



Youth Leadership Training Program (YLTP)

Reference Material on Introduction to Leadership

Prepared by



Business and Personal Development

**Addis Ababa
August, 2008**

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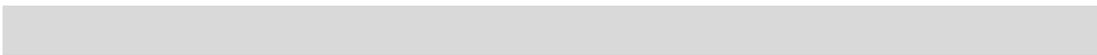
Addis Ababa Office
P.O.Box 8786
Addis Ababa
Ethiopia
Email: fes-ethiopia@fes.org.et

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Module one

1 Leadership and its Essence

1.1 *'Definition of Leadership'*

There are a number of definitions of leadership. We are using the following working definition for our purpose:

It is a process of directing and influencing another individual or group of individual to accomplish a goal. It is the art and ability of inspiring, guiding, and directing people so that they ardently desire to do what the leader wishes

Therefore, Leadership involves three things the leader, the follower and the situation. The leader should be capable of influencing the behavior of followers for attainment of desired objectives. The leaders should also take into account the situation of different events to come up with right leadership style and shift his/her strategy in accordance with the environment for gaining maximum impact.

1.2 *Leadership and management*

Are you a manager or a leader? Although you may hear these two terms thrown out interchangeably, they are in fact two very different roles complement each other. Current opinion is that they are different concepts but they overlap considerably.

Table 1: leadership vs. management

Leadership	Management
Leaders are people who do the right thing	Managers are people who do things right (Warren Bennis)
Leadership is about coping with change	Management is about coping with complexities (John Kotter)
Leadership has about it a kinesthetic feel, a sense of movement about it	Management is about ‘handling’ things, about maintaining order, about organization and control (Kouzes and Posner)
Leaders are concerned with what things mean to people	Managers are concerned about how things get done (Abraham Zaleznik)
Leaders are the architects	Managers are the builders (Jhon Mariotti)
Focuses on the creation of a common vision	Management is the design of work, it is about controlling (George Weathersby)

Source the 8th habit by Stephen R. Covey (2004)

The choices between leadership versus management are profound, and both are highly valuable to a strong organization.

1.3 Are leaders born or acquired?

Although it is true that some people are born with greater natural gifts than others, the ability to lead is really a collection of skills, nearly all of which can be learned and improved, but that process doesn’t happen overnight.

In a study of ninety top leaders from a variety of fields, leadership experts’ warren Bennis and Bure Nanus made a discovery about the relationship between growth and leadership. “It is the capacity to develop and improve their skills that distinguishes leaders from their followers”. Successful leaders are learners. Moreover, the learning process is ongoing, a result of sect discipline and perseverance. The goal each day must be to get a little better, to build on the previous day’s progress.

1.4 Characteristics of an effective leader

Search for opportunities for change and improvement: A leader is rarely satisfied with the way things are. Instead, the leader regularly takes his/her nose off the grindstone

and looks ahead into the future to envision how things could be. Leaders are change agents. They are never satisfied with the status quo, but believe that with a bit of effort things could be much better. Given this belief, leaders are the ones who have ideas or dreams about ways to improve a situation.

Experiment and take risks: A leader is not afraid of failure, believing that failure is never the end of the road, but merely a stepping-stone to eventual success. During an interview with Thomas Edison, a young reporter asked the inventor how many experiments he had to conduct before he finally invented a light bulb that worked. Edison replied that he figured that it took nearly 10,000 experiments. “You mean that you failed 9,999 times before you finally succeeded,” remarked the young interviewer. “Young man,” Edison snapped, “I never once failed; I merely found 9,999 ways not to invent the light bulb!”

Envision the future: A leader always has a future orientation, an eye for what might be. This is not an empty, wishful thinking for things to be better. The leader agrees with the saying: “If wishes were horses, beggars would ride.” A leader does not just wish for a better future. Instead, he/she forms a vision of what that better future could be and has a general idea of how to get there. The situation of the future has a definite form for the leader: he/she can see what the changed situation looks like; he/she can feel it and knows exactly what it will be like to live in that better situation.

Enlist others to follow: An individual can be a leader only if he/she has people who are ready to follow his/her lead. Therefore, to be a leader, one has not only to form a vision of a better future, but has to persuade others to come along on the march to that future. This means that a leader has to be a salesperson. The potential followers are the customers. The envisioned future is what the leader is selling. It is not enough for the leader to build a better mousetrap (i.e., vision of the future); he/she has to convince others that the envisioned future is better than the present and worth working for.

Foster collaboration: A leader cannot make the envisioned future real by him/herself. The leader negotiates with the followers over what steps they should all take to make it happen. No leader brings about a better future on his/her own.

Fostering team work: A leader realizes that a group of individuals, each doing their own thing, doesn't succeed like a team of individuals working together. Instead, the leader tries to create a cooperative atmosphere in which followers collaborate (work together) to build the future.

Empower followers: A leader knows that people who never lift a finger to help themselves do not appreciate what others do for them. However, worse, those who do not help themselves eventually make themselves incapable of helping themselves.

We all seem to agree with the wisdom: "Give a person a fish and you have fed him/her for a day. Teach an individual to fish, and you have empowered that person to feed him/herself for a life time."

Lead by doing: A leader must practice what he/she preaches; he/she walks his/her talk. A leader realizes that followers will do as he/she does, not just, what he/she says.

Build commitment to action: A leader knows that there are three aspects in human behavior: the cognitive, the emotional, and the conative. The cognitive aspect refers to thoughts, opinions, beliefs, and information. Human beings make decisions and act based on how they interpret a situation or person. The emotional aspect refers to one's feelings, attitudes, and values. These too shape human behavior. We will do those things we like, avoid those we dislike, and expend energy for something that we value. The conative aspect refers to the will to act, to resolve, to commitment. Without the presence of this aspect, our behavior is quickly broken or never activated. The leader knows that if he/she wants to change things, he/she must make sure that followers have a commitment to the proposed change.

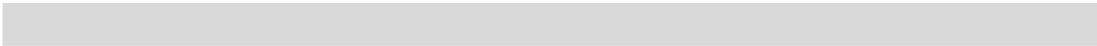
Recognize contributions: A leader knows that to motivate his/her followers, he/she must reward the efforts of his/her followers. This reward need not be monetary. Several

psychological studies have shown that people respond more often and strongly to public recognition than to monetary awards. The leader knows that it is important to recognize any and all efforts that are in the direction of the desired behavior. If a leader only rewards success, he/she runs the risk of making people wary of ever taking on a task unless it is a “sure bet.”

On the other hand, a leader does not punish failure, because he/she knows that that can stop followers from ever volunteering for something at which they might not succeed. The leader focuses more on efforts than results.

Celebrate accomplishments: Tom Peters (In Search of Excellence) reports that those organizations that he found to be “excellent” always take time out to recognize staff contributions and to celebrate accomplishments. Obviously, a leader knows that he/she must be sincere in doing this; people know when your actions are just “window dressing.” People seem to respond positively to certificates, plaques, and photo displays of themselves as “Employee of the Month.”

Foster Conflict Resolutions (win-win) - Effectively handles disagreements and conflicts. Settles disputes by focusing on solving the problems, without offending egos. Leader Provides support and expertise to other leaders with respect to managing people.



Module Two

2 Appreciative Inquiry

Appreciate means 1) valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems. 2) to increase in value,.

Inquire means 1) the act of exploration and discovery, 2) to ask questions; to be open to seeing new potentials and possibilities; discovery, search and systematic exploration, study.

Appreciative Inquiry is a way of looking at the world, and a methodology for working with organizations. As its name suggests, it is based on discovering the best of what works through structured questioning. Appreciative Inquiry recognizes that people are highly motivated by their own stories and images of success. The AI methodology is widely applicable to diverse organizations and situations, yet each inquiry becomes unique because it grows from the experiences of people in that organization.

Appreciative Inquiry is about the search for the best in people, their organizations, the world around them. It involves systematic discovery of what gives 'life' to a living system when it is most alive, most effective and most constructively capable in different terms.

In short it involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It assumes every living system has many untapped and rich and inspiring accounts of the positive.

Two challenges of AI:

- We have a responsibility to honour our successes.
- We learn best from what is working.

Assumptions of AI:

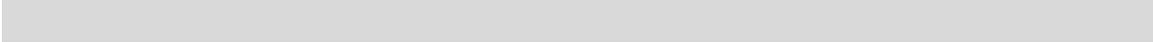
- In every individual, organization and situation something works.
- What we focus on becomes our reality.
- Reality is created in the moment and there are multiple realities.
- The language we use creates our reality.

- The art of asking questions in an organization influences the direction it goes.
- It is important to value differences.
- People journey to the future when they carry forward parts of the past.
- If we carry parts of the past, they should be what is best.

Ask yourself.

- What will be different when I hold the 8 assumptions of AI in all of my interactions with myself and others?
- What will be different when I recognize and value the leadership strengths in myself and others?
- What are the two actions I am going to take to become more like the image I have created of a great leader?

"Everyone has a 'flame', a central strength, purpose and unique talent. Discover yours, and of your staff."



3 Leadership Styles

3.1 Leadership Style assessment

Activity (30 minutes)

Instruction

Rate your leadership style by filling the leadership style survey provided bellow.

Leadership Style Survey

This informal tool is designed to help you think about the different leadership styles and the style you use most often when working with employees or team members.

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost always true (AAT) = 5
- Frequently true (FT) = 4
- Occasionally true (OT)= 3
- Seldom true (ST) = 2
- Almost never true (ANT) 1

Be honest about your choices as there are no right or wrong answers—it is only for your own self-assessment.

		AAT	FT	OT	ST	ANT
1	I always retain the final decision-making authority within my team.	5	4	3	2	1
2	I always try to include one or more team members in determining what to do and how to do it. However, I maintain the final decision-making authority.	5	4	3	2	1
3	My team and I always vote whenever a major decision has to be made.	5	4	3	2	1
4	I do not consider suggestions made by my team members, as I do not have the time for them.	5	4	3	2	1
5	I ask for ideas and input on upcoming plans	5	4	3	2	1

	and projects from team members.					
6	For a major decision to pass, it must have the approval of each individual or the majority.	5	4	3	2	1
7	I tell my team what has to be done and how to do it.	5	4	3	2	1
8	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my team's advice.	5	4	3	2	1
9	To get information out, I send it by e-mail, memos, or voice mail; very rarely is a meeting called. My team members are then expected to act upon the information.	5	4	3	2	1
10	When someone makes a mistake, I tell him or her not to ever do that again and make a note of it.	5	4	3	2	1
11	I allow my team to determine what needs to be done and how to do it.	5	4	3	2	1
12	I allow my team to determine what needs to be done and how to do it.	5	4	3	2	1
13	New hires are not allowed to make any decisions unless I approve it first.	5	4	3	2	1
14	I ask team members for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15	My team members know more about their jobs than I do, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16	When something goes wrong, I tell my team that a procedure is not working correctly, and I establish a new one.	5	4	3	2	1
17	I allow my team to set priorities with my guidance.	5	4	3	2	1
18	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19	I closely monitor my team to ensure they are performing correctly.	5	4	3	2	1
20	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21	Each individual is responsible for defining his or her job.	5	4	3	2	1
22	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23	I like to use my leadership power to help	5	4	3	2	1

	subordinates grow.					
24	I like to share my power with my subordinates.	5	4	3	2	1
25	Team members must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26	The team will exercise self-direction if members are committed to the objectives.	5	4	3	2	1
27	The team members will have the right to determine their own organizational objectives.	5	4	3	2	1
28	Team members seek mainly security.	5	4	3	2	1
29	The team knows how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30	My team can lead itself just as well as I can.	5	4	3	2	1

if you scored item one with a 3 (occasionally), and then enter a 3 next to Item 1. When you have entered all the scores for each question, total each of the three columns.

Item Score

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____	11 _____	12 _____
13 _____	14 _____	15 _____
16 _____	17 _____	18 _____
19 _____	20 _____	21 _____
22 _____	23 _____	24 _____
25 _____	26 _____	27 _____
28 _____	29 _____	30 _____
TOTAL _____	TOTAL _____	TOTAL _____
Authoritarian (Autocratic)	Participative (Democratic)	Delegative (Free Reign)

This questionnaire is designed to help you assess the leadership style under which you normally operate. The lowest score possible for a stage is 10 (almost never) while the highest score possible for a stage is 50 (almost always).

The highest of the three scores (as determined by the column totals) indicates which style of leadership you normally use. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except: If you score high in both the participative and the delegative, then you are probably a delegative leader.

If there is only a small difference between the three scores, this indicates that you have no clear perception of the mode under which you operate, or you are a new leader and you are trying to feel out the correct style for you.

Normally, some of the best leaders operate out of the participative mode and use the other two modes as needed. The exception would be a leader who has a new crew or temporary work force. That leader would probably be operating out of the authoritarian mode. On the other side, a leader who has a crew of professionals or a crew that knows more than she or he does would probably operate out of the delegative mode.

3.2 *Styles of leadership*

Leadership style is the relative consistent pattern of behavior that characterizes a leader. Leaders' styles encompass how they relate to others within and outside the organization, how they view themselves and their position, and - to a very large extent - whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organization needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership style.

The style of an organization's leadership is reflected in both the nature of that organization and its relationships with the community. If a leader is suspicious and jealous of his power, others in the organization are likely to behave similarly, in dealing with both colleagues and the community. If a leader is collaborative and open, she is likely to encourage the same attitudes among staff members, and to work collaboratively with other organizations.

In many ways, the style of its leader defines an organization. If the organization is to be faithful to its philosophy and mission, its leader's style must be consistent with them. An autocratic leader in a democratic organization can create chaos. A leader concerned only with the bottom line in an organization built on the importance of human values may undermine the purpose of its work. For that reason, being conscious of both your own style as a leader and those of others you hire, as leaders can be crucial in keeping your organization on the right track.

3.3 *Three Styles of Leadership*

If you think about leaders and how decisions are made, there really are about three distinct styles with many variations in-between. At one extreme we have the autocratic leader that makes almost a unilateral decision on how to proceed. At the other extreme we have a laissez faire leader that allows the followers or employees to make all the decisions. In the middle of these two extremes, we have democratic leaders which allow for more participation in the decision making process. Kurt Lewin and colleagues did

leadership decision experiments in 1939 and identified three different styles of leadership, in particular around decision-making.

(1) Authoritarian (Autocratic)

This type is used when the leader tells his/her group what he/she wants to be done and how he/she wants it to be done, without getting the advice of his/her people. They retain most of the authority for themselves. They make decisions confidently and assume that group members will comply; they are concerned with group members' attitudes toward decisions. They are considered task-oriented because they place heavy emphasis on getting tasks accomplished.

Typical autocratic behaviors include telling people what to do, asserting themselves, and serving as models for team members. Leader tells his employees what he wants done and how he wants it done, without getting the advice of his people. Leader dominates followers and he/she lack confidence in others. He/she decides by himself without consultation. He/she exercises one way of communication. He/she does not exercise delegation. Followers expect continual direction is expected from a leader.

Some of the appropriate conditions to use authoritarian leadership are when you have all the information to solve the problem, when you are short on time, and when your group is well motivated.

Some people think that this style includes yelling, using demeaning language, and leading by threats and abuse of power. This is not the authoritarian style; it is an abusive, unprofessional style of leadership.

(2) Democratic (Participative)

Participative leaders share decision making with group members. This style involves the leader including one or more group members in determining what to do and how to do it. It encompasses so many behaviors that it can be divided into three subtypes: consultative, consensus, and democratic.

Consultative leaders confer with group members before making a decision. However, the leader maintains the final decision-making authority. This is not a sign of weakness; it is a sign of strength that your group will respect. Consensus leaders are called that because they strive for consensus. They encourage group discussion about an issue and then make a decision that reflects general agreement and will be supported by group members. All workers who will be involved in the consequences of a decision have an opportunity to provide an input. A decision is not considered final until all parties involved agree with the decision. Another criterion of consensus is that the group members are willing to support the final decision even if they do not agree with it totally.

Democratic leaders confer final authority on the group. They function as collectors of group opinion and take a vote before making a decision.

The participative leadership style encompasses the teamwork approach. Predominant behaviors of the participative leader include coaching team members, negotiating their demands, and collaborating with others. This style is well suited to managing competent people who are eager to assume responsibility. Such people want to get involved in making decisions and giving feedback to management.

Participative leadership is normally used when you have some of the information, and your group members have some of the information. This allows them to become a team (rather than just a group) and allows you to make a better decision. This style is seen as appropriate for the information age workers, in which most organizations employ educated knowledgeable workers rather than physical laborers. With information and technology changing rapidly, even bright and skilled managers need input from direct reports.

Participative leadership does have some problems. It often results in extensive and time consuming committee work. Sometimes participative management is carried to extremes. Team members are consulted about trivial things that management could easily handle independently. Another problem is that many managers still believe that sharing decision making with team members reduces their power.

(3) Delegative (Free rein)

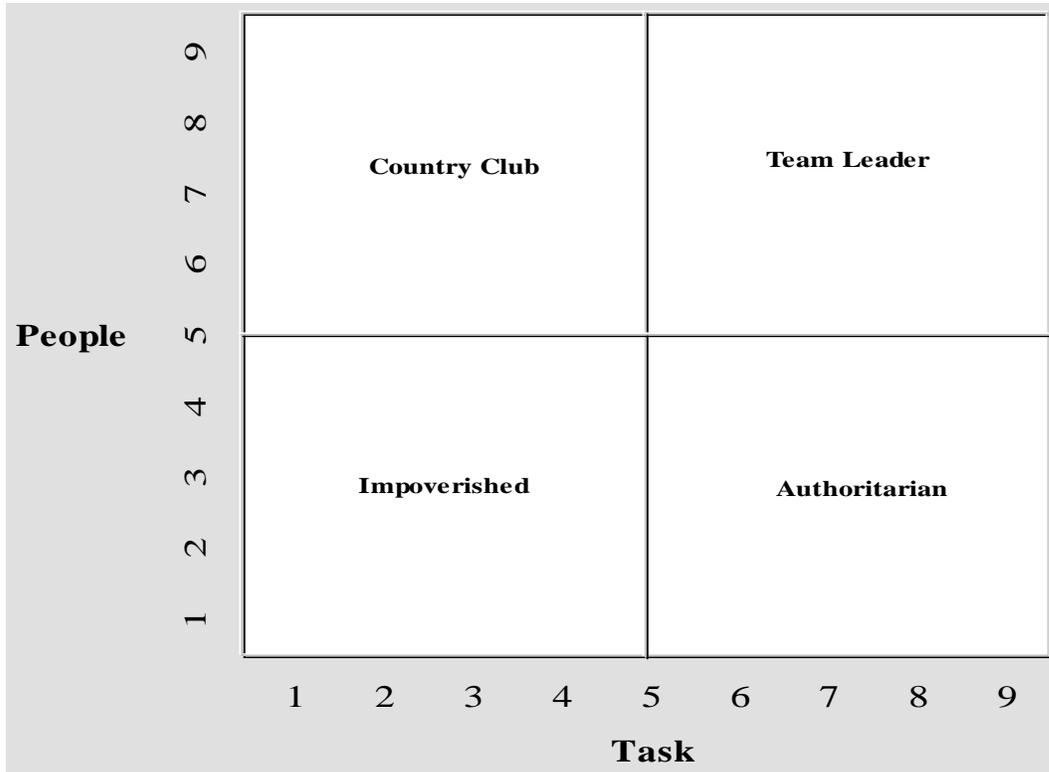
In this style, the leader allows the team (or individual) to make the decision. Free-rein leaders turn over virtually all authority and control to the group. Leadership is provided to the group indirectly rather than directly. Group members are presented a task to perform and are given free rein to figure out how to perform it best. The leader does not get involved unless requested. Team members are allowed all the freedom they want as long as they do not violate policy. In short, the free rein leader delegates completely. However, the leader is still responsible for the decisions that are made.

This style sometimes works effectively with well motivated and experienced employees. These people are self-sufficient and may not need help or emotional support from the manager. A problem with free-rein leadership, however, is that group members perceive the free-rein leader as uninvolved and indifferent. Yet, free-rein leaders believe they are helping subordinates develop self-sufficiency.

3.4 The Leadership Grid

The leadership grid is another behavioral approach of styles of leadership based on two dimensions i.e. concern for people and concern for production (job).

People centered leaders are more concerned for their subordinate's feelings and relationship while job centered leaders are those leaders who consistently emphasize getting the job done without much concern for their subordinates.



9.1 Authoritarian Leader (high task, low relationship)

People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration.

Heavily task oriented people display these characteristics. They are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it. They are intolerant of what they see as dissent (it may just be someone's creativity). Therefore, it is difficult for their subordinates to contribute or develop.

9.9 Team Leader (high task, high relationship)

This type of person leads by positive example and endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally form and lead some of the most productive teams.

1.9 Country Club Leader (low task, high relationship)

This person uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more punitive coercive and legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members.

5.5 Middle of the road Leader

Middle of the Road requires adequate organizational performance through balancing the necessary to get out with maintaining morale of people at a satisfactory level and provides a weak balance of focus on both people and the work. Doing enough to get things done, but not pushing the boundaries of what may be possible.

1.1 Impoverished Leader (low task, low relationship)

A leader who uses a "delegate and disappear" management style, since they are not committed to either task accomplishment or maintenance of relationships they essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process by allowing the team to suffer from a series of power struggles. According to current definition of leadership, this type of manager does not qualify as a leader.

The most desirable place for a leader to be along the two axis at most times would be a 9 on task and a 9 on people -- the Team Leader. However, do not entirely dismiss the other three. Certain situations might call for one of the other three to be used at times. For example, by playing the 'Impoverished Leader', you allow your team to gain self-

reliance. Be an Authoritarian Leader to instill a sense of discipline in an unmotivated worker. By carefully studying the situation and the forces affecting it, you will know at what points along the axis you need to be in order to achieve the desired result.

3.5 Democratic Leadership or Participative Leadership

What is a democratic leadership? While there is no clear definition of it, democratic leadership has been identified as behavior that influences people in a manner consistent with such basic democratic principles as distribution of responsibility and empowerment (Castil, 1994), self-determination, inclusiveness, equal participation, and deliberation (Fishkin, 1991). A democratic Leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Democratic leadership encompasses the teamwork approach. Predominant behaviors of the democratic leader include coaching team members, negotiating their demands, and collaborating with others.

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything -- this is why you employ *knowledgeable* and *skillful* employees. Using this style is of mutual benefit -- it allows them to become part of the team and allows you to make better decisions.

As participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. It can be most suitable where team working is essential, and quality is more important than speed to market or productivity.

3.5.1 Pros and Cons of the Democratic Leadership

Most of us would like to think that the democratic style could be effectively applied to any group of employees. However, when we start to scratch beneath the surface, the pros and cons of democratic leadership becomes apparent:

3.5.1.1 Pros of the Democratic Leadership Style

Why should you adopt a participative leadership style? Today, so many workers are intelligent, highly skilled professionals. Motivating employees who are knowledge workers is based on making them feel valued. There is simply no better way to make people feel valued than to ask them, genuinely, for their advice. You can pat people on the back and recognize their efforts but this is not as effective in motivating people as involving them in important decisions. The second main reason to be participative is a corollary of the first. Employees who play a part in deciding what to do feel a much greater amount of ownership over making it happen.

In addition, much of today's work has a high knowledge component that requires people to think and solve problems. Our work is increasingly mental work. Management has often been described as getting work done through others. At one time, much of that work involved tasks, doing things that had a greater physical than mental component. With such work, delegation is the key means of getting work done through others. But when a team needs to think creatively to solve complex problems, improve productivity or develop a new product, the best way to get such mental work done through people is to ask them for their suggestions. This switch to mental work makes the manager's job one of asking employees what to do rather than telling them, a complete 180 degree change of direction from days gone by.

If the work you manage has a high mental component, you simply can't get it done without involving people in decisions.

3.5.1.2 Cons of the Democratic Leadership Style

Democratic leadership does have some problems. The democratic leader depends on the knowledge of his followers or employees. If the workforce is inexperienced, this style is not very effective. You simply need a fair amount of experience to make good decisions.

The other drawback of the democratic style is the time it takes for all this collaborative effort. It often results in extensive and time-consuming committee work. When you ask people for their opinions it takes time for them to explain what they think and for others to understand what they are saying. Sometimes participative management is carried to extremes. Team members are consulted about trivial things that management could easily handle independently. If the business need is urgent, the democratic leader needs to switch styles.

Therefore, to summarize, the pros and cons of this style are pretty much in alignment - strength also becomes weakness. You get more input, but it takes time. People can share their knowledge, but they have to understand the process first. Therefore, the democratic leadership style is most effective when you have a workplace that has experienced employees and you can afford to spend the time necessary to develop a thorough solution.

3.6 Which style is the best?

Questions

- * Which leadership style are you applying now in your work setting or home?
- * Are you aware of using the style?
- * Do you consciously decide which style to use? If so, what criteria influence that decision?
- * Which leadership style do you think is the best, if any? Why?

A good leader uses all three styles, and adapts depending on the specific relationship between the followers, the leader, and the situation. Some examples include:

- Using an authoritarian style with a new group member who is just learning the job. The leader is competent and a good coach. The individual is motivated to

learn a new skill. The situation is a new environment for the individual in question.

- Using a participative style with team members who know their job. The leader knows the problem well, but he wants to create a team where the members take ownership of the project. The members know their jobs and want to become part of the team. The situation allows time for group development.
- Using a delegative style with a staff member who knows more about the job than you. You cannot do everything! The individual needs to take ownership of her job. In addition, the situation might call for you to beat other places doing other things.
- Using all three. Telling your staff that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

3.6.1 Factors for using different leadership styles?

While the Transformation Leadership approach is often highly effective, there is no one “right” way to lead or manage that suits all situations. To choose the most effective approach for you, you must consider:

- The skill levels and experience of your team
- The work involved (routine or new and creative)
- The organizational environment (stable or radically changing, conservative or adventurous)
- Your own preferred or natural style.

An effective leader will find him/herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as “situational leadership”. For example, the manager of a small factory trains new machine operatives using a bureaucratic style to ensure operatives know the procedures that achieve the right standards of product quality and workplace safety. The same manager may adopt a more

participative style of leadership when working on production line improvement with his or her team of supervisors



Module Three

4 Transactional and Transformational Leadership

4.1 *Transactional Leader*

Transactional leadership, as its name implies, views leadership as based on transactions between leader and followers. The leader sees human relations as a series of transactions. Thus, rewards, punishments, reciprocity, exchanges (economic, emotional, and physical) and other such "transactions" are the basis of leadership. In simplest terms, the attitude is: "I lead this organization by paying you and telling you what you need to do; you respond by doing what you need to do efficiently and well, and the organization will prosper"

4.2 *Transformational Leader*

Transformational leadership looks at leadership differently. It sees a true leader as one who can distill the values, hopes, and needs of followers into a vision, and then encourage and empower followers to pursue that vision. A transactional leader thinks of improvement or development as doing the same thing better: an organization that reaches more people, a company that makes more money. A transformational leader thinks about changing the world, even if only on a small scale.

4.2.1 Elements of transformational leadership

- **Vision:** the transformational leader conceives of leadership as helping people to create a common vision and then to pursue that vision until it's realized. She elicits that vision from the needs and aspirations of others, gives it form, and sets it up as a goal to strive for. The vision is not hers: it is a shared vision that each person sees as his/her own. The conception behind transformational leadership is thus providing and working toward a vision,
- **Communicate the vision:** Transformational leaders are able to communicate meaning and elevate the importance of the visionary goal to the employees. They frame a message around a great purpose with an emotional appeal that captivates employees and other operational stakeholders.

- **Modeling the vision:** Transformational leaders not only talk about a vision, they enact it. They “walk the talk” by stepping outside the executive suit and doing things, that symbolizes the vision. Walking the talk is important because employees and other stakeholders are executive watchers who look for behavior to symbolize values and expectations. The more consistent the behaviors of the leader with his/her statements are, the more employees will believe and follow these statements. Modeling the vision is based on “watch what I do, not what I say.”
- **Build commitment:** Transforming a vision into reality requires employee commitment and involvement. Transformational leaders build this commitment in several ways. Leaders' words, symbols, stories, build a contagious enthusiasm that energizes people to adopt the vision as their own. Leaders demonstrate “a can do” attitude by enacting their vision and staying on course. Their persistence and consistency reflect an image of honesty, trust and integrity.
- **Empowerment:** Transformational leaders build commitment by empowering and involving employees in process of shaping organization’s vision. The job of the transformational leader is not simply to provide inspiration and then disappear. It is to be there, day after day, convincing people that the vision is reachable, renewing their commitment, priming their enthusiasm. Transformational leaders work harder than anyone else, and, in the words of a spiritual, "keep their eyes on the prize".

4.3 Servant Leadership

Servant leaders are people who use leadership as a means to help others, instead of as a way to gain personal power. These people come to leadership because they want to serve others better.

Robert Greenleaf, in his essay ‘The Servant as Leader’, puts it this way: "It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant--first to make sure that other people's highest priority needs are being served."

Servant leaders, in their service, believe that they can do the most good by accepting the responsibilities and possibilities of leadership. The people who become leaders out of a desire to serve more effectively are called servant leaders.

4.3.1 Qualities of the servant leader

Servant leaders emphasize some of the following ideas and actions.

- **The servant leader believes her/himself "first among equals."** This idea is at the very core of servant leadership. A servant leader does not consider her/himself above those he leads. Rather, he is *primus inter pares* from Latin, meaning "first among equals." That is, he sees those he leads as peers to teach and to learn from. He is willing to lead others in order to reach an agreed upon goal, but he doesn't believe that being the leader makes him better than others.

The servant leader is a team builder. She/he will draw on the strengths of followers, and be a follower herself/himself when appropriate. Such a leader doesn't lead by decree or dictate. Instead, he or she leads by allowing everyone to do what he or she does well.

The style of guidance of servant leader--where people, as equals, are able to voice their concerns and work to their potential--is not a heavy weight on followers. Instead, the servant leader shares burdens and benefits equally with these peers. Everyone involved benefits.

- **The servant leader uses power honestly.** A servant leader uses leadership and power legitimately, for the good of the people he or she serves. The leader sees leadership as a means to obtain the general good, not as a desired personal end.

For those of us watching people in power, the difference is very clear. We don't look up to the lone leader who uses his muscle and brags of his brawn, nor to the politician who uses polished talk and brags of his skill. We look up

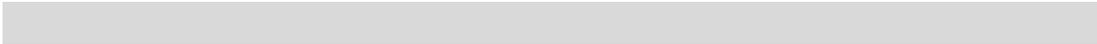
to the 'Mother Theresa's' and the Nelson Mandela's of the world: they are servant leaders who have filled their positions with integrity.

- **The servant leader understands the importance of day-to-day details.** A servant leader is not a person of "The Great Talk." only. Great speeches make up a very small portion of leadership, and their need is even smaller for a servant leader. Being a servant leader is more about the one-on-one discussions and in taking care of the everyday details.
- **The servant leader listens to and cares for his or her constituents.** Servant leaders are willing to take the time to listen to what others have to say. In fact, they are more than willing--they actively seek out the opinions and ideas of these followers. This is of top importance to the servant leader. The servant leader is not closed-minded. She/he listens and learns from her/his constituents. She/he is open to improvement. Therefore, if she/he is convinced that the other is right, he will gracefully accede to the other's suggestion.

Listening is innate to the servant leader--caring about others is a part of who they are. They can use that skill and learn from their followers; they aren't only teachers.

- **The servant leader involves others and helps people get what they want.** The servant leader cares about people; and so she/he will naturally find out what they want, and help them to get it. A servant leader knows--and uses--the language of his constituents.
- **The servant leader stretches his or her constituents.** While, the servant leader starts where people are, he doesn't stop there. Instead, the servant leader helps others see the potential that exists. A servant leader helps people to do things they didn't know they could. He/she sits down with his/her constituents to set goals that are both feasible and challenging.
- **The servant leader promotes teamwork and inspires others to service.** Finally, a servant leader knows she/he can't do it all alone--and frankly, she/he wouldn't want to if she/he could. A servant leader wants to work with and for

others. To do so, then, the leader must be able to inspire those she/he serves to serve others.

- **A servant leader adapts to fit the situation.** A servant leader gauges each situation and responds to each individually. When appropriate, she/he will pass over the reins to someone whose leadership style is more appropriate to the situation--she/he works with people's strengths. A good leader understands when she/he is not necessarily the best person for the job; she/he knows her/his strengths as well as weaknesses, and can gracefully pass on opportunities best suited to other individuals.
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Module four

5 Leadership and Power

To exercise influence, a leader must have power, the potential or ability to influence decisions and control resources. Power is the ability to influence others and to resist the influence of others. It is a relation among social actors in which one actor “A” can get another social actor “B”, to do something that “B” would not otherwise have done. Hence, power is recognized as the ability of those who possess power to bring about the outcomes they desire. The basic prerequisite of power is that one party believes that he or she is dependent on the other for something of value. Effective leaders use power appropriately, and know when and how to be directive and when to delegate. At the same time, they know how to be consultants, providing guidance instead of issuing commands.

5.1 Sources of Power

There are different sources of power including reward power, coercive power, legitimate power, expert power and referent power.

- **Reward power:** People comply with the wishes of or directives of another because it produces positive benefits; therefore, one who can distribute rewards that others view as valuable will have power over them. These rewards can be anything such as money, promotions, interesting work assignments, friendly colleagues, important information and preferred work shift or sales territory.
- **Coercive power:** It is power that is dependent on fear. This is the power to force someone to do something against his or her will. It rests on the application or threat of physical sanctions such as the infliction of pain, the generation of frustration through restriction of movement, or he controlling by force of basic physiological or safety needs. In organizations it includes, withholding money, dismissal, suspension or demote etc.
- **Legitimate power:** This is power that emanates from the structural position of formal organization. It represents the power a person receives as a result of

his or her position in the formal hierarch of an organization. It includes acceptance by members of an organization of the authority of the organization. Legitimate power is that which is invested in a role. President, police officers, supervisors and managers all have legitimate power. When superiors either fall from power or move onto other things, it can be a puzzling surprise that people who used to fawn at their feet no long do so.

- **Expert Power:** Is influence wielded as a result of expertise, special skill, or knowledge that the leader has. When a leader has knowledge and skill that someone else requires, then he has Expert power. This is a very common form of power and is the basis for a very large proportion of human collaboration, including most companies where the principle of specialization allows large and complex enterprises to be undertaken.
- **Referent Power:** It develops out of admiration of another person and a desire to be like that person. If you admire someone to the point modeling your behavior and attitudes after him or her, this person possess referent power over you. Referent power explains why celebrities are paid millions of dollars to indorse products in commercials.

Module Five

6 Gender and Leadership

Do women lead differently than men? This question has captured the interest of many organizational behavior scholars. It is the subject of ongoing public debate as more women enter leadership roles at work. Many people see a difference, but others do not think gender is a factor in leadership.

6.1 Gender-related stereotypes of transformational and transactional leadership

Considerable research has been conducted both on actual leadership style differences between men and women and on gender stereotypes in the leadership domain. These issues continue to have considerable relevance, because despite years of training and education on diversity issues, there remains a dearth of women at executive levels of organizations (U.S. Department of Labor, 1992). Most researches examine two general explanations for this phenomenon. First, there may be actual differences in the leadership behaviors exhibited by men and women. This line of thinking suggests that effective leadership behaviors are exhibited by members of one gender more than members of the other gender are. Historically, effective leadership behaviors have been associated with men more than women have. Second, there may be stereotypes associated with effective leadership that preclude many women from being considered for promotion and/or career development opportunities, because women do not fit a leadership stereotype (Heilman, Block, Martell, & Simon, 1989).

6.2 Gender Differences in Observed Leadership Styles

Several studies have investigated differences between the leadership styles of men and women. Eagly and Johnson (1990), in their meta-analytic review of these studies, concluded that women were found to lead in a more interpersonally oriented leadership style and men were found to lead in a more task-oriented style, but only in laboratory experiments and research that assessed the leadership style of people in field settings not within organizations. However, this difference was not found in organizational studies

comparing occupants of the same managerial role. Women, however, were rated as more democratic or participative while men were rated as more autocratic or directive, and this difference was not moderated by type of study. The literature summarized in Eagly and Johnson's (1990) review focused on differences between men and women in consideration and initiating structure styles and in participative versus democratic leadership styles. However, over the last two decades, considerable attention has been devoted to transformational and transactional leadership (Bass, 1985; Burns, 1978).

Several writers argue that women have an interactive style that includes more people oriented, and participative leadership. They suggest that women are more relationship oriented, cooperative nurturing, and emotional in their leadership roles. They further assert that these qualities make women particularly well suited to leadership roles at a time when companies are adapting a stronger emphasis on team and employee involvement. Some say that male are task oriented whereas, female are people oriented leadership. One leadership style that women do adopt more readily than their male counterpart is employee involvement. Scholars explain that women are more participatory than men are and better in interpersonal relationship.

The evidence suggests two conclusions. First, the similarities between men and women outweigh the differences. Second, women prefer a more democratic leadership style, while men are more directives. Some studies show differences in male preferences in leadership.

According to Burns (1978), transforming leadership occurs when a leader engages with a follower in such a way that both parties are raised to higher levels of motivation and morality with a common purpose. Transformational leadership was later conceptualized as leadership that raises levels of awareness about the importance and value of designated outcomes and promotes development and vision in subordinates (Bass, 1985). Transformational leaders exhibit charisma, use symbols to focus employee efforts, encourage followers to question their own way of doing things, and treat followers differently but equitably based on follower needs (Bass & Avolio, 1993).

Transactional leadership, in contrast, is a set of leadership behaviors that emphasizes exchanges or bargains between manager and follower, and focuses on how current needs of subordinates can be fulfilled. These exchanges can be economic, political, or psychological in nature; the primary characteristic that distinguishes transactional from transformational leadership is that there is no enduring purpose that holds leaders and followers together (Burns, 1978). Transactional behaviors include contingent reward, which involves an interaction between leader and subordinate based on exchange of resources, and management-by-exception, in which leaders intervene only when problems emerge (Bass & Avolio, 1993). Most leaders engage in both transactional and transformational leadership behaviors, but do so in differing amounts (Bass, 1985). Transformational and transactional leadership, then, are viewed as augmenting the traditionally researched leadership styles of initiating structure and consideration (Bass & Avolio, 1993; Seltzer & Bass, 1990).

Though the review by Eagly and Johnson (1990) did not include studies of transformational and transactional leadership, some subsequent studies have shown gender differences in these styles of leadership. In a sample of middle to upper level managers in Fortune 500 high-tech industrial firms, Bass and Avolio (1992) found that female managers were rated as more transformational than male managers by both male and female subordinates. Differences were also found for transactional leadership: female managers were rated as exhibiting significantly more contingent reward behaviors and fewer management-by-exception behaviors, than male managers.

Similar results were obtained by Druskat (1994), who studied evaluations of female leaders in all-female religious orders and evaluations of male leaders in all-male religious orders in the Roman Catholic Church. Female leaders were evaluated as being more transformational by female subordinates than male leaders who were evaluated by male subordinates. Female leaders were also rated as exhibiting fewer management-by-

exception behaviors by their female subordinates than male leaders as evaluated by their male subordinates.

6.3 Women vs. men: which make better leaders?

Researchers long have suggested that women employ a different leadership style from men. In addition, even though women make up a small fraction of CEOs at the largest corporations in the Ethiopia and beyond, their leadership style might actually be more effective than men's.

Female preferences

1. More participatory
2. More adoptive
3. To be transformational
4. To use an 'interactive' style
5. To share power and information
6. To use personal power
7. To try to enhance people's self-worth
8. Try to make people feel they are part of the organisation

Male preferences

1. Less participatory
2. Less adoptive
3. To be more transactional
4. To use formal power
5. To 'guard' information

Module Six

7 Work culture and leadership

7.1 Culture defined

Management is getting things done through (other) people. This is true the world over. In order to achieve this, one has to know the things to be done and the people who to have to do them. Understanding people means understanding their background, from which present and future behavior can be predicted. Their background has provided them with a certain culture- ‘the programming of the mind which distinguishes the members of one category of people from another’.

Culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization, which operate unconsciously and define in a basic ‘taken for granted’ fashion an organization's view of its self and its environment” (*Edgar Schein*). The ‘category of people can be a nation, region, or ethnic group (national, etc. culture), women versus men (gender culture), old versus young (age group and generation culture), a social class, a profession or occupation (occupational culture), or even a family.

7.2 Cultural diversity

The subject of cultural diversity in the work place is highly sensitive and offers a variety of challenges and opportunities to managers. Effective management of a culturally diverse work force can mean changes to the working environment, including making a variety of amendments to the current rules and regulations; it also implies the sharing of power and decision making.

What is Cultural Diversity?

- ◆ Cultural diversity reflects the characteristics that may make one individual culturally different from another.
- ◆ Cultural differences involve patterns of life styles, values, beliefs, ideals, and practices.
- ◆ Cultural diversity includes differences in race, ethnicity, national origin, language and religion.

- ◆ The extent of cultural diversity in a given situation depends on the differences of views held about the world, verbal and non-verbal codes of social behavior, communication styles and expectation of those interacting

Attitude formation

- ◆ Feeling uncomfortable with people who are different and acquiring negative values about them often begins in childhood from a variety of sources, including the family, peers, the community, the school, and the media.
- ◆ It is important for individuals to reflect on their childhood experiences as these will have influenced later attitudes held in adult life.

The negative attitudes towards other culture which are formed during childhood could lead to a lack of appreciation of other cultures. The attitudes developed in childhood may be transferred in latter life in to negative attitudes and behavior in the workplace towards colleagues of different cultural backgrounds. The experience could result in:

- Inability to communicate effectively with people from different cultural backgrounds
- Feeling comfortable only with people of one's own cultural background
- Recruiting and promoting in one's own image- 'cloning'
- Undermining staff from cultures other than one's own
- Avoiding or excluding staff perceived to be culturally different and hence inferior
- Rejecting the principles of valuing differences
- Continued insistence on assimilation
- The possibility that colleagues of different cultural backgrounds may be considered less intelligent and less competent.

No organization can achieve excellence if workers either ignore, perceive as incompetent, or are intolerant of colleagues coming from different cultural backgrounds. This attitude could be carried into their contact with customers with detrimental impact on customer relations and possible loss of business.

7.3 *The harmonious work place*

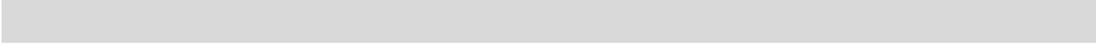
- Organizations should make the greatest possible use of the human resource available them.
- This can only happen in an atmosphere of mutual respect, when all staff benefit from a broader range of experience and view points.
- The result is a more flexible and effective use of staff and, if a diverse work force reflects the organization's market, it can become a more informed, adaptable and productive operation which is closer to the customer and has a competitive edge over less responsive rivals.
- Only when the corporate culture is perceived to respond to the different needs will individuals from minority cultures be willing to stay and feel that they can succeed.

A multicultural leader is a leader with the skills and attitudes to relate effectively to and motivate people across race, gender, age, social attitudes, and lifestyles. To influence, motivate, and inspire cultural diverse people, the leader must be aware of overt and subtle cultural differences. Such culturally based differences are generalizations, but the functions as starting points in the leader's attempt to lead a person from another culture.

Few successful businesses or organizations now work with people from only one culture. At the shallowest level, most Western businesses (even those based in one location) employ people from many cultural backgrounds. At a deeper level, the impact of globalization and cost differences between regions means that many companies either outsource parts of their business or are outsourcing partners for other businesses.

Because of this, leaders in the 21st Century need to be adept at managing people of different cultures. They need to be able to grasp the essence of each culture quickly, because culture is so important in shaping customer or employee behavior. And leaders must learn to shape culture (at least that in their own organizations) so that it is positive, and aligned with the direction the organization is taking. To do any less means that they will fail to get the best from the individuals with whom they work, and will not be able to draw on the strengths that different cultures offer.

Culture operates at different levels. At one level, individuals are shaped by their ethnic, racial, religious and national backgrounds. At another, they are influenced by the standards, ideals values and experience of their teams. In addition, at yet another level, they are shaped by the culture of their organization. Culture is complex and multi-faceted.



Module Seven

8 Decision making and leadership

8.1 Introduction

You probably agree that decision making is a part of everyday life. The fact that you attend this training on leadership is the product of your decision to be part against other alternative available to you. Whether you are at some meeting or in the playground, you are almost constantly making decisions, sometimes working on several at the same time. These may be minor or major, but some of these might have proved to be effective decisions viz. appropriate, timely and acceptable. Some of your decisions might have been wrong, but you knew that there was something worse than a few wrong decisions and that was indecisions.

Making decisions has been identified as one of the primary responsibility of any leader. Decisions may involve allocating resources, appointing people, investing capital, introducing new products. If resources like men, money, machines, materials, time and space were abundant, clearly any planning would be unnecessary. But, typically, resources are scarce and so there is a need for planning. Decisions making is at the core of all planned activities. We can ill afford to waste scarce resources by making too many wrong decisions or by remaining indecisions for too long a time.

8.2 Definition

Decision making is a response to a situation requiring a choice. It is surrender. Decision-making is a conscious and human process involving both individual and social phenomena based upon factual and value premises, which lead to the choice of one behavioral activity from among one or more alternatives with the intention of moving towards some state of affairs. It means to reduce the number of alternatives, know the consequence of each alternative, and select the best out of the available alternatives.

Problem solving is a process in which we perceive and resolve a gap between a present situation and a desired goal, with the path to the goal blocked by known or unknown

obstacles. In general, the situation is one not previously encountered, or where at least a specific solution from past experiences is not known. In contrast, decision making is a selection process where one of two or more possible solutions is chosen to reach a desired goal. The steps in both problem solving and decision making are quite similar. In fact, the terms are sometimes used interchangeably.

A problem is decided by purposes. If someone wants money, and when he or she has little money, he or she has a problem. Nevertheless, if someone does not want money, little money is not a problem.

For example, manufacturing managers are usually evaluated with line-operation rate, which is shown as a percentage of operated hours to potential total operation hours. Therefore manufacturing managers sometimes operate lines without orders from their sales division. This operation may produce more than demand and make excessive inventories. The excessive inventories may be a problem for general managers. However, for the manufacturing managers, the excessive inventories may not be a problem.

8.3 Types of decision

Most of managers' decision falls in to one of two categories:

- Programmed decision
- None programmed decisions

Programmed decision: - is a decision which is fairly structured or recurred with some frequency (or both). They are typically handled through structured or bureaucratic techniques (standard operating procedures).

None programmed decisions: - a decision that is relatively unstructured and occurs much less often than a programmed decision. Most important decisions made in organizations are non-programmed in nature. These kinds of decisions are made by mangers using available information and their own judgment.

8.4 Decision making conditions

Since there are different types of decision there are also different conditions in which decisions made.

Decision making under certainty:- when the decision maker knows with reasonable certainty what the alternatives are and what conditions are associated with each alternative, a state of certainty exists.

Decision making under risk:- a more common decision making condition is a state of risk .under a state of risk , the availability of each alternative and its potential pay offs and costs are all associated with probability estimates. A decision is made under conditions of risk when a single action may result in more than one potential outcome, but the relative probability of each outcome is known. When making decision under a state of risk, managers must accurately determine the probabilities associated with each alternative.

Decision making under uncertainty: - Most of the major decision making in contemporary organization is done under a state of uncertainty. The decision maker does not know all the alternatives, the risks associated with each, or the likely consequences of each alternative. The decisions to be made under condition of uncertainty are unquestionably the most difficult one. In such situations a manager has no knowledge whatsoever on which to estimate the likely occurrence of various alternatives. Decisions under uncertainty generally occur in cases where no historical data are available from which to infer probabilities or in instances which are so novel and complex that it is impossible to make comparative judgment. Most major decisions in organizations today are made a state of uncertainty, managers making decisions in these circumstances must be sure to learn as much as possible about the situation and approach the decision from a logical and rational perspectives.

8.5 Decision making steps

Most models of problem solving and decision making include the following phases:

1) Define the problem

a. *Defining the problem: (with input from yourself and others)*

Ask yourself and others, the following questions:

- a. What can you *see* that causes you to think there's a problem?
- b. Where was it happening?
- c. How was it happening?
- d. When was it happening?
- e. With whom was it happening? (HINT: Don't jump to "Who is causing the problem?")
- f. Why was it happening?
- g. Write down a five-sentence description of the problem in terms of "The following is happening and should be: ..." As much as possible, be specific in your description, including what is happening, where, how, with whom and why.

b. *Defining complex problems:*

- a. if the problem still seems overwhelming, break it down by repeating steps a-f until you have descriptions of several related problems.

c. *Verifying your understanding of the problems:*

- a. it helps a great deal to verify your problem analysis for conferring with a peer or someone else.

d. *Prioritize the problems:*

- a. if you discover that you are looking at several related problems, and then prioritize which ones you should address first.
- b. Note the difference between "important" and "urgent" problems. Often, what we consider to be important problems to consider are really just urgent problems. Important problems deserve more attention. For example, if you're continually answering "urgent" phone calls, then you've probably got a more "important" problem and that's to design a system that screens and prioritizes your phone calls.

e. ***Understand your role in the problem:***

a. your role in the problem can greatly influence how you perceive the role of others. For example, if you're very stressed out, it'll probably look like others are, too, or, you may resort too quickly to blaming and reprimanding others.

Alternatively, you are feeling very guilty about your role in the problem; you may ignore the accountabilities of others.

2) Look at potential causes for the problem

a. It's amazing how much you don't know about what you don't know. Therefore, in this phase, it's critical to get input from other people who notice the problem and who are affected by it.

b. It's often useful to collect input from other individuals one at a time (at least at first). Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems.

c. Write down what your opinions and what you've heard from others.

d. Regarding what you think might be performance problems associated with an employee; it's often useful to seek advice from a peer or your supervisor in order to verify your impression of the problem.

e. Write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why.

3. Identify alternatives for approaches to resolve the problem

At this point, it's useful to keep others involved (unless you're facing a personal and/or employee performance problem). Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, and then screening them to find the best idea. It's critical when collecting the ideas to not pass any judgment on the ideas -- just write them down as you hear them. (A wonderful set of skills used to identify the underlying cause of issues is Systems Thinking.)

4. Select an approach to resolve the problem

When selecting the best approach, consider:

a. which approach is the most likely to solve the problem for the long term?

- b. Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- c. What is the extent of risk associated with each alternative?

5. Plan the implementation of the best alternative (this is your action plan)

- a. carefully consider "What will the situation look like when the problem is solved?"
- b. What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure? Don't resort to solutions where someone is "just going to try harder".
- c. How will you know if the steps are being followed or not? (These are your indicators of the success of your plan)
- d. What resources will you need in terms of people, money and facilities?
- e. How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success.
- f. Who will primarily be responsible for ensuring implementation of the plan?
- g. Write down the answers to the above questions and consider this as your action plan.
- h. Communicate the plan to those who will be involved in implementing it and, at least, to your immediate supervisor.

6. Monitor implementation of the plan

Monitor the indicators of success:

- a. Are you seeing what you would expect from the indicators?
- b. Will the plan be done according to schedule?
- c. If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

7. Verify if the problem has been resolved or not

one of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider:

- a. What changes should be made to avoid this type of problem in the future? Consider changes to policies and procedures, training, etc.
 - b. lastly, consider "What did you learn from this problem solving?" Consider new knowledge, understanding and/or skills.
 - c. Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.
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Module Eight

9 Ethics in leadership

We know that leadership in general is about many things – such as, vision, principle and integrity. Leadership is especially about the power to motivate others through words and deeds. In addition, ethical leadership is about ethically motivating others in ethical directions. Obviously, ethical leadership is a complex matter and difficult to give straight answer which can satisfy to all stakeholders.

Ethical leadership is knowing your core values and having the courage to live them in all parts of your life in service of the common good. Ethical leader is a person who acts with integrity.

Below are some reflections questions to ask on your personal journey toward ethical leadership:

- Will you be the same person at work? At home? In the community?
- Will you have the courage to live out your values when there is pressure to compromise or rationalize?
- How do your values contribute to the common good?

9.1 Characteristics of an ethical leader

In today's turbulent world, ethics and values are present at a number of levels for leaders who devote their time and energy to leading the process of value creation. This broader concept of ethical leadership empowers leaders to incorporate and be explicit about their own values and ethics. The following list provides a framework for developing ethical leadership. These characteristics are written from the perspective of the leader; these ten facets of ethical leaders offer a way to understand ethical leadership that is more complex and more useful than just a matter of “good character and values.”

9.1.1 Articulate and embody the purpose and values of the organization.

It is important for leaders to tell a compelling and morally rich story, but ethical leaders must also embody and live the story. This is a difficult task in today's business

environment where everyone lives in a fishbowl—on public display. So many political leaders fail to embody the high-minded stories they tell at election time, and more recently, business leaders have become the focus of similar criticism through the revelations of numerous scandals and bad behaviors.

9.1.2 Focus on organizational success rather than on personal ego.

Ethical leaders understand their place within the larger network of constituents and stakeholders. It is not about the leader as an individual, it is about something bigger—the goals and dreams of the organization. Ethical leaders also recognize that value is in the success of people in the organization.

9.1.3 Find the best people and develop them.

This task is fairly standard in different models of leadership. Ethical leaders pay special attention to finding and developing the best people precisely because they see it as a moral imperative—helping them to lead better lives that create more value for themselves and for others. Finding the best people involves taking ethics and character into account in the selection process.

9.1.4 Create a living conversation about ethics, values and the creation of value for stakeholders.

Too often business executives think that having a laminated “values card” in their wallet or having a purely compliance approach to ethics has solved the “ethics problem.” Suffice it to say that Enron and other troubled companies had these systems in place. What they didn’t have was a conversation across all levels of the business where the basics of value creation, stakeholder principles and societal expectations were routinely discussed and debated. There is a fallacy that values and ethics are the “soft, squishy” part of management. Nothing could be further from the truth.

In organizations that have a live conversation about ethics and values, people hold each other responsible and accountable about whether they are really living the values. In addition, they expect the leaders of the organization to do the same. Bringing such a conversation to life means that people must have knowledge of alternatives, must choose every day to stay with the organization and its purpose because it is important and

inspires them. Making a strong commitment to bringing this conversation to life is essential to do if one is to lead ethically.

9.1.5 Create mechanisms of dissent.

Many leaders don't realize how powerful they are simply by virtue of their positions. Psychologists such as Stanley Milgram have long ago demonstrated that most of the time people will obey what they perceive to be legitimate authority, even if there is no cost for disobedience. To avoid this "Authority Trap" it is critical to have an established and explicit way for employees to "push back" if someone thinks that a particular market, region, or internal process is out of line.

This needs to be made part of the organizational culture, not just a line item in a compliance program document. Some companies have used anonymous e-mail and telephone processes to give employees a way around the levels of management that inevitably spring up as barriers in large organizations. Many leaders also have used "skip level" meetings where they go down multiple levels in the organization to get a more realistic view of what is actually going on.

In a company that takes its purpose or values seriously, there must be mechanisms of pushing back to avoid the values becoming stale and dead. Indeed, many of the current organizational scandals could have been prevented if only there were more creative ways for people to express their dissatisfaction with the actions of some of their leaders and others in the companies. The process of developing these mechanisms of dissent will vary by company, by leadership style, and by culture, but it is a crucial leadership task for value creation in today's business world.

9.1.6 Take a charitable understanding of others' values.

Ethical leaders can understand why different people make different choices, but still have a strong grasp on what they would do and why. Following twenty-seven years in South African prisons, Nelson Mandela was still able to see the good in his jailers. After one particularly vicious jailer was being transferred away from Robbins Island because of Mandela's protest and push back, the jailer turned to Mandela and stated "I just want to wish you people good luck." Mandela interpreted this statement charitably as a sign that all people had some good within them, even those caught up in an evil system. Mandela felt that it was his responsibility to see this good in people and to try and bring it out. One CEO suggested that instead of seeing ethical leadership as

preventing people from doing the wrong thing, we need to view it as enabling people to do the right thing.

9.1.7 Make tough calls while being imaginative.

Ethical leaders inevitably have to make a lot of difficult decisions, from reorienting the company's strategy and basic value proposition to making individual personnel decisions such as working with employees exiting the organization. Ethical leaders do not attempt to avoid difficult decisions by using an excuse of "I'm doing this for the business." The ethical leader consistently unites "doing the right thing" and "doing the right thing for the business."

The idea that "ethical leadership" is just "being nice" is far from the truth. Often, exercising "moral imagination" is the most important task. Mohammed Yunus founded the Grameen Bank on such moral imagination. By taking the standard banking practice of only lending to people with collateral, and turning it on its head, Yunus spawned an industry of micro-lending to the poor.

The Grameen Bank's motto is that poverty belongs in a museum. In addition to having one of the highest loan repayment rates in the banking industry, the bank's program of lending to poor women in Bangladesh to start businesses has helped millions of them to be able to feed themselves.

9.1.8 Know the limits of the values and ethical principles they live.

All values have limits, particular spheres in which they do not work as well as others. The limits for certain values, for instance, may be related to the context or the audience in which they are being used. Ethical leaders have an acute sense of the limits of the values they live and are prepared with solid reasons to defend their chosen course of action. Problems can arise when managers do not understand the limits of certain values.

As an example, one issue common to the recent business scandals was that managers and executives did not understand the limits of "putting shareholders first." Attempts to artificially keep stock prices high—without creating any lasting value for customers and other stakeholders—can border on fanaticism rather than good judgment. Ethics is no different from any other part of our lives: there is no substitute for good judgment, sound advice, practical sense, and conversations with those affected by our actions.

9.1.9 Frame actions in ethical terms.

Ethical leaders see their leadership as a fully ethical task. This entails taking seriously the rights claims of others, considering the effects of one's actions on others (stakeholders), and understanding how acting or leading in a certain way will have effects on one's character and the character of others. There is nothing amoral about ethical leaders, and they recognize that their own values may sometimes turn out to be a poor guidepost.

The ethical leader takes responsibility for using sound moral judgment. Nevertheless, there is a caution here, it is easy to frame actions in ethical terms and be perceived as "righteous." Many have the view that ethics is about universal, inviolable principles that are carved into stone. We need to start with principles and values, and then work hard to figure out how they can be applied in today's complex global business environment.

Principles, values, cultures, and individual differences often conflict. Ethical leadership requires an attitude of humility rather than righteousness: a commitment to one's own principles, and at the same time, openness to learning and to having conversations with others who may have a different way of seeing the world. Ethics is best viewed as an open conversation about those values and issues that are most important to us and to our business. It is a continual discovery and reaffirmation of our own principles and values, and a realization that we can improve through encountering new ideas.

9.1.10 Connect the basic value proposition to stakeholder support and societal legitimacy.

The ethical leader must think in terms of enterprise strategy, not separating "the business" from "the ethics." Linking the basic *reason* of the enterprise with the way that value gets created and society's expectations is a gargantuan task. However, the ethical leader never hides behind the excuse of "It's just business."

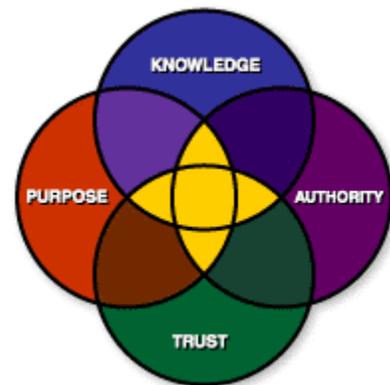
Ethical leadership is about "raising the bar," helping people to realize their hopes and dreams, creating value for stakeholders, and doing these tasks with the intensity and importance that "ethics" connotes. That said there must be room for mistakes, for humor, and for a humanity that is sometimes missing in our current leaders. Ethical leaders are ordinary people who are living their lives as examples of making the world a better place. Ethical leaders speak to us about our identity, what we are and what we can become, how we live and how we could live better.

9.2 The role of Leadership in Organizational Integrity, and five modes of Ethical Leadership

9.2.1 Components of Ethical Leadership

Ethical leadership begins with the way leaders perceive and conceptualize the world around them. Ethical leadership, organizational ethics, and social responsibility are inseparable concepts. They are developing concepts, to be sure, but inseparable. How ethical leaders relate to and come to understand the world around them involves judgment and action. These can be developed. In sum, the leader's role is to guide the human potential of the organization's stakeholders to achieve organizational aspirations in ways that liberate rather constrain their imaginations and judgment.

Ethical leadership must, then, be effective, efficient, and excellent if it is not to waste human potential. It is not enough to be ethical in one's individual actions to be an ethical leader. To be effective, efficient, and excellent, four components of ethical leadership must be understood and developed: purpose, knowledge, authority, and trust.



The relationship between these four components can be visualized as interrelated components, as described in the figure opposite. Attention to any one component alone is incomplete and misleading.

- *Purpose*-The ethical leader reasons and acts with organizational purposes firmly in mind. This provides focus and consistency.
- *Knowledge*-The ethical leader has the knowledge to judge and act prudently. This knowledge is found throughout the organization and its environment, but must be shared by those who hold it.
- *Authority*-The ethical leader has the power to make decisions and act, but also recognizes that all those involved and affected must have the authority to contribute what they have toward shared purposes.

- *Trust*-The ethical leader inspires-and is the beneficiary of-trust throughout the organization and its environment. Without trust and knowledge, people are afraid to exercise their authority.

9.2.2 First among Equals, a Word about Purpose

Before we proceed further, let us make the radical claim that all ethics and policy principles and practices are derived from or can be explained by four concepts that lie at the root of applied ethics: shared purpose, informed choice, responsibility, and learning and growth. As a guiding principle, moreover, the first among these four equals is shared purpose. The challenge to applied ethics is to integrate ethics and policy theory and practice to be consistent with them. Is it simplistic to base all applied ethics on just four concepts? It is not because these four concepts reflect the evolved commonalities found among our human natures and support the drives that spur us to action. Consider, for example, why almost everyone values honesty, or would urge that people be, more often than not, honest:

- Purpose and honesty. Purpose gives meaning to our visions of a desired life. If those we deal with are not honest with themselves and others, we can never be sure that our purposes are shared. If purposes are not shared, we will often find, over time, that we are working at cross-purposes and that our efforts have been for naught. Virtually any decision or action can be accurately guided by simply asking, if I do this, will I be contributing to achieving my/our purpose in being?
- Choice and honesty. Choice is the essential activity that defines us as human beings. If those we deal with have not been honest with themselves and others, we may be making choices based upon bad information, or worse, our choices may have been made for us through the dishonesty of others. One is unlikely to achieve one's purpose where the stakeholders in achieving one's vision are not fundamentally honest.
- Responsibility and honesty. Responsibility, in the sense used here, means to be chargeable with being the author, cause, or occasion of something. We have authority to the extent we are the authors of our own lives. If we are the authors of our own lives, we are the cause of them, and responsible for them. If those we deal with have not been honest with themselves and others, they will be unable to

exercise their authority prudently, and we will be unable to fix responsibility for the actions and consequences that affect us. Where authority is not exercised prudently, and we are unable to fix responsibility, we find ourselves in that twilight world where we can count on neither individuals nor communities: where we lose that sense of authorship of our own lives that makes us fully human.

- Learning, growth, and honesty. Learning and growth are how the world evolved; developing the complexity of life and living that permitted human evolution. If those we deal with have not been honest with themselves and others, they cannot have that sense of brutal reality that compels action when reality differs uncomfortably from their visions of a good life. Moreover, they cannot have a realistic sense of the possibilities of human action. Without such an honest grasp of reality, others cannot learn and grow at a pace that leads to the diversity and integration that permits balance and harmony in a complex, evolving world.

9.2.3 Modes of Ethical Leadership:

It is often thought that ethical leadership must be "soft" leadership. Nothing could be further from the truth. Being an ethical leader means applying the right amount of authority in each situation. Sometimes the situation requires leadership that is anything but gentle. Gratuitously tough leadership, however, cannot be maintained for long without developing resentment and cynicism.

It is helpful to think of the ethical leader as exercising authority within five modes or levels of intervention into the judgments and actions of followers:

- *Inspiration*-Setting the example so that other committed members will contribute their fullest capabilities to achieve organizational purposes. (the lowest degree of intervention)
- *Facilitation*-Supporting other committed members, and guiding them where necessary, so that they are able to contribute their capabilities as fully as possible.
- *Persuasion*-Appealing to reason to convince other members to contribute toward achieving organizational purposes.

- *Manipulation*-Offering incentives other than the intrinsic value of contributing to the achievement of organizational purposes, where commitment is lacking.
- *Coercion*-Forcing other members to contribute some degree of their capability where they have little or no commitment to do so on their own. (The highest degree of intervention).

It is also helpful to consider the components of ethical leadership together with the modes of intervention.

Integrating Components and Modes: The leader must employ the authority granted him or her by the organization to achieve the purposes of the organization, all the while recognizing that the knowledge needed to exercise this authority resides throughout the organization and its environment.

He or she must ensure that the purposes of the organization are known and shared, that it has the capacity to support its members' exercising their capabilities, and that communication between managers and other employees is open and honest.

The mode of intervention selected will depend upon the health of the organization and the pressures in its environment.

- The idea is to inspire others as a steward of the vision, values, and excellence of the organization, as reflected in its culture.
- Often persuasion and facilitation are required of otherwise capable and committed members, where they are unsure of their own capability.
- Sometimes even manipulation and coercion are appropriate, where the organization is not healthy and the pressures are intense.

The modes of ethical leadership intervention depend in large part on the organizational culture. If the culture allows the organization to learn and grow within its environment, leadership may be largely inspirational.

If the culture does not support organizational learning and growth within that environment, then manipulative, even coercive, leadership would be necessary. Somewhere in between is leadership that is facilitative or persuasive. In any event, leaders must make their roles as integrity champions larger than life. Otherwise they and their examples will be lost in the pressures of day-to-day life. They must speak in terms of vision, values, and integrity. In addition, when the leader is not involved in a part of the organization's business, he or she must know who speaks for values and integrity.

Moreover, the style of ethical leadership will vary with the degree to which it reflects the

Organizational Culture and the urgency of its situation in the environment.

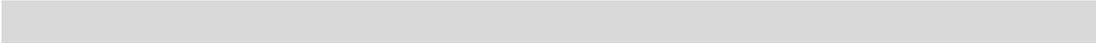
- In its least demanding sense, ethical leadership is a stewardship that preserves the aspirations and culture of the organization.
- In its most demanding sense, it scans the community, develops, and communicates organizational aspirations: the organization's core purpose, core values, and vision of a desired future and persuades, manipulates, and coerces its stakeholders to comply until the culture has adapted.
- In between these extremes, ethical leadership balances (1) achieving the organizational aspirations that are realistically attainable at this time with (2) developing the organizational culture over time.

Different styles of leadership are necessary to maintain or implement change in the organizational culture that is optimal for it to survive and thrive within the organization's context. The specific culture required, and the challenges it must face, will be suggested by the nature of its essential social responsibility and dynamics of its larger community. There is no "one-size-fits-all" style of leadership for all organizations. For that matter, there is no such style for any one organization at all points in its organizational life.

Ethical leadership addresses the components of leadership through the mode appropriate to the occasion. These components are dynamic; they are systemic and fluid. Achieving organizational purpose through coercion, for example, where seen as an illegitimate exercise of authority, results in employees withholding information and the deterioration

of trust. Trusting in the exercise of authority where knowledge is not captured and shared is blind.

The appropriate leadership style, then, depends upon the ethical context of the organization, its organizational culture, and the situation it finds itself in at any point in its organizational life. The specific organizational culture required, and the challenges it must face, are a function of its essential social responsibility and the dynamics of its larger community.



Module Nine

10 Team and leadership

10.1 Nature And Definition of Team Work

Before defining the term teamwork, let us see what is the term team means?

Team means a collection of two or more people who:

- Interact with each other,
- Perceive themselves to share some common interests, and
- Come together or are brought together to accomplish certain activity.

If the peoples are not included in these factors, building a team is meaningless or worthless. There different types of teams and for the purpose of this course we focus on work teams.

Therefore teamwork can be defined as individuals working together to accomplish more than what they could do alone. A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable.

A group of people is not a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a goal or completion of a task...it is not just a group for administrative convenience. They are individuals (People) who:-

- Share similar experience
- Have mutual influence
- Are psychologically aware of each other
- Consider themselves as a group/team
- Shared leadership and decision
- Shared job and responsibility by performing many interdependent tasks.
- Evaluate each other's individual and the group's performance
- Rewards based on individual and group performance.

- Have mutual influence

There is also a work team which is established by organization for a specific task or project. Work team is formed of people (usually a small number) with complimentary skills who trust one another and are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable. A real team is committed to working together successfully to achieve high performance.

10.2 Team Versus Group: What is the difference?

Comparing groups and teams

	<u>Work groups</u>	<u>Work teams</u>
Goals	Share information	Collective performance
Synergy	Neutral (sometimes negative)	Positive
Accountability	Individual	Individual and mutual
Skills	Random and varied	Complementary

10.3 Stages of Team Development

Teams have different development stages. Team can not reach maturity overnightly and hence should undergo several stages. The stages are:

Forming

The first stage in group development which is characterized by much uncertainty. Team members attempt to lay the ground rules for what types of behavior are acceptable.

Storming

The second stage in group development which is characterized by intragroup conflict. Hostilities and conflicts arise, and people jockey for position of power and status.

Norming

The third stage in group development which is characterized by close relationship and cohesiveness. Team members agree on their shared goals, and norms.

Performing

The fourth stage in group development which is characterized by when the group is fully functional. The group channels its energies into performing its tasks.

Adjourning stage

The final stage in group development for temporary groups is characterized by concern with wrapping up activities rather than task performance.

Groups terminate when they complete their task or when they disband due to failure and lack of interest.

10.4 Why teams sometimes fail?

Teams do not always work well. Some companies underestimate the difficulties of moving to a team based approach. Teams require training, empowerment, and well managed transition to make them work. Groups may fail to become effective teams unless managers and team members commit to the idea, understand what makes teams work, and implement appropriate practices.

10.5 Characteristics Of Effective Team Work

Effective teams have their own characteristics which distinguish them from unsuccessful ones. The followings are some of the major characteristics:

1. Clear objectives and agreed goals

Group that share common goals are likely to be more cohesive than those that do not. There is no success unless a group knows what to achieve. Therefore, organizational objectives or task objectives should be discussed and agreed

upon by members of the team; otherwise there will be a gap between teams and personal objectives. Therefore, an effective team has to narrow the gap.

How cooperatively and democratically the goals have been set influences how cohesive the group will become. The more the group cooperates and participates in setting goals, the higher the group cohesiveness.

2. Openness and confrontation

To be effective members of team individuals need to be able to:

- State their views
- State their differences of opinion
- State their interests and problems without fear; because no team really works effectively if there is a total dictatorship, Effective team do not avoid delicate or unpleasant issues but they confront them honestly and fairly. Therefore, to improve openness and confrontation managers must improve communication and timely feedback as well as properly manage conflict for their constructive uses.

3. Support and Trust

In any team work if there is a support there is a trust. With trust people can talk freely about their fears and problems and receive from others the help which they need to be more efficient.

However, there are problems in achieving support, because people have different backgrounds, values, expectations and perceptions. They are defensive of their responsibilities and they inhibit agreements, and there is a low level of trust.

3. Co-operation and Conflict

Co-operation among team members should exist for a smooth functioning of their activities. Where there is co-operation, a degree of conflict is there as a

necessary and useful part of organizational life. Conflict should be there, otherwise people will be lazy and it is a score of new ideas.

4. Sound Procedures

Boss-subordinate relationships are sound, each helping the other to perform his role better, and the team feels that it is led in an appropriate way. If the relationship between managers and the subordinate is not so good that effective teamwork just cannot get off the ground.

Where people cannot confide in or trust their manager, where they are fearful of him or where their conversations are on a superficial or trivial level then real team work is unlikely to exist. Essentially team work engenders high quality relationships.

5. Appropriate Leadership

To be a leader, one needs to have determination. It means to be resolute inside and outside with oneself and with others. The first responsibility of a team leader is to define the objective of the task. Accomplishing the objectives is the ultimate test of leadership. Some team leaders rule by fear, get results by shouting, ordering, and threatening; but some are nice and friendly. Anyhow, team leaders' responsibility is to keep team's health, observe, diagnose and treat dissatisfaction, disunity or de-motivation. Therefore, for the effectiveness of the team, the team leader should lead rather than drive.

6. Regular Review

A good team understands not only the team's character and its role in the organization, but it looks at the way team works, how it makes decisions deal with conflicts, etc. Therefore, regular review allows the team to learn from experience and consciously improve team-work.

7. Individual Development

One obvious fact about team is that their effectiveness must in part be a function of individual ability. Individuals are creative; they see opportunities, seize them and make them practical for the benefit of the organization. As a result members of a team have to learn from such individuals for their own skill development and use it for their organizations; managers should also perform the following:

- Arrange for skill development
- Give positive and timely feedback so that team members learn from their mistakes and failures
- Give open and constructive criticisms
- Encourage them to face challenges
- Use feelings and positive forces

8. Sound Inter-group Relations

No matter how well a team exhibits the above characteristics of effective teamwork; its members will be hindered if it lacks good relationships with other groups or individuals. Inter-group relations is important, because positive relations generate more help, easy flow of information and problem solving, resulting less anxiety and ore happiness, and makes working place more enjoyable.

9. Participative Decision making

Teams' functions well when there is participatory and all inclusive decision making are in place. The leader should play significant role in this regard to make sure team member's participation in decision making process.

10. Positive perception of disagreement

Conflicts of ideas is a fact of life and frequently happen in any team what matters most is perceiving the disagreement as positive to the team to come up

with a more feasible solution. Personalizing critics and considering disagreement of members as negative is the major causes of team failure.

10.6 Exercise

10.6.1 Test your Team Cohesiveness

Regardless of the situation or work environment, effective teams demonstrate certain common characteristics. Leaders need to develop these characteristics in their teams. An effective leader makes sure that:

- Team members understand and share the leader's vision.
- Group members respect and ideally like one another.
- Individuals derive satisfaction from being a member of the team.
- Communication is open and all members are encouraged to participate in discussions and, where possible, decision-making.
- The group has a sense of team pride.
- There is little conflict on the team, and when conflict occurs, it is handled using constructive problem-solving techniques.
- Group members are encouraged to cooperate with each other
- Group decision-making and problem-solving are commonly practiced.
- The group learns to work together in a relaxed fashion.
- Team recognition and credit for a good job are freely given.
- Team members understand and share goals, objectives, and mission.

Place a tick next to each characteristic your team demonstrates. Are there any characteristics without tick marks? If so, how do you plan to remedy this?

10.6.2 Self Diagnosis

You have seen characteristics of effective teams. Now it is time to diagnose the current position of your organization, particularly your team in relation to

the characteristics of effective teams. Discuss with your team and assess your real team against the characteristics stated below. Say yes or no and try to justify your response.

Clear objectives and agreed goals

Openness and confrontation

Support and trust

Co-operation and conflict

Sound procedures

Appropriate leadership

Regular review

Individual development

Sound inter-group relationship

Participative decision making

Positive perception of disagreement

10.6.3 Team Performance Assessment

Based on your teamwork experience in your organization, answer the following questions by discussing with your team members.

- What are the current strengths of the team?
- If you could change one thing in order to help the team function more effectively, what would it be?
- If you could discuss one issue in an open way, involving the total team in the discussion, what would that issue be?
- What one practice or norm has the team developed, which keeps the team from functioning better? a norm is an implicit or explicit rule of behavior within the group, for example “ don’t confront conflict”.
- What are the strengths of the team’s leadership?
- What does the leader do that keeps the team from functioning more effectively?

10.6.4 Rate Yourself as an Effective Team Builder

The following attitudes support team building. This scale will help identify your strengths, and determine areas where improvements would be beneficial. Circle the number that best reflects where you fall on the scale. The higher the number, the more the characteristic describes you. When you have finished, total the numbers circled.

1	When I select employees I choose those who can meet the job requirements and work well with others.	7 6 5 4 3 2
2	I give employees a sense of ownership by involving them in goal setting, problem-solving, and productivity improvement activities.	7 6 5 4 3 2
3	I try to provide team spirit by encouraging people to work together and to support one another.	7 6 5 4 3 2

4	I talk with people openly and honestly and encourage the same kind of communication in return	7 6 5 4 3 2
5	I keep agreements with my people	7 6 5 4 3 2
6	I help team members get to know each other so they can learn to trust, respect, and appreciate individual talent and ability	7 6 5 4 3 2
7	I ensure that employees have the required training to do their jobs	7 6 5 4 3 2
8	I understand that conflict within groups is normal, but I work to resolve it quickly and fairly before it can become destructive	7 6 5 4 3 2
9	I believe people will perform as a team when they know what is expected and what benefits they will accrue	7 6 5 4 3 2
10	I am willing to replace members who cannot or will not meet reasonable standards after appropriate coaching	7 6 5 4 3 2

10.6.5 Characteristics of Highly Cohesive Teams

Regardless of the situation or work environment, effective teams demonstrate certain common characteristics. Leaders need to develop these characteristics in their teams. An effective leader makes sure that:

Team members understand and share the leader's vision.

Group members respect and ideally like one another.

Individuals derive satisfaction from being a member of the team.

Communication is open and all members are encouraged to participate in discussions and, where possible, decision-making.

The group has a sense of team pride.

There is little conflict on the team, and when conflict occurs, it is handled using constructive problem-solving techniques.

Group members are encouraged to cooperate with each other

Group decision-making and problem-solving are commonly practiced.

The group learns to work together in a relaxed fashion.

Team recognition and credit for a good job are freely given.

Team members understand and share goals, objectives, and mission.

Place a tick next to each characteristic your team demonstrates. Are there any characteristics without tick marks? If so, how do you plan to remedy this?

10.6.6 What Motivates Your Team?

Below are some factors employees' mentions as motivational. Complete this exercise for yourself and each of your employees. If any additional item motivates you or an employee, add it in the space provided.

Motivator	Motivates Me	Employee A	Employee B	Motivates Employee C	Employee D	Employee E
1) Financial security	_____	_____	_____	_____	_____	_____
2) Individual respect	_____	_____	_____	_____	_____	_____
3) Good work environment	_____	_____	_____	_____	_____	_____
4) Likes fellow employees	_____	_____	_____	_____	_____	_____
5) Promotion possibilities	_____	_____	_____	_____	_____	_____
6) Challenging work	_____	_____	_____	_____	_____	_____
7) Good benefits	_____	_____	_____	_____	_____	_____
8) Believes job is important to organization	_____	_____	_____	_____	_____	_____
9) Management is fair	_____	_____	_____	_____	_____	_____
10) Job encourages creativity	_____	_____	_____	_____	_____	_____
11) Recognition	_____	_____	_____	_____	_____	_____
12) Opportunities for decision making	_____	_____	_____	_____	_____	_____
13) Good feed back because of regular performance plans and ratings	_____	_____	_____	_____	_____	_____
14) Job freedom	_____	_____	_____	_____	_____	_____
15) Opportunity for growth and advancement	_____	_____	_____	_____	_____	_____
16) Manager is hard working, honest, and fair	_____	_____	_____	_____	_____	_____



Module Ten

11 Emotional Intelligence and Leadership

a. What's your Emotional Intelligence at Work? (Self assessment)

For each item below, rate how well you are able to display the ability described. Before responding, try to think of actual situations in which you have had the opportunity to use the ability.

	Very Low Ability	Moderate Ability	Very High Ability		
1. Associate different internal physiological.	1	2	3	4	5
2. Relax when under pressure in situations.	1	2	3	4	5
3. "Gear Up" at will for a task.	1	2	3	4	5
4. I know the impact that your behavior has on others.	1	2	3	4	5
5. Initiate successful resolution of conflict with others.	1	2	3	4	5
6. Calm yourself quickly when angry.	1	2	3	4	5
7. Know when you are becoming angry.	1	2	3	4	5
8. Regroup quickly after a setback.	1	2	3	4	5
9. Recognize when others are distressed.	1	2	3	4	5
10. Build consensus with others.	1	2	3	4	5
11. Know what senses you are currently using.	1	2	3	4	5
12. Use internal "talk" to change your emotional state.	1	2	3	4	5
13. Produce motivation when doing uninteresting work.	1	2	3	4	5
14. Help others manage their emotions.	1	2	3	4	5
15. Make others feel good.	1	2	3	4	5
16. Identify when you experience mood shifts.	1	2	3	4	5
17. Stay calm when you are the target of anger from others.	1	2	3	4	5
18. Stop or change an ineffective habit.	1	2	3	4	5
19. Show empathy to others.	1	2	3	4	5
20. Provide advice and emotional support to others as needed.	1	2	3	4	5
21. Know when you become defensive.	1	2	3	4	5
22. Know when you are thinking negatively and head it off.	1	2	3	4	5
23. Follow your words with actions.	1	2	3	4	5
24. Engage in intimate conversations with others.	1	2	3	4	5
25. Accurately reflect people's feelings back to them.	1	2	3	4	5

Scoring sum or responses to the 25 questions to obtain your overall emotional intelligence score. Your score for self-awareness is the total of question 1, 6, 11, 16 and 21. Your score for managing emotions is the total of questions 2, 7, 12, 17, and 22 your score for motivating oneself is the sum of questions 3, 8, 13, 18, and 23. Your score for empathy is the sum of questions 4, 9, 14, 19, and 24. Your score for social skills are the sum of questions 5, 10, 15, 20, and 25.

Interpretation: this questionnaire provides an indication of your emotional intelligence. If you received a total score of 100 or more, you have high platform of emotional intelligence from which to develop your managerial capability. A score below 50 indicates that you are probably below average in emotional intelligence. For each of the five components of emotional intelligence—self-awareness, managing emotions, motivating oneself, empathy, and social skill — a score above 20 is considered high, while a score below 10 would be considered low.

11.1 What is emotional intelligence?

If you are going to manage yourself successfully then you need to understand the psychological ideas that underpin Emotional Intelligence (EI). These ideas offer all of us the opportunity to take control of our lives and significantly improve their quality. Emotional intelligence is known as a soft skill of people which is the ability of dealing with ones own and others feelings and emotions.

11.2 IQ and other models

For over a hundred years psychologists have defined, measured and used the concept of the Intelligence Quotient (IQ). Such was their success that IQ became the one and only way to define what makes a person intelligent. The key intellectual elements of IQ were:

- linguistic skills
- analytical skills
- spatial orientation
- logical reasoning.

While this approach continued to be influential, it was challenged. It was obvious that many gifted and talented people did not necessarily score well in IQ tests. This did not seem to make sense. From the 1970s onwards, new approaches emerged.

Research findings on emotional intelligence

Most effective leaders alike in one crucial way they all have a high degree of what has come to be known as emotional intelligence.

It is not IQ and technical skills are relevant. They do matter, but mainly as threshold capabilities. That is, they are entry level requirements for executive positions.

The recent research conducted on the field reveals that emotional intelligence /EI/ is the cutting edge of leadership. Without it, a person can have the best training in the world an inclusive, analytical mind, an endless supply of smart ideas, but still will not make a great leader.

There are three capabilities

1. Purely technical skills like accounting and business planning etc.
2. Cognitive abilities like analytical reasoning
3. Competencies demonstrating emotional intelligence /EI/ such as the ability to work with others and effectiveness in leading others.

The research has been conducted on the above three skills to differentiate which skill is the most powerful and applied by leaders that have recorded tremendous result. The research revealed that Emotional Quotient /EQ/ found out to be twice as important as others for job at levels.

The other finding was EQ played an increasingly important role at highest level of company, where differences in technical skills are of negligible importance. In

other words, the higher the rank the more EQ is required for the reason of his/ her effectiveness.

The research also indicated that comparing star performers with the average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to EQ factors rather than cognitive abilities.

The other finding demonstrates that company's success and EQ is directly linked.

11.3 Elements of Emotional Intelligence

In 1990, Dr Peter Salovey and Dr John Mayer published two articles on the subject of emotional qualities and capabilities. They provided the first formal definition of emotional intelligence and provide the first demonstration that certain ability tasks could be used to measure this concept.

'Emotional Intelligence involves: the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feeling when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth' (Mayer & Salovey, 1997) .

EI is the ability to manage ourselves and our relationships effectively consists of four fundamental capabilities, self Awareness, Self management (self control), Social Awareness and Social Skills. Each capability, in turn, is composed of specific seat competencies. Below is a list of capabilities and their corresponding traits.

Self Awareness	Self Management	Social Awareness	Social Skill
<ul style="list-style-type: none"> - Emotional self-awareness: the ability to read and understand your emotions as well as recognize their impact on work performance, relationships and the like. - Accurate self-assessment: a realistic evaluation of your strength and limitations. - Self confidence: a strong and positive sense of own worth 	<ul style="list-style-type: none"> - Self-control: the ability to keep disruptive emotions and impulses under control. - Trustworthiness: a consistent display of honesty and integrity. - Conscientiousness : the ability to manage yourself and your responsibilities - Adaptability: it is the ability of adjusting to changing situations and overcoming obstacles. - Initiative: a readiness to seize opportunities. 	<ul style="list-style-type: none"> - Empathy: it is a skill sensing other people’s emotions, understanding their perspective and taking an active interest in their concerns. - Organizational awareness: the ability to read the currents of organizational situation - Service orientation: the ability to recognize and meet customer needs. 	<ul style="list-style-type: none"> - Influence: the ability of persuasion skill. - Developing others: The propensity to bolster the abilities of others through feedback and guidance. - Communication skill: It is s skill of listening and sending clear, convincing, and well tuned message. - Change catalyst: proficiency in initiating new ideas and leading people in a new direction. - Conflict management: the ability to de-escalate disagreements. - Teamwork and collaboration: the ability to work with others smoothly