initiative:** Self-starting or being able to get the work done with a minimum of supervision from one's boss.

The problem with Ghiselli's research is that several of the traits are interdependent and there is no indication of how much of any trait a person should have to be an effective leader

1. **Behavioural theory:**

The trait study doesn't give any conclusive results and it was hard to measure some more critical issues such as honesty, integrity and loyalty. This led the attention to be diverted on to the behaviour theories. The behaviour theory focuses on human relationship and success performance as well.

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According to behavioural theory the manager believes that the working environment should be like an entertainment place where the expenditure of mental and physical efforts is treated to be play and rest. The idea of a manager is that an average person not only learns to accept but also seeks responsibility. The people will automatically learn to exercise self-control and self direction to achieve the goal or target. The organizational problems can become imaginative and creative.
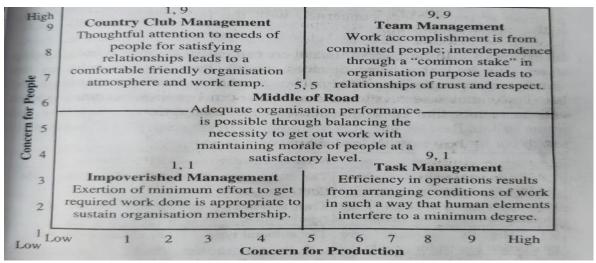
➢ **Types of Behavioural Theories**

A.   Managerial Grid

R.R. Blake and Jane S. Mouton of the USA developed the notion of managerial grid. According to them, the leadership style of an individual is greatly influenced by the task-oriented and relation-oriented behavior of that individual. This influence varies depending upon the degree of behavioral change.

They have explained two phrases that lead to an effective leadership which are as follows:

1) Concern for Production: According to the managerial grid. an individual is considered a good leader if he is concerned about the various factors that affect the production of the organisation. These factors include quality and quantity of the product, methods adopted for increasing production, effectiveness of the employees, etc.

2) Concern for People: An individual, who shows concern for the people, is also considered as a high-quality leader. Leaders not only develop self-confidence and trust within their employees but also make them responsible without suppressing them. They try to maintain a healthy relationship with their employees in order to achieve the established goal.

Various elements of grid are:

1) 9,1 Managerial Style (Task): According to this scale point, proper organisation of work leads to efficiency. According to the leader, the role of human elements is negligible.

2) 1,9 Managerial Style (Country Club): This scale point suggests that to develop a healthy and comfortable working environment, superiors need to understand the desires of their employees and try to satisfy them to the maximum limit.

3) 1, 1 Managerial Style (Impoverished): According to this scale point, in order to maintain a healthy organisational relationship, managers should apply minimum efforts to get their work accomplished.

4) 5, 5 Managerial Style (Middle Road): This scale states that satisfactory performance results from boosting the morale of the employees and maintaining a balance among job requirements.

5) 9, 9 Managerial Style (Team): This scale suggests that the relationship of the employees and the organisation becomes more trustworthy and respectful if mutual dependence exists between them and employees are committed towards achievement of organisational goals.

A.   Likert's Four Systems of Leadership

Rensis Likert believed that there are two types of leadership styles, i.e. autocratic and democratic. On this belief, he classified leadership style into four systems that were used by the various organizations. These four managerial systems explaining the leadership style are as follows:

1) System 1 Management (Exploitative Authoritative):

The leader who are exploitative authoritative:

i) Are generally very strict and dominating by nature.

ii) Do not trust their subordinates easily and show less confidence in them.

iii) Believe that employees can be motivated to perform well by threatening and punishing 87them.

iv) Follow downward communication.

v) Perform decision-making at the top level of the organisation.

2) System 2 Management (Benevolent Authoritative):

When leaders are benevolent in their authority, they:

i) Trust their employees and have faith in them.

ii) Believe in motivating the employees and reward them for their performance.

iii) Are always busy in upward communication.

iv) Give importance to the viewpoints and new ideas of their subordinates.

v) Allows decision-making process at lower levels with proper supervision.

3) System 3 Management (Consultative):

The leaders, who are consultative in their leadership style:

i) Have confidence and trust in their employees to a great extent, but not completely.

ii) Provide opportunities to their employees to express their ideas and suggestions.

iii) Sometimes reward their employees in order to motivate them, sometimes even punish them.

iv) Follow both upward and downward communication.

v) Carry-out policy decisions at higher levels and even make decisions related to low-level issues.

4) System 4 Management (Participative):

The leaders, who are participative in their leadership style:

i) Completely trust their employees regarding all the issues.

ii) Utilize the ideas and viewpoints of the subordinates in a creative way.

iii) Always support their employees in their development by improvising their method of working, setting such goals that can motivate them to improve their performance and even reward them for their better performance and participation.

iv) Communicate with fellow workers both upwardly and downwardly.

v) Promote decision-making in the entire organization.

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vi) Treat their subordinates and themselves as a group rather than as separate identities.
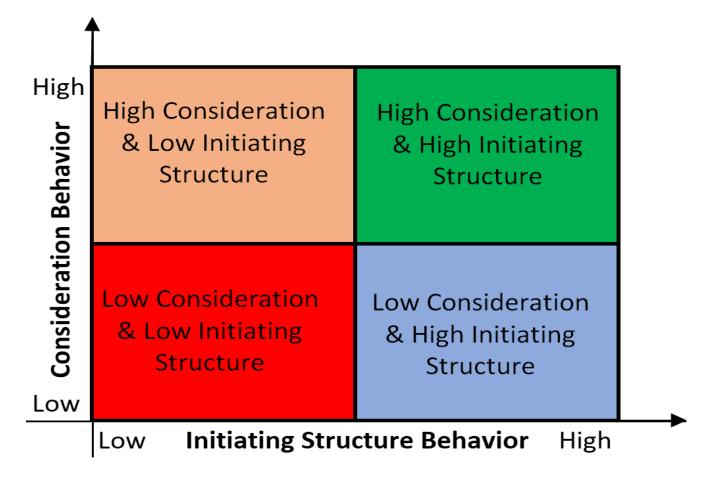
<mark>**A.   Ohio State University Studies**</mark>

In the late 1940s, several studies were conducted by the researchers of Ohio State university. The main purpose of this research work was to <mark>determine dimension and scope of leadership behavior.</mark> For this purpose, Leader Behavior Description Questionnaire (LBDQ) was used as an assessment tool to identify the way in which leaders carry-out their tasks. Finally, they concluded that "consideration" and "initiating structure are two independent dimensions of leadership behavior.

According to Ohio studies, "consideration" means the concern of a leader towards his followers. This concern is in the form of friendship, trust, respect and worth. A leader having consideration in his leadership behavior is supportive and friendly towards his subordinates. Such leaders give importance to the viewpoint of their followers and believe in a two-way communication. They even help their subordinates in their personal issues. Since their leadership style is employee-oriented, they are recognized and respected by their followers.

On the other hand, initiating structure is followed by those managers who are task-oriented. They give less preference to consideration. Besides this, researchers of Ohio University were also able to discover that both these dimensions are autonomous which means a leader can either be considerate or he can score more on initiating structure. A leader cannot have both the leadership styles simultaneously. In simple terms, one dimension cannot influence the other dimension by any means. Thus, several studies found that both the dimensions, i.e. concern for subordinates and initiating structure are reliable dimensions.

Consideration for employees is human-oriented. It is also known as relationship behavior as it focuses on needs and relationship requirements of an individual. Initiating structure is task-oriented or goal-oriented. These findings are very beneficial, not only in studying various organizational and leadership behaviors, but also in proving that both these dimensions were not mutually dependent. Besides this, a matrix was also designed which explained the combination of both the dimensions in different degrees (see figure).

Leaders having both the dimensions in higher degree can effectively handle their followers and improve their performance to an acceptable level. However, Ohio studies had a drawback as it ignored the situational factors. Even after developing various dimensional combinations, the application of these combinations in appropriate situations was not searched out. Some situations require consideration and some require initiating structure. Thus, the requirement of every situation is different which depicts the importance of situational factors. For

example, highly skilled and self-motivated healthcare professionals have no need of initiating structure from their superiors.
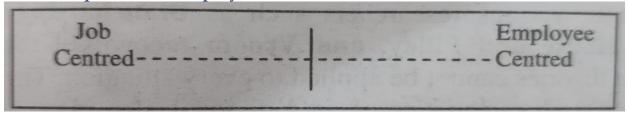
A.   Michigan Studies

In order to identify the behavior of leaders and the influence of their behavior on employee's performance, the researchers of Michigan University conducted several studies. Finally, they were able to recognize following types of behavior:

Employee-Centered Behavior:

It is similar to Ohio behavioral studies as it deals with the connection of the leaders with their employees. Leaders or managers having employee-centered behaviour support their employees by guiding them in the right direction, taking personal interest in their job and frequently informing them about their performance and avoiding punishing them for their mistakes. They prefer performing supervisory tasks. However, they avoid close supervision and supervise their employees in a general way.

Production-Centered Behaviour:

This behaviour is similar to initiating structure behaviour of Ohio studies as it emphasizes on the tasks performed by the supervisors. Supervisors prioritise carrying out activities which are similar to that of their employees rather than carrying out supervision and planning procedures. They adopt close supervision and even punish the employees for their mistakes.

Though, the behaviours of the leaders observed by the Michigan studies is similar to that of Ohio's studies but according to Michigan researchers, employee-centered behaviours and production-centered behaviours are two faces of the same coin. According to this observation, both the behaviour cannot be developed by the leaders simultaneously. However, after conducting several studies, Michigan researchers concluded that both the behaviours are independent of each

other. In 1950s, they discovered three most effective leadership characteristics, which are as follows:

1. **Task-Oriented Behaviour:**

Managers having task-oriented behaviour are considered as effective leaders as they perform different kinds of activities that are dissimilar to their subordinates. Some of these activities are planning, scheduling, managing the activities performed, making arrangement of resources, motivating the employees to perform better and achieve the goals and objectives set by the organisation.

2.Relationship-Oriented Behaviour:

Only task-oriented behaviour is not sufficient for becoming an effective leader. Effective managers also exhibit relationship-oriented behaviour under which they try to establish cordial relations with their employees. They try to support their subordinates not only professionally but also personally. They motivate their employees for good performance and reward them for their efforts, both monetarily as well as non-monetarily.

3.**Participative Leadership:**

Participative leadership style is another characteristic of an effective leader. The main motive of this leadership style is to develop team-oriented behaviour and create a strong and inter-related team that works together as a group, not as an individual. For this, leaders ask their employees to express their ideas in the team meetings, group decisions and other problem-solving matters. The managers are not commanding but facilitative as they guide their employees on how to resolve their differences. Managers are solely responsible for the results. Before making any final decision, they consider the suggestions of group members.

2. Contingency theory:

The contingency theory of leadership supposes that a leader's effectiveness is contingent on whether or not their leadership style suits a particular situation. According to this theory, an individual can be an effective leader in one circumstance and an ineffective leader in another one. To maximize your likelihood of being a productive leader, this theory posits that you should be able to examine each situation and decide if your leadership style is going to be

effective or not. In most cases, this requires you to be self-aware, objective and adaptable.

In the workplace, there are dozens of factors that can affect a leader's effectiveness. These include things like the size of the team, the scope of a project and the expected delivery date for a result. Different leaders, each with unique leadership styles, will respond to these variables in different ways. Contingency theorists would say that no matter how successful a leader is, there will always be a particular situation that will challenge them. Therefore, leaders must be willing to acknowledge the fact that their success depends partially on their circumstances in addition to their personal skills. To lead their team well, managers and supervisors may need to either adapt their leadership style to the current situation or delegate some of their leadership responsibilities to a coworker.

For example: Consider a project manager named Doug. Doug finds it much easier to communicate in writing rather than in person, so he usually encourages his team by sending them thoughtful emails at the end of every week. However, there is a new employee in the office who is not very receptive to written communication. To connect with this employee, Doug will need to either make an effort to change his method and encourage this employee in person or he will have to assign this task to the assistant manager.

In this example, Doug is not a chronically-ineffective leader. He is a good leader who is facing an unexpected challenge. If Doug accepts the fact that he will need to adapt to his situation instead of trying to force his usual methods, he can still be a highly-productive leader who encourages his team effectively.

The contingency theory of leadership is impacted by a range of specific factors in the average workplace, including:
- Maturity level of the employees
- Relationships between coworkers
- Work pace
- Management style

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- Typical work schedule
- Goals and objectives
- Standards for behavior
- Company policies
- Employees' work styles
- Employees' morale

A) Fiedler model

To understand this theory, we will look at three different models for contingency leadership. The first is Fiedler's model. To be productive, leaders must consider these factors.

However, this theory also considers leadership styles to be fixed and unchangeable. Therefore, if a leader's style is not a good fit for a particular situation, they will need to be replaced by a different leader. To apply Fiedler's theory, you have to determine your leadership style and your situation's favorableness using Fiedler's model.

Leadership style

The first step is to use a scale called the Preferred Coworker scale. To use this scale, you must think of a team member you did not or do not enjoy working with. This can be anyone from a former classmate to your current supervisor. Then, you must rate the person on the following scale:

Unfriendly	1	2	3	4	5	6	7	8	Friendly
Unpleasant	1	2	3	4	5	6	7	8	Pleasant
Rejecting	1	2	3	4	5	6	7	8	Accepting
Tense	1	2	3	4	5	6	7	8	Relaxed
Cold	1	2	3	4	5	6	7	8	Warm
Boring	1	2	3	4	5	6	7	8	Interesting
Hostile	1	2	3	4	5	6	7	8	Supportive
Guarded	1	2	3	4	5	6	7	8	Open
Insincere	1	2	3	4	5	6	7	8	Sincere
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious

Alternatively, a high score would make you a Highly Preferred Coworker leader. HPC leaders are relationship-oriented and focus their energy on building and maintaining healthy and productive relationships in the workplace. They are skilled in conflict management and take multiple variables into account when making decisions.

Situational favorableness
The second part of Fiedler's model is determining situational favorableness. To do this, you will evaluate three distinct factors:

1. Leader-Member Relations
This factor involves the amount of trust and confidence that your team members have in you. If you are trusted and well-liked by your entire team, your influence will increase and your workplace will become a more favorable situation.

2.Task Structure
This factor relates to whether the tasks your team completes are clear and structured or vague and unstructured. Unstructured tasks do not have a well-specified plan of action and would be considered unfavorable.

3.Leader's Position Power
This is the amount of power a leader has over their team and involves whether or not they have the authority to give out rewards or punishment. Typically, the more power you have, the more favorable your situation.

Applying the model
According to Fiedler, more favorable situations require LPC leaders, while less favorable ones require HPC leaders. If a situation includes a good leader/team relationship and well-structured tasks, leaders who are task-oriented will likely be more productive. Whereas if a situation involves a distant leader/team relationship and unstructured tasks, a relationship-oriented leader will be more effective. While this theory is widely taught and studied, some believe this model does not allow enough flexibility because it does not believe that leaders are capable of changing their leadership styles.

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B) Leadership Continuum Theory

Robert Tennenbaum and Warren Schmidt formulated that the most efficient style of leadership is dependent upon 'forces' in

(1) the leader,

(2) the follower, and

(3) the situation.

Depending on the pervasiveness and interaction between these forces, a leader has a continuum of styles from which he can select the relevant style for boosting the productivity of the organisation.

Forces in the leader consist of a manager's individual attitude towards delegation of responsibilities and authorities, his value system, feelings of insecurity in case of crisis or difficult situations, preference towards autocratic or democratic leadership style, and the faith in follower's capabilities to tackle responsible tasks.

Forces in the followers explain the level of alignment and recognition towards organisational goals, requirement of freedom against cautious control and direction, the interest and expectation in participating in problem-solving and decision-making activities of organisation, and keenness to accept additional responsibilities.

Forces in the situation include pressure of deadlines and time constraints, nature of organisational structure (centralised or decentralised), certain expertise and maturity for resolving certain crises, cordial association and potency of group, and expectations of higher management.

The leadership continuum graphically illustrates the numerous styles or methods which are adopted by a leader, ranging from boss-centric to subordinate centric and on the basis of inter relationships of three forces explained above.

Therefore, according to this approach, leaders are made and not born. Therefore, it makes it necessary to formulate development programs and provide executive training to make future leaders.

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C) Path-Goal model

Path-goal theory was introduced by Robert House and consists of various elements of Ohio State leadership' study and expectancy motivational theory'. As the name recommends, path-goal theory believes that the effective leaders guide their followers about the right path and help them to achieve the desired goal by removing their obstacles.

The Path-Goal model is primarily concerned with identifying processes (paths) that will allow each team member to meet their individual objectives (goals). Leaders who implement this model adjust their behaviors and expectations to positively affect their team's productivity. This goal requires the leader to be extremely flexible in their leadership style. They will have to find a way to meet each team member's specific needs to assist them in reaching their daily or weekly goals.

> **Leadership styles**

The Path-Goal model focuses on improving employee motivation, autonomy and satisfaction to increase their productivity within an organization. To accomplish this, the model identifies four different leadership styles. These include:

1. The Directive Clarifying Leader

This style is used in situations where the leader tells employees what is expected of them and instructs them on how to perform certain tasks. The theory states that this style is the most effective when the employees' role and task are unstructured or ambiguous.

2. The Achievement-Oriented Leader

This behavior occurs in situations where the leader sets lofty goals for employees, expects them to perform at a high level and shows complete confidence in their capabilities. This style is productive in environments that

attract high-achievers, such as hospitals, scientific laboratories and law firms.

3. The Participative Leader

Leaders who use this style consult with their employees and ask for their input before making decisions. This behavior would be well-received in a workplace where the employees are personally invested in the outcome and results of their work.

4. The Supportive Leader

This style focuses on the satisfaction of employees' needs and considers their personal preferences. A supportive leader is as concerned with their employees' mental health and well-being as they are with their productivity. This style is suitable for work environments that can be stressful or mentally challenging.

D) Decision-Making model

Also called "the Vroom-Yetton contingency model." This particular theory believes decision making is a crucial element of leadership and determines the relationship between the leader and their team members. Building and maintaining this relationship directly affects the leader's success.

➢ **Leadership styles**

This theory distinguishes five types of leadership styles. These include:

1. Autocratic (A1)

Leaders with this style believe that whatever information they have is enough to make the decision and they require no additional input from their team.

2. Autocratic (A2)

This style is not as extreme as A1. This type of leader consults with their team as a group to gather information and then makes the final decision alone.

3. Consultative (C1)

This leader consults with their team members individually to consider everyone's unique opinions. They will take suggestions seriously but will make the final decision alone.

4. Consultative (C2)

This type of leader consults at a wider level. They might organize a team-wide meeting to discuss a situation at length. They will gather suggestions but will eventually make a decision themselves.

5. Collaborative (G2)

This style focuses on reaching a consensus. These leaders organize a meeting to discuss the situation and then facilitate the discussion and ask every team member for input. The decision is then made together based on a vote.

Motivation in Management:

Major Motivation Theories
Following are the three general categories of theories of motivation:
1. **Content Motivation Theories**
2. **Process Theories of Motivation**
3. **Reinforcement Theory**

1. **Content Motivation Theories**
Every employee, working in any organisation, has certain needs and goals that he wants to achieve. He has a certain degree of strength to achieve those goals that can satisfy his needs. These factors motivate an employee to work harder at his job. Some of the well-known motivational content theories are Maslow's Need Hierarchy, Herzberg's Motivation Hygiene Theory and Alderfer's ERG Theory.
According to content theories, there is always one best motivational technique that can commonly be used for all the employees. The content theories mainly focus on the needs of the employees and their motivating factors. Thus, these theories are very useful for the managers because by using them managers can motivate the workers accordingly and thereby, increase the organisational productivity.

a.   Maslow's Need Hierarchy Theory

Human beings have categorised their needs into two types - first one is basic (primary) needs, which are essential for the survival of the human beings and second one is acquired (secondary) needs, which are less important as compared to basic needs. Though there are numerous needs or desires, which one should be given priority is the important question. So, this question was answered by Abraham Harold Maslow through his theory which represents a hierarchy of needs. Need hierarchy theory mainly emphasised on following points:

1) Human beings are those animals whose desires never end. They always need some or the other things to satisfy themselves.

2) Once a need is satisfied, it stops motivating an individual further.

3) Depending upon the importance, needs have a certain order.

According to Maslow, need hierarchy has following sequence:

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Maslow's hierarchy of needs

1) Basic Physiological Needs:

Basic requirements of an individual such as food, shelter, clothing, air, water, etc., are considered as basic physiological needs. Since these needs are essential for the survival and sustainability of human beings, hence, these needs are prioritised and placed at the initial stage of the Maslow's need hierarchy theory.

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2) Safety and Security Needs:

After the fulfilment of basic needs, human beings expect safety and security of themselves as well as of their family. These securities are in the form of job security, insurance (life insurance, vehicle insurance, etc.), old age security (pension, retirement fund, etc.), and security of income. In simple words, an individual requires an assurance in order to maintain his standard of living.

3) Social Needs:

Social need is a kind of cognitive requirement of human beings. When this need is not met, it creates a lot of imbalance in the mind of an individual which adversely affects his health. Since man lives in a society, he socialises himself by interacting with other people, sharing his feelings with others, making friends, etc. That is why, it is said that the community and culture of an individual reflect his identity.

4) Esteem Needs or Ego Needs:

Egoistic needs are of two types, i.e., internal and external. Self-confidence, self-motivation, skills, abilities, competency, etc., are some of the factors that are based on internal egoistic needs and are earned after an immense hard work by an individual. Individuals having inward esteem needs always receive 'earned gratitude' by the society. External egoistic needs focus on building goodwill and status of an individual that is earned by achieving some higher position or if the individual becomes financially, socially and politically powerful.

5) Self-Actualisation Needs:

It is a stage of self-fulfillment in which people realize their highest potential for self-development in a unique or creative way. In simple words, these needs are considered as the aim of an individual's life. Once all the needs of an individual are met, he searches out for personal achievement that gives mental satisfaction to him. Individual having the need for achievement wants to become better than others, takes challenging tasks in order to demonstrate his potential and becomes successful which not only satisfies him but benefits the society as well.

As per Maslow's need theory:
1) There exist five levels of human needs that he requires to satisfy.
2) These needs are organised according to their preferences, i.e. most important to least important.

3) Once a need is satisfied, it is no longer a motivator, and hence, the individual proceeds towards the next need.

4) After the fulfilment of one need, the next stage of need evolves as a depressed need that an individual tries to satisfy.

5) Though the basic physiological needs and security needs are limited and can be satisfied easily, the other three needs are unlimited and have a great influence on the individuals working at senior levels.

6) All the five levels of Maslow's need theory are mutually dependent on each other as all of them have some common characteristics. An individual can move on to the next level of need, only after satisfying the previous need. Each level of need affects the behaviour of an individual that motivates him to move further.

7) The first two needs, i.e basic and safety needs are considered as lower order needs and remaining three, i.e Social, egoistic and self-actualization needs, are considered as higher order needs.

Herzberg's Two Factor Model Theory/Motivation Hygiene Theory

In the late fifties, a motivational theory was introduced by Frederick Irving Herzberg, named as motivation hygiene theory. It is also known as two-factor motivation theory, as it is based on two factors, i.e job satisfaction and job dissatisfaction. In order to identify the factors responsible for job satisfaction and job dissatisfaction, Herzberg decided to interview the maximum number of employees working at higher levels in their respective companies. Thus, he interviewed around 200 accountants and engineers to recall the times when they felt good and bad at their workplace separately and then specify the reasons for their feelings respectively. The factors responsible for both the situations were not at all similar, which concluded that job satisfaction and job dissatisfaction are not contradictory. Thus, absence of job satisfaction means no job satisfaction and not job dissatisfaction.

Herzberg classified the factors responsible for either job satisfaction or job dissatisfaction into following categories:

1) Hygiene Factors:
These factors are those motivating factors whose presence motivates the employees at the workplace but for a limited period only. However, their absence can result in job dissatisfaction for the employees. Adequate number of hygiene

factors at the workplace help in comforting the employees. Since, these factors focus on avoiding dissatisfaction, they are also termed as maintenance factors or dissatisfiers.

These factors play a very important role in creating a healthy work environment, which ultimately fulfills the physiological needs of the employees. Some of the hygiene factors are as follows:

i) Pay:

The salary structure of the employees should be set according to the market value. Salary paid to the employees working at the same position even in different organisations should remain the same. The pay should be fair, reasonable and unbiased.

ii) Company Policies and Administrative Policies:

The policies set by the company should be flexible, unbiased and transparent in nature. Rigidity in working hours, leaves, breaks and dress code can make the working environment uncomfortable for the employees.

iii) Fringe Benefits:

Fringe benefits in the form of medical claims, benefit plans for family, assistance programs for employees, etc., motivate the employees to a great extent.

iv) Physical Working Conditions:

The working conditions have a great impact on the performance of the employees as clean and hygienic conditions satisfy and motivate them to work effectively. Unhealthy environment, unsafe and inefficient tools and equipment not only increase the risk of accidents but also lead to dissatisfaction.

v) Status:

The employees should be given proper respect in the organisation. They should have a well-known status within the organisation, which must be retained by the firm.

vi) Interpersonal Relations:

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The relationship between the employee and his colleagues, his superiors and juniors should be healthy and understandable. Arousal of any dispute or any embarrassing relationships. situation can adversely affect their relationships

vii) Job Security:

Job security in the form of insurance, pension, retirement fund, etc., given by the organisation provides maximum job satisfaction to the employees and motivates them to stay with the organisation for a long duration.

2) Motivational Factors:

According to Herzberg, unlike hygiene factors, motivational factors positively satisfy human beings for a much longer term. That is why, hygiene factors are considered as less motivating as compared to motivational factors. These factors are also known as satisfiers and are inherent by nature.
These factors are considered as intrinsic rewards that motivate employees to perform more effectively. According to motivational factors, basic physical needs are just an additional benefit to the employees.

Following are some of the motivational factors:
i) Recognition:
Managers should motivate the employees by praising and appreciating them for their hard work and good performance.

ii) Sense of Achievement:
While performing any job, employees must develop a sense of achievement. They must realise that their hard work will be rewarded at the end of the day. For this, managers can use some sort of rewards to motivate the employees.

iii) Growth and Promotional Opportunities:
Another way by which an organisation can motivate its employees is by providing them with numerous opportunities for their advancement that can help them in their career growth.

iv) Responsibility:
Managers should try to make their subordinates accountable by minimizing their interference and excessive control over their job. Employees

should be made solely responsible for their performance and must be provided with job ownership.

v) Meaningfulness of the Work: The more meaningful and challenging task is given to the employees, the more interesting and motivating that task becomes for them.

a.   Alderfer's ERG Theory

Alderfer's ERG theory is the improved version of Maslow's need theory. Maslow's need theory was not applicable to organisational setup. On the other hand, Alderfer's theory has described the human needs that are relevant to the work setting.

According to Alderfer, needs can be classified into three categories:

1) Existence:

These needs are associated with the existence of human beings and are an extended version of Maslow's physiological needs and a few of his safety needs.

2) Relatedness:

These needs are associated with interpersonal relations within the organisation. They are an extended version of Maslow's need for belongingness and a few of his safety needs and esteem/ego needs.

3) Growth:

These needs are related to growth of human capability. Maslow's need for self-esteem and self-actualisation are equivalent to growth needs.

a.   Acquired Needs Theory

Among the numerous researchers who took Murray's theories further, the most remarkable was David McClelland. He developed a theory which laid emphasis on need for achievement, power, and affiliation.

As per him, individuals learn from the events which they take part in or experience to procure specific needs from the society's culture. These needs are then considered as tendencies which influence an individual's perception for different situations and their approach towards goal attainment. Following are the needs learnt by people:

1) Need of Achievement (n Ach):

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According to McClelland, "(n Ach) is behaviour towards competition with a standard of excellence". McClelland along with his associates propounded following four features of individual who have great need for achievement:

i) They have a firm longing to take up responsibility on a personal level to solve problems or completing a job.
ii) They have a habit of setting high standards and taking calculated risks.
iii) They demand substantial feedback for their performance.
iv) Their only concern is completing the given task successfully.

2) Need for Power (n Pow):

An individual's need to impact behaviour of others, exercise full control over the environment, and have accountability for the same are included in the need for power.
Following are the features of individuals who highly need power:
i) They want to give directions and exercise control over someone.
ii) They are concerned to build and maintain leader-follower relationships.

3) Need for Affiliation (n Aff):

According to McClelland, "(n Aff) is attraction to another organism in order to feel reassured from the other that the self is acceptable". The urge to build and sustain amicable and cordial relations with others comes under this need. Individuals who possess high (n Aff) have the following features:
i) They look to gain approval and encouragement from others.
ii) They try to adhere to the policies and fulfill the wishes of leaders whom they respect.
iii) They possess sensitivity towards others.

2. Process Theories of Motivation

Unlike content motivational theories, process theories such as Vroom's Expectancy Theory, Equity Theory, Porter and Lawler Model, etc., focus on determining the way by which motivation process takes place in the employees. In simple words, these theories explain the entire process, which an employee follows in order to satisfy his needs. This process includes his commencement, his sustainability and the way he directs his behaviour to minimise his inner stress

and reach the desired goal. Rather than emphasising on the needs of the employees, process theories emphasises on the goals and the methods by which employees can be motivated to achieve these goals. Identification of internal factors influencing the motivation process of an individual is the main target of these theories. According to these theories, motivation is entirely based on the thinking, outlook and ideology of an individual and thus, motivation is considered as a cognitive process.

a.   Equity Theory of Work Motivation

J.S. Adams is the founder of equity theory of motivation. According to this theory, employees working in an organisation expect justice and fairness on the part of management. Biased and unfair treatment not only demotivates them, but also hampers their performance.

Adams theory of motivation focuses on identifying the reasons for unbiased behaviour on the part of an organisation and its impact on the employees.

Following are the four significant elements of Adams equity theory:

1) **Person:** The individual dealing with equitable or inequitable situations.

2) **Comparison Other:** Comparison other' is the individual with whom the person compares his efforts and inputs made and outcomes received. These are also known as 'relevant others'.

3) **Inputs**: These are the characteristics of an individual such as skills, proficiencies, experience, talent and potentials which he carries with him while joining the job. These are constantly observed by different people having different outlook.

4) **Outcomes**: These are the results of employees' performance and are awarded in the form of salary, promotion, bonus and fringe benefits. These are distributed depending upon the performance of the individual.

According to this theory, once the person starts comparing his contribution and result with the relevant other's effort, he starts developing motivation to perform better. When the person's input and outcomes are not equal to that of 'relevant others', he gets motivated to put in more effort and reduce that feeling of inequity. More the inequitable feeling arises in the person, greater is the degree of

motivation to reduce that imbalance. Thus, equity acts as motivation force will act as follows:

He may even try some of the following options to eliminate that inequity:
1) He may try to bring some changes in his inputs.
2) He may also try to modify his output.
3) He may deform the inputs and outputs cognitively.
4) Rather than making any alterations, he might give up.
5) The person may try to create such situations by which the 'relevant other' may leave the field or his input and outcome gets distorted cognitively.
6) The person may switch to another 'relevant other' for comparison.

==Equity takes place when the ratio of perceived outcomes of an individual to inputs is equivalent to that of the comparison.== Negative inequity occurs if comparison with others attains greater outcomes for similar inputs.

Positive inequity will occur when an individual's outcome to input ratio paring is more than that of comparison other.

a.   Vroom's Expectancy Theory

Vroom has proposed a new Vroom's theory of motivation is also known as Vroom's Expectancy Theory and Valence and Instrumentality Theory.
This theory proposed that people motivate themselves to accomplish only those goals which are achievable. Vroom's expectancy model believes that the rewards play a very important role in determining the motivation of an individual.

Since human beings are rational by nature, they will search for the most beneficial alternative that can increase the value of these rewards. When people know the value of reward, they automatically motivate themselves to perform better in order to achieve the desired rewards and results.
The first expectancy theory related to motivation at the workplace was given by Victor Vroom. According to Vroom, content motivational theories were unable to explain the entire process of motivation. Thus, he tried to explain the motivational process in his model which consisted of following three variables:

1. Expectancy:

The possibility or probability of receiving any specific outcome after applying a specific behaviour or effort by an individual is known as expectancy. Expectancy gives an idea about the relationship between the efforts applied and the results received.

1. Instrumentality:

The effect of the first-level outcome, such as improvised performance on the second-level outcome such as promotions, pay hike, bonus, etc., is known as "instrumentality". In simple words, the extent to which the improvement in the performance of an individual affects the salary structure of the individual is instrumentality. This degree of influencing second-level outcome by the first-level outcome can either be very high or it can be very low and sometimes it is nil. Higher the degree of expectancy and instrumentality, greater is the motivation of the employee.

1. Valence:

The value given by an individual to rewards offered by the company is known as valence. Depending upon different individuals, sometimes valence is treated as incentives, sometimes as attitudes and some consider it as expected utility. For example, some employees have great value for promotion but some consider it as an increase in burden. Thus, they have different viewpoints about promotion. Valence is basically of three types:

i) **Positive Valence:** Positive valence along with high expectancy will help in increasing the efforts as well as performance of the employee. This will further motivate the employee and lead him towards a satisfactory outcome.

ii) **Zero Valence:** When there is zero valence combined with any level of expectancy, it will remain non-reactive in motivating the employee.

iii) **Negative Valence:** Negative valence along with any level of expectancy always turns into negative motivation.

Thus, it can be said that motivation is dependent on three factors:
Motivational Force (M) = Expectancy (E) x Instrumentality (I) x Valence (V)
OR
M = (E x I x V)
The strong interrelation among these three factors plays a very crucial role in strengthening the motivation within the employee. In simple words, expectancy when multiplied by instrumentality and valence will decide the degree of motivation of an employee. Positive interrelation among three factors results in strong motivation. Thus, it can be said that the attractiveness and the expectancy of a particular outcome plays a very important role in strengthening the way efforts are applied.

Criticisms of Vroom's Expectancy Theory
Criticisms of Vroom's expectancy theory are as follows:

1) Simple in Nature: This theory does not explain the different levels of efforts acted out by an individual. There is also the assumption that a reward will entice an employee to expand greater efforts in order to obtain the reward, but neglect the fact that the reward in question could have a negative effect for the individual. For example, a pay increase might push him or her into a higher tax bracket.

2) Based on Behavioural Predictions Across Individuals: The theory was tested as if it was based on behavioural and attitudinal predictions across, rather than within, individuals. Thus, when the scores of a group of people are collated and used to predict general motivation, the results often show only a moderate level of validity of Vroom's theory.
However, this type of research neglects to take into account a whole range of individual differences such as ability, job roles/difficulty, different levels of rewards, and so on. It also assumes that people consider valence, instrumentality and expectancy in the same way, which is not true.

3) Ignore Influence of Situational Factors: This theory ignores the influence of situational factors. Thierry and Koopman-Iwema state that the influence of other parties" (colleague, superior, quality controller, etc.) is taken into account far too little. Opposite to the assumption of this theory, a respondent has less control on his behaviour.

c) Goal-Setting Theory

In the 1960's, Edwin Locke put forward the goal-setting theory of motivation. This theory states that goal-setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in. There are following elements of goal-setting theory:

1. **Goal Acceptance/Goal Commitment:**

   Before a goal can be motivating to an individual, one must accept the goal. Accepting a goal is the first step in creating motivation. Goal commitment is the degree of determination one uses to achieve an accepted goal. Two primary factors that help to enhance goal commitment are importance and self-efficacy. Self-efficacy is the belief that one can attain their goal. These factors can be as simple as making a public announcement about the commitment, or as complicated as a formal programme of inspirational mentoring and leadership.

2. **Goal Specificity:**

   A goal must be specific and measurable. Specificity and measurability provide an external referent (such as Chai time, space, increment, etc.) to gauge progress, whereas vague "do better" goals are ambiguous and often have little effect on motivation. Removing ambiguity allows one to focus on precise actions and behaviours related to goal achievement. The more specific the goal, the more explicitly performance will be affected. Specific goals lead to higher task performance by employees than do vague or abstract goals. A person can set a general goal to sell more cars per month; however, setting a goal to sell two cars per day for the next thirty days is more specific and therefore more effective. Goals without an external referent allow for a wide

range of acceptable performance levels. In order for performance to increase, goals must be challenging, specific, and concrete.

3. Goal Difficulty:

Goals are proven to be an effective motivation tactic if difficulty is taken into consideration. They should be set high enough to encourage high performance but low enough to be attainable. When this gray area is achieved, goals are proven to be effective. If goals are set too high or too difficult then motivation and commitment suffers as a result. Integrity is another cost that can ensue from setting high performance goals.

4. Feedback:

This is necessary in order for goals to remain effective and retain commitment. Without feedback people are unaware of their progression or regression and it becomes difficult to gauge the level of effort required to pursue the goal effectively. Additionally, feedback allows for individuals and teams to spot any weaknesses in their current goals, which allows modifications to be made. It is necessary for goals, and the people making the goals, to be flexible with them. Feedback is most effective when it is directed at setting more challenging goals. Effort and productivity will increase when performance falls short of goal achievement.

For example, if a student receives feedback in the form of a progress report he or she may adjust study habits accordingly to achieve the desired goal. However, without feedback, the student has nothing to gauge performance. Feedback can either be process oriented or outcome-oriented.

➢ **Effective Goal-Setting Principles**
Effective goal-setting principles are as follows:

1. Clarity: A clear, measurable goal is more achievable than one that is poorly defined. In other words, be specific. The most effective goals have a specific timeline for completion.
2. Challenge: The goal must have a decent level of difficulty in order to motivate one to strive toward the goal.

3. <mark>Commitment:</mark> Put deliberate effort into meeting this goal. Sharing a goal with someone else in order to increase accountability to meet that goal.

4. <mark>Feedback:</mark> Set-up a method to receive information on progress toward a goal. If increasing sales by 30,000 in four months turns out to be too hard, it is better to adjust the difficulty of the goal mid-way through the timeline than to give up entirely.

5. <mark>Task Complexity:</mark> If a goal is especially complex, make sure one gives its enough time to overcome the learning curve involved in completing the task. In other words, if a goal is really tough, make sure that one gives itself some padding to give the best chance at succeeding.

3. Reinforcement Theory

The work of B.F. Skinner is the foundation for the reinforcement theory. This theory explains that the behaviours which are not reinforced are less likely to be repeated, while the behaviours which are reinforced will be repeated. For example, if a sales executive is promoted for his contributions in the increase in sales, then this individual will carry on to increase the sales for receiving another promotion. According to reinforcement theory, the level of motivation in an individual is determined by the outcomes of his behaviour.

Skinner's work states that the occurrence of behaviour is random initially. It has been merged into the area of management with the help of behaviour and organisational behaviour modification theory. Some reinforcers are selected to be implemented in these behaviours. The outcomes which are received in the manner of punishments and rewards are learned as behaviours. Depending upon attainment of the desired behaviours, various reinforcers are implemented.

Types of Reinforcement

There are four types of reinforcement:

1. Positive Reinforcement: An existing set of circumstances - a particular behaviour, the contingent positive consequence - increases in the frequency of the behaviour.

2. Negative (Avoidance) Reinforcement: An existing set of circumstances, a particular behaviour contingent termination or withdrawal of an unpleasant consequence increase in the frequency of the behaviour.
3. Extinction: An existing set of circumstances - a particular behaviour the contingent positive consequence is withheld - decreases in the frequency of the behaviour.
4. A Punishment: An existing set of circumstances a particular behaviour - the contingent negative consequences - decrease in the frequency of behaviour.

According to reinforcement theory the manager can really make a difference, but for that to happen the manager must have substantial control over the work environment.

Schedules of Reinforcement

Schedules of reinforcement are an important component of the learning process. When and how often we reinforce behaviour can have a dramatic impact on the strength and rate of the response. Certain schedules of reinforcement may be more effective in specific situations. There are two types of reinforcement schedules:

Continuous Reinforcement: In continuous reinforcement, the desired behaviour is reinforced every single time it occurs. Generally, this schedule is best used during the initial stages of learning in order to create a strong association between the behaviour and the response. Once the response is firmly attached, reinforcement is usually switched to a partial reinforcement schedule.

Partial Reinforcement: In partial reinforcement, the response is reinforced only part of the time. Learned behaviours are acquired more slowly with partial reinforcement, but the response is more resistant to extinction. There are four schedules of partial reinforcement:

i) Fixed-Ratio Schedules: Fixed-ratio schedules are those where a response is reinforced only after a specified number of responses. This schedule produces a high, steady rate of responding with only a brief pause after the delivery of the reinforcer.

ii) Variable-Ratio Schedules: Variable-ratio schedules occur when a response is reinforced after an unpredictable number of responses. This schedule creates a

high steady rate of responding. Gambling and lottery games are good examples of a reward based on a variable ratio schedule.

iii) Fixed-Interval Schedules: Fixed-interval schedules are those where the first response is rewarded only after a specified amount of time has elapsed. This schedule causes high amounts of responding near the end of the interval, but much slower responding immediately after the delivery of the reinforcer.

iv) Variable-Interval Schedules: Variable-interval schedules occur when a response is rewarded after an unpredictable amount of time has passed. This schedule produces a slow, steady rate of response.

Motivating Employee by Reinforcement Theory Variable schedules are found to result in more consistent and enduring patterns of desired behaviour than fixed reinforcement schedules. It would be a good idea for managers to:

1) Reinforce an employee on a continuous basis in the initial stages;

2) After a while switch over to fixed interval or a fixed ratio schedule and

3) Later, switch to variable schedules, so that the desired behaviour is both quickly initiated and sustained over time.

Reinforcement theories can be used to motivate employees in work organisations to behave in ways that would be functional for the organisation. By properly using reinforcement strategies, the direction, level and persistence of individuals' behaviour can be manipulated in the desired manner. The main points to be noted by managers are listed below. They can resort to all these reinforcement guidelines to mould the behaviour of employees at work.

1) There are several reinforcement strategies available, including positive and negative reinforcement, punishment, extinction and shaping;

2) A mix of these strategies would bear better results than resorting to one alone;

3) Punishment, used as reinforcement for long periods of time, may

4) There are several types of reinforcement schedules, including fixed and variable ones and these give managers the option to administer them as appropriate; have undesirable consequences;

5) Reinforcement should follow immediately after the behaviour and should be commensurate with it;

6) Reinforcements are most effective when administered continuously in the initial stages, then switched to a fixed interval or ratio schedule, and later to variable schedules;

7) Failure to respond to undesired behaviour, actually reinforces them and

8) Reinforcements should be perceived as fair, consistent and equitable.

MODULE -II

🔸 TEAM LEADERSHIP

Meaning of Team Leadership Team leadership is the management of a group of people together to work to achieve a common goal. In order to get everyone, work as one functioning team, the leader must motivate and inspire or her followers. Leadership of a team involves assigning following tasks, supporting members, and overseeing projects.

The leader is not only responsible for the outcome of teamwork, but for building a strong, effective team. Effective leaders understand much as well as the type of support each team member needs in Orde fulfil his or her role in a project.

The leader's job is not to do everything himself or herself, but to teamwork and make any needed changes while empowering team to cooperate to achieve work goals. If followers are empowered by their leader, i.e., made to feel that what they respected and important to weakened. the company, the team.

Effective leaders make team members feel motivated to work understand their own strengths and weaknesses as well as the people who work for them. Good team leadership focuses on proper strengths for specific tasks, and uses the best people for part of teamwork.

➢ **Team leadership characteristics are as follows:**
1) Responsibility for group effectiveness is not the leader shoulders, but is shared by the group.
2) Control over the final decision is not held by the leader, but is best is not on the leader's left to the group.

3) The importance of one's position and power are de-emphasized in team leadership.

4) The leader perceives the group not as a set of individuals but as an "interacting and collective team".

5) The task-oriented functions of the team are not performed only by the leader but are shared by the entire group through its new roles. a set of individuals but as an

6) Team maintenance functions are not performed systematically but are emphasized and shared by the group as a whole. 7) Socio-emotional processes and interactions are observed closely by team leaders.

❖ **Team Leadership Model**

Hill's team model is perhaps one of the better-known ones as it provides the leader or a designated team member with a mental road map to help diagnose team problems, and then take appropriate action to correct team problems. Hill's team leadership model is shown in the below figure:

1) **Leadership Decision:**

   leadership model leadership des depends on following points which are described below:

   i) **Monitor or Take Action:** Knowing when to take action very important leadership skill to develop. Intervening too could be more damaging to team effectiveness than waiting However, waiting could sometimes cause more damages intervening now. This skill develops through experience fin to most leadership skills), and leaders need to understand sometimes they will intervene too soon or too late. sometimes they will get it right. The ability generally increases as leaders develop more experience in a setting. The important thing to remember is to learn intervening too soon or too late. to get it

To determine when to intervene, leaders need information. T requires the ability to scan and monitor the internal dynamics and the external environment in which the t operates. In addition, formal leaders need to let informal t leaders share this task and be open to informal team lea

coming to them with internal team problems and external environmental issues that could help or hinder the team.

ii) Task or Relational: If team leaders decide they need intervene, then they must determine whether intervention necessary to improve problems and issues related task/structure and/or whether to help improve interprets relations among team members, including the team leader Effective team leadership focuses on both task and relation issues/problems as a high level of task productivity, combi with superior intra-team relationships, leads to best the performance and development.

iii) Internal or External: Team leaders need to focus on task intra-team relations. It is also important for team leaders to when and if they need to intervene between the team and external environment - be it within the larger organization even external to the organization. Effective team leaders are to balance the internal and external demands placed on the teams and to know if and when to intervene in one or in both.

2) **Leadership Actions:**
   The leadership decisions affect team performance and development through the actions team leaders t internally and externally. It is important for team leaders to asse the problem and select the right action set of actions.

The actions listed in the model are not all inclusive and astute team leaders will add others and maybe delete some as they gain leadership experience in a team environment. What is most important is developing the ability to discern when an intervention is needed and the appropriate action to take during the intervention.

Internal task leadership actions are used to improve a team's ability to get the job done. They include the following:

 i)   Being focused on appropriate goals,
 ii)   Having the right structure to achieve the team's goals,
 iii) Having a process that makes decision-making easier.
 iv)   Training team members through developmental/educational seminars, and
 v)   Setting and maintaining appropriate standards for individual and team performance.

Internal relational actions are those required to improve team members' interpersonal skills and intra-team relationships. They include the following:

 i)   Coaching to improve interpersonal skills,
 ii)   Encouraging collaboration among team members,
 iii) conflict to allow intellectual conflict but not personal conflicts,
 iv)   Enhancing team commitment,
 v)   Satisfying the trust and support needs of team members, and
 vi)   Being fair and consistent in exercising principled behavior.

External leadership actions are those required to keep the team protected from the external environment but, at the same time, to keep the team connected to the external environment. These include the following:

 i)   Networking to form alliances and gain access to information,
 ii)   Advocating for the team with those who affect its environment,
 iii) Negotiating with senior management for recognition, support, and resources,

iv) Protecting team members from environmental diversions,

v) Examining external indicants of effectiveness, and

vi) Providing team members with appropriate external information.

3) **Team Effectiveness:**

Team effectiveness consists of overarching dimensions- **team performance and team development**. Team performance refers to whether and how well team-task accomplished, and team development refers to how well the was maintained in accomplishing the team's tasks. The better a team is assessed to be on these criteria, the better the team is performing:

i) Does the team have specific, realizable, clearly articulated goals?

ii) Does the team have a result-oriented structure?

iii) Is there unity with respect to commitment to the team's god Is there a collaborative climate among team members?

iv) Are there standards of excellence to guide the team?

v) Is there external support and recognition for the team?

vi) Are team members capable?

vii) Is team leadership effective?

These criteria are important in assessing team effective team leaders will find formal and informal ways examining themselves and their team against these criteria. Fine team leaders must be willing to take action to correct weaknesses any of these criteria.

❖ **Importance of Team Leadership**

The importance of team leadership is given as following:

1. **Provides Guidance to Staff/Followers:** Leaders offer guidance all members of the team to ensure they are fulfilling their role Guidance can include training and instructing team members a taking corrective or even punitive actions when necessary. Guidance also involves responding to questions and resolving problems that can hinder job performance.

2. **Develops High-Team Morale:** Effective team leaders ensure team morale remains high and that workers are motivated perform well. Leaders can impact morale by helping to instill a set of confidence and trust in workers so that they take a posit approach to their jobs and the company as a whole. Leaders can an affect morale by creating an environment of cooperation between team members so that they work together to achieve team objective instead of only fulfilling individual goals. Compliment work when they reach important goals and keep the lines communication open as workers strive to meet new objectives.

3. **Fosters a Creativity Environment:** A team leader can foster an atmosphere of creativity that can lead to innovation. For example :

when telling an employee what needs to be done, the team leader can offer the flexibility to allow the employees to determine the methods used to complete the task, within reason. By doing so, the employees may develop an effective new process that benefits the team as a whole, while giving them a sense of empowerment from making their own decisions.

4.Promoting Essential Values: Team leaders can promote essential values that are crucial to the success of an organization. A team leader who exhibits honesty and integrity in all his activities can serve as a role model for team members to ensure that they will act in a similar fashion. A team leader who admits a mistake and takes ownership of the

situation can demonstrate the importance of acting with accountability to the rest of the team.
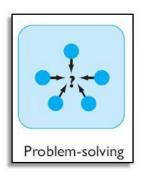
5.Making Investments: Leaders today need to invest in their employees to make them successful. Through motivation, recognition, playing into others strengths, maintaining a systematic process and gaining the trust of teammates, team leaders can be the most effective for their organization. With strong leaders companies will run more harmoniously and continue to gain multiple successes in a falling economy.
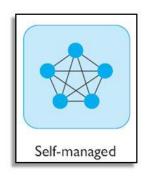
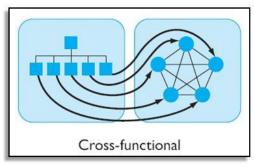❖ **Types of Teams/Work teams in Organization:**

The various types of work teams are a result of distinct organizations and organizational set-ups. The nature of these teams influences the interaction requirement of team members, team management, and various dimensions of the project which should be focused by the project manager. These work teams or groups may be temporary, such as group of employees formulated for a certain project, or permanent in nature creating a certain organizational structure such as top management team.
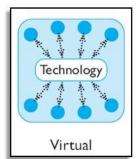
Four Types of Teams

Problem-solving

Self-managed

Cross-functional

Virtual

➢ **Problem-Solving Teams**

The teams which are formed to address and resolve a certain problems which resulted due to changing environmental factors or operations the organization are termed as problem-solving teams. These teams an alternatively known as 'crisis management teams', 'problem shooting teams' or 'task forces'. In these kinds of teams, the members may belong to diverse functional fields. The members of problem-solving teams discuss past experiences and problems, share their opinions, try to come up with the probable solutions of the problem. They provide the probable solutions of the problem as a recommendation only.

For example, an organization is planning to set up a manufacturing plant in a certain region of the country. To provide the solution to this problem, a team may be formed by the management of the organization

consisting of project manager, operations manager, finance manager, and HR manager.

By analyzing the various factors involved in setting up a production unit in a certain location, the team can provide a recommendation in favor of a certain location after analyzing the feasibility, cost of setting the manufacturing unit and various other factors. In some of the cases, these teams can also consist of members belonging to the same functional area to deal with problems like reduced production, increased absenteeism, cost reduction, marketing policies, etc.

✓ **Essentials of a Successful Problem-Solving Team**

The essential conditions for making a problem-solving team successful are mentioned below:

1) Team must receive a clear and significant support from the management.

2) Team should be an integral part of a continuous comprehensive approach to development.

3) There should be an active participation of all the stakeholders.

4) Proper and regular training should be imparted to all the members

✓ **Benefits of Problem-Solving Teams**

The main benefits of problem-solving teams are mentioned below:

1) Simple and Quick Problem-Solving: Problem-solving teams formed for a certain period of time in order to address and recognize certain problems in the organization.

These teams are able to provide ideas, alternatives. recommendations for solving an existing problem and are qui simple and rapid in comparison to other kind of teams.

2)Improvement of Functioning: The members of a typical problem-solving team are associated with the same functional area, level of hierarchy, experience or expertise. These members meet on fixed intervals in order to communicate information about the problems and try to find out the various alternatives to improve the procedures and processes of an organization.

3)Controlling Wastage: The objectives of a problem-solving team are to control wastage, improve production quality, and decrease turnaround time.

✓ **Limitations of Problem-Solving Teams**

1)Temporary in Nature: These teams are formed for a certain period of time and when the problem is solved or objectives of the team are fulfilled, the team is dissolved.

2) Rare Authority to Implement Recommendations: Here, the members discuss various methods to solve a problem, share ideas, and provide recommendations for improving the process and procedures of organization but mostly they do not have any power to implement these suggestions in the organization at their own level.

➤ **Cross-Functional Teams**

The teams which are formed by the people of same hierarchical level having different functional background with an objective to complete a

task are called cross-functional teams. A project team, task-force, committee, etc., are typical examples of cross-functional teams.

The organizations can be benefited by the diverse backgrounds and perspectives of different employees who are grouped in a cross functional group.

For example, a cross-functional team can be formed by having the professionals from finance, engineering, marketing, operations, supply-chain, human resource, and top management background. These members work in a group to find the alternative methods of developing new products, reducing defects, improving production capabilities, establishing a new subsidiary, etc.

According to The Institute of Supply Management (U.S.A.), "Cross functional teams are groups of individuals from various organizational functions who are brought together to achieve clear, worthwhile, and compelling goals that could not be reached without a team. Teaming leverages organizational resources while utilizing the expertise of team members. Purchasers typically participate in team dealing with sourcing, commodities, quality, and new product/service development".

✚ Coaching

in which a manager is taught by his superior is called Coaching. It can also be considered as a management technique where a manger is a coach for other employees. This comprises of Identifying employee needs, setting standards, giving regular feedback and maty a time, encouraging the individual in enhancing his ponce Coaching emphasizes on the problem that is currently persisting and needs to be resolved or on the results that individual as to accomplish.

Great leaders touch the lives of their followers through coaching. Couching is just one of the styles of leadership. As a leadership style, couching is used when the members of a group or team are competent

and motivated, but do not have an idea of the long-term goals of an organization.

According to Downey, "Coaching is the art of facilitating the performance, learning and development of another".

Leadership and coaching go hand in hand in many ways because to coach is to lead, and to lead is to coach others. Indeed, leaders and coaches, whatever the titles are really mentor within the context of a particular organization or activity. For centuries, scholars and philosophers alike have been trying to find a specific and complete definition for coaching and leadership, but have not had much success. True, leadership is, in part, decision making at the nth level; while coaching takes that decision making and often compartmentalizes it into split-second action. In the era of globalization, this has become even more critical now that there are so many divergent cultural opportunities that require new skills, approaches, and even that allow coaching to occur not just in the physical environment, but in the virtual as well, with no regard for geographic or political boundaries.

> **Key Skills in Coaching**

The key skills in coaching are as follows:

1. **Goal-Setting:** Coaching is a goal-focused (or solution-focused) approach, so the ability to elicit clear, well-defined and emotionally engaging goals from a coachee is one of the most important skills for a coach to possess. Like many aspects of coaching, there are both formal and informal aspects of this ability. On the formal side. a coach needs to know how and when to introduce goal-setting into the coaching process, and will usually be familiar with models such as SMART goals (a SMART goal is

Specific. Measurable, Attractive, Realistic and Timed). On the informal side, a coach will typically have the habit of thinking and asking questions from goal-focused mindset. 2 Looking: A good deal is rightly written about the importance of listening in coaching, but looking is often overlooked. The individual.

2. **Listening:** This is often referred to as 'active listening to emphasize the difference between passively taking in what the other person i saying and actively engaging with them and showing that the coach giving them his undivided attention. This involve putting his own concerns and idea 'in a box' while he listen, so can be particularly challenging for manager-coaches, but it is a skill well-word developing. By listening intently to someone else, he can send t powerful double message - firstly, that he is there to support the in whatever they are doing, secondly, that he is paying attention and expect them to follow through on any commitments they make There are various techniques and models used to teach active listening, but the easiest and most genuine approach is simply become genuinely interested in the other person and curious about what they can achieve.

3. **Empathizing:** Empathy develops naturally out of looking a listening. If the coach do this attentively, he can start to get feeling for the other person's emotional state. Some people experience empathy as a powerful physical sensation - they literally seem to feel the other person's emotions. For others it is more like being able to imagine what it is like to be in the other's shoes'. T ability to empathize with the coachee is critical to the coaching process, as it not only helps the coach to accept the other person their own terms, but also sometimes to 'tune in' to emotions a thought of which they are not fully aware.

Focusing on someone else for a sustained period can be tiring at firs but if the coach stay with it, he will experience one of the great

se of coaching - that empathizing with another person can be a fascinating and enjoyable experience for the coach as well as the coaches.

4. **Questioning:** At the heart of coaching is a willingness to put aside one's own ideas about the 'best/right/obvious way to do something. and to ask a question to elicit someone else's ideas about how to approach it. For a coach, asking questions is an expression of his curiosity about life in general and human creativity in particular.

For coaches, being asked a question can do two very important things:

i)   **Focus Attention:** Questions are not directive but they are influential. They prompt the coaches to look for a new idea or solation in a particular area. Experienced coaches are proficiently using questions to help people step outside the problem mindset and look for answers in unexpected places.

ii)   **Elicit New Ideas:** However obvious' the answer may seem to the coach; it is amazing how often a coaches will come-up with several different and often better alternatives. Unless the ask the question, he risk leaving the coach's creativity untapped.

5. **Giving Feedback:** The key to delivering effective coaching feedback is that it is observational and non-judgmental. If clear, specific feedback is provided about the coacher's actions and their consequences, then the chances are the coachee will be perfectly capable of evaluating his performance for himself.

Giving negative feedback' is often a delicate process, but the following principles will make it easier and more effective for everyone concerned:

i) **Make sure the coach have already given plenty of positive feedback -** if he has a track record of giving open, honest praise to someone, it makes it far easier than if he only jump in to criticize when things go wrong.

ii) **Appreciate (or atleast acknowledge) the Person -** deliver feedback on specific Behavior - The coach do not need to re build someone's personality to help them learn and change, merely to them do something different.

iii) **Focus on the Future more than the Past -** Sometimes it is helpful to analyze the past and what went wrong, but beware of getting stuck in accusations and defensiveness. If this happens, switch to finding new options for the future.

iv) **Avoid blame, make Requests -** Faced with blame, all coaches can do is defend themselves. Faced with a request, coaches have the option of accepting, rejecting or negotiating. One keep them stuck, the other may get them unstuck.

7) **Intuiting:** Like empathy, this either innate ability or emerger from practicing the other coaching coaching session the coach can get sudden thought or feeling about the coachee or the subject under discussion something is prompting him ask a question or share he thinking feeling. It does not matter whether hunch, intuition, a sixth sense, mirror what does matter how he this feeling and in the hope that might help the coachee.

Sometimes effect can be like thunderbolt the other he 'picked something vitally importang they had been fully aware of. is very important not get attached coaching intuition, and always check whether matches coachee's reality.

8) **Checking:** Checking the important habits for coach into, and it can take considerable skill know what, when and check. might pedantic relative to ideas and energy conversation, do not keep checking, he letting that enthusiasm evaporate.

Here is brief of things that should be checked coaching sessions:

i) **Checking Understanding**: They should understand that he has understood what the coach is saying. Often involves asking 'dumb questions' and summarizing the answers coach's own words.

ii) **Checking that all Bases have been Covered:** Exploring some those other areas overlooked the coach help overcome tendency by such there anything else or enough move forward this."

iii) **Checking whether the Coach has taken Action:** the coachee doing something, the coach needs to have agreed means reporting on Ideally the client should own this process, also needs ensure that things not get

iv) **Checking whether the Goal has been Reached:** This might sound obvious, but sometimes coach can get so involved in working on a goal that they do not register when they have achieved what they set out to do. Alternatively, they may have a sense of 'problem-solved' but on closer inspection, there is still more to do. So a coach can perform a valuable role by asking some probing questions towards the end of the coaching process, to check whether the client is happy with the outcome.

❖ **Process of Coaching of coaching involves following steps:**

Step 1: Set Development Goals: The process of coaching begins with Process setting developmental goals which are the basic element for any

development process. The goals set must be realistic, rational and achievable and drawn through carefully analyzing the fields that improvement. The goals set should emphasize on short-term as well as long-term goals.

Step 2: Identify Developmental Resources and Strategies: The next step in this process is to recognize the strategies and resources that would assist the employee in accomplishing his developmental goals. They may comprise of on-the-job training, mentoring, taking an educational degree or doing a professional course, attending a conference, job rotation, a leading position in a professional organization.

Step 3: Implement Strategies: The next step is to execute the strategies that have been developed so far and assist the employee in attaining his developmental goals. For example, he may go for job rotation or might take some online course.

Step 4: Observe and Document Developmental Behavior: Post implementation, it is needed to assemble and assess data that gives the extent of fulfilment of each developmental goal.

Step 5: Give Feedback: This is the final step where the coach gives feedback to employee. Further, on the basis of degree of achievement of each goal, the developmental goals are reframed and the process is repeated.

❖ **Following are the Advantages of Coaching:**

1. **Increases Motivation:** Coaching is a person-to-person interaction. advantages of coaching: When a manager works on developing an employee, the employee feels valued and motivated which impacts their performance positively.
2. **Cost-Effective**: In organizations, where it is not feasible to take the entire staff for off-the-job training, coaching is used. It can also be used to address exclusive requirements whenever they occur. In this way, the organization is able to develop its employees in a reasonable and flexible manner.
3. **Helps Individuals Attain their Full Potential:** With the help of their managers, employees attain useful and pragmatic assistance so that they can exploit their maximum potential and overcome their weaknesses. They are provided with targets, rational developmen through coaching, where training is designed in a manner that it is most effective as it takes place within the workplace.

4) Improving Retention: By reducing turnover rate, coaching aids in retaining talented and qualified employees. This happens because of direct attention and by the help from their immediate bosses, employees become more loyal towards the organisation.

5) Fostering a Positive Work Culture: When coaching is effective, it results in enhanced satisfaction of job and increased motivation. It also gives an increased sense of accountability to the managers regarding their subordinates. Since a manager voluntarily takes up to coach employee, it also creates trust between the employee and the manager which in turn makes the employee committed towards the organisation

❖ **Disadvantages of Coaching**

Following are the disadvantages of coaching:

1) Dependence on Coach: It creates too much dependence of the employees on their coach. In cases, where the coach is not serious about the entire process of coaching, or is not equipped with good coaching skills, the employees are devoid of other ways through which they can develop themselves. The extraordinary treatment give through coaching might not go well with the other team members. The manager might also require assistance from other team member in order to coach an employee, whereas those members might not be in favor of coaching as a developmental method.

2) Time and Geographical Constraints: Another disadvantage associated with coaching is time and topology. For example, it group coaching, it is a big problem to find a common time that is feasible to all group members and a common location where the coaching can take place.

4) **Useless if not Properly Structured:** If the coaching is effectively organised, it is not of much help to the employees.

➢ **Communication:**
❖ **Meaning and Nature of Communication:**

The exchange of information or passing of information, ideas or thought from one person to the other or from one end to the other is communication.

According to McFarland communication is, "a process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings." Newman and summer defined communication as "an exchange of facts, ideas, opinions or emotions by two or more persons." Communication is the process of passing information from one person

to another. The purpose of communication understands of information. Whatever one wants to say to someone should be clearly understood by him else the very purpose of the communication would be defeated.

In an organization communication facilitates the flow of information and understanding between different people and departments through different media using all the channels and networks. This flow of information is vital for managerial effectiveness and decision making in general and for human resource manager in particular as he has to be in contact with the managers of various departments, employees and workers and trade union leaders.

Communication thus helps understand people better removing misunderstanding and creating clarity of thoughts and expression. It also educates people. The communication may be written or oral, formal, informal, and upward, downward, horizontal, diagonal, interpersonal, intrapersonal, interdepartmental, intra-organizational. The communication brings people together, closer to each other. The communication is an important management function closely

associated with all other managerial functions. It bridges the gap between individuals and groups through flow of information and understanding between them. Information is the most vital aspect for communication. It is the information which is transmitted, studied, analyzed and interpreted and stored. The manager therefore has to spare time to collect, analyze and store the information for decision-making and routine day to day business.

❖ Purpose of Communication:

Management is getting the things done through others. The people working in the organization should therefore be informed how to do the work assigned to them in the best possible manner. The communication is essential in any organization.

The purpose of the communication can be summed up into the following:

1. Flow of Information:

The relevant information must flow continuously from top to bottom and vice versa. The staff at all levels must be kept informed about the organizational objectives and other developments taking place in the organization. A care should be taken that no one should be misinformed. The information should reach the incumbent in the language he or she can understand better. The use of difficult words should be avoided. The right information should reach the right person, at right time through the right person.

2. Coordination:

It is through communication the efforts of all the staff working in the organization can be coordinated for the accomplishment of the organizational goals. The coordination of all personnel's and their efforts is the essence of management which can be attained through effective communication.

3. Learning Management Skills:

The communication facilitates flow of information, ideas, beliefs, perception, advice, opinion, orders and instructions etc. both ways which enable the managers and other supervisory staff to learn managerial skills through experience of others. The experience of the sender of the message gets reflected in it which the person at the receiving end can learn by analyzing and understanding it.

4. Preparing People to Accept Change:

The proper and effective communication is an important tool in the hands of management of any organization to bring about overall change in the organizational policies, procedures and work style and make the staff to accept and respond positively.

5. Developing Good Human Relations:

Managers and workers and other staff exchange their ideas, thoughts and perceptions with each other through communication. This helps them to understand each other better. They realize the difficulties faced by their colleagues at the workplace. This leads to promotion of good human relations in the organization.

6. Ideas of Subordinates Encouraged:

The communication facilitates inviting and encouraging the ideas from subordinates on certain occasions on any task. This will develop creative thinking. Honoring subordinates' ideas will further motivate them for hard work and a sense of belonging to the organization will be developed. It will provide them with the encouragement to share information with their superiors without hesitation. The managers must know the ideas, thoughts, comments, reactions and attitudes of their subordinates and subordinates should know the same from the lowest level staff of their respective departments.

❖ **Importance of Communication:**

Effective communication is vital for efficient management and to improve industrial relations. In modern world the growth of telecommunication, information technology and the growing competition and complexity in production have increased importance of communication in organizations large and small irrespective of their type and kind. A corporate executive must be in a position to communicate effectively with his superiors, colleagues in other

departments and subordinates. This will make him perform well and enable him to give his hundred percent to the organization.

The following points can illustrate the importance of communication in human resource management:

1. Base for Action:

Communication acts as a base for any action. Starting of any activity begins with communication which brings information necessary to begin with.

2. Planning Becomes Easy:

Communication facilitates planning. Planning is made easy by communication. Any type of information regarding the human resource requirement of each department of the organization with their qualifications, the type and kinds of job etc. can be collected through communication which helps in human resource planning.

Policies and programes for their acquisition can be prepared and implemented. In the entire process communication plays a vital role, it also facilitates managerial planning of the organization.

3. Means of Coordination:

Communication is an important tool for coordinating the efforts of various people at work in the organization.

4. Aids in Decision-Making:

The information collected through communication aids in decision-making. Communication facilitates access to the vital information required to take decisions.

5. Provides Effective Leadership:

A communication skill bring manager near to his subordinates and exchange ideas and submits appropriate proposals, knows their opinions, seeks advices and make decisions. This enables a manager to

win confidence of his subordinates through constantly communicating with them and removing probable misunderstandings.

In this way he leads his people to accomplish the organizational goal.

6. Boosts Morale and Motivation:

An effective communication system instills confidence among subordinates and workers ensuring change in their attitude and behavior. The main cause of conflict and dissatisfaction is misunderstanding which can be removed through communication skills. The removal of misunderstanding makes manager and his subordinates understand each other and create good industrial relations. This boosts up the morale of the people and motivates them to work harder.

❖ Principles of Communication:

Lack of effective communication renders an organization handicapped. So, to have effective communication certain principles are to be followed.

They are as follows:

1. Clarity:

The principle of clarity means the communicator should use such a language which is easy to understand. The message must be understood by the receiver. The words used should be simple and unambiguous. The language should not create any confusion or misunderstanding. Language is the medium of communication; hence it should be clear and understandable.

2. Adequacy and Consistency:

The communicator must carefully take into account that the information to be communicated should be complete and adequate in all respect. Inadequate and incomplete message creates confusion and delays the action to be taken. The adequate information must be consistent with the

organizational objectives, plans, policies and procedures. The message which is inconsistent may play havoc and distort the corporate interests.

3. Integration:

The principle of integration portrays that through communication the efforts of human resources of the organisation should be integrated towards achievement of corporate objectives. The very aim of communication is to achieve the set target. The communication should aim at coordinating the activities of the people at work to attain the corporate goals.

4. Economy:

The unnecessary use of communication system will add to cost. The system of communication must be used efficiently, timely i.e. at the appropriate time and when it is necessary. The economy in use of communication system can be achieved in this way.

What are the different types of communication?

There are four types of communication: **verbal, nonverbal, written and visual**.

While many situations use one singular type of communication, you may find that some communications involve a blend of several different types at once. For example, sending an email involves only using written communication, but giving a presentation can involve all four types of communication.

1. Verbal communication

2. Nonverbal communication

3. Written communication

4. Visual communication

1. Verbal communication:

Verbal communication is the most common type of communication. It involves the use of spoken words or sign language to share information. Verbal communication can either happen face to face or through other channels, such as mobile phone, radio and video conferencing. Thus, if your job involves conducting business meetings, giving presentations and making phone calls, your employer would expect you to have good verbal communication skills.

2. Nonverbal communication

Nonverbal communication involves passive communication through the use of gestures, tone of voice, body language and facial expressions to share your thoughts and feelings. You can even communicate non-verbally by the way you dress. Nonverbal communication often supports or adds to verbal communication. For example, the tone of your voice and your posture can reveal your mood or emotions to those around you.

3. Written communication:

Written communication includes communicating through writing, typing or printing. It is done through channels such as letters, text messages, emails, social media and books. Businesses may prefer written communication because it has fewer chances of distortion. For example, communicating a business plan in writing ensures that everyone gets the same message and can refer to it any time in the future.

4. Visual communication

Visual communication uses graphs, charts, photographs, maps and logos to share information. It is mostly used in combination with verbal or written communication in order to simplify the information.

For example, using slides and flow charts during a presentation makes it easier for the audience to grasp complex data.
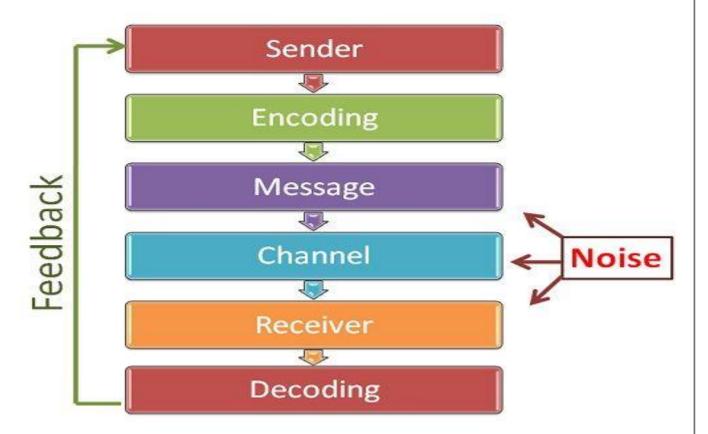
- ❖ **Process of Communication**
- ❖ **Communication Process**
- ✓ **Definition:** The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding.

  Simply, an act of conveying intended information and understanding from one person to another is called as communication. The term communication is derived from the Latin word "Communis" which means to share. Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are Seven major elements of communication process:

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

Encoding: The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be

selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

✚ MANAGING CONFLICT

➢ Introduction

Conflict refers to demonstration of anger, revolt, negative behavior, violence, enmity and misconception. It is a result of differences in opinions of people or groups working within an organization. Reasons can be numerous, ranging from allocation of resources to division of work, to overall functioning of the organization. Diversity within the Organization in terms of goals, objectives, philosophies and viewpoint results in conflict.

Conflicts can arise within an organization or between two organization r between organization and their external environments. It crops when one party gets the notion that the other party might adverse effect its wellbeing.

Nature of Conflict

In the context of an organization, broad features of a conflict are as under

1) **Conflicts are Unavoidable:**
    Conflicts are inevitable. They arise a result of differences in thoughts, goals, outlooks and viewpoints of people working together in an organizational set-up. It is the manager's responsibility to handle conflicts both as an arbitrator (solve the conflict) and as a member.

2) **Conflicts are Generally Small:**
    Conflicts are just small outburst which constantly affect the working relationships. Although the might become big if not handled efficiently and timely.

3) Conflicts have Multiple Dimensions:

Conflicts multidimensional and have numerous types. Conflict involves collision of power. Yet, it involves imbalance and uncertainty power. The result of a conflict is usually unstable.

4) Conflict Involves Searching for Balance: Conflict tends to find stability between powers by pushing and pulling, giving and taking Hence, conflict corresponds to power. Power is the ability to induce effects while conflict is a technique of gaining and balancing power. To find out which power would be successful, it is important understand the conflict associated with it. Similarly, in order understand conflict, it is necessary to disclose the hidden powers parties participating in conflict.

5) Conflicts are Pervasive:

Conflicts are widespread and omnipresent. Knowledge related to oneself, other people, truth, growth, development and the potential to build a heaven or hell fa oneself comes within conflict.

➢ **Levels of Conflict**

1) Inter-Group Conflict: Inter-group conflicts, for example, between different departments, also cause problems. major scale such conflicts are something like the wars between juvenile gangs. Each group set out to undermine the other, gain power, and improve its image.

Conflicts arise from such causes as different viewpoints, group loyalties, and competition for resources. Resources are limited in any organizations and are increasingly tight as organizations struggle to be competitive. Since most groups feel that they need more than they can secure, the seeds of inter-group conflict exist wherever there are limited resources.

2) Intra-Group Conflict: Intra-group conflict refers to dispute among some or all of a member, which often affect the group's performance as happened in the opening case. Family run business can be especially prone to severe intra-group and other types of conflicts. These conflicts typically become more intense

when an owner-founder approaches retirement, actually dies. The way the two sons of the late Dhiru-bhai Ambani fighting on ownership and control of Reliance Industries typical example.

3) Inter-Personal Conflict: Interpersonal conflicts are a serious problem to many people because they deeply affect a person's emotions. There is a need to protect one's self-image and esteem from damage by others. When self-concept is threated, serious upset occurs and relationships deteriorate. Sometimes are incompatible personalities clash. In other instances, conflicts develop f temperaments of two persons are incompatible and their personalities clash. Conflicts develop from Failures of communication or differences in perception.

3) **Intra-Personal Conflict:** Although most role conflict occurs when an employee's supervisor or peers send conflicting expectations him or her, it is possible for intrapersonal role conflict to emerge from within an individual, as a result of competing roles taken.
For example, Sabrina may see herself as both the manager of team responsible protecting and enlarging its resources and a member of the executive staff charged with the task of reducing operating costs.

> ➢ **Conflict and Leadership**

Leadership involves defining and communicating an organization's long-term vision and mission while conflict resolution typically de with the situation at hand. By articulating what you want to accompli providing support for talented subordinates, overcoming obstacles, exploiting opportunities, demanding excellence, behaving ethically. set a good example for their organization.

An effective leader builds teams that work well together. As a leader facilitate the resolution of conflicts that distract the team members decrease productivity, destroy motivation and lead frustration and anger Leader also recognize that some conflict is natural and necessary to produce innovative solutions to problems, encourage meaningful communication between team members and leads to clarification and cooperation.

As a leader one can identify the best way to handle conflict organization.

1) Competitive: Leaders use their position, expertise or peruses ability to exercise control over their subordinates. In an emergency situation, when a decision needs to made quickly, leaders typically we the autocratic leadership style to resolve the problem. On an ongoing basis, however, to prevent conflict from festering in the organization, effective team leaders take the time to gather input from subordinates and refrain from behaving as if decisions represent a win or loss for subordinates.

2) Collaborative: By using the participative leadership style, leaders foster an environment of cooperation and collaboration that typically enables employees to function effectively as a team.

An effective leader quickly diagnoses issues that hinder team productivity, takes prompt corrective action to resolve disagreements and helps the team members to develop the skills necessary to resolve conflicts on their own, without management intervention.

3)Compromising: By compromising, both sides in a conflict give up something in order to gain an agreement. Effective leaders encourage team members to accept concessions when necessary to

maintain a level of productivity rather than continuing to debate or argue. They help team members overcome interpersonal conflicts and promote acceptance of other cultures and experiences in the workplace.

4) Accommodating: To meet the needs of the team, a team member may surrender his position. When the stakes are low, accommodating the needs of others can promote harmony and foster a productive work environment. -

However, long-term conflict can arise if more aggressive individuals take advantage of team members who don't act assertively. Effective leaders monitor their team environment and provide coaching and mentoring to members that enables them to function productively together without operating at the expense of others.

5) Avoiding: When a conflict involves a controversial or unpopular decision, resist the temptation to ignore or avoid it. By defining the root cause of the problem, encouraging active listening, negotiating a resolution and reminding participants to forgive each other once the conflict is over, you can foster a productive team.

However, effective leaders also recognize that delegating conflict resolution to a third party, such a facilitator or mediator, can be effective in a situation where emotions remain high even after lengthy discussion.

> **Reason of Conflict**

The main sources/bases of conflict in organizations are as follows:

1. **Organizational Change:** Individuals have different opinions like which path is to be followed, what resources are to be used, which method is to be adopted for achieving the desired objective, etc. Changes are witnessed regularly within organization due to rapid advancements in the global economy These changes may lead to conflict.
2. **Difference in Values:** The beliefs and value systems also vary from person to person. People might have different perspective or ethical values which may result in disagreements. These disagreements might be tough to resolve due to their subjective nature. Comparatively, disputes over objective issues like alternative products, promotional campaign and inventory levels are easier to resolve.
3. **Danger to Status:** Status, also called social rank, is a matter of great concern for various people. If status of people is endangered by someone, it may also lead to conflict.
4. **Inter-departmental Disputes:** Inter-group or inter-departmental disputes are extremely linked to:

i) **Territory:** In such a case, one group believes that another group is trying to enter their territory.
ii) **Prestige:** In such a case, one group believes that another group is getting the fame and recognition for inputs and accomplishments that rightfully belong to them.
iii) **Poaching and Theft:** In such a case, the members of one group are charmed away by the other.

5) Job Related Issues: Job performed by an individual is also a source of conflict. Its various forms are as follows:
i) Conflict between Job and Employee: This usually happens in case of experts and senior staff who get frustrated as they are not able to make use of their full potential. The job does not give them much scope for development and professional growth.

ii) Conflict between Job and Organization: This conflict is associated with the relation between presence of opportunities and the degree to which they are offered by the organization.

iii) Conflict between Employee and Organization: This crops up when the style of management, wages, supervision and work culture is not suitable for the employees.

6) Other Agendas: Concealed, paralleled and secondary issues also create conflict. They flourish when the organization lacks a well-defined objective They can also be found in organizations where proper recognition is not given to outstanding performers.

> ➤ **Conflict Management**

Conflict in the workplace is the current reality in most of the situations, Conflicts can occur in various situations among the various persons having different needs and objectives. The existence of conflict is in fact not a bad thing to happen. Both personal and professional development can be achieved if conflicts are resolved effectively.

The process of planning to neglect the situations, which can result in conflicts and organizing the conflict resolutions when and where it occurs as smoothly and as quickly as possible is known as conflict management.

Conflict management is based on the principle that the resolution of all the conflicts is not possible, but developing various methods of resolving conflicts can neutralize the chances of non-productive situations

Self-awareness about conflict modes, creating a set-up for the conflict management, conflict communication skills, and developing various skills for conflict resolution are the part of conflict management. The desired and undesired results can be controlled by developing the effective conflict resolution skills in most of the cases.

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> ➤ **Procedure for Resolution of Conflict**

The various steps which can be taken during the situation of conflict are described as below:

1) **Preliminary Step:**
   Having the complete information about the conflict and the stage of conflict is the first step towards conflict resolution. Higher the stage of conflict, greater will be the efforts for conflict resolution. The stage of conflict also determines the strategy to be implemented for the conflict resolution.

2) **Diagnosing the Issue:**
   In this stage, the attempts are made to analyse and understand the various issues related to conflict. Various objectives, procedures, values and facts can result in conflicts. Identification of various differences causing conflict is the next thing to do. The differences can be in the form of informal, role factors, perceptual and so on.

3) **Conflict Handling Modes:**

There are mainly five important methods of conflict handling which are stated as below:

i)   **Controlling Conflict:** Controlling the appearance of conflict and the individuals sharing similar thinking should be appointed to achieve this goal.

ii) **Not Allowing the Emergence of Conflict:** It means the feelings which can create frustration among both the part should be suppressed. Supremacy of leader and loyalty toward leader and group is emphasized in this method.

iii) **Mediation:** Mediating through persuasion can be used to any kind of differences among the parties to conflict by focusing on the merits and demerits of their respective cases.

iv) **Allowing Parties to Prove their Point:** This method is best suited when both the parties are firm on their stands.

v) **Mutual Problem-Solving:** In the situation where both parties are inclined towards finding-out the solution of the conflicting situations and are ready to compromise on some points.

➤ Conflict Resolution Strategies/Skills

The process which helps in preventing the occurrence of conflict and when conflict arises, it helps in handling the conflict efficiently is called 'conflict resolution'. As per this principle, every conflict cannot be resolved but handling conflicts properly in due course time reduces the chances of decrease in productivity and various losses.

The process of conflict resolution comprises of attaining skills needed to resolve conflicts, self-awareness regarding modes conflict, conflict communication skills and developing conflict management guidelines.

If management possesses appropriate conflict management skills, they can prevent the organization from getting negatively affected by the conflict.

As per Kenneth Thomas, certain fundamental reactions can be regarded as styles, tactics or strategies for handling conflicts. They are based on the fact that to what extent the concerned parties are firm while trying to get conflict resolved in their own favor or to what extent the concerned parties are cooperative while getting the conflict resolved in the other party's favor

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1. **Avoiding (Withdrawal):**
   Avoiding style depicts low assertiveness regarding one's own interest and low cooperation towards other person's interest. By adopting this approach, the parties can relieve themselves of the stress originating from the conflict but without making any change in the scenario.

2. **Accommodating (Smoothing):**
   It is a low assertiveness, high cooperativeness style. The concerned parties mutually agree to make rational sacrifices or adjustments so that the matter can be resolved. They stress on their common benefits and ignore their differences. The solution obtained using this technique is temporary and is usually for short-term.

3. **Competing (Dominance):**
   While resolving a conflict using this style, parties emphasize on asserting for their own interest and minimizing cooperativeness. They view the conflict as a complete win-lose situation.
   They emphasize only on their own objectives, procedures and facts. This style can be useful when one party holds excessive power and does not need to work together with the other party in upcoming times.

4. **Compromising:**
   In a compromise, equal amount of assertiveness as well as cooperation is required. It is the mid path between accommodation and competition. A problem which arises due to power asymmetry, i.e., one party is weak and fails to offer much to the other party, cannot be resolved using compromise. It can be used to retreat when all the other techniques fail to provide an optimal solution.

5. **Collaborating:**

While implementing collaborative strategy, both assertiveness as well as cooperation is exploited to the maximum so that the final agreement is beneficial for both the parties. This can be put into effect when the conflict is small and both the parti have information which is beneficial for the other. Collaboration a time-consuming process and requires a lot of practice to b effective. Generally, it results in enhanced efficiency and success It also assists in handling intra-organizational conflicts.

> ➢ **Followership & Leader member Exchange**

Followership is the ability to accomplish goals under a leader's direction. Successful followership involves following instructions, completing assigned tasks, supporting initiatives and being motivated. Good followers see the value in listening to others and helping achieve their vision. Followership in the workplace emphasizes holding yourself to a high standard of personal success while contributing to the overall benefit of the team.

❖ **Why is followership important?**

Followership is important because it contributes to a successful, cohesive team environment. Organizations rely on followership to accomplish complex goals and maintain a functioning hierarchy of operations. While it's true that an organization is only as good as its leaders, it is also only as good as its followers.

Some of the benefits of followership in the workplace include:

More effective delegation: Followership is an essential part of delegating and sharing responsibilities on a team. When you

know how to be a good follower, you promote your personal efficiency while contributing to team productivity.

Improving morale: Demonstrating followership can contribute to a positive team culture of support and respect. Your willingness to be a follower on some projects allows others the opportunity to lead and grow as a team.

Improving outcomes: When team members act as engaged followers who invest in the results of group efforts, they can improve the quality of workplace projects and drive growth.

14 key followership characteristics

Here are some of the top followership qualities that can help you succeed in the workplace:

1. Ego management

Good followers have their egos under control. They are team players in the truest sense of the concept. They have good interpersonal skills and display empathy. If you are a good follower, your success relates more to performance and goal achievement rather than personal recognition and self-promotion.

2. Loyalty

Good followers respect their obligation to be loyal to their employer. Followers who are not loyal are more likely to create problems between team members, compromise goal achievement and reduce the team's productivity. As a follower, you have a strong allegiance and commitment to the company's plans. You know that your obligation is to the company, not a given leader at a given point in time.

3. Humility

The ability to show humility is an important part of effective followership. Helping others find opportunities where they can lead and respecting their authority promotes a culture of shared professional growth in the workplace. You acknowledge when others have great ideas and are proactive about supporting their efforts. You also understand the importance of each contribution to a project, regardless of how simple or complicated it is. When a leader assigns tasks, you respect the roles of others on your team.

4. Work ethic

Teams function best when leaders and followers both are dedicated to a project. Strong followers are motivated to excel even when they aren't specifically in charge of a project. Through your actions, you demonstrate that you are diligent, committed and pay attention to detail. These are the same qualities that leaders will look for when it comes time for promotions or other leadership opportunities open.

5. Courage

Followers must take direction but they also have an underlying obligation to do so only when the direction is ethical and proper. Good followership means having the courage to speak up when you have concerns. In your role as a follower, you may need to give negative feedback to a leader or other team members. This can be especially challenging if you need to confront a leader. If the situation is serious enough, you may consider taking your concerns to a higher level of leadership.

6. Active listening

Active listening is a core aspect of followership because it promotes understanding between team members. By engaging others with questions or clarifying comments, you can establish clear expectations for your own duties. Active listening helps you understand a leader's strategies and suggestions, which then gives you the knowledge and motivation to thrive. Show active listening in the workplace by paying attention during meetings, asking for input from others and regularly checking in with team members about shared goals.

7. Tact

Sharing your ideas in a group setting while acknowledging a leader's choices involves using emotional intelligence, interpersonal awareness and tact. As leaders share their ideas, you may show appreciation for their guidance and address any concerns in a manner that focuses on finding solutions. Be prepared to give an honest assessment of what the leader is trying to achieve and how. Good leaders are grateful for constructive feedback from their team.

8. Teamwork

Successful followership requires strong teamwork skills and a group-oriented mindset. Demonstrating teamwork as a follower involves working hard, being fair with others and offering your assistance when team members need help. Promoting synergy within a group makes it easier to accomplish objectives, share support and solve problems as a team. Your loyalty to the team's mission and leader's vision can influence workplace efficiency and operations.

9. Good judgment

It is just as important for a follower to have good judgment as a leader. If your leader knows they can depend on you to do high-quality, timely work, they may give you more

responsibilities and independence. If you show good judgment as a follower, you may be provided an opportunity to lead in the future.

10. Adaptability

For a team to operate successfully, members may need to adopt multiple roles and be flexible in their duties. Positive followership involves a willingness to assist with incomplete tasks and adjust your work strategy to meet team objectives. Adaptability makes you a better follower and makes your entire team more willing to approach large projects. Showing adaptability as a follower also exposes you to multiple types of responsibilities and prepares you for future leadership opportunities.

11. Competency

While followership emphasizes teamwork, good followers also have a high level of competency. Being a follower who drives progress on a team involves knowing how to do your job well and independently completing delegated tasks. You can use followership skills to interpret direction and guidance from a leader while using your specialized knowledge to determine the best way to accomplish assignments.

12. Critical thinking

Well-functioning teams include both followers and leaders thinking critically about how their actions influence outcomes and goals. Critical thinking supports your ability to contribute to team goals and give useful feedback to team leaders. It improves your judgment and allows you to understand the full

context of how a team interacts and works together. Promote followership with critical thinking by using good judgment and being thoughtful about how your choices in the workplace support team success.

13. Attention to detail

Leadership involves envisioning overarching, long-term goals while followership focuses on completing the detailed steps to achieve those objectives. Paying attention to detail and caring about the technical aspects of a project ensures thorough, quality work. Detail-oriented people can thrive in a followership role because they can dedicate their time and attention to high-level tasks while the leader manages workflows and compiles each element into a final project.

14. Time management

When leaders give directions and delegate tasks, they rely on committed followers to accomplish those goals according to schedule. Followership requires an understanding of time management strategies so you can organize tasks and meet expectations. If you have questions, ask leaders for clarity to avoid missing deadlines or misallocating resources.

❖ **Leader member Exchange**
   The Leader-Member Exchange Theory, Getting the Best From all Team Members(Also known as LMX or Vertical Dyad Linkage Theory)

   Do you refuse some team members access to your time and attention?

   As a manager, it's not always right to treat everyone on your team in the same way.

For instance, you probably have team members that you've developed a great relationship with: you trust them, they work hard, and they've never let you down. To you, these team members are invaluable, and you make an extra effort to send challenging projects their way.

It's also likely that you have others on your team who you think less well of. They may not have far-reaching career goals, they're less competent, and you simply don't trust them to the same extent. These team members get everyday responsibilities, and are not considered for promotions or challenging assignments.

However, have you ever stopped to analyze why you don't trust certain team members? Rightly or wrongly, do you let that distrust, or the belief that they're unreliable, influence how you relate to them? Do you, even subconsciously, withhold opportunities that might help them grow and succeed?

This situation is at the heart of the Leader-Member Exchange Theory. This theory, also known as LMX or the Vertical Dyad Linkage Theory, explores how leaders and managers develop relationships with team members; and it explains how those relationships can either contribute to growth or hold people back.

What Is the Leader-Member Exchange Theory?
The Leader-Member Exchange Theory first emerged in the 1970s. It focuses on the relationship that develops between managers and members of their teams. The theory states that all relationships between managers and subordinates go through three stages. These are:

Role-Taking.
Role-Making.

"Routinization."
  ➢ **Let's look at each stage in greater detail**,

✓ **Role-Taking**
Role-taking occurs when team members first join the group. Managers use this time to assess new members' skills and abilities.

✓ **Role-Making**
New team members then begin to work on projects and tasks as part of the team. In this stage, managers generally expect that new team members will work hard, be loyal and prove trustworthy as they get used to their new role.

The theory says that, during this stage, managers sort new team members (often subconsciously) into one of two groups.

In-Group: if team members prove themselves loyal, trustworthy and skilled, they're put into the In-Group. This group is made up of the team members that the manager trusts the most. Managers give this group most of their attention, providing challenging and interesting work, and offering opportunities for additional training and advancement. This group also gets more one-to-one time with the manager. Often, people in this group have a similar personality and work-ethic to their manager.
Out-Group: if team members betray the trust of the manager, or prove that they're unmotivated or incompetent, they're put into the Out-Group. This group's work is often restricted and unchallenging. Out-Group members tend to have less access to the manager, and often don't receive opportunities for growth or advancement.

✓ **Routinization**

During this last phase, routines between team members and their managers are established.

In-Group team members work hard to maintain the good opinion of their managers, by showing trust, respect, empathy, patience, and persistence.
Out-Group members may start to dislike or distrust their managers. Because it's so hard to move out of the Out-Group once the perception has been established, Out-Group members may have to change departments or organizations in order to "start over."

Once team members have been classified, even subconsciously, as In-Group or Out-Group, that classification affects how their managers relate to them from then on, and it can become self-fulfilling.

For instance, In-Group team members are often seen as rising stars and the manager trusts them to work and perform at a high level. This is also the group that the manager talks to most, offering support and advice, and they're given the best opportunities to test their skills and grow. So, of course, they're more likely to develop in their roles.

This also holds true for the Out-Group. The manager spends little, if any, time trying to support and develop this group. They receive few challenging assignments or opportunities for training and advancement. And, because they're never tested, they have little chance to change the manager's opinion.

❖ **How to Use the Leader-Member Exchange Theory:**

You can use the Leader-Member Exchange Theory to gain awareness of how you perceive members of your own team. The

following three steps will show you how you can do this by identifying the Out-Group, reestablishing your relationship with its members, and providing means and ways for team members to grow.

1. Identify Your Out-Group

Chances are, you know who's in your Out-Group already. Take a moment to note their names down.

Next, analyze why these people have fallen "out of favor." Did they do something specifically to lose your trust? Do they exhibit bad behavior at work? Are they truly incompetent, or do they have low motivation?

Analyze what they've actually done, and compare the facts with your perceptions. Do these match, or have you (perhaps subconsciously) blown things out of proportion?

2. Reestablish the Relationship

It's important that, as the leader, you make a reasonable effort to reestablish a relationship with Out-Group team members. Research published in the Leadership Quarterly journal in 1995 showed that team members who have high-quality relationships with their leader have higher morale, and are more productive than those who don't. So you, and your organization, can benefit from creating a better relationship.

Keep in mind that this group will likely be wary of any attention or support from you; after all, they may not have had it in the past.

First, meet each team member one-on-one. Take the time to find out if they're happy with their job. What are their career goals? What can you do to make their work more challenging or engaging?

A one-on-one meeting can also help you identify that person's psychological contract with you – that is, the unspoken benefits they expect from you, as their leader. If they're in the Out-Group, they may feel that the psychological contract has been broken.

You also need to discover what truly motivates them. Use McClelland's Human Motivation Theory or Herzberg's Motivators and Hygiene Factor Theory to find out what drives them to succeed.

Once you've had a chance to reconnect with your team members through one-on-one meetings, do what you sensibly can to continue to touch base with them. Practice management by walking around , or drop by their office to see if they need help on projects or tasks. Work on getting to know these team members on a personal level.

3. Provide Training and Development Opportunities:
Remember, the biggest advantage to the Leader-Member Exchange Theory is that it alerts you to the preference you might unconsciously – and possibly unfairly – be showing some team members. This allows you to offer all of your team members appropriate opportunities for training, development, and advancement.

MODULE -III

Leadership in Organizations

● **Transformational and Charismatic Leadership**

What is transformational leadership?

Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company. This is accomplished by setting an example at the executive level through a strong sense of corporate culture, employee ownership and independence in the workplace.

Transformational leaders inspire and motivate their workforce without micromanaging — they trust trained employees to take authority over decisions in their assigned jobs. It's a management style that's designed to give employees more room to be creative, look to the future and find new solutions to old problems. Employees on the leadership track will also be prepared to become transformational leaders themselves through mentorship and training.

Transformational leadership model

The concept of transformational leadership started with James V. Downton in 1973 and was expanded by James Burns in 1978. In 1985, researcher Bernard M. Bass further expanded the concept to include ways for measuring the success of transformational leadership. This model encourages leaders to demonstrate authentic, strong leadership with the idea that employees will be inspired to follow suit.

While Bass' model dates to the '70s, it's still an effective leadership style practiced today — this style of authentic leadership never changes, just the environments it's used in. It's applicable across every industry, but it's especially vital to the fast-paced tech industry where innovation and agility can make or break a company.

Transformational leadership characteristics

According to Bass, these are the hallmarks of a transformational leader that sets them apart from other leadership styles. A transformational leader is someone who:

- Encourages the motivation and positive development of followers
- Exemplifies moral standards within the organization and encourages the same of others
- Fosters an ethical work environment with clear values, priorities and standards.
- Builds company culture by encouraging employees to move from an attitude of self-interest to a mindset where they are working for the common good

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- Holds an emphasis on authenticity, cooperation and open communication
- Provides coaching and mentoring but allowing employees to make decisions and take ownership of tasks

Transformational Leadership

Individual & Organization Characteristics	Leader Behaviors	Follower & Group Impacts	Outcomes
✓ Organizational Culture	✓ Inspirational motivation	✓ Increased leader identification	✓ Increased Organizational commitment
✓ Individual Traits	✓ Idealized Attributes	✓ Internal motivation increases with achievement orientation & goal pursuit	✓ Increased commitment to leader & vision
✓ Individual Life Experiences	✓ Idealized Behavior		✓ Increased Altruism
	✓ Individualized consideration		
	✓ Intellectual stimulation	✓ Increased group collaboration	

Transformational leadership in IT

Although the concept of transformational leadership can apply to every industry — including healthcare, education and government agencies — it's increasingly important in IT as companies embrace digital transformation. Adapting to rapidly changing technology requires innovation and strong leadership to stay ahead of the curve and to remain competitive.

As leaders in IT, CIOs are responsible for setting the example as transformative leaders — especially considering they're largely responsible for digital transformation in the business. Gartner reports that 40 percent of CIOs are leaders of digital transformation in their organization, while 34 percent say they're responsible for innovation. Inspiring and motivating employees is an important puzzle piece when planning out digital transformation, as success depends on everyone buying into and embracing growth and change.

While there is certainly a growing need to keep an eye on the future — whether it's security, new technology or shifting platforms — not every part of IT will benefit from transformational leadership. Some processes, procedures and development projects require more structure, consistency and reliability; this is called transactional leadership.

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What is Charismatic Leadership?

The Definition

Charismatic leadership is defined by a leader who uses his or her communication skills, persuasiveness, and charm to influence others. Charismatic leaders, given their ability to connect with people on a deep level, are especially valuable within organizations that are facing a crisis or are struggling to move forward.

The Characteristics

Every charismatic leader looks a little bit different. However, there are many key characteristics that most charismatic leaders share:

- Strong communicator
- Empathetic and relatable
- Confident
- Motivational
- Engaging and charming
- Optimistic

You may notice that charismatic leadership shares many traits with transformational leadership. While similar, there's one important difference: charismatic leaders rely on their own personality and skillset to move their followers to action, while transformational leaders rely on a shared vision to create change. So while most transformational leaders tend to be charismatic, not all charismatic leaders are necessarily transformational.

What Are The Pros and Cons of Charismatic Leadership?

Charismatic leaders can have a powerful, positive influence on an organization and the people they lead. But if approached the wrong way, this leadership style can easily lead to unintended consequences. To help you better understand what these potential strengths and weaknesses can look like, we outlined the pros and cons of this leadership style below:

Pros

- Highly inspirational and motivating
- Encourages a sense of camaraderie, collaboration, and union
- Makes followers feel heard and understood
- Creates movement toward positive change

Cons

- Can become more focused on themselves than their people
- Has the potential to become self serving
- Frequently viewed as shallow or disingenuous

How To Apply Charismatic Leadership

As we mentioned before, one of the potential pitfalls of charismatic leadership is its tendency to focus too much on the leader instead of the people. To prevent this from happening, and to maximize the potential of this leadership style, we recommend taking the following steps:

Practice vulnerability

A common negative association with charismatic leaders is that they're not authentic. To combat this, we recommend practicing vulnerability. It's easy to get caught up in the idea that you always need to be perfect or demonstrate

strength as a leader. But the truth is that vulnerability lies at the root of human connection. When you're brave enough to show your authentic self, your employees will be more trusting of you and find you more relatable.

So if your organization is facing challenges, don't try to sweep it under the rug and pretend like everything is okay. Instead, have the courage to share your fears, doubts, and insecurities with employees – who are likely already aware of the issues and may be experiencing anxiety themselves. Being vulnerable in situations like this will make it more likely that a company moves forward together as a team.

Develop your listening skills

Imagine that you had a deep, thoughtful conversation with someone at your company. During this interaction, you shared personal details with the other person and felt more bonded to them as a result. But the next time you run into them, they don't seem to remember anything you talked about! This is a surefire way to make someone feel terrible and overlooked.

As a charismatic leader who engages in many conversations on a daily basis, it may be tempting to tune out what the other person is saying or operate on autopilot. As you can see in the example we shared, this can have detrimental effects. So work on developing and practicing your active listening skills. If you think you need some more guidance in this area, look for training opportunities or to a coach to help you develop this skill.

Be transparent

Don't praise an employee or make empty promises simply because it sounds good. This is a trap that charismatic leaders can fall into since they're so focused on inspiring and motivating others. In the process, it's easy to say things that aren't entirely true for the sake of making someone feel good. Instead, always prioritize being honest, sincere, and straightforward in your communication. Over time, your employees will learn to trust what you say and increasingly look to you for information and feedback.

If approached thoughtfully, charismatic leadership has the potential to bring positive change to any organization. Be aware of the potential pitfalls of this leadership style, take the action needed to prevent them from happening, and you'll find that this to be an incredibly effective type of leadership to practice in your role.

● **Leadership of Ethics, Diversity and culture**

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Ethical leadership is defined as "leadership demonstrating and promoting 'normatively appropriate conduct through personal actions and interpersonal relations'." When you boil it down, this really means that ethical leadership is defined as putting people into management and leadership positions who will promote and be an example of appropriate, ethical conduct in their actions and relationships in the workplace.

In the business world today, ethics are an increasingly important element and point of discussion. So leadership with ethics is very important to understand, to develop, and to recognize in the business world. If you want to become a business leader, learning about ethical leadership is crucial to help you get there. It's your responsibility to model moral behavior in the workplace when you're in a position of power in an organization. Integrity, moral behavior, and ethics are key to being a great leader.

The importance of ethical leadership.

Leadership that is ethical is important for a variety of reasons, for customers, employees, and the company as a whole. Leadership skills are crucial to help create a positive ethical culture in a company. Leaders can help investors feel that the organization is a good, trustworthy one. Customers are more likely to feel loyal when they see leaders in place in an organization. Good press is likely to come when there are ethical leaders in an organization. Partners and vendors will similarly feel they can trust and work well with an organization when they see leadership that is ethical displayed.

In the short-term, ethical leaders can help boost employee morale and help them feel excited about their management and their work. It can increase positivity and collaboration in your organization and make everyone feel happier to be at work.

In the long-term, ethical leadership can prevent company scandals, ethical dilemmas, and ethical issues. It can also help organizations gain more partnerships and customers, which can lead to more money at the end of the day. Loyal employees are also a crucial element of long-term success for a business.

At the end of the day, Leadership with ethics and ethical principles have major short-term and long-term benefits for organizations and individuals alike.

The traits of ethical leaders.

There isn't just one correct way to lead ethically. However, there are some basic elements that are fairly consistent among ethical leaders. Behaving in an ethical manner takes consideration and thought. Developing these traits will help you start on the journey to become an ethical leader.

- Leads by example. Ethical leaders should have the same expectations for themselves as for those that work for them. Ethical leaders help their employees with daily tasks, so they have an in-depth understanding of what the other workers do and the challenges that can come with their work. These leaders are then able to guide employees as they do their daily tasks. Ethical leaders also show how to be ethical and moral in their own work, which is a crucial example to other employees. When employees see that their leaders are constantly making decisions with integrity and honesty in mind, they are also willing to make those ethical considerations in their work.

- Willing to evolve. Good leaders need to be able to evolve and adapt to the changes that are sure to come in the business world. As businesses expands, get bought out, merge, and more, adaptability is key for success. Good organizational leaders are willing to take the changes that are coming and meet them head on. This helps encourage employees to be adaptable and evolve with changes as well. Whatever comes for a business, leaders can help steer the ship in a positive and ethical way.

- Respects everyone equally. Respect is a vital element of ethical responsibility. Leaders that are ethical will respect everyone, from their superiors to their employees, equally. Not showing respect to the people around you can quickly create a negative or hostile work environment.

- Communicates openly. Leaders who have ethics need to excel at communication to make sure their organization is a place of trust and honesty. Without communication, issues can go undetected for a long time. This can create hostility and distrust in your organization. Leaders who have ethical behavior focus on having good communication that is honest and open with every single person in their organization.

- Manages stress effectively. Leaders and managers are faced with stressful situations every day, both in their work life and their personal life. It's not acceptable to take out your personal or even your professional stress on your workers. This is taking advantage of a power dynamic and can create anger, frustration, or fear in your employees. Leaders who have ethics know how to handle their stress in a productive and positive way. Regular outbursts aren't acceptable and will make your other workers feel stressed as well. Good leaders

who practice ethical behavior find ways to deal with their stress, and encourage their employees to improve if needed, in positive, helpful ways.

- Mediates fairly. A moral leader is an expert in solving problems in a way that is fair to everyone involved. They consider all the opinions and people involved in order to be fair and impartial. Good organizational leaders are compassionate and kind when helping solve problems and issues.

Changing Organizational Culture Through Leadership

Culture is made up of three layers, represented here by an iceberg:

What We See	Behaviors, systems, processes, policies
What We Say	Ideals, goals, values, aspirations
What We Believe	Underlying assumptions

- Behaviors, systems, policies and processes surrounding the way things are done

- Ideals, goals, values, and aspirations set by leadership

- Underlying assumptions that guide behavior

When it comes to driving organizational change, leaders play a critical role in using their behavior by setting the tone for what's acceptable within a company."The moment you found a company, culture comes into the

conversation," says O'Keefe. "In the early stages, you're focusing on building a core team and taking what you value and applying that to your hiring strategies. As you grow from those early stages, leaders have a responsibility to help define, teach, live, measure, and reward the culture they want to build."

For example, at CommonBond, the CEO believes in open communication and honest answers. While he could easily have announced an "open doors policy" and sat back to see if anyone took him up on it, he instead decided to act on that value. Every Friday, he sits down and holds an "Ask Me Anything" session where employees can ask questions and get feedback directly from the CEO. If open communication is an important goal within your organization, activities like this show that openness and sharing are more than mottos — they're behaviors you lead with.

Diversity in leadership is linked to greater financial returns

A2015 McKinsey & Company **report** looked at the top management and boards of 366 public companies in various industries in Canada, Latin America, the United Kingdom, and the United States and found that:

- Companies with leadership in the top quartile for gender diversity were 15% more likely to have financial returns above their industry median

- Companies with leadership in the top quartile for racial and ethnic diversity were 35% more likely to have financial returns above their industry median.

A2018 McKinsey **follow-up report** looking at over 1,000 companies in various industries across 12 countries also found that:
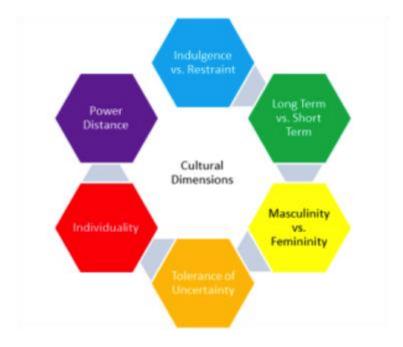
- Companies with executive teams in the bottom quartile for both gender diversity and racial and ethnic diversity were 29% less likely to achieve above-average profitability.

This research establishes a correlation for large financial gains to be made for companies prioritizing diversity in leadership and the penalty of lagging behind financially for those companies that don't.

Here are three additional benefits to increasing the gender and racial and ethnic diversity of leadership:

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#1 – Diverse teams produce better solutions to complex problems

In **The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies**, Scott E. Page presents numerous studies that show how diverse groups that display a range of perspectives consistently outperform like-minded experts on complex tasks. One reason this happens is that diverse groups are better at avoiding groupthink, a psychological phenomenon that occurs when groups make irrational or problematic decisions because its members value harmony and conformity over accurate analysis and critical evaluation.

When there is greater gender and racial and ethnic diversity in leadership, there is not one majority group to which everyone needs to conform. Each leader is more likely to maintain his or her individuality and be less likely to blindly follow the group if he or she disagrees. Moreover, diverse leaders look through at the world through their different cultural lenses which lead those types of groups to create better solutions.

#2 – Diversity in leadership can help with retention of diverse staff

Professionals will leave without a second thought if they get a signal that there is no place for growth and advancement at their current employer. Having diversity in leadership communicates to staff, especially diverse staff, that there is a pathway to leadership and shows them a concrete example of what it looks like.

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This is becoming increasingly important since it is estimated that population demographics in the United States will be over 51% people of color by 2040. Millennials are already more racially and ethnically diverse than previous generations. As millennials continue to move into the workforce, they will bring that diversity with them and are more likely to stay with companies where they see a path to grow and advance for people who look like them.

#3 – Diverse leaders can serve as mentors and sponsors to diverse professionals and others and build multi-cultural competencies within the organization

Often, informal mentor and sponsor relationships happen organically between people who share a commonality. In psychology, the tendency of people to favor members in their own group is known as an in-group bias or affinity bias. The most salient shared traits are related to outward appearance. Due to the White male leadership composition of many organizations today, women and people of color often have a harder time forming these vital relationships organically with those in positions of power.

When there is greater diversity in leadership, the organization's leaders can play the vital role of mentor and sponsor for a much broader group of diverse professionals. While organic mentor and sponsor relationships can be rewarding for both parties involved, they often exclude others. Organizations which have formal mentorship and sponsorship programs should intentionally design these programs to encourage employees to develop multiple relationships across lines of difference (i.e., gender, race and ethnicity, and other dimensions of diversity), thereby building multi-cultural competency within the leadership team and the organization at all levels.

● Change Management and Strategic Leadership

Change management is defined as the methods and manners in which a company describes and implements change within both its internal and external processes. This includes preparing and supporting employees, establishing the necessary steps for change, and monitoring pre- and post-change activities to ensure successful implementation.

Significant organizational change can be challenging. It often requires many levels of cooperation and may involve different independent entities within an organization. Developing a structured approach to change is critical to help ensure a beneficial transition while mitigating disruption.

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Changes usually fail for human reasons: the promoters of the change did not attend to the healthy, real and predictable reactions of normal people to disturbance of their routines. Effective communication is one of the most important success factors for effective change management. All involved individuals must understand the progress through the various stages and see results as the change cascades.
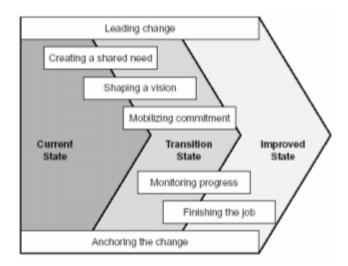
HOW TO IMPLEMENT CHANGE MANAGEMENT

1. Define the change.
2. Select the change management team.
3. Identify management sponsorship and secure commitment.
4. Develop implementation plan including metrics.
5. Implement the change—in stages, if possible.
6. Collect and analyze data.
7. Quantify gaps and understand resistance.
8. Modify the plan as needed and loop back to the implementation step.

TUTORIAL FOR OVERCOMING RESISTANCE TO CHANGE

Resistance to change can be defined as any obstacle that becomes an impediment to implementing change. The source of resistance is often individuals or groups, but it can also be systems or processes that are outdated or that fail to fit current business conditions.

Figure 1 depicts the elements of a change management model and the sequence in which they occur.

In the center of the change management model figure, all changes move from the current state, through a transition phase, and into the desired improvement state.

- In the beginning, it is important to create, or affirm, a broadly understood need for the change (creating a shared need).
- It is equally important to create and share an idea of what the outcome will look like (shaping a vision).
- Throughout the change effort, there must always be sufficient resources dedicated to it (mobilizing commitment).
- There must be a way to track the change efforts (monitoring progress).
- A person or team must ensure that the change reaches completion (finishing the job).
- From the very beginning until the end, the change effort must have the backing of management, and leadership from an accountable person or people (leading change)

Strategic Leadership

Strategic leadership refers to a manager's potential to express a strategic vision for the organization, or a part of the organization, and to motivate and persuade others to acquire that vision. Strategic leadership can also be defined as utilizing strategy in the management of employees. It is the potential to influence organizational members and to execute organizational change. Strategic leaders create organizational structure, allocate resources and express strategic vision. Strategic leaders work in an ambiguous environment on very difficult issues that influence and are influenced by occasions and organizations external to their own.

- The main objective of strategic leadership is strategic productivity. Another aim of strategic leadership is to develop an environment in which employees forecast the organization's needs in context of their own job. Strategic leaders encourage the employees in an organization to follow their own ideas. Strategic leaders make greater use of reward and incentive system for encouraging productive and quality employees to show much better performance for their organization. Functional strategic leadership is about inventiveness, perception, and planning to assist an individual in realizing his objectives and goals.
- Strategic leadership requires the potential to foresee and comprehend the work environment. It requires objectivity and potential to look at the broader picture.

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- A few main **traits / characteristics / features / qualities** of effective strategic leaders that do lead to superior performance are as follows:

Loyalty- Powerful and effective leaders demonstrate their loyalty to their vision by their words and actions.

Keeping them updated- Efficient and effective leaders keep themselves updated about what is happening within their organization. They have various formal and informal sources of information in the organization.

Judicious use of power- Strategic leaders makes a very wise use of their power. They must play the power game skillfully and try to develop consent for their ideas rather than forcing their ideas upon others. They must push their ideas gradually.

Have wider perspective/outlook- Strategic leaders just don't have skills in their narrow specialty but they have a little knowledge about a lot of things.

Motivation- Strategic leaders must have a zeal for work that goes beyond money and power and also they should have an inclination to achieve goals with energy and determination.

Compassion- Strategic leaders must understand the views and feelings of their subordinates, and make decisions after considering them.

Self-control- Strategic leaders must have the potential to control distracting/disturbing moods and desires, i.e., they must think before acting.

Social skills- Strategic leaders must be friendly and social.

Self-awareness- Strategic leaders must have the potential to understand their own moods and emotions, as well as their impact on others.

Readiness to delegate and authorize- Effective leaders are proficient at delegation. They are well aware of the fact that delegation will avoid overloading of responsibilities on the leaders. They also recognize the fact that authorizing the subordinates to make decisions will motivate them a lot.

Articulacy- Strong leaders are articulate enough to communicate the vision(vision of where the organization should head) to the organizational members in terms that boost those members.

Constancy/ Reliability- Strategic leaders constantly convey their vision until it becomes a component of organizational culture.

● Leadership in Learning Organization and Crisis Leadership
CRISIS LEADERSHIP

When a crisis arises, the first thing people often look for is a leader: the person who knows how to solve the problem and will take the necessary steps to do so. Very few individuals are experts in handling crisis situations. Inexperienced

leaders can make rash decisions, react too quickly to the situation, or worse, not react at all in hopes that the situation will work itself out. Nowadays, with the way information travels instantaneously, crisis situations typically do not "just work themselves out." You need to intervene before the situation escalates. If you are looking for help managing a crisis, Tucker/Hall is highly experienced in handling the whole spectrum of crisis situations.

Tucker/Hall implements these crisis leadership skills to resolve your situation:

Using Strategic Mindset and Detail Orientation to See a Problem Clearly

Here at Tucker/Hall, we use our experience and expertise to look at the big picture, and understand how all the moving parts work together. By taking a step back from the problem, the underlying causes can become clear. This allows us to strategically and efficiently assess the problem to develop a detailed knowledge of the issue. A clear picture helps an organization take more focused action, thus putting out the fire without starting another one.

Collaboration and Decisiveness

Taking on a leadership role in a crisis situation does not mean that individual is the sole advisor and decision maker. Collaboration is any leader's greatest strength and is something that Tucker/Hall has made standard practice. Listening to others' advice, and using the input of those with experience can help you manage a difficult situation.

Building Trust by Remaining Calm in the Face of Chaos

In a crisis situation, the leader needs to feel a sense of urgency but remain levelheaded. As a leader, all eyes will be watching you. Tucker/Hall offers the support you will need to help you succeed in a high-risk environment.

Take a Moment to Determine the Nuances of a Situation so to Convey a Sense of Confidence

When faced with a chaotic situation, there will often be more input than one person could ever possibly handle. The ability to act in a purposefully in times of chaos is what makes a leader effective. By collecting a solid understanding of the situation, gathering everyone and everything together, then delegating tasks in a deliberate manner, a leader conveys confidence to those looking to him or her for a solution.

Demonstrate Control

While in a crisis situation you cannot always control the "fire." However, by assuming and conveying a sense of control over the situation, you can potentially control the response. By keeping everyone calm and focused, a leader is more effective in solving a problem than one who allows panic to ensue.

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Module- IV
Important Perspective of Leadership

Important Perspectives in Leadership:
● **Influencing: Politics, Power, Negotiation and Networking**
- Influence
  - Is the process of affecting others' attitudes and behavior in order to achieve an objective
- Influence is required to:
  - Gain power
  - Play organizational politics
  - Network
  - Negotiate
  - Get what you want
- Is the leader's potential influence over followers
- There are two sources of power:
  - Position power
  - Personal power

Types of Power
- Legitimate power
  - Is based on the user's position power within the organization
  - The use of legitimate power is appropriate when asking people to do something that is within the scope of their jobs
- To increase legitimate power:
  - Get management experience
  - Work to gain the perception of power
  - Exercise your authority regularly
  - Following the guidelines of for using rational persuasion, especially if your authority is being questioned
  - Back up your authority with rewards and punishment
- Reward power
  - Is based on the user's ability to influence others with something of value to them
  - Impacts performance expectations and achievement
  - A leader's power is strong or weak based on his or her ability to reward and punish
- To increase reward power:
  - Have control over employee evaluations, raises, promotions, and other rewards

- Find out what others value
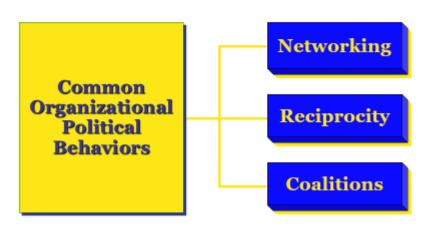- Let people know you control rewards, and state your criteria for receiving them
- Coercive power
    - Involves punishment and withholding of rewards to influence employee compliance
    - Often used by peers to enforce norms
    - Used to maintain discipline and enforce rules
    - Without it, employees may ignore the leader
    - Overuse undermines the leader's authority and creates hostile opposition
    - Has generally been declining as an influence technique
- To increase coercive power:
    - Gain authority to use punishment and withhold rewards
    - Do not use coercive power to gain personal benefits
    - Be persistent, set deadlines, and check progress often
- Referent power
    - Is based on the user's personal relationships with others
    - Being liked or the desire to be liked gives referent power
    - Is appropriate for people with weak, or no, position power, such as with peers
- To increase referent power:
    - Develop people skills
    - Work at having good relationships with managers, peers, and subordinates
- Expert power
    - Is based on one's skill and knowledge
    - Makes others dependent on the person with the expert power
    - The more people come to the expert for advice, the expert's power increases
- To increase expert power:
    - Take training and educational programs
    - Attend trade or professional association meetings and programs
    - Keep up with new technology
    - Project a positive self-concept
    - Let people know about your expertise to develop a reputation
- Information power
    - Is based on the user's information desired by others
    - Have the opportunity to distort information to influence others

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- Employees provide information to managers, which can also be distorted
- To increase information power:
  - Have information flow through you
  - Know what is going on in the organization
  - Develop and use a network of information sources and gather information from them
- Connection power
  - Is based on the user's relationship with influential people
  - Is a form of organizational politics
  - The right connections can give power, or at least the perception of power
- To increase connection power:
  - Expand your network of contacts with important managers who have power
  - Join the "in crowd" and the "right" associations and clubs
  - When you want something, identify the people who can help you attain it
  - Get people to know your name

Common Organizational Political Behaviors

Common Organizational Political Behaviors

- Networking
- Reciprocity
- Coalitions

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- Networking: Process of developing relationships for the purpose of socializing (Networking is important to leader's career success)

- Coalitions: An influencing tactic in political behavior. Each party helps the others get what they want.
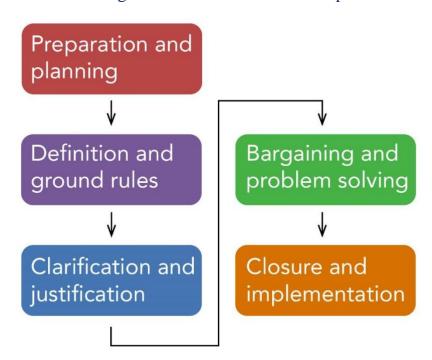
The Networking Process

1. Perform a self-assessment and set goals
   - List and prioritize your talents and the characteristics of an ideal new career or job
   - Translate your talents into accomplishments
   - Tie your accomplishments to the job interview
   - Set networking goals

2. Create your one-minute self-sell
   - History of your career
   - Plans for the future
   - Questions to stimulate conversation
   - Write and practice your one-minute self-sell

3. Develop your network
   - Begin with who you know
   - Expand to people you don't know
   - Develop your ability to remember peoples' names

4. Conduct networking interviews
   - Use your network list of people to set up a networking interview to meet your goal
   - Usually a phone call or 20-minute face-to-face meeting
   - Remember, you are the interviewer
   - Establish rapport
   - Deliver your one-minute self-sell
   - Ask prepared questions
   - Get additional contacts for your network

- Ask your contacts how you might help them
- Follow up
- Maintain your network

Negotiation
- Is a process in which two or more parties are in conflict working to reach an agreement
  - All parties should believe they got a good deal
  - Negotiation skills can be developed

- Research the other party(ies)
- Set objectives
  - Specific lower limit
  - Target objective
  - Opening objective
- Try to develop options and trade-offs
- Anticipate questions and objections, and prepare answers
- Develop rapport and focus on issues and obstacles, not the person
- You may want to let the other party make the first offer
- Listen and ask questions to focus on meeting the other party's needs
- Don't give in too quickly and ask for something in return
- Once agreement has been made, restate it and put it in writing
- **Developing Leadership Skill**

- Behavior Role Modeling
    - Uses a combination of demonstrations and role playing
    - Based on social learning theory
    - One of the most effective training methods for managers
- Case Discussions
    - Clarify expectations for trainees.
    - Ask questions to encourage and facilitate participation in the discussion.
    - Emphasize the complexity of problems and the desirability of identifying alternative remedies.
    - Use different diagnoses as an opportunity to demonstrate how people approach a problem with different assumptions, biases, and priorities.
    - Ask trainees to relate the case to their work experience.
    - Vary the composition of discussion groups to expose trainees to different points of view.
- Business Games and Simulations
    - Requires trainees to analyze complex problems and make decisions
    - Evidence of its usefulness
    - Serious limitations in most large-scale simulations

Learning from Experience
- Amount of Challenge
- Variety of Tasks or Assignments
- Relevant Feedback

Table: Activities for Facilitating Leadership Development

TABLE 15-2 Activities for Facilitating Leadership Development

- Multi-source feedback workshops
- Developmental assessment centers
- Special assignments
- Job rotation
- Action learning
- Mentoring
- Executive coaching
- Outdoor challenge programs
- Personal growth programs

Developmental Activities
- Multisource feedback
- Developmental assessment centers
- Developmental assignments
- Job rotation programs
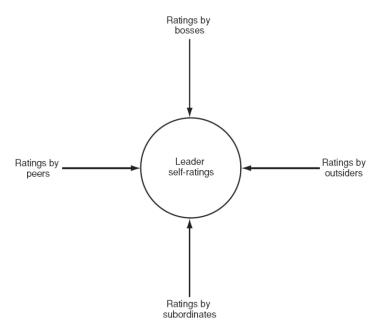- Action learning

Sources of Information for 360-Degree Feedback

FIGURE 15-1 Sources of Information for 360-Degree Feedback.

Self-Help Activities
- Develop a personal vision of career objectives.
- Seek appropriate mentors.
- Seek challenging assignments.
- Improve self-monitoring.
- Seek relevant feedback.
- Learn from mistakes.
- Learn to view events from multiple perspectives.
- Be skeptical of easy answers.

Supporting Leadership Training Before the Training
- Inform subordinates about opportunities to get training
- Explain why the training is important and beneficial
- Ask others who received the training to explain how it was useful
- Change the work schedule to make it easier to attend training
- Give a subordinate time off if necessary to prepare for the training
- Support preparation activities such as distribution of questionnaires
- Tell subordinates they will be asked to report on what was learned
- Provide praise for applying the skills
- Provide encouragement and coaching when difficulties are encountered
- Include application of new skills in performance appraisals
- Set an example for trainees by using the skills yourself

Creating a Learning Climate
- Make job assignments that allow people to pursue their interests and learn new skills
- Establish work schedules that allow enough free time to try new methods
- Provide financial support for continuing education by employees
- Arrange special speakers and skills workshops for employees
- Establish a sabbatical program to allow employees to renew themselves

Systems Perspective on Leadership Development
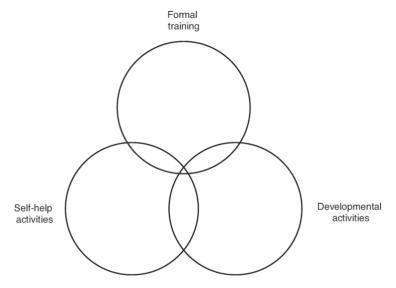- Relationship Among Approaches
- Integrating Developmental Activities

FIGURE 15-2   Three ways to Acquire Leadership Competencies.

● **Leadership Styles of Indian Manager**

Leadership Styles for Indian Organisations

In the first instance, Indian management is generally believed to be autocratic with subordinates closely supervised by their superiors and only a limited degree of participation is allowed to the subordinates.

However, the real situation in this context can be appreciated only when a detailed account of various practices is taken for consideration. Fortunately, some empirical studies are available in this context which does not necessarily support the traditional view rather they present a mixed note.

The review of various studies fails to give a generalized result. The findings are too diverse, sometimes even contradictory. It indicates the absence of a clear-cut direction in the managerial behaviour thereby reflecting a lack of managerial conviction and values.

Since, managerial styles are determined by a host of factors such as forces in superiors, subordinates, and situations; it is unlikely to expect a uniform leadership style. Indian work organisations, from this point of view can be classified into three parts which have some distinctive features and consequently the different leadership styles.

Such classification may be:
(i) family-managed traditional organisations,

(ii) professionally managed Indian organisations and foreign-owned organisations, and

(iii) public sector organisations.

In family-managed traditional organisations, the most prevalent style is autocratic. Sons and grandsons of the entrepreneurs are automatically promoted without any consideration to efficiency or overall suitability. Thus, there is management by inheritance or management by chromosomes with the result that there organisations are highly centralized in their organisation structure and are authoritarian in their approach.

In many such organisation, a certain amount of the paternalistic attitude prevails. The proprietary character of business and large-scale participation of family members in it have made the attitude of the head of the business, which is also the head of the family, highly paternalistic.

The same paternalistic attitude extends to the employees and has developed a set of values in an employer vis-a-vis his employees. At the initial stage, authoritarian style in more suitable which these organisations have followed. However, such style has also been inherited by successors without any appreciable change of modification.

On the other hand, there are many organisations in the private sector owned by Indians or by multinationals that have appreciable degree of participation or democratic leadership. The reason is that multinationals do not bring only their technology but also the work culture which is more permissive and conducive towards the application of modern approach of management. As such, the degree of participation is greater in such organisations. The third categories of organisations are in public sector.

Here, bureaucratic style is more prevalent owing to the work culture inherited by public sector managers. Initially, public sector organisations are manned by civil servants who brought a lot of bureaucratic culture with them.

● **Women & leadership**

Women are gradually making their leadership presence felt in entrepreneurship, administration, education, engineering, health, etc. at regional, national, and global levels. Women are now resolved to break the traditional glass ceiling that barred

them from entering leadership positions even if they possessed requisite skills and talent to occupy them.

Women are constantly evolving and reaching new milestones across a wide spectrum of human activities in modern times. The world has witnessed the advent of women leaders such as Hillary Rodham Clinton, Indra Nooyi, Oprah Winfrey, Theresa May, Christine Lagarde, to name a few.

What is Leadership?

Every organization needs a leader, irrespective of its size and functions. A leaderless organization is a "muddle of men and machine"; a country without leadership is anarchy; a society without leadership is a violent and dangerous place to live. Then, what is the meaning of leadership? What constitutes leadership?

A leader is a person who influences and encourages a group of people to work towards the realization of goals. The hallmark of leadership is the capacity to influence others towards accomplishing goals and towards betterment. As Chester Barnard sums it up, "Leadership is the ability of a superior to influence the behavior of a subordinates or group and persuades them to follow a particular course of action."

Leadership is not gender-specific.

It is a set of leadership qualities inherent or cultivated in person or persons who develop themselves into great leaders with mass following. Leaders can be either men or women.

Although leadership skills are acquired and shown by both men and women, there exists certain differences in the basic traits and qualities possessed by men and women leaders. Men and women mostly show distinctly different styles of leadership.

Characteristics of Women Leadership

- Transformational Leadership Style

        Women leaders are more transformational than men leaders. They function as a role model for their subordinates. They inspire their team and spend a lot of time coaching their team. They care a lot about their personal development.

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Women leaders emphasize teamwork and authentic communication as a key to success. For most women leaders, leadership is not meant only for accomplishing organizational goals but for transforming their followers into better people.

Task-Focused

Women leaders are invariably focused on completion of tasks assigned within deadlines. From an operational point, completing day-to-day tasks are necessary to ensure smooth functioning of the company.

Promote Cooperation and Collaboration

To work in collaboration with others is a typical feminine characteristic. Women leaders always promote cooperation and collaboration amongst the team members. In this case, all the members of the team need to be clear of their roles and responsibilities, otherwise, it results in redundant work.

Prefer to Work in Collegial Atmosphere

Women leaders generally prefer leading and creating flat organizational structures that enables all to work in a collegial atmosphere interpedently. Flat organizational structure overlooks the experience and knowledge of seasoned employees and the manager. Women leaders usually are critical of hierarchical structure of organization.

Communication Style

Women leaders tend to be participatory and possess a democratic style of leading people. They seem to abhor 'command and control style' practiced by male leaders. Women often times indirectly communicate their expectations of a given task and allow more space in accomplishing a goal. It sometimes helps the team members use their skills and expertise to complete the task, however, at other times it can be a drawback if the assigned task requires a leader to have direct communication with the members.

Self-Branding

Unlike their male counterparts, women leaders often appear to be modest or silent about their own accomplishments. They are seldom good at branding themselves. However, it is necessary that women leaders learn how to brand themselves by sharing their achievements and skills with others. Unless people know or notice what they are capable of, they cannot recognize the leadership qualities of a women leader.

Women in Leadership ─ Importance

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Any institution, whether it is society or organization, in the present century cannot function effectively without women's equal participation in leadership activities. Women create a perspective that brings to competition and collaboration to organizations and teams.

In today's world, organizations that are led by inclusive leadership teams make effective decisions that deliver better result. In the twenty-first century, the essential qualities required to lead include the ability to collaborate, connect, empathize and communicate. All these qualities are feminine in nature and can help build a more sustainable future.

Many statistics show that companies led by women have better financial results. Leadership by women is vital to increase the pace of societal transformation at home and in the workplace. Women leaders are likely to provide an integrated view of work and family, resulting in an engaged and promising personal and professional future.

Gender parity in leadership is important because true progress cannot happen without a diversity of perspective in leadership roles.

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