
UNIT 15 TEAM BUILDING AND LEADERSHIP

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15.0 OBJECTIVES

After studying this unit, you should be able to :

- discuss the concept of team;
- identify various types of team;
- describe the process of team development;
- explain the team building process;
- analyse the effectiveness of team;
- discuss the concept of leadership;
- describe the importance of leadership;
- explain the theories of leadership;
- describe the functions of leadership;
- analyse the effectiveness of leadership; and

- identify qualities of an effective leader.

15.1 INTRODUCTION

In order to achieve the objectives of an organisation, the restoration of conducive work culture is very important. Hence, there is a need to work in a team spirit. Managers who act as a key person at different levels have to coordinate and channelise the efforts of all subordinates and followers in a positive ways. Leaders are responsible for not only to show the way to the subordinates to work as a team/group towards the attainment of goals but they are supposed to lead the group/team as well. P.F. Drucker considers leadership as a human characteristic, which lifts a man's vision to higher rights, raises man's performance to higher standards and builds a man's personality beyond its normal limits. In this unit, you will learn the concept and types of team, team development, team building and team effectiveness. You will further learn the concept and importance of leadership, theories and styles of leadership. You will be exposed to the functions, effectiveness and qualities of an effective leader.

15.2 CONCEPT OF TEAM

If you visit an organisation, you will find that most of the activities of the organisation are performed by a group of persons. In an organisation, activities are arranged in such a way that require collective contribution. Every individual contributes for the achievement of a common goal. The individuals interact, collaborate, coordinate and influence among the members. Thus, most of the time individuals work in a team. A team may be defined as a group of two or more people who interact and influence the members for the achievement of common goal.

Steven and Mary Ann Von have defined team as groups of two or more people who interact and influence each other, are mutually accountable for achieving common objectives, and perceive themselves as a social entity within an organisation. Based on this definition, the characteristics of the teams may be elaborated as under :

- a group of two or more persons
- regular interactions among members
- influence the behaviour of team members
- mutually accountable
- interdependent
- social entity
- achievement of common goal

The frequency of interactions, influence and the nature of task may determine the formation of group, i.e., long-term, short-term, formal, informal etc.

15.3 TYPES OF TEAM

Formal teams or groups are created deliberately by managers carrying out specific tasks to help the organisation achieve its goals. The most prevalent type of formal group is the command team, which includes a manager and all employees who report to that manager. In some organisations that want to de-emphasize hierarchy, the titles may change.

Another type of formal team is the committee, which generally lasts a long time and deals with recurrent problems and decisions. For instance, your university or college probably has a committee for student affairs to deal with recurring issues that involve students' lives. While members of this committee may come and go, the committee remains in place over time.

A quality circle is a kind of team. At Reynolds Metal Company's McCook Sheet & Plate Plant, based in McCook, Illinois, quality circles have been a significant component of a quality programme that has dramatically improved productivity and quality since 1981. In a programme called Cooperative Hourly and Management Problem Solving (CHAMPS), quality circle teams meet for an hour weekly to discuss work-related problems, investigate the causes, recommend solutions, and take corrective action. When a team has completed its investigation and identified a solution, it makes a formal presentation to the plant management and staff. Of the almost 475 solutions offered in the first four years of the programme, almost 400 were approved. The total savings from the ideas has been eight times their cost, a significant amount in a major manufacturing facility where cost control is very important. Over a three-year period, McCook was able to double the pounds of aluminum per employee that it shipped and deliver more than 2,000 items to a specific customer without a single rejection.

Some formal teams are temporary. They may be called task forces or project teams. These teams are created to deal with a specific problem and are usually disbanded when the task is completed or the problem is solved.

Informal teams or groups emerge whenever people come together and interact regularly. Such groups develop within the formal organisational structure. Members of informal teams tend to subordinate some of their individual needs to those of the team as a whole. In return, the team supports and protects them. The activities of informal teams may further the interests of the organisation. Saturday morning games, for example, may strengthen the players ties to each other. Or a women's group may meet to discuss various actions that can make the organisation a better place for women to work.

For example in 1990, female employees at the telephone giant, NYNEX Corporation, formed mentoring circles to assist women in moving up the corporate advancement ladder. NYNEX women created these informal groups independently and outside management auspices. The groups encourage, recognize, and strengthen the bonds of women at all levels of the company. The NYNEX employees turned to the group format because there was a shortage of female upper-level managers to serve as mentors. However, participants believe the group process is actually better than individual mentoring. In the circles, which have a minimum of eight participants and a maximum of twelve, the mentored women have an increased exposure to different ideas and an increased network. You have already learnt about various types of team in unit 12.

4.4 TEAM DEVELOPMENT

As you have already learnt that the team is formed as a result of interactions and influence of members who strive for the achievement of common goal. In this process, the team members try to understand others behaviour, realise the appropriateness of the behaviour and the roles of the team members. This is an on going process because the composition of team may keep on changing. The new members may join and the old members may leave the team. Thus, the team members pass through several stages for the development of team. Bruce Truckman has identified five stage model of team development. You have already learnt this process in unit 12. Let us learn them briefly :

Forming : This is the first stage of team development. In this stage the members try to explore and understand the behaviour of the team members. They make their efforts in understanding the expectations of the team members. At this stage they are polite and try to find out how to fit into the team.

Storming : In the second stage, members start competing for status, leadership and control in the group. Individuals understand others behaviour and assert their role in the group. As a result inter-personal conflict starts. Members try to resolve the issues related to the task and working relations. They also resolve the issues related to the role of the individual in the group.

Norming : The members start moving in a cohesive manner. They establish a balance among various conflicting forces. They develop group norms and consensus for the achievement of the group goal. At this stage, cooperative feelings develop among the team members.

Performing : In this stage, the team makes effort for the performance of task and accomplishment of objectives. The established pattern of relationships improves coordination and helps in resolving conflicts. Members trust each other and extend their full cooperation for the achievement of the group goal.

Adjourning : As you must be aware that the team is formed for some purpose. When this purpose is fulfilled, the team may be adjourned. Thus, the breaking up of the team is referred to adjournment.

Kormanski and Mozenter have identified following stages of team development :

- Awareness
- Conflict
- Cooperation
- Productivity, and
- Separation

4.5 TEAM BUILDING

Team building refers to shaping of the team for smooth functioning. Steven and Mary Ann Von have defined team building as any formal intervention directed toward improving the development and functioning of a work team. Thus, the process of team building aims at enhancing the effectiveness of a team. Pareek Udai has suggested following approaches for team building.

The Johari Window Approach : This approach aims at helping members to express their feelings, opinions reactions and accept feedback from team members. This enhances their sensitivity towards the team members.

The Role Negotiation Approach : This approach focuses on understanding the expectations of the team members and accommodating their behaviour according to the expectations. This enhances the collaborative effort of the team members.

The Team Roles Approach : This approach advocates that there are certain roles which each team members are expected to perform. Belbin has identified eight roles. They are : Chairman/coordinator, shaper, plant, monitor/evaluator, company worker, resource investigator, team worker and completer/finisher. Smooth performance of these roles brings harmony in the effort of the team members.

The Behaviour Modification Approach : This approach focuses on examining members behaviour towards the team. The individual member evaluates his/her own behaviour and finds out the most suitable behaviour. Now he/she adopts the most suitable behaviour for the performance of the team.

The Simulation Approach : In this approach an artificial team is formed where members interact, discuss, deliberate and learn from other members behaviour. In this situation, the team members learn the most effective way of dealing with the challenges and meet the requirements and the expectations of the team members.

The Action Research Approach : In this approach, the whole range of behaviour is analysed and evaluated. The researcher interacts with the team members and evaluates their behaviour. The effort is made to find out most suitable behaviour of the team members.

The Appreciative Inquiry Approach : This approach focuses on the identification of positive qualities in the team members. The effort is made to channelise these positive qualities towards the achievements of the team goal.

Pareek Udai has integrated the above approaches and further suggested following approaches for team building which are discussed below :

Projection into Future : In this approach, the team members prepare common vision of the team. Several small teams may prepare their own vision which may be further developed as a broader organisational vision. The team members may be encouraged to make effort towards realising them,.

Linkage with Individual Goals : As you must be aware that the building block of the team is individual. Each person has his/her individual goal as well as team goal. Therefore, the individual goal must be integrated with the team goal. This brings harmony in the team effort and enhances the performance of the team.

Force Field Analysis : Several forces influence the performance of the team. Team members are required to analyse these forces and identify the positive forces. These favourable forces are channelised for the achievement of the team goal.

Strengthening Positive Forces : The positive forces are identified and further reinforced. The reinforcement of behaviour motivates the members for making efforts towards the realisation of team goal. This further strengthens the positive behaviour of the team members.

Reducing Negative Forces : In this approach, the forces which inhibit the performance of the team are identified. The efforts are made to remove these negative forces.

Monitoring : The team members chalk out detailed plans and targets to be achieved. The mechanisms for achieving these targets are spelt out. The steps are devised to monitor them at each step. The proper monitoring mechanism facilitates the process of accomplishment of team goal.

While building the team, the managers must take into account those factors which contribute to effective accomplishment of the team goals. The integrated view of the above approaches may provide better insights for enhancing the effectiveness of the team.

Check Your Progress A

1) Distinguish between formal team and informal team.

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2) Distinguish between storming and norming.

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3) Enumerate five most suitable process of team building.

15.6 TEAM EFFECTIVENESS

In an organisation, you may find that some teams are very successful and work effectively than others. The question arises what is team effectiveness? Steven and Mary Ann Von have defined team effectiveness as the extent to which the team achieves its objectives, achieves the needs and objectives of its members and sustains itself over time. This means that the effective team has following parameters:

- The degree to which the objectives of the team are achieved;
- The degree to which the team achieves the needs and well being of its members; and
- The ability of the team to survive.

Steven and Mary Ann Von have suggested following elements of team effectiveness:

1) **Organisational and Team Environment** : Organisational and team environment

relates to the following elements:

- Reward System
- Communication
- Systems
- Physical Space
- Organisational Environment
- Organisational Structure, and
- Organisational Leadership

2) **Team Design** : It involves following elements:

- Task Characteristics
- Team Size; and
- Team Composition

3) **Team Processes** : It includes:

- Team Development
- Team Norms
- Team Roles; and
- Team Cohesiveness

Kormasnski and Mozenter have identified following elements which contribute to team effectiveness:

- Members understand and are committed to group goals;
- They are friendly, concerned and interested in others;
- They acknowledge and confront conflicts openly;
- They listen to others and understand them;
- They involve others in the process of decision making;
- They recognize and respect individual differences;
- They contribute ideas and solutions;
- They value ideas and contributions of others;

- They recognize and reward team efforts; and
- They encourage and appreciate comments about team performance.

These are the major elements contributing to the team effectiveness. Moreover, there may be several factors which influence the team effectiveness. Managers are required to make detailed analysis of these factors and find out broader perspectives of the team effectiveness. The proper management and implementation of these elements may certainly improve the effectiveness of the team.

15.7 CONCEPT OF LEADERSHIP

Leadership may be defined as **a process of influencing group activities towards the achievement of certain goals**. Thus, the leader is a person in a group who is capable of influencing the group to work willingly. He guides and directs other people and provides purpose and direction to their efforts. The leader is a part of the group that he leads, but he is distinct from the rest of the group. As defined by George R. Terry “Leadership is the activity of influencing people to strive willingly for group objectives”. Leadership naturally implies the existence of a leader and followers as well as their mutual interaction. It involves inter-personal relation, which sustains the followers accepting the leader’s guidance for accomplishment of specified goals.

Managers have to guide and lead their subordinates towards the achievement of group goals. Therefore, a manager can be more effective if he is a good leader. He does not depend only on his positional power or formal authority to secure group performance but exercises leadership influence for the purpose. As a leader he influences the conduct and behaviour of the members of the work team in the interest of the organisation as well as the individual subordinates and the group as a whole. But leadership and management are not the same thing. Management involves planning, organising, coordinating and controlling operations in achieving various organisational goals. Leadership is the process which influences the people and inspires them to willingly accomplish the organisational objectives. Thus, a manager is more than a leader. On the other hand, a leader need not necessarily be a manager. For instance, in an informal group, the leader may influence the conduct of his fellow members but he may not be a manager. His leadership position is due to the acceptance of his role by his followers. But, the manager, acting as a leader, has powers delegated to him by his superiors. His leadership is an accompaniment of his position as a manager having an organised group of subordinates under his authority. Thus, managerial leadership has the following characteristics.

- It is a continuous process whereby the manager influences, guides and directs the behaviour of subordinates.
- The manager-leader is able to influence his subordinates behaviour at work due to the quality of his own behaviour as leader.
- The purpose of managerial leadership is to get willing cooperation of the work group in the achievement of specified goals.
- The success of a manager as leader depends on the acceptance of his leadership by the subordinates.
- Managerial leadership requires that while group goals are pursued, individual goals are also achieved.

8.8 IMPORTANCE OF LEADERSHIP

The importance of managerial leadership in an organisation arises from the basic nature of the managerial leadership roles of managers. Combination of these roles invariably leads to not only effective task performance and fuller achievement of organisation goals but also human satisfaction around. This is because management is based on the formal authority of managers. Whereas, being leaders of work group enables managers to achieve results on the basis of inter-personal relations. The leader manager identifies himself with the work group. He acts as an intermediary between his subordinates and the top management.

He takes personal interest in the development of his subordinates, helps them in overcoming individuals problems through advice and counselling, creates appropriate work environment and builds up team spirit. As a result the leader manager is able to develop better team work. The subordinates willingly accept his advice, guidance and direction and are inspired as a group to accomplish the specific goals.

15.9 THEORIES OF LEADERSHIP

There are a number of theories which provide explanations regarding various aspects of the leadership phenomenon. Let us examine some of the theories.

15.9.1 Trait Theory

This is the earliest theory based on a distinction between the personal qualities or traits of successful leaders. The theory suggests a list of personality traits or characteristics which must be present in a person for his success as a leader. According to this theory, leaders must be physically strong and well-built, intelligent, honest and mentally mature. He must have initiative, self-confidence, ability to take decisions, and so on. Since all individuals did not have these qualities, only those who had them would be considered potential leaders. Following are the limitations of this theory :

- The trait theory is not accepted as a valid theory.
- There is no universally agreed list of traits associated with successful leaders.
- It is difficult to measure the traits and, therefore it is not always possible to distinguish between leaders and followers.

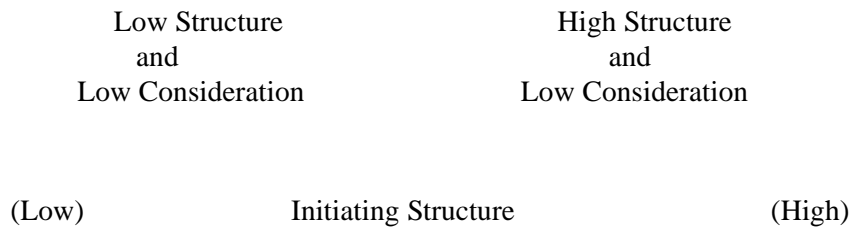
2.2.2 Behavioural Theory

The behavioural theories of leadership are based on the belief that leaders can be identified by reference to their behaviour in relating to the followers. In other words, it is suggested that leadership can be described in terms of what leaders do rather than what they are. Behavioural theories have been presented mostly on the basis of research studies. According to the studies conducted in the State of Michigan, USA, leaders who treat their subordinates as human beings, are concerned about their well-being, and encourage and involve them in goal setting, are more effective. They are described as ‘**employee-centred**’ leaders. On the other hand, leaders who are ‘**production-centred**’ emphasize job performance in conformity with prescribed standards. He exercises close control over the employees as if they were tools of production. Such a leadership is associated with unsatisfactory work performance due to the low morale of employees.

Studies conducted in Ohio State University showed two dimension of leader’s behaviour viz., **Initiating structure** and **Consideration**. Initiating structure refers to the leader’s behaviour in delineating the relationship between himself and members of the work group and in endeavouring to establish well defined pattern of organisation, channels of communication and methods of procedure. Whereas, consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between leader and the members of his staff.

Figure 15.1 : Combination of Initiating Structure and Consideration





Look at Figure 15.1 which shows that the behaviour of a leader may be described as any mix of both dimensions.

2.2.3 Situational Theory

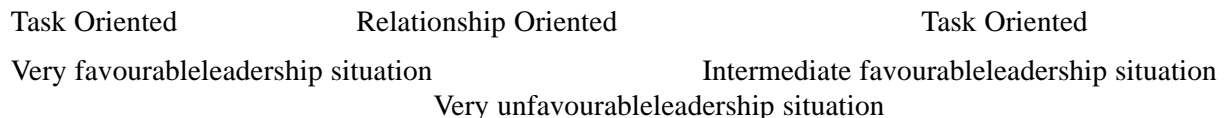
In the situational theory of leadership the success of leadership depends upon the situation in which the leader operates.

According to leadership contingency model developed by Fred E. Fiedler, the leader's effectiveness depends upon three situational factors:

- **Leader followers relations**, that is the degree of follower's trust, confidence and respect for the leader.
- The extent to which the task performed by subordinates is routine or non routine (known as **task structure**).
- The **position power** of the leader, that is, the power associated with the rank and position of the leader in the organisation. He defined favourableness of a situation as the degree to which the situation enables the leader to exert his influence over his group.

The most favourable situation for leaders to influence their group is one in which they are well liked by the members, the task is highly structured (i.e. ,routinised and predictable) and the leader has enormous power attached to his position. On the other hand, the most unfavourable situation for leaders is one in which they are disliked, the task is highly unstructured and he will have little position power.

Figure 15.2 : Appropriateness of Leadership Behaviour for various Group situations



Look at Figure 15.2 which shows that task oriented leaders tend to perform best in group situations that are either very favourable or very unfavorable to the leader. On the other hand, relationship-oriented leaders tend to perform best in situations that are intermediate (medium) in favourableness.

Another situational theory is the **Path-Goal Theory**. According to this theory, leaders are effective due to their influence on followers' motivation, ability to perform, and their satisfaction. Subordinates are motivated by the leader to the extent he is able to influence their expectancies relating to the performance and attractiveness of the goal. Further, individuals are satisfied with their job if they believe that (a) performance of the job will lead to desirable outcomes, and (b) with hard work they will be able to achieve the desirable outcomes.

Check Your Progress B

1) What do you mean by team effectiveness ?

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2) What are the importance of managerial leadership ?

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3) Distinguish between trait theory and behavioural theory of leadership.

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15.10 LEADERSHIP STYLES

The dominant behaviour pattern of a leader-manager in relation to his subordinates is known as leadership style. There are three basic styles of leadership as follows:

- 1) Autocratic or Authoritative Style
- 2) Democratic or Participative Style, and
- 3) Laissez-faire or Free-rein Style

15.10.1 Autocratic or Authoritative Style

An autocratic leader centralises power and decision making in himself and exercises complete control over the subordinates. In this style subordinates are compelled to follow the orders of the leader under threat or penalties. They have no opportunity to take part in goal setting, or take initiative or make suggestions. They are subject to close supervision and, thus have a tendency to avoid responsibility. The autocratic manager has little concern for the well being of employees, who suffer from frustration and low morale. They do not have any sense of belonging to the organisation and try to work as little as possible.

Limitations: It should be clear from the above that there are several limitations of the autocratic style of leadership.

- It results in low morale due to the inner dissatisfaction of employees.
- Efficiency of production goes down in the long run.
- It does not permit development of future managers from among capable subordinates.

Despite the above limitations, autocratic leadership can be successfully applied in the following situations:

- When subordinates are incompetent and inexperienced.
- The leader prefers to be active and dominate in decision-making.
- The company endorses fear and punishment for disciplinary techniques.
- There is a little room for error in final accomplishment.

- Under conditions of stress when great speed and efficiency are required.

Since the leader manager takes all decisions in autocratic style, there is uniformity and consistency in decision-making.

15.10.2 Democratic or Participative Style

The democratic style is also known as participative style. In this style, decisions are taken by the leader in consultation with the subordinates and with their participation in the decision-making process. The participative leader encourages subordinates to make suggestions and take initiative in setting goals and implementing decisions. This enables subordinates to satisfy their social and ego needs, which in turn, lead to their commitment to the organisational goals and higher productivity. Frequent interactions between the manager and subordinates help to build up mutual faith and confidence.

Several benefits can be derived from the participative style of leadership as listed below:

- It helps subordinates to develop their potential abilities and assume greater responsibilities.
- It provides job satisfaction and improves the morale of employees.
- The group performance can be sustained at a high level due to the satisfied and cohesive nature of the group.

However, the democratic style cannot be regarded as the best style under all circumstances. Its limitations are as follows:

- Decisions taken through consultation may cause delay and require compromises to meet different viewpoints.
- A few vocal individuals may dominate the decision-making process.
- No one individual may take the responsibility for implementing the decision taken by the group as a whole.

Despite the above limitations, democratic style is suitable in the following situations:

- When subordinates are competent and experienced.
- The leader prefers participative decision-making process.
- Rewards and involvement are used as the primary means of motivation and control.
- The leader wishes to develop analytical and self-control abilities in his subordinates.
- The organisation has clearly communicated its goals and the objectives to the subordinates.

15.10.3 Laissez Faire Leadership Style

Laissez faire leadership style is just the opposite of autocratic style. A manager, who adopts this style, completely gives up his leadership role. The subordinate group is allowed to make decisions and it is left to the members of the group to do as they like. The role of any leader is absent. The group members enjoy full freedom as regards goal setting and acting on it. Hence, there is chaos and mismanagement of group goals. However, laissez faire leadership is found to be quite suitable where the subordinates are well-trained, competent and the leader-manager is able to fully delegate the powers of decision-making and action to the subordinates.

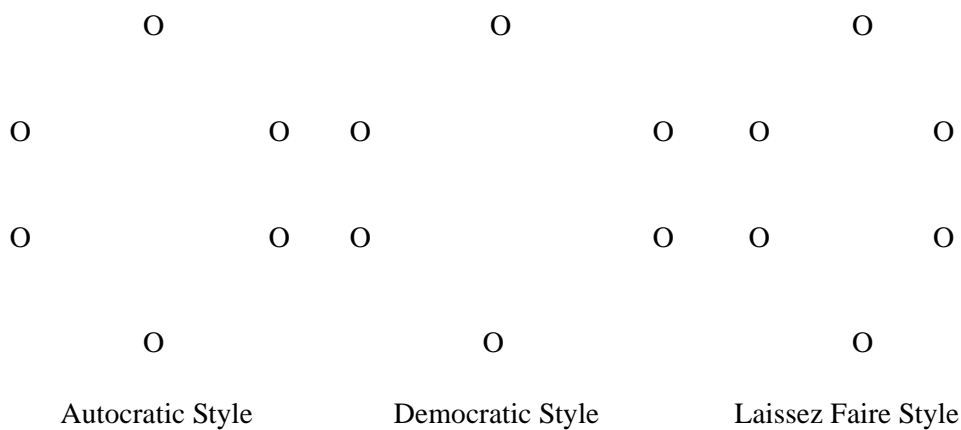
Laissez faire style is suitable in the following situations:

- when leader is interested in delegating decision-making fully.
- Subordinates are well trained and highly knowledgeable.
- Organisation goals have been communicated well.

Despite a few suitability, this style should be adopted rarely because it may lead to chaos and mismanagement.

Look at Figure 15.3 which shows diagrammatic representation of all these leadership styles :

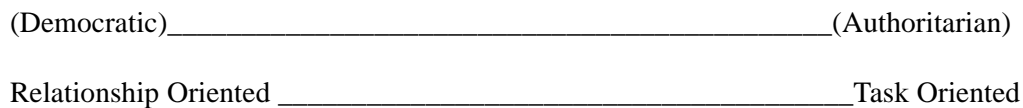
Figure 15.3 : Diagrammatic Representation of Leadership Style



15.10.4 Continuum of Leader Behaviour

Robert Tannenbaum and Warren Schmidt depicted a broad range of leadership styles on a continuum which moves from authoritarian or boss-centred leader behaviour at one end to democratic or subordinate-centred behaviour at the other end.

Figure 15.4 : Continuum of Leader Behaviour



Leader permits Subordinates to function within limits defined by superior	Leader presents problem, gets Suggestions and makes decision	Leader presents ideas and invites questions
Leader sells decision	Leader makes decision and announces it	
Leader defines limits; asks group to make tentative decision subject to change		Leader decision

Look at Figure 15.4 which shows that leaders who are at the authoritarian end of the continuum tend to be task-oriented and use their power to influence their followers. He enjoys a high degree of control and delegates very little authority. On the other hand, leaders who are at the democratic side tend to be group oriented and provide their followers considerable freedom in their work.

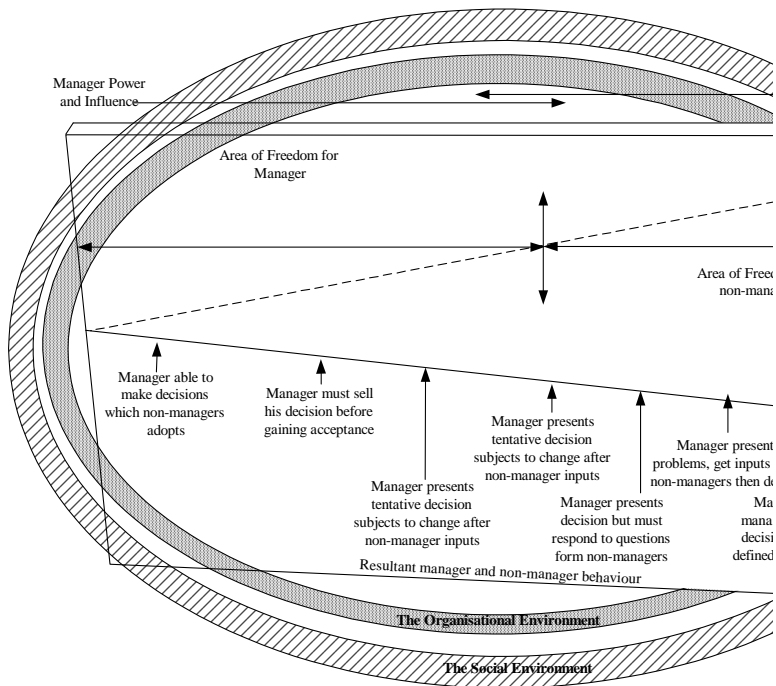
The Figure 15.4 presents a range of leadership behaviour available to a manager. Each type of action represents the degree of authority used by a leader and the degree of freedom which a subordinate enjoys in relationship to his superior. The left side shows a style where control is maintained by a manager and the right side shows the release of control. However, neither extreme is absolute and authority and freedom are never without their limitations. Thus, a question is pertinent: At which point along with the continuum should a manager adopt his behaviour? In fact, there is no ready-made answer, but it depends upon three particular.

- 1) Forces in manager, that is, his value system, his confidence in his subordinates, his own leadership inclinations, and his feeling of security in an uncertain situation.
- 2) Forces in subordinates, that is, their need for independence, readiness to assume responsibility for decision making, level of tolerance for ambiguity, understanding and identifying organisational goals, interest in the problem, knowledge and experience to deal with the problems and learning to expect to share in decision-making.
- 3) Forces in the situation, that is, type of organisation, group effectiveness, the problem itself and the pressure of time.

Although the leader continuum approach provides a wide range of leader's behaviour. It identifies the number of behavioural alternatives available to a manager. Moreover, the success of the leadership style depends on the modification of the leader to the needs of the situation. Its major limitation is that it supports unidimensional thinking. It has been found that employees orientation and task-orientation are not opposite ends on a continuum.

Tannenbaum and Schmidt developed another pattern of choosing leadership behaviour. They feel that because of changes in social system, organisational environment, the old continuum pattern is no long valid. Organisations do not exist in vacuum, but are affected by changes that occur in the society. Thus there would be more factors in situational variables affecting the leadership pattern. These forces lie outside the organisation interacting continuously with the organisational environment. Thus, new continuum of leadership pattern is more complex as compared to previous one.

Figure 15.5 : Continuum of Leader Behaviour



Look at Figure 15.5

which shows that the total area of freedom shared by manager and non-manager is constantly redefined by interaction between them and the forces in the environment. The arrows indicate the continual flow of interdependence influence among systems and people. The points on the continuum designate the types of manager and manager's behaviour that become possible with any given amount of freedom available to them. This continuum is more complex and dynamic reflecting the organisational and societal realities.

A Successful leader is one who is keenly aware of those forces, which are more relevant to his behaviour at any given time. He accurately understands himself, the individuals and the group he is dealing with, and the organisation and the broader social environment in which he operates. However, merely understanding these factors correctly is not enough but he can be successful only when he is able to behave appropriately in the light of these perceptions and understanding. Thus, Tannenbaum and Schmidt have observed that “The successful manager can be primarily characterised neither as a strong leader nor as a permissive one. Rather he is one who maintains a high batting average in accurately assessing the forces that determine what his most appropriate behaviour at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problem of leadership as a dilemma.”

15.11 FUNCTIONS OF LEADERSHIP

A leadership functions of a managers are closely related with his managerial functions. But they are somewhat different as well as overlapping. Essentially, the leader as a manager has to set the group goal, make plans, motivate and inspire subordinates and supervise performance. But has to perform several other functions as leader. The more important to these functions are given below: :

- 1) **To develop team work :** One of the primary functions of the leader is to develop his work-group as a team. It is his responsibility to create a congenial work-environment keeping in view the subordinates competence, needs and potential abilities.
- 2) **To act as a representative of the work-group :** The leader of a work-group is expected to act as a link between the group and top management. When necessary, the leader has to communicate the problems and grievances of his subordinates to the top management.
- 3) **To act as a counsellor of the people at work :** Where the subordinates face problems in connection with their performance at work, the leader has to guide and advise the subordinates concerned. The problems may be technical or emotional in nature.
- 4) **Time management :** The leaders' functions include not only ensuring the quality and efficiency of work performed by the group, but also checking on the timeliness completion at different stages of work.
- 5) **Proper use of power :** While exercising power or authority in relation to his subordinates, the leader must be careful about using his power in different ways according to the situation. It may be necessary to use reward power, coercive power, or expert power, formal or informal power, depending on what will stimulate positive response from the subordinates.
- 6) **Secure effectiveness of group-effort :** To get the maximum contribution towards the achievement of objectives the leader must provide for a reward system to improve the efficiency of capable workmen, delegate authority, and invite participation of employees in decision-making, ensure the availability of adequate resources, and communicate necessary information to the employees.

15.12 LEADERSHIP EFFECTIVENESS

We have discussed above how different styles of leadership reflect the behaviour pattern of the leaders. The manager leader may be effective or ineffective depending upon the leadership style adopted by him. He may be **employee-centred** (i.e., relations-oriented) or **production centred** (i.e., task oriented). In other words, the style may reflect leaders **concern for people** or **concern for production**. But in reality, the manager-leader may combine his concern for people and concern for production with different degrees of emphasis on each. This idea was developed in the form of what is known as ‘**Managerial Grid**’, which is briefly outlined below.

Managerial Grid : The managerial grid refers to a diagrammatic representation of the possible combinations of concern for people and concern for production which may be reflected in the style of leadership. The concept of managerial grid was developed by Blake and Mouton in 1964.

Figure 15.6 : Diagrammatic Representation of Managerial Grid

1,9(Country club)	9,9(Team)	5,9,1(Task)
5,1,1(Impoverished)		
(Low)	Concern for Production	(High)

As shown in the Figure 15.6 , there are nine degrees of concern each for people and production. Combining lower degrees and higher degrees of concern, five basic styles of leadership are presented as follows (No. 1 representing minimum concern, and No. 9 maximum concern):

- 1,1 style, where the manager has minimum concern for people as well as production, is known as **impoverished management**. This represents a casual attitude of the manager towards his job and the organisation cannot be expected to survive”.
- 9,1 style reflects the manager’s highest concern for production but least concern for people. It is known as **task management**.
- 1,9 style in which the manager has the maximum concern for people and minimum concern for production is described, **as country club management**. It implies that the manager is inclined to keep people happy expecting that happiness will make them more efficient, which is not true for business enterprises.
- 5,5 styles represents moderate concern for both people and production and therefore known as **middle of road management**. This style of leadership is preferred by many managers whose approach to management is that of “live and let live”.
- 9,9 style is the best combination of concerns for people and production with maximum concern for both. In this case, the manager tries to integrate the objectives of the organisation with the objectives of the people employed. This style therefore represents **team management**. It may be suggested that 9.9 management style is likely to be most effective.

Effective and Ineffective Styles

Effectiveness depends on the situations demands of a specific environment. When the style of a leader is appropriate to a given situation, it is termed effective. On the other hand, when the style is inappropriate to a given situation it is termed ineffective. Look at Figure 15.7 which shows the effective dimension of leadership.

Figure 15.7 : Diagrammatic Representation of Effectiveness Dimension

Effective Dimension

Task Behaviour Dimension

The basic styles of leadership are further divided into eight styles according to their degrees of effectiveness i.e., as more effective and less effective styles. The following are regarded as **more effective styles**.

Executive : Used by a manager this style attaches maximum importance to work as well as the people. Such a manager is able to motivate people and utilise the team effectively. He sets high standards of performance and can accomplish the goals successfully.

Developer : The manager adopting this style attaches greatest importance to the people at work and has minimum concern for work. He devotes maximum attention to the development of individual subordinates and believes in their capability.

Benevolent Autocrat : The manager whose attitude and style are those of a benevolent autocrat has high concern for work and low concern for people. But he is able to achieve the goals without causing any resentment among the subordinates.

Bureaucrat : With a bureaucratic style the manager is able to control the work-situation and achieve goals by means of rules and procedure. He has minimum concern for people and work as such.

The less effective (**or ineffective**) styles are stated to be those which are not appropriate to the situation, these are as follows:

Compromiser : A manager who is equally concerned with people and work in a situation which requires emphasis on one of these, is a poor decision-maker due to pressures on both counts. Thus, he is ineffective manager leader.

Missionary: The missionary manager is one who aims at harmonious relations among people as an ideal and is little concerned with work, although the situation requires greater emphasis on work. He is unable to get results.

Autocrat: An autocratic manager is interested only in work and results thereof, whereas the situation requires relation-orientation. Such a manager lacks confidence in his subordinates and depends on high-handed management. So his leadership fails in the long-run.

Deserter : The manager who is concerned with neither people nor work reflects a passive attitude towards his job. He is an escapist.

Factors Influencing Leadership Effectiveness

Taking an overall view of the question of effectiveness of leaders, some writers have identified a number of factors that influence the leader and his effectiveness. These factors are:

- The leader's own personality, past experience and expectations.
- The expectations and behaviour of his superiors.
- The subordinates' characteristics, expectations and behaviour.
- The requirements of tasks to be performed by subordinates.

- Expectations and behaviour of fellow managers (peers).
- Organisational culture (climate) and policies.

13.13 QUALITIES OF AN EFFECTIVE LEADER

A leader cannot be effective unless he possesses certain qualities of head and heart. Irrespective of the nature of the manager-leader's own responsibilities of the job and the style adopted by him, a number of qualities are generally found to be possessed by the effective leader. The more important of these qualities are listed below:

- **Mental and physical health:** To be able to bear the pulls and pressures of leadership, it is essential for the leader to have sound health both mental and physical. Along with a balanced temperament and optimistic outlook, he must possess stamina and sound health.
- **Empathy:** A leader must have the capacity to appreciate others and look at things from his subordinates' angle. This attitude of the leader motivates his subordinates.
- **Self-confidence:** Confidence about one's leadership ability makes it possible for a leader to analyse and face different situations and adopt a suitable style. Lack of self-confidence often prevents managers to adopt participative style and repose trust in his subordinates.
- **Awareness of others' opinion about himself :** A leader having self-confidence should not ignore how others perceive him as a leader. He must be aware of his strength and weakness in relation to his subordinates.
- **Objectivity:** A leader who is effective does not get carried away by emotions. He is fair and objective in his dealings with subordinates.
- **Knowledge and Intelligence:** A leader to be effective must have knowledge of group behaviour, human nature, and activities involving technical and professional competence. He must have intelligent perception of human psychology and ability to think clearly and argue cogently on points of dispute.
- **Decisiveness:** Decision making is a necessary but difficult task for every leader. A leader often has to take initiative, exercise mature judgement while taking decisions. Besides, he has to have foresight, imagination and creative ideas for effective decision making. Open mindedness is yet another essential quality for that purpose.
- **Ability to Communicate:** The skill of effective communication of goals and procedure of work is extremely important in leadership. To achieve desired results and coordination of efforts in a group, oral communication is of great significant.
- **Sense of purpose and responsibility:** A leader must have clarity of purpose and responsibility to be able to inspire his subordinates to achieve specific goals.
- **Other Qualities :** Enthusiasm, courage, sense of direction, judgement, tact, courtesy and integrity are also regarded as necessary qualities for a leader to be effective.

Emerging Leadership Qualities

As you must be aware that several changes like globalisation, liberalisation, technological revolution, increasing participative styles of functioning, decreasing hierarchical structure and gradual transformation of organisation structure; etc. are taking place very fast. These changes require new leadership quality to manage the dynamic situations. Pareek Udai has grouped the characteristics of leaders of tomorrow into two categories : Personal qualities and role related qualities. They are as follow.

Personal Qualities include :

- Internality

- Maverick Mindset
- Optimism
- Self restraint
- Value orientation
- Social concern
- Rootedness; and
- Empowering

Role Related Qualities include :

- Envisioning
- Strategy
- An enabling structure
- Customer orientation
- Networking competence
- People first
- Synergy building; and
- Culture building

Check Your Progress C

1) Distinguish between Autocratic style and Democratic style of leadership.

.....

2) Enumerate five most important functions of leadership.

.....

3) What do you mean by leadership effectiveness ?

.....

4) Enumerate five most important role related qualities of leader.

.....

15.14 LET US SUM UP

One of the most important functions of a manager is to create team spirit among his subordinates. Team building is a difficult task and requires dynamic leadership. It is difficult because people with individual differences join organisation with different personalities, value system, attitude and needs. The individuals have a tendency to feel close to those who have similar values and attitude, therefore, people like the company of those who are alike them. To integrate and polymerize the efforts of the people it is therefore important that leader must understand their need, hierarchy, their problems, attitude and value system.

Leadership is a process of influencing group activities towards the achievement of certain goals. It is a continuous process whereby the manager influences, guides and directs the behaviour of subordinates to secure willing cooperation of the group. Combination of the managerial and leadership roles in the manager leads to not only effective task performance but also human satisfaction all round.

The trait theory of leadership suggests that the success of a leader depends mainly on his personality traits or characteristics. Whereas the behavioural theory of leadership is based on the belief that leaders can be identified by reference to their behaviour in relations to the followers. In the situational theory of leadership the success of leadership is said to depend upon the situation in which the leader operates. The situational factors which influence leader's effectiveness include leader-follower relation, the task structure and the position power of the leader.

The dominant behaviour pattern of a leader-manager in relation to his subordinates is known as leadership style. There are three basic styles of leadership : Autocratic, Laissez faire and Democratic style.

An autocratic leader centralises power and decision making in himself and exercises complete control over the subordinates. Hence it results in low morale, and decline of productivity in the long run. In democratic style of leadership decisions are taken by the leader in consultation with members of the group and with their participation in the decision-making process. It helps subordinates to develop their potential abilities, provides job satisfaction and improves morale. In laissez faire style, subordinates are left to take the decisions and perform their work as they like. Hence there may be chaos and mismanagement under this leadership style.

The functions of a leader manager include : developing teamwork, representing the group and acting as a link with top management, advising and counselling subordinates, managing the time schedule of work performance, using power properly, and securing effectiveness of group effort.

Effective leadership makes a positive impact on the motivation of the members of the work group. The manager-leader may be effective or ineffective depending upon the leadership style adopted by him. The concept of managerial grid helps managers to identify their own leadership style in terms of the degrees of concern for people and concern for work combined in the style. More effective styles are those which reflect the manager's orientation : Executive, developer, Benevolent autocrat, and Bureaucrat, Less effective styles are those which are not appropriate to the situation e.g., Compromiser, Missionary, Autocrat, and Deserter. An effective leader must possess certain qualities like physical and mental health, empathy, self-confidence, awareness of his strength and weaknesses, objectivity, knowledge and intelligence, decisiveness, ability to communicate, etc.

15.15 KEY WORDS

Autocratic Leader : An individual who controls employees through domination and power of his or her title.

Committee : A formal group that regularly meets as a body for purposes of deliberation and decision-making. A committee may or may not have authority to carry out its recommendations.

Committee : A formal organisational team usually relatively long lived, created to carry out specific organisational tasks.

Command Group: A group specified by a formal organisation chart as the group of subordinates who report to one particular supervisor.

Democratic Leader: An individual who controls employees through personal talents and who is open, flexible, and sensitive to the needs and feeling of all those under his or her jurisdiction.

Group Dynamics: Study of behaviour of groups and of interaction of behaviour of individuals as member of a group.

Group Dynamics: A social process by which people interact face to face in small groups or refer to the forces operating in groups.

Leadership Continuum: A sliding scale of leadership styles from autocratic to highly participative. A leader chooses the proper style of leadership based on forces in the leader, in subordinates, and in the situation.

Leader: A person who, at a given time and place, by his actions, modifies, directs or controls the attitudes or behaviour of other, often referred to as followers.

Leadership: In a group or organisation, the exercise of command and direction in a skillful and responsible fashion.

Leadership Style: The way a manager behaves in his or her role as leader. The two most widely discussed leadership styles are task-oriented and relationship oriented behaviour.

Norms: Assumptions and expectations about how member of a group will behave.

Participative Leader: A leader who use various styles of leadership and who tries to get people actively involved in making decisions that will affect them.

Team : Two or more people who interact with and influence each other toward common purpose.

Team Building : A conscious effort to develop effective work groups throughout an organisation.

15.16 TERMINAL QUESTIONS

- 1) What do you mean by team ? Discuss the stages of team development.
- 2) What is team building ? Explain various approaches of team building. Do you think that these approaches are helpful in the process of team building.
- 3) What is team effectiveness ? Discuss various elements of team effectiveness.
- 4) What is leadership. Explain various theories of leadership.
- 5) Compare and contrast the behavioural theory and situational theory of leadership.
- 6) Do you think that democratic style of leadership is the best style of leadership. Give your arguments comparing all styles of leadership.

Note : These questions will help you to understand the unit better. Try to write answers for them. Do not submit your answers to the university for assessment. These are for your practice only.

Relationship Behaviour
Dimension

(Low) Concern for People (High)

Source of Authority

Area of Freedom
for Subordinates

Use of Authority
by the Leader

L

L

L

(Low) Consideration (High)

