**Leading individuals and teams Chapter 9**

Leadership behaviors are strongly influenced by the individual leader’s innate characteristics, experience and values. And leadership success is every bit as dependent upon the follower as upon the leader.

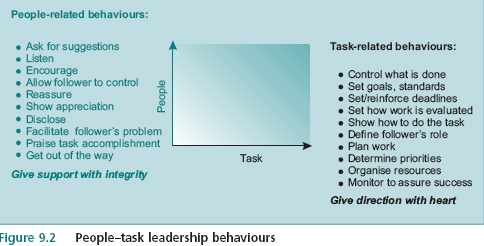
**Table: 9.1 Three differing leadership requirements**

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| ***Individual leadership*** | ***Team leadership*** | ***Organizational leadership*** |
| * One task * One person * One situation * Immediate timeframe * Leader focuses on follower task accomplishment * Psychological in nature   (Does not mean micromanagement) | * Multiple tasks * Team or group * Several simultaneous situations * Intermediate timeframe * Leader focuses on success of the team * Is social, psychological and involves group dynamics   (purpose is helping teams succeed) | * Mission, purpose, vision, strategy * Organization or community * Many simultaneous situations. * Long timeframe * Leader focuses on survival and success of the organization * Political, historical, sociological in nature |



**Self leadership (**self leadership is having the self-knowledge and self-discipline to select appropriate leadership behaviors even in the midst of pressures, crises and internal inclinations to do otherwise) **transcendent leadership**.( Transcendent leadership involves behaviors, skills and perspectives that are appropriate across all situations. Transcendent leadership applies whether a person is leading another individual on a single task, a team or a whole corporation on a complex strategic design or implementation. Integrity is the key transcendent leadership quality. - Tell the truth; - do what you say you’re going to do. They are positioned in the figure to illustrate that they *underpin* the continuum of leadership and *are fundamental to all three areas of leadership behavior*.

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**Leading the individual:** Importance of two independent factors in one-to-one and small group settings: consideration for the person, and task initiative. Consideration is sometimes called the **people factor** and task initiative is sometimes called the **work factor**. Each of these two factors is a group of related behaviors and concerns. Behaviors high on the people factor include support, encouragement, showing warmth, cooperation and caring. Behaviors high on the work factor include giving directions, following up to be sure the work is completed, planning the work for someone, and assigning work roles and responsibilities. However, we also recall that a leader does not have to choose one factor or the other, for the two factors is totally independent. A Leaders Behavior and concerns

May be high on one factor and low on the other, high on both factors, or low on both factors.

**Situational Leadership:** (SL) model better fits our experience in helping leaders to learn specific behaviors they can select to deal with employees. SL model recasts the two people–task factors as **support** and **direction**. **Support** is the people factor, defined as encouraging people, praising their good work, thanking them, helping them to solve their own problems, and so on. Its purpose is to build confidence, self-esteem and commitment. **Direction,** in line with the task orientation of the two factor

model, includes telling and showing people how to do a task, being precise about outcomes, deadlines,

procedures and standards, evaluating how followers do it, and monitoring their work. The purpose of the direction factor is to ensure compliance with appropriate methods and standards of working, and to build job related skills. In order to know what leadership actions to take, the leader must first diagnose the follower’s level of development for the particular task under consideration.

**Choosing the most effective leadership behaviors:** In situation leadership we match the leadership style to the development of the follower on a specific task. To make this diagnosis we need to consider the following: How competent is he on *this* task? • How committed is he to *this* task? • How confident is he about *this* task?

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| **D1 ( enthusiastic/unenthusiastic beginner)** | **S1(Directing)** |
| Follower usually approaches the new task as an enthusiastic beginner, unable to do the task but motivated to learn. he or she will need a considerable amount of control, but little support,  beyond common courtesy | would be clear about standards, targets and procedures while closely  monitoring results and providing additional input  **S1/Directing** • Leader has more control Support not required beyond common courtesy  Behaviors: Control with heart , Give direction, Tell follower what to do, when to do it and how to do it, Monitor follower’s work closely and constantly, Set targets and deadlines, Make decisions, Identify problems, control problem-solving and identify solutions, Define roles |

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| **D2 ( disillusioned learner)** | **S2(Coaching)** |
| The employee may have begun the task with enthusiasm but then found that success has not yet been achieved. The follower may find that problems that were initially resolved reoccur or continued mistakes may have impacted on self-confidence  Requires equal measures of support and control. | S2 may well be the most time-consuming style, as the leader will now also spend time reassuring and praising efforts as well as successes.  **S2/Coaching** Leader has more control, Support beyond common courtesy required  **Behaviors:**• Ask, encourage, control, Make decisions and set plans with input from follower, Explain decisions to follower, Solicit follower’s ideas, Support and praise follower’s initiative, Evaluate follower’s work, Set goals and deadlines, Direct follower’s work, Identify problems |

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| **D3 ( Regular contributor)** | **S3(Supporting)** |
| Normally able to complete the tasks adequately but require support from time to time.  the follower still needs reassurance and support but very little direction  Many employees may not move beyond developmental level 3: even though they can consistently demonstrate the ability to do the task, they continue to require some reassurance or support from their leader. | The S3: Supportive style is required in this case where the purpose is to provide the follower with reassurance that work is up to standard and that the person is appreciated and valued.  **S3/Supporting** • Follower has more control, Support beyond common courtesy required  Behaviors: Ask, encourage, allow, Join follower in problem-solving when requested, Provide ideas and/or resources when requested, Listen to follower’s ideas, Assure follower of his or her competence, Facilitate follower’s problem-solving, Ask follower to define how task should be done, Help follower evaluate his or her own work |

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| **D4 ( Peak Performer)** | **S4(Delegating)** |
| individuals achieve peak performance (D4) – they develop high mastery coupled with high commitment and confidence in doing the task  Individuals, often labeled **star performers**, are a most valuable part of any work team. | Our only requirement as a leader is to delegate the task to the individual and then leave that individual to get on with the work.  **S4/Delegating** • Follower has more control, Support not required beyond common courtesy Behaviors: Delegate with presence, Allow follower to set plans, solve problems, make decisions, Have follower evaluate his or her own work, Allow follower to take credit, Define problems with follower, Set goals together, Monitor follower’s performance periodically or infrequently at most, • Be available to follower |

**When leadership style do not match developmental levels**: **Over leading** (use of lower style than needed) and **under leading** (use of a higher style than needed). Some situations leader may find it advantageous to over lead or under lead.

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|  | **Over leading** | **Under leading** |
| Advantages | may occur in times of crisis or urgency, | ‘Thrown in at the deep end’, confronted a crisis or were involved in a startup operation with little or no guidance. All of these situations were times when the managers felt they were under led and had to quickly undergo a very steep learning curve. |
| Disadvantages | entail giving more control or support than is required by the individual, the follower may well perceive such behavior as showing the leader’s lack of trust in his or her competence, as being a ‘control freak’ limiting the individual’s growth and development or even as being condescending. | The follower given too little control or support may well become discouraged, lose heart and  Ultimately fail in task responsibilities. |

**LEADING A TEAM:**

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| **Team Stage** | **Member Behavior** | **Action steps to move ahead** | **Leaders actions** |
| Forming | * Group members show courtesy towards each other and ‘getting to know you’ behaviors * Individuals share information and form initial stereotypes of each other * Individuals unclear on group goals; pursue ‘why we are here’ discussions * No conflict, but little productivity * Little trust or commitment to the group * Group norms and individual roles not established | * Set a mission , Set goals * Establish roles * Recognize need to move out of ‘forming’ stage * Identify the team, its tools and resources * Leader must be directive * Figure ways to build trust * Define a reward structure * Take risks , assert power * Bring group together periodically to work on common tasks   • Decide once and for all to be on the team | * Provide structure * Hold regular meetings * Clarify tasks and roles * Encourage participation by all, domination by none * Facilitate learning about one another’s areas of expertise and preferred working modes * Share all relevant information * Encourage members to ask questions of you and one another |
| Storming | * Individuals push for influence * Cliques form, splinter, reform * Goals are set, changed, questioned, reset * Agendas are hidden * Some individuals unusually aggressive or passive * Conflict, even personal attacks * Problem-solving ineffective * Group accomplishments quite limited | * Team leader should actively support and reinforce team behavior, facilitate the group, for wins create positive environment * Leader must ask for and expect results * Recognize, publicize team wins * Agree on individuals’ role and responsibilities * Buy into objectives and activities * Listen to each other * Set and take team time together * Everyone works actively to set a supportive environment * Have the vision ‘We can succeed’ * Request and accept feedback * Build trust by honoring commitments | * Use joint problem-solving, have members explain why idea is useful and how to improve it * Establish norm supporting expression of different viewpoints * Discuss group’s decision-making process and share decision-making responsibility * Encourage members to state how they feel as well as what they think about an issue * Give members the resources needed to do their jobs to the extent possible (when not, explain) |
| Norming | * Roles, hierarchy and norms established * Start to view the group as a team; team identity established * Steady cliques have formed; members identify with the team * Creativity emerges * Team achievement is evident * Limited disagreement, ‘groupthink’ a danger, members don’t confront to avoid ‘rocking the boat’ * New member entry is difficult | * Keep up the team wins * Maintain traditions * Praise and flatter each other * Self-evaluate without * Recognize and reinforce ‘synergy’ team behavior * Share leadership role in team, based on who does what the best * Share reward for successes * Communicate all the time * Share responsibility * Delegate freely within * Keep raising the bar/new, higher goals   - Be selective of new team members; select and train to maintain the team spirit | * Talk openly about your own issues and concerns * Have group members manage agenda fuss items, particularly those in which you have a high stake * Give and request both positive and constructive negative feedback in the group * Assign challenging problems for consensus decisions * Delegate as much as the members are capable of handling: team help them as necessary |
| Performing | * Team members very motivated; morale and team pride are very high * High trust, intense loyalty, self-sacrifice for team good * No cliques * Individuals request feedback; no surprises * Confrontation seen as positive * All members accepted and valued * Superb goal attainment * New member entry may cause regression to a previous stage | * Maintain efforts that brought the team to this stage | * Jointly set challenging goals * Look for new opportunities to increase the group’s scope * Question assumptions and traditional way of behaving * Develop mechanism for ongoing self-assessment by the group * Appreciate each member’s contribution * Develop members to their fullest potential through task assignments and feedback |

Learning Summary

* Leading the individual is primarily psychological in nature, focusing on one task or situation at a time.
* Team leadership involves many tasks at the same time, and considers social, psychological and team dynamics.
* Organizational leadership is ‘big picture’ focused, uses influencing skills, and considers political, historical and sociological factors.
* In all leadership behaviors, there are two additional, underpinning leadership realms: leadership of self (managing personal energy and courage) and transcendent leadership (the key component being integrity).
* Leading an individual involves some level of both task focus and relationship focus.
* Situational leadership provides a model for selecting an effective leadership approach based on the development level of the individual. Individual development levels may be diagnosed by understanding the follower’s competence, commitment and confidence for one particular task.
* As the development level is identified, the leader will then choose to use a corresponding leadership style: directing, coaching, supporting or delegating, depending on the follower’s needs.
* Under leading or over leading an individual can have both positive and negative effects.
* Teams go through predictable development stages: forming, storming, norming, performing.
* The leader, as in situational leadership, can diagnose the team’s development level and then choose leadership actions that will facilitate the team’s growth to the next stage.
* There is considerable similarity between the team development stages and the individual development levels of situational leadership.
* Although the skills needed to lead individuals and teams are invaluable, additional skills will be needed in order to influence the wider organization.