

ORGANISATIONAL BEHAVIOUR(OB)

UNIT-III

SHORT QUESTIONS:- [Carries 02 Marks Each]

1. What are the prerequisite of an effective leader?

Ans: The following are the requisites to be present in a good leader:

- Physical appearance- A leader must have a pleasing appearance.
- Vision and foresight- A leader cannot maintain influence unless he exhibits that he is forward looking.
- Intelligence- A leader should be intelligent enough to examine problems and difficult situations.
- Communicative skills- A leader must be able to communicate the policies and procedures clearly, precisely and effectively.

2. Define the term “group”. Why are groups formed? ----2013

Ans: A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals.

Groups are formed due to the following reasons:

- Security :-By joining a group, individuals can reduce the insecurity of “standing alone.”
- Status :- Inclusion in a group that is viewed as important by others provides recognition and status for its members.
- Self-Esteem :- Groups can provide people with feelings of self-worth.
- Power:-What cannot be achieved individually often becomes possible through group action.
- Goal Achievement:- There are times when it takes more than one person to accomplish a particular task.

3. What is leadership and who is a leader?----2013

Ans. Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

A Leader is "a person who influences a group of people towards the achievement of a goal". A person or thing that holds a dominant or superior position within its field, and is able to exercise a high degree of control or influence over others.

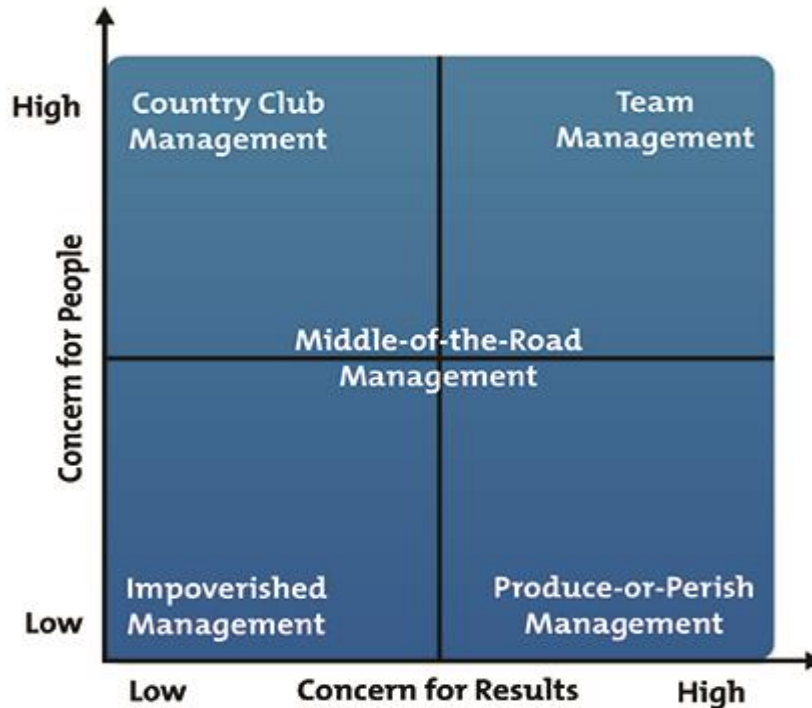
4. Define Team? ----2011

Ans: A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them.

5. What do you mean by management grid? ----2014

Ans: Management grid plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce. It is based on two behavioral dimensions:

- Concern for People
- Concern for Results



6. Distinguish between self-managed teams & virtual teams? ----2014

Ans: A self-managing team is a group of employees working together who are accountable for all or most aspects of their task.

Self-managing teams share work tasks and supportive or managerial tasks.

Because they are both responsible for their outcomes and in control of their decision-making process, members of the self-managing team may be more motivated and productive than traditional teams.

A virtual team is a temporary group created to accomplish specific tasks by using technology to collaborate remotely.

Virtual teams rely upon computing and communications technology, especially Internet access.

Virtual teams are prevalent in today's workforce, as they can be cost-effective and take advantage of technology and the availability of distributed employees.

7. State two differences between Group & Team? ---2015

Ans:

Work Groups	Work Teams
Individual accountability	Individual and mutual accountability
Come together to share information and perspectives	Frequently come together for discussion, decision making, and problem solving, and planning.
Focus on individual goals	Focus on team goals

8. State the various stages of group development? ---2015

Ans: The process includes the five stages:

- Forming
- storming
- Forming
- Performing and
- Adjourning.

9. What is meant by Group Dynamics?

Ans: Group dynamics deals with the attitudes and behavioral patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.

10. What is Transformational Leadership?

Ans: Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

LONG QUESTIONS:

- 1. Discuss the different types of groups you have studied in OB. Describe the reasons why people join groups? -----2011, 2013, 2015 [10 Marks]**

Ans: A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. In other words, a group is a collection of people who interact with one another; accept rights and obligations as members and who share a common identity.

TYPES OF GROUPS:

One way to classify the groups is by way of formality – formal and informal. While formal groups are established by an organization to achieve its goals, informal groups merge spontaneously. Formal groups may take the form of command groups, task groups, and functional groups.

- 1. Command Groups:** Command groups are specified by the organizational chart and often consist of a supervisor and the subordinates that report to that supervisor. An example of a command group is a market research firm CEO and the research associates under him.

- 2. Task Groups:** Task groups consist of people who work together to achieve a common task. Members are brought together to accomplish a narrow range of goals within a specified time period. Task groups are also commonly referred to as task forces. The organization appoints members and assigns the goals and tasks to be accomplished.

Examples of assigned tasks are the development of a new product, the improvement of a production process, or designing the syllabus under semester system.

Other common task groups are ad hoc committees, project groups, and standing committees. Ad hoc committees are temporary groups created to resolve a specific complaint or develop a process are normally disbanded after the group completes the assigned task.

- 3. Functional Groups:** A functional group is created by the organization to accomplish specific goals within an unspecified time frame. Functional groups remain in existence after achievement of current goals and objectives. Examples of functional groups would be a marketing department, a customer service department, or an accounting department.

In contrast to formal groups, informal groups are formed naturally and in response to the common interests and shared values of individuals. They are created for purposes other than the accomplishment of organizational goals and do not have a specified time frame. Informal groups are not appointed by the organization and members can invite others to join from time to time.

Informal groups can have a strong influence in organizations that can either be positive or negative. For example, employees who form an informal group can either discuss how to improve a production process or how to create shortcuts that jeopardize quality. Informal groups can take the form of interest groups, friendship groups, or reference groups.

- i. Interest Group:** Interest groups usually continue over time and may last longer than general informal groups. Members of interest groups may not be part of the same organizational department but they are bound together by some other common interest.

The goals and objectives of group interests are specific to each group and may not be related to organizational goals and objectives. An example of an interest group would be students who come together to form a study group for a specific class.

ii. Friendship Groups: Friendship groups are formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds. Members enjoy each other's company and often meet after work to participate in these activities. For example, a group of employees who form a friendship group may have a yoga group, a Rajasthani association in Delhi, or a kitty party lunch once a month.

iii. Reference Groups: A reference group is a type of group that people use to evaluate themselves. The main objectives of reference groups are to seek social validation and social comparison. Social validation allows individuals to justify their attitudes and values while social comparison helps individuals evaluate their own actions by comparing themselves to others. Reference groups have a strong influence on members' behavior. Such groups are formed voluntarily. Family, friends, and religious affiliations are strong reference groups for most individuals.

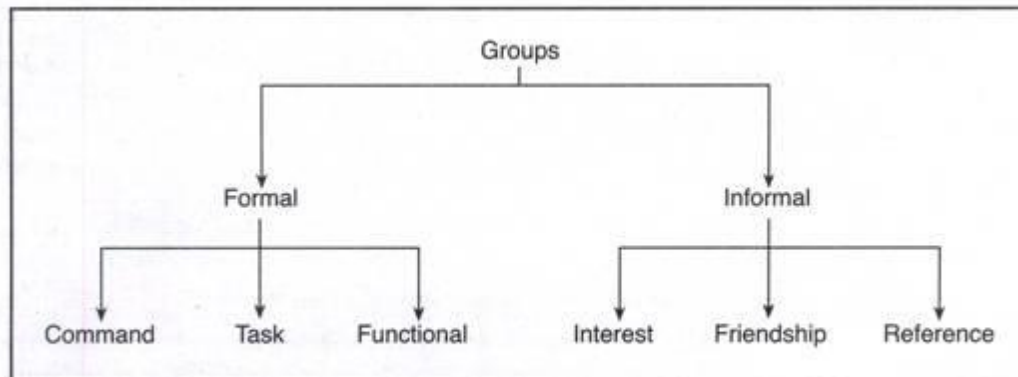


Figure 12.2 : Types of Groups

WHY DO PEOPLE WORK IN GROUPS ?

Security :-By joining a group, individuals can reduce the insecurity of “standing alone.” People feel stronger, have fewer self-doubts, and are more resistant to threats when they are part of a group.

Status :- Inclusion in a group that is viewed as important by others provides recognition and status for its members.

Self-Esteem :- Groups can provide people with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves.

Power:-What cannot be achieved individually often becomes possible through group action. There is power in numbers.

Goal Achievement:- There are times when it takes more than one person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job.

2. Define Group? What are the stages of group development? -----2013, 2015 [10 Marks]

Ans: A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. In other words, a group is a collection of people who interact with one another; accept rights and obligations as members and who share a common identity.

Process/Stages of Group Development/Evolution:

Group Development is a dynamic process. How do groups evolve? There is a process of five stages through which groups pass through. The process includes the five stages: forming, storming, norming, performing, and adjourning.

Forming: The first stage in the life of a group is concerned with forming a group. This stage is characterized by members seeking either a work assignment (in a formal group) or other benefit, like status, affiliation, power, etc. (in an informal group). Members at this stage either engage in busy type of activity or show apathy.

Storming: The next stage in this group is marked by the formation of dyads and triads. Members seek out familiar or similar individuals and begin a deeper sharing of self. Continued attention to the subgroup creates a differentiation in the group and tensions across the dyads / triads may appear. Pairing is a common phenomenon. There will be conflict about controlling the group.

Norming: The third stage of group development is marked by a more serious concern about task performance. The dyads/triads begin to open up and seek out other members in the group. Efforts are made to establish various norms for task performance.

Members begin to take greater responsibility for their own group and relationship while the authority figure becomes relaxed. Once this stage is complete, a clear picture will emerge about hierarchy of leadership. The norming stage is over with the solidification of the group structure and a sense of group identity and camaraderie.

Performing: This is a stage of a fully functional group where members see themselves as a group and get involved in the task. Each person makes a contribution and the authority figure is also seen as a part of the group. Group norms are followed and collective pressure is exerted to ensure the Process of Group effectiveness of the group.

The group may redefine its goals Development in the light of information from the outside environment and show an autonomous will to pursue those goals. The long-term viability of the group is established and nurtured.

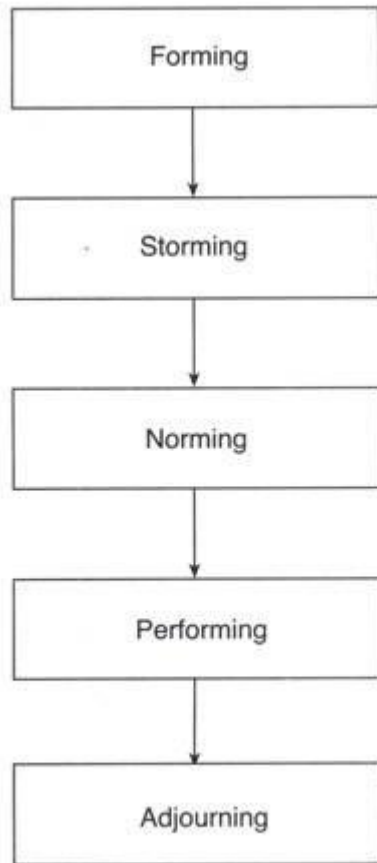


Figure 12.1 : Process of Group Development

Adjourning: In the case of temporary groups, like project team, task force, or any other such group, which have a limited task at hand, also have a fifth stage, This is known as adjourning.

The group decides to disband. Some members may feel happy over the performance, and some may be unhappy over the stoppage of meeting with group members. Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group.

3. How can one become an effective leader? Explain the various theories of leadership. [10 Marks]

Ans: Leadership is a significant aspect of management. In order to ensure organizational success, cooperation from subordinates as well as greater efficiency, it is important for a manager to be a great, effective and a true leader. An effective and true leader is one who does not put himself before others. He is very humble, deferential and altruistic.

The required aspects of effective leadership are as follows:

- Motivation
- Commitment
- Self-sacrifice

- Honesty
- Determination
- Resourcefulness
- Daring
- Knowledge
- Good communication skills
- Passion
- Responsibility
- Judgement

Leadership is boosting an individual's performance to a greater benchmark, the developing of an individual's personality crossing its standard boundaries. It is a combo of mindframes, traits, skills, and knowledge. Leadership means adhering to the following principles:

- Respect your followers.
- Acknowledge the followers efforts if there is success, and do not blame them for any failure.
- Encourage participation of all in decision-making.
- Make the goals clear to all.
- Support the followers in accomplishing the objectives and in reaching their potential.
- Discover efficient and economical ways of performing the task.
- Ensure proper and effective communication with the followers. There should be no place for misunderstanding and misinterpretations.
- Be a trainer and not an opponent/critic.

An effective leader is one who meets the job requirements, team requirements as well as individual requirements. While concentrating on the job, a leader would synchronize the departmental goals with the organizational goals. He would ensure that the employees have the required skills and competencies for performing the job effectively and efficiently. He would provide the employees the essential resources for performing the job such as time, knowledge and equipment. He would ensure that employees have no difficulty in performing the tasks assigned to them. And finally, an effective leader would review progress and give the employees a feedback of their performance.

THEORIES OF LEADERSHIP

1. Trait Theory of Leadership

The trait model of leadership is based on the characteristics of many leaders - both successful and unsuccessful - and is used to predict leadership effectiveness. The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure.

Scholars taking the trait approach attempted to identify physiological (appearance, height, and weight), demographic (age, education and socioeconomic background), personality, self-confidence, and aggressiveness), intellectual (intelligence, decisiveness, judgment, and knowledge), task-related (achievement drive, initiative, and persistence), and social characteristics (sociability and cooperativeness) with leader emergence and leader effectiveness.

These traits are not responsible solely to identify whether a person will be a successful leader or not, but they are essentially seen as preconditions that endow people with leadership potential.

Among the core traits identified are:

- Achievement drive: High level of effort, high levels of ambition, energy and initiative
- Leadership motivation: an intense desire to lead others to reach shared goals
- Honesty and integrity: trustworthy, reliable, and open
- Self-confidence: Belief in one's self, ideas, and ability
- Cognitive ability: Capable of exercising good judgment, strong analytical abilities, and conceptually skilled
- Knowledge of business: Knowledge of industry and other technical matters
- Emotional Maturity: well adjusted, does not suffer from severe psychological disorders.
- Others: charisma, creativity and flexibility

Strengths/Advantages of Trait Theory

- It is naturally pleasing theory.
- It is valid as lot of research has validated the foundation and basis of the theory.
- It serves as a yardstick against which the leadership traits of an individual can be assessed.
- It gives a detailed knowledge and understanding of the leader element in the leadership process.

Limitations of The Trait Theory

- There is bound to be some subjective judgment in determining who is regarded as a 'good' or 'successful' leader
- The list of possible traits tends to be very long. More than 100 different traits of successful leaders in various leadership positions have been identified. These descriptions are simply generalities.
- There is also a disagreement over which traits are the most important for an effective leader

- The model attempts to relate physical traits such as, height and weight, to effective leadership. Most of these factors relate to situational factors. For example, a minimum weight and height might be necessary to perform the tasks efficiently in a military leadership position. In business organizations, these are not the requirements to be an effective leader.
- The theory is very complex

Implications of Trait Theory

The trait theory gives constructive information about leadership. It can be applied by people at all levels in all types of organizations. Managers can utilize the information from the theory to evaluate their position in the organization and to assess how their position can be made stronger in the organization. They can get an in-depth understanding of their identity and the way they will affect others in the organization. This theory makes the manager aware of their strengths and weaknesses and thus they get an understanding of how they can develop their leadership qualities.

2. Behavioural Theory

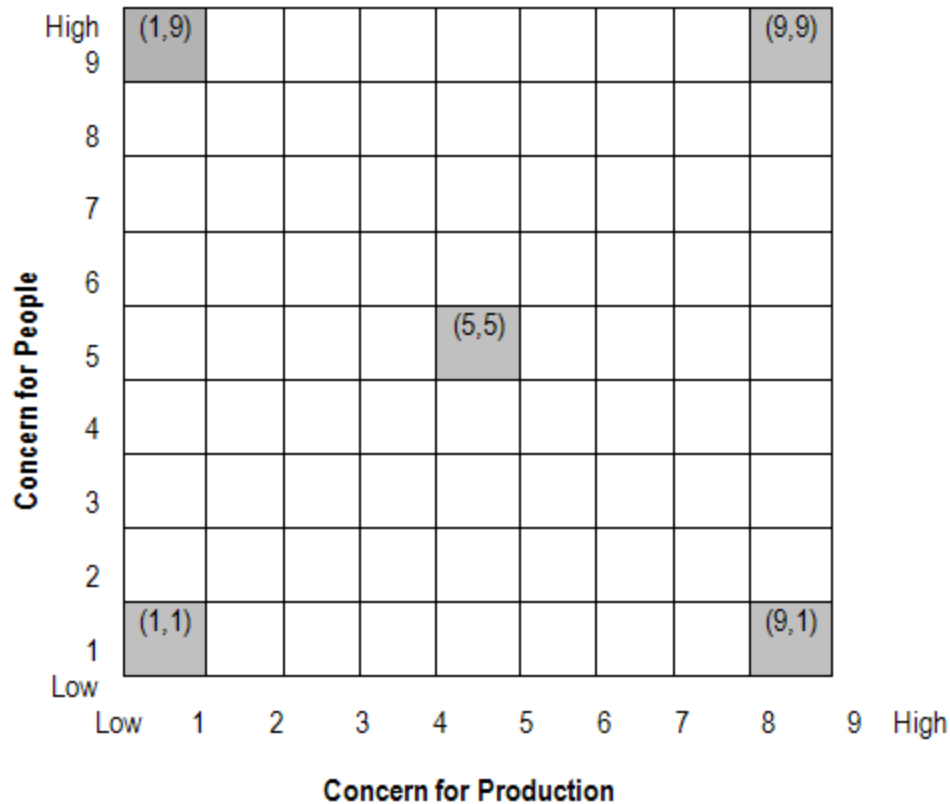
Also known as the Managerial Grid, or Leadership Grid, it was developed in the early 1960s by management theorists Robert Blake and Jane Mouton. It plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce.

The Blake Mouton Managerial Grid is based on two behavioral dimensions:

- **Concern for People:** this is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.
- **Concern for Results:** this is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Building on the work of the researchers at these Universities, Robert Blake and Jane Mouton (1960s) proposed a graphic portrayal of leadership styles through a **managerial grid** (sometimes called *leadership grid*). The grid depicted two dimensions of leader behavior, **concern for people** (accommodating people's needs and giving them priority) on y-axis and **concern for production** (keeping tight schedules) on x-axis, with each dimension ranging from low (1) to high (9), thus creating 81 different positions in which the leader's style may fall. (See figure 1).

Figure 1: Managerial Grid



The five resulting leadership styles are as follows:

1. **Impoverished Management (1, 1):** Managers with this approach are low on both the dimensions and exercise minimum effort to get the work done from subordinates. The leader has low concern for employee satisfaction and work deadlines and as a result disharmony and disorganization prevail within the organization. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority.
2. **Task management (9, 1):** Also called dictatorial or perish style. Here leaders are more concerned about production and have less concern for people. The style is based on theory X of McGregor. The employees' needs are not taken care of and they are simply a means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labour turnover is inevitable.
3. **Middle-of-the-Road (5, 5):** This is basically a compromising style wherein the leader tries to maintain a balance between goals of company and the needs of people. The leader does not push the boundaries of achievement resulting in average performance for organization. Here neither employee nor production needs are fully met.
4. **Country Club (1, 9):** This is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of people thus providing them with a friendly and comfortable environment. The leader feels that such a treatment with employees will lead to self-motivation and will find people working hard on their own. However, a low focus on tasks can hamper production and lead to questionable results.

5. **Team Management (9, 9):** Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will automatically result in high employee satisfaction and production.

Advantages of Blake and Mouton’s Managerial Grid

The Managerial or Leadership Grid is used to help managers analyze their own leadership styles through a technique known as grid training. This is done by administering a questionnaire that helps managers identify how they stand with respect to their concern for production and people. The training is aimed at basically helping leaders reach to the ideal state of 9, 9.

Limitations of Blake and Mouton’s Managerial Grid

The model ignores the importance of internal and external limits, matter and scenario. Also, there are some more aspects of leadership that can be covered but are not.

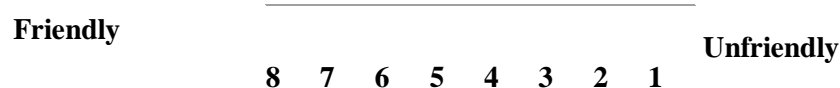
3. Situational Theory

i. Fiedler’s Contingency Model

Fred E. Fiedler’s contingency theory of leadership effectiveness was based on studies of a wide range of group effectiveness, and concentrated on the relationship between leadership and organizational performance. This is one of the earliest situation-contingent leadership theories given by Fiedler. According to him, if an organization attempts to achieve group effectiveness through leadership, then there is a need to assess the leader according to an underlying trait, assess the situation faced by the leader, and construct a proper match between the two.

Leader’s trait

In order to assess the attitudes of the leader, Fiedler developed the ‘least preferred co-worker’ (LPC) scale in which the leaders are asked about the person with whom they least like to work. The scale is a questionnaire consisting of 16 items used to reflect a leader’s underlying disposition toward others. The items in the LPC scale are pleasant / unpleasant, friendly / unfriendly, rejecting / accepting, unenthusiastic / enthusiastic, tense / relaxed, cold / warm, helpful / frustrating, cooperative / uncooperative, supportive / hostile, quarrelsome / harmonious, efficient / inefficient, gloomy / cheerful, distant / close, boring / interesting, self-assured / hesitant, open / guarded. Each item in the scale is given a single ranking of between one and eight points, with eight points indicating the most favorable rating.



Fiedler states that leaders with high LPC scores are relationship-oriented and the ones with low scores are task-oriented. The high LPC score leaders derived most satisfaction from interpersonal relationships and therefore evaluate their least preferred co-workers in fairly favorable terms. These leaders think about the task accomplishment only after the relationship need is well satisfied. On the other hand, the low LPC score leaders derived satisfaction from performance of the task and attainment of objectives and only after tasks have been accomplished, these leaders work on establishing good social and interpersonal relationships.

Situational factor

According to Fiedler, a leader's behavior is dependent upon the favorability of the leadership situation. Three factors work together to determine how favorable a situation is to a leader. These are:

- **Leader-member relations** - The degree to which the leaders is trusted and liked by the group members, and the willingness of the group members to follow the leader's guidance
- **Task structure** - The degree to which the group's task has been described as structured or unstructured, has been clearly defined and the extent to which it can be carried out by detailed instructions
- **Position power** - The power of the leader by virtue of the organizational position and the degree to which the leader can exercise authority on group members in order to comply with and accept his direction and leadership

With the help of these three variables, eight combinations of group-task situations were constructed by Fiedler. These combinations were used to identify the style of the leader.

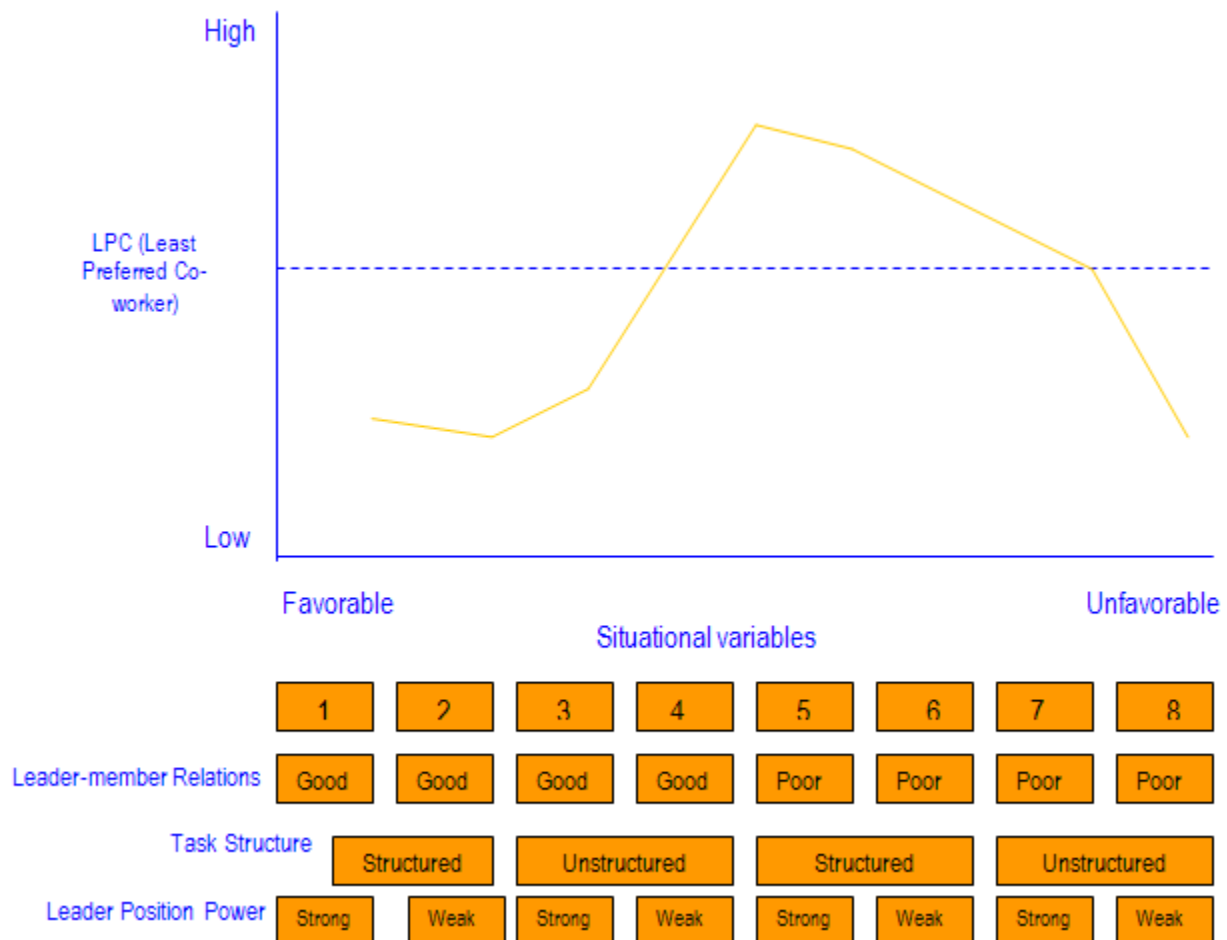


Figure 1: Correlation between leader's LPC scores and group effectiveness

Leadership Effectiveness

The leader's effectiveness is determined by the interaction of the leader's style of behavior and the favorableness of the situational characteristics. The most favorable situation is when leader-member relations are good, the task is highly structured, and the leader has a strong position power.

Research on the contingency model has shown that task-oriented leaders are more effective in highly favorable (1, 2, 3) and highly unfavorable situation (7, 8), whereas relationship-oriented leaders are more effective in situations of intermediate favorableness (4, 5, 6).

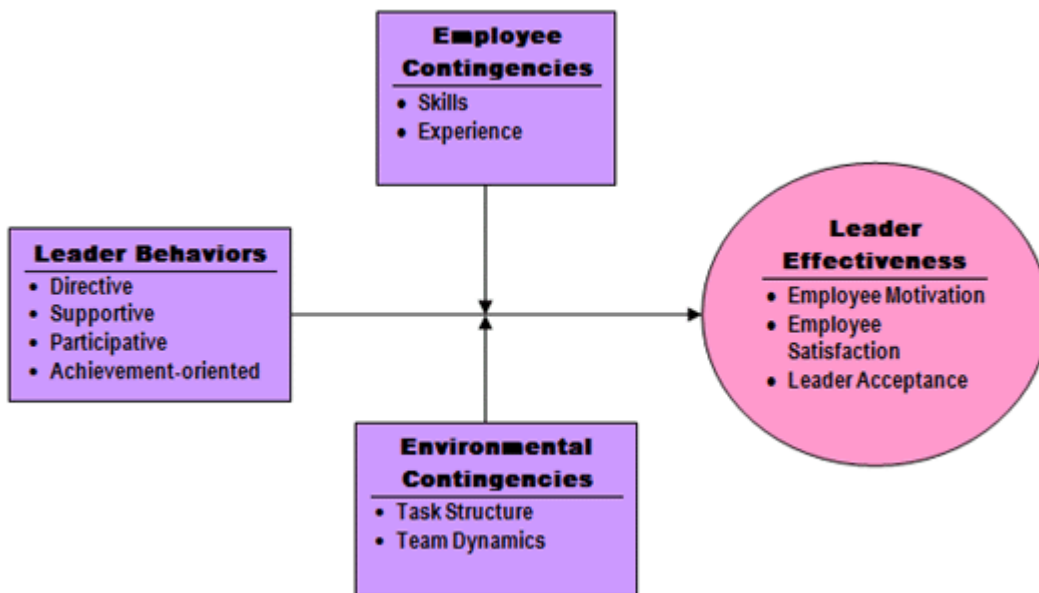
Fiedler also suggested that leaders may act differently in different situations. Relationship-oriented leaders generally display task-oriented behaviors under highly favorable situations and display relationship-oriented behaviors under unfavorable intermediate favorable situations. Similarly, task-oriented leaders frequently display task-oriented in unfavorable or intermediate favorable situations but display relationship-oriented behaviors in favorable situations.

ii. House's Path Goal Theory

The theory was developed by Robert House and has its roots in the expectancy theory of motivation. The theory is based on the premise that an employee's perception of expectancies between his effort and performance is greatly affected by a leader's behavior. The leaders help group members in attaining rewards by clarifying the paths to goals and removing obstacles to performance. They do so by providing the information, support, and other resources which are required by employees to complete the task.

House's theory advocates *servant leadership*. As per servant leadership theory, leadership is not viewed as a position of power. Rather, leaders act as coaches and facilitators to their subordinates. According to House's path-goal theory, a leader's effectiveness depends on several employee and environmental contingent factors and certain leadership styles. All these are explained in the figure 1 below:

Figure 1: Path-Goal Leadership



Leadership Styles

The four leadership styles are:

- **Directive:** Here the leader provides guidelines, lets subordinates know what is expected of them, sets performance standards for them, and controls behavior when performance standards are not met. He makes judicious use of rewards and disciplinary action. The style is the same as task-oriented one.
- **Supportive:** The leader is friendly towards subordinates and displays personal concern for their needs, welfare, and well-being. This style is the same as people-oriented leadership.
- **Participative:** The leader believes in group decision-making and shares information with subordinates. He consults his subordinates on important decisions related to work, task goals, and paths to resolve goals.
- **Achievement-oriented:** The leader sets challenging goals and encourages employees to reach their peak performance. The leader believes that employees are responsible enough to accomplish challenging goals. This is the same as goal-setting theory.

According to the theory, these leadership styles are not mutually exclusive and leaders are capable of selecting more than one kind of a style suited for a particular situation.

Contingencies

The theory states that each of these styles will be effective in some situations but not in others. It further states that the relationship between a leader's style and effectiveness is dependent on the following variables:

- **Employee characteristics:** These include factors such as employees' needs, locus of control, experience, perceived ability, satisfaction, willingness to leave the organization, and anxiety. For example, if followers are high inability, a directive style of leadership may be unnecessary; instead a supportive approach may be preferable.
- **Characteristics of work environment:** These include factors such as task structure and team dynamics that are outside the control of the employee. For example, for employees performing simple and routine tasks, a supportive style is much effective than a directive one. Similarly, the participative style works much better for non-routine tasks than routine ones. When team cohesiveness is low, a supportive leadership style must be used whereas in a situation where performance-oriented team norms exist, a directive style or possibly an achievement-oriented style works better. Leaders should apply directive style to counteract team norms that oppose the team's formal objectives.

Conclusion

The theory has been subjected to empirical testing in several studies and has received considerable research support.

iii. Life Cycle Theory

According to this model, the leader has to match the leadership style according to the readiness of subordinates which moves in stage and has a cycle. Therefore, this theory is also known as the life-cycle theory of leadership.

The theory, developed by Paul Hersey and Kenneth Blanchard, is based on the 'readiness' level of the people the leader is attempting to influence. Readiness is the extent to which followers have the ability

and willingness to accomplish a specific task. Ability is the knowledge, experience, and skill that an individual possesses to do the job and is called job readiness. Willingness is the motivation and commitment required to accomplish a given task. The style of leadership depends on the level of readiness of the followers.

In the Situational Leadership model, the leadership style has been divided into 4 types:

- **S1: Telling** - Telling style is associated with leaders who minutely supervise their followers, constantly instructing them about why, how and when of the tasks that need to be performed.
- **S2: Selling** - Selling style is when a leader provide controlled direction and is a little more open and allows two way communication between him/herself and the followers thus ensuring that the followers buy in the process and work towards the desired goals.
- **S3: Participating** - This style is characterized when the leaders seeks opinion and participation of the followers to establish how a task should be performed. The leader in this case tries creating relationship with the followers.
- **S4: Delegating** - In this case, the leader plays a role in decisions that are taken but passes on or delegates the responsibilities of carrying out tasks to his followers. The leader however monitors and reviews the process.

It is also represented by a diagram most often which is below:



The developmental level of follower is an important indication for a leader to decide the most appropriate leadership style for them:

- **D4 - High Competence, High Commitment** - The followers who are identified in this category are the ones who have high competence and high commitment towards tasks to be performed. It might happen so that they turn out better than their leaders in performing these tasks. (For e.g. cricketing legend Sachin Tendulkar playing in the Indian cricket team under the captainship of Mahendra Singh Dhoni)

- **D3 - High Competence, Variable Commitment** - This category consists of followers who have the competence to do the job but their commitment level is inconsistent. They also tend to lack the confidence to go out and perform task alone. (E.g. President Barack Obama)
- **D2 - Some Competence, Low Commitment** - In this case, the followers have a certain level of competence which might be sufficient to do the job but they are low on commitment towards the tasks. Despite of having relevant skills to perform the task they seek external help when faced with new situations. (A team member made the trainer for new joiners)
- **D1 - Low Competence, High Commitment** - This category of followers may not have the specific skill required but they display a high level of commitment towards the task they have to perform, with confidence and motivation, they figure out ways to complete the tasks. (E.g. Mohandas Karamchand Gandhi, a lawyer by profession who spearheaded the Indian Freedom Struggle)

The above information regarding the style of leadership and the type of followers sure has a correlation to each other which forms the basis of situational leadership. So, a situational leader would try to accommodate his leadership style as per the situation and the level of competence and commitment of his followers. This information is also an important aspect to consider when senior leaders act as coaches for their subordinates in the organizations.

iv. Vroom's & Yetton Normative Model

The theory states that there can be many styles of leadership and no one type fits all situations, thus making this a Contingency Theory. A leader sizes up a situation, assesses the situation facing the group, determines how much support the group will give to the effort, and then effect a style of leading. There is a mechanical process to do this involving seven questions and decision points. An interactive version of the model is provided below. I would however caution anyone who uses it to use good judgment with regards to the recommended style to use.

The following is a standard chart displaying the range of decision-making modes.

Leadership Style	Description
Autocratic (A1)	Using an autocratic style of leadership, the leader will make the decision by himself or herself, using the information readily available.
Autocratic (A2)	Using a less stringent autocratic leadership style, the leader will consult the group members to gain more informations, then will make the decision himself or herself. The final decision may or may not be shared with the group.
Consultative (C1)	Using a consultative leadershi style, the leader will consult individuals to seek their opinion. The leader will make the decision himself or herself.
Consultative (C2)	Using a consultative leadership style, the leader will consult the group to seek individual opinions and suggestions. The leader will make the decision himself or herself.
Collaborative (G2)	Using a collaborative leadership style, the group will make the decision. The leader will play a supportive role to ensure that everyone agrees on the decision.

4. Write short notes on: [05 Marks Each]

a. Group Decision-Making (2012, 2014, 2015): Group decision-making commonly known as collaborative decision-making is a situation faced when individuals collectively make a choice from the alternatives before them.

The decision is then no longer attributable to any individual group member as all the individuals and social group processes like social influence contribute to the decision outcome.

The decisions made by groups are mostly different from those made by individuals. For example, groups tend to make decisions that are more extreme than those made by individual members, as individuals tend to be biased.

The different techniques of Group decision- making are:

- 1. Brainstorming: It is a combination of group problem solving and discussions. It works on the belief that the more the number of ideas, greater the possibility of having a solution to the problem that is acceptable to all.
- 2. Nominal group technique: In a nominal group technique, the team divides itself into smaller groups and generates ideas quietly. Possible options are noted down in writing and the team members further discuss these to narrow down the possible choices they would like to accept.
- 3. Multi-voting: It starts with a number of rounds of voting where an individual casts his/ her vote for the options that are shortlisted. Each individual can cast one vote at a time. This process is repeated until a clear winning option is obtained.
- 4. Delphi method: In this method of decision making, the facilitator allows team members to individually brainstorm their ideas and submit their ideas “anonymously”. The other team members do not know the owner of the ideas. The facilitator then collects all the inputs and circulates them among others for modifying or improving them. This process continues until a final decision is made.
- 5. Electronic meeting: Here, the decision making process takes place virtually with the help of technology. Participants type any message they want to convey and this flashes on the screen of other participating members. In this process, the identity of the participants can be kept a secret and they can voice their opinions without any inhibitions

b. Managerial Grid Theory of Leadership(2012) : Also known as the Managerial Grid, or Leadership Grid, it was developed in the early 1960s by management theorists Robert Blake and Jane Mouton. It plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce.

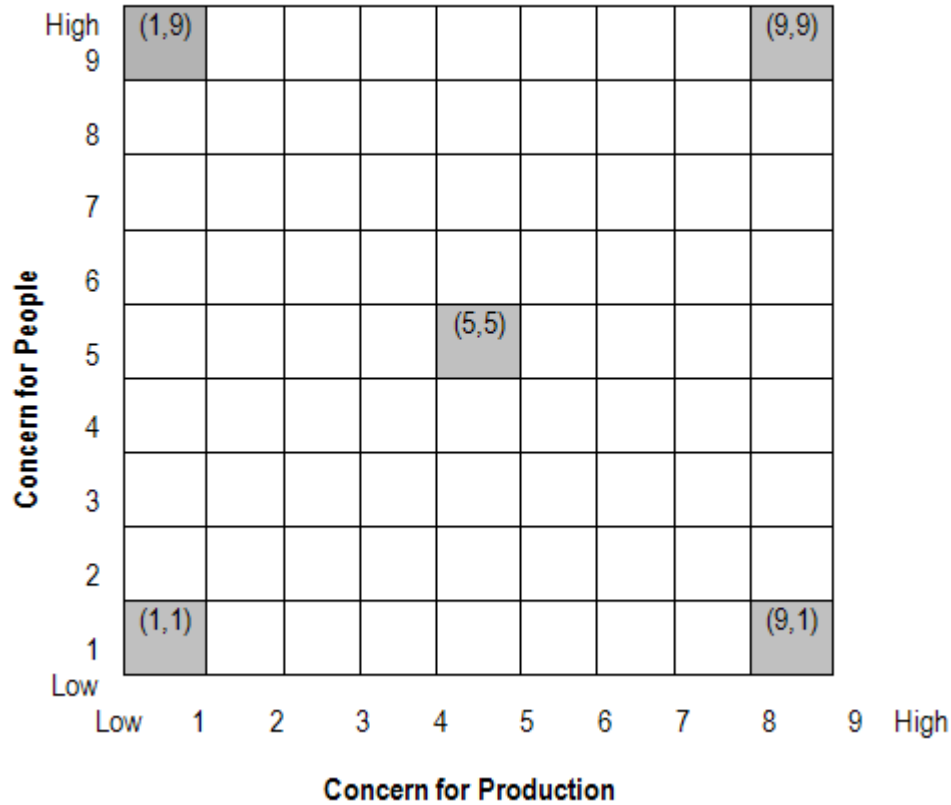
The Blake Mouton Managerial Grid is based on two behavioral dimensions:

- Concern for People: this is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.
- Concern for Results: this is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Building on the work of the researchers at these Universities, Robert Blake and Jane Mouton (1960s) proposed a graphic portrayal of leadership styles through a managerial grid (sometimes called leadership grid). The grid depicted two dimensions of leader behavior, concern for people (accommodating people's needs and giving them priority) on y-axis and concern for production (keeping tight schedules) on x-axis,

with each dimension ranging from low (1) to high (9), thus creating 81 different positions in which the leader's style may fall. (See figure 1).

Figure 1: Managerial Grid



The five resulting leadership styles are as follows:

1. Impoverished Management (1, 1): Managers with this approach are low on both the dimensions and exercise minimum effort to get the work done from subordinates. The leader has low concern for employee satisfaction and work deadlines and as a result disharmony and disorganization prevail within the organization. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority.

2. Task management (9, 1): Also called dictatorial or perish style. Here leaders are more concerned about production and have less concern for people. The style is based on theory X of McGregor. The employees' needs are not taken care of and they are simply a means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labour turnover is inevitable.

3. Middle-of-the-Road (5, 5): This is basically a compromising style wherein the leader tries to maintain a balance between goals of company and the needs of people. The leader does not push the boundaries of achievement resulting in average performance for organization. Here neither employee nor production needs are fully met.

4. Country Club (1, 9): This is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of people thus providing them with a friendly and

comfortable environment. The leader feels that such a treatment with employees will lead to self-motivation and will find people working hard on their own. However, a low focus on tasks can hamper production and lead to questionable results.

5. Team Management (9, 9): Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will automatically result in high employee satisfaction and production.

a. Group Cohesiveness (2011) : Group cohesiveness can be defined as a bond that pulls people toward membership in a particular group and resists separation from that group. In addition, group cohesion generally has three characteristics. They include the following:

Interpersonal Attraction: This means group members have a preference or want to interact with each other. Group members enjoy this interaction and seek it out.

Group Pride: This involves group members viewing their membership to a specific group with fondness. They feel proud of their group membership, and staying in the group feels valuable.

Commitment to the Work of the Group: Group members value the work of the group and believe in its goals. They are willing to work together to complete tasks which are aligned with these group goals, even through adversity.

Factors

The ability of a group to be more or less cohesive is dependent on several factors. Here are some important factors that have been found to impact group cohesiveness.

Similarity: When the group members are similar, it's easier for the group to become cohesive. The similarity can be due to several factors, such as having similar values, beliefs, life circumstances, or pressing life issues.

Example: A group of patients with depression might be more cohesive than a group of ten members each with different mental health diagnoses.

Group Openness to New Members: When a group is open and welcoming to new members, group members more easily develop cohesion. Often over time, group membership will change due to various life circumstances or changing individual needs.

Example: Josh's bowling team lost Frank when he moved out of town. James joined the team in Frank's place. The rest of the bowling team welcomed James with open arms. James felt accepted and began to really look forward to bowling nights.

Trust: When group members feel they can trust each other, group cohesiveness is more easily developed.

Example: A veteran shares with his PTSD support group things he did in Iraq for which he feels guilty. The other veterans in the group provide reassurance and don't judge him. The group is closer as a result.

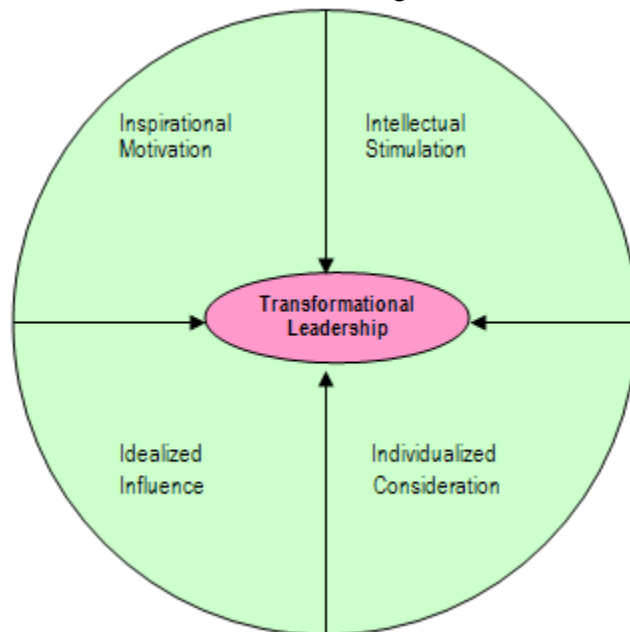
Stage of the Group: When a new group forms, there tends to be an initial burst in group cohesiveness because the first goal of any group is often to form.

Example: Jaime joined a new weight loss group to help her keep her weight loss on track. When Jaime and the other new group members went to the first meeting, they started sharing their weight loss struggles. Jaime instantly felt close to the other members and was happy she joined the group.

Past Group Experiences: When members of a new group have had previous positive group experiences, they are more easily able to establish group cohesion. When members have had past group experiences that were unfavorable, they will resist developing cohesion.

Example: Last year Julie was involved with a work group project that had lots of tension and conflict. The group had so much difficulty working together that the project was never completed, and the group was disbanded. When Julie was assigned a new work group this year, she dreaded it and kept her distance from the other group members.

b. Transformational Leadership: Transformational leadership may be found at all levels of the organization: teams, departments, divisions, and organization as a whole. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers. They have a charismatic appeal. But charisma alone is insufficient for changing the way an organization operates. For bringing major changes, transformational leaders must exhibit the following four factors:



- ✓ **Inspirational Motivation:** The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment.
- ✓ **Intellectual Stimulation:** Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the “what” in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective.

- ✓ **Idealized Influence:** They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization.
- ✓ **Individualized Consideration:** Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

The common examples of transformational leaders are Mahatma Gandhi and Obama.

Criticisms of Transformational Leadership Theory

- Transformational leadership makes use of impression management and therefore lends itself to amoral self promotion by leaders
- The theory is very difficult to be trained or taught because it is a combination of many leadership theories.
- Followers might be manipulated by leaders and there are chances that they lose more than they gain.

Implications of Transformational Leadership Theory

The current environment characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of the organization. The followers of such leaders demonstrate high levels of job satisfaction and organizational commitment, and engage in organizational citizenship behaviors. With such a devoted workforce, it will definitely be useful to consider making efforts towards developing ways of transforming organization through leadership.

c. Transactional Leadership: Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The style can also be mentioned as a ‘telling style’.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals.

These exchanges involve four dimensions:

- ✓ **Contingent Rewards:** Transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates.
- ✓ **Active Management by Exception:** Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent

mistakes.

- ✓ **Passive Management by Exception:** Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

Laissez-faire: The leader provides an environment where the subordinates get many opportunities to make decisions. The leader himself abdicates responsibilities and avoids making decisions and therefore the group often lacks direction.

Assumptions of Transactional Theory

- Employees are motivated by reward and punishment.
- The subordinates have to obey the orders of the superior.
- The subordinates are not self-motivated. They have to be closely monitored and controlled to get the work done from them.

Implications of Transactional Theory

The transactional leaders overemphasize detailed and short-term goals, and standard rules and procedures. They do not make an effort to enhance followers' creativity and generation of new ideas. This kind of a leadership style may work well where the organizational problems are simple and clearly defined. Such leaders tend to not reward or ignore ideas that do not fit with existing plans and goals.