



UNIT-1

Understanding Management and Leadership

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Understand the characteristics of Management and Leadership

Unit 1

Understanding Management and Leadership

About Leadership

There are several very strong models for leadership which have been developed after many years of study, and with the help of many companies and their leaders. (See the recommended reading list at the back of this manual for more information.) All of these models share some things in common that we can certainly learn from in our own quest to become the best leaders that we can be. Whether you have “leader” in your job title or you are a leader without a team, developing the characteristics of strong leaders will help you in your work.

First, let’s explore what kind of a leader you are. In their work on the Situational Leadership II® model, Paul Hersey and Ken Blanchard recognise four leadership styles that tend to resonate with us. As you read about the different styles, think about where your comfort zone is.

Director’s Style

Someone with a director’s style deals effectively with new employees, who seem to respond well to being told about what is expected of them, having processes and procedures outlined for them, and having someone to whom they can report or ask questions regularly. The director’s style is defined by a strong emphasis on directing tasks and being able to account for results.

Coach’s Style

Coaches are able to support people and direct tasks in equal measure. This approach is available to a leader when employees understand what is expected of them but need some degree of support in order to take independent steps and make things happen. A coach’s style has a high degree of involvement in directing tasks and an equally strong emphasis on supporting people.

Supporter’s Style

This style encourages people to devise solutions and solve problems on their own. It provides them with the support they need in terms of tools and resources. The supporting style involves a low emphasis on directing tasks and a strong emphasis on supporting people.

Delegator's Style

Delegating means that the delegator holds responsibility for results but the work is done by others. We delegate to individuals who have high levels of related skills and the experience required to locate their resources and tools. They can then report to the delegator at defined intervals. This style has a low emphasis on directing tasks and an equally low emphasis on providing people with support.

Understanding Your Comfort Zone

We are all comfortable and at ease with one style, but there are times when staff performance, our own confidence, or a crisis demands that we behave differently.

When new people join the team, they will understandably need a level of **direction** that can be quite high and will leave the leader with little time for supporting people. As the newcomers gain skill and confidence, the leader can progress to a **coaching** style in which he/she is still directing tasks but is also able to offer additional support. As the employee makes progress, the leader provides more support and less hands-on direction until the new employee has the ability to accept delegated tasks.

This process can be cyclical. For example, a team to which you can easily delegate might undergo a significant change or become subject to a new system. You may then have to revert to your directing behaviour before moving on to coaching, supporting and, finally, a return to delegating.



Fig 1.1

We may also encounter structures that do not allow us to delegate, which can be a difficult proposition for someone who is a capable and effective delegator.

Managing Performance

When you consider different aspects of leadership, you can learn from the insights of global business leaders and research in order to make your own foray into leadership as effective as possible. One of the areas where many leaders struggle is **performance management**. We are very good at identifying the things that people do wrong (or the gaps in their performance), but we may not be as perceptive in recognising their success. For example, if you complete a project and 90% of the work is exceptional, a typical leader will ask why the other 10% is less impressive.

Instead of looking for gaps and managing performance from a negative perspective, we should consider our work as leaders as a process of helping people do more and do better. Empowerment means leaders ensuring that people have what they need to do their work while still being accountable for what they do. Leaders will often congratulate themselves when things are going well and then look for people and outside factors to blame when things are going wrong. This is unfortunate, and it is a sign of how our egos can stop us from being truly effective.

In his bestseller *Good to Great*, Jim Collins talks about humility in leaders. Humility allows a leader to realise that it's not about him or her; leadership is about making sure that people have what they need in order to do their best work. Humility is best demonstrated by action – and not the self-serving kind of actions either! Humility is about doing what needs to be done without fanfare. It is not demonstrated by updating social networking sites and bragging about the things you have done.

Servant Leadership

Robert Greenleaf first used the term **servant leadership** in 1970, although the principles have been in use for more than two thousand years. Servant leaders are those who can see a larger picture and make a commitment to serve their own people. In a traditional organisation, employees respond to their boss's needs. Servant leaders, however, know that their role is to help people reach their goals, and they keep the bigger picture in mind. Rather than seeking to meet their own needs, servant leaders want to make a difference for others, and the outcome is the impact of this approach on the organisation.

While servant leadership has a long history, standard business practice has been to focus on results in terms of profits and to put “bosses” in positions of authority and accountability. Servant leadership, however, is about heart. When leaders pay attention to what their people need and engage their hearts as well as their minds, they are able to secure a level of commitment that is much higher than in traditionally-led organisations. The results can be measured not only in terms of profit but also in terms of employee engagement and commitment.

Are you called to lead?

What do you love about leadership?

What challenges do you have?

If your organisation is not exemplifying servant leadership now, what do you think would have to change for it to become a serving organisation?

Onboarding and Orientation

Here is one of our favourite success stories:

Ann started a management job a couple of years ago where the welcome was remarkable. Her team had hung up a banner saying “Welcome!”, and there was a vase with daisies on her desk. Her new cell phone was there, all ready to go. Her computer was set up with all the applications she needed. Her new boss even took her out for lunch, answering all her questions and providing her with insights into the company’s culture. Ann was captivated by the place, and felt very good about her decision to accept the job.

But this is not the way many people start a new job. Can you relate to any of these stories?

- No one knew the person was starting on Monday because the boss was off on holiday and had not made any arrangements.
- New members of a road crew turned up and there was no safety gear for them.
- A sales representative started a new job with no computer access, business cards, computer or phone.
- An organisation assigned a buddy to a new staff member to show him the ropes. No one thought of the fact that the buddy didn’t start work until an hour after the new employee was told to arrive.
- A receptionist started work in a veterinary office on Monday. On Wednesday, someone told her that each Thursday she would be working from noon until 8:00 p.m. rather than the day shift she was hired for.
- No one had been assigned to show a new employee around the building, which was set up like a labyrinth. Where do they go to the washroom, store their lunch, or report to their supervisor?

These may seem like extreme examples but they have all actually happened to people that we know. Imagine how Ann felt on her first day in that job, in contrast to the people in the other examples.

If you are the leader for whom the new person will be working, it is your responsibility to make sure that your new team member is welcomed, and that they feel they have made the right choice in accepting the job offer. Balance your need for them to get started with the understanding that the newcomer can only take in his/her new situation at a certain pace: avoid an information dump or negative comments about the orientation process or the company. Your role is to engage the heads and hearts of new people and to realise the benefits of the decision you have made to hire them.

Five Practices

Introduction

James Kouzes and Barry Posner are two further well-known researchers who have done a huge amount of work on leadership, and their findings complement Peter Senge’s work.

They have identified five practices they feel should be a part of every leader’s skill set.

- Challenge the process
- Inspire a shared vision
- Enable other to act

- Model the way
- Encourage the hearts of employees

Let's look briefly at what these practices mean to us.

Practices One, Two and Three

Challenge the Process

Leaders venture out. Leaders don't sit idly by waiting for fate to smile upon them. They seek and accept challenge. Leaders are pioneers who are willing to step out into the unknown. They are willing to take risks, innovate and experiment to find new and better ways of doing things.

But leaders need not always be the creators or originators of new or different products, services or processes. These innovations tend to come from customers, vendors, people in the labs, and people on the front lines. The leader's contribution lies in recognising the good ideas, supporting innovation, and challenging the system to get new processes adopted. They know they are taking a risk, but they proceed anyway. They learn from their failures as well as from their successes.

Inspire a Shared Vision

Leaders have absolute and total personal belief in their dreams but, in some ways, leaders live their lives backwards. They can see pictures in their mind's eye even before the end is in sight.

Yet, if a vision is only seen by the leader, it can't create an organised movement or a significant change in a company. A person who doesn't have followers is not a leader, and people do not follow until they can accept a vision as their own. Leadership is a dialogue, not a monologue. (Sound familiar? This was the idea behind shared vision in the work by Peter Senge.)

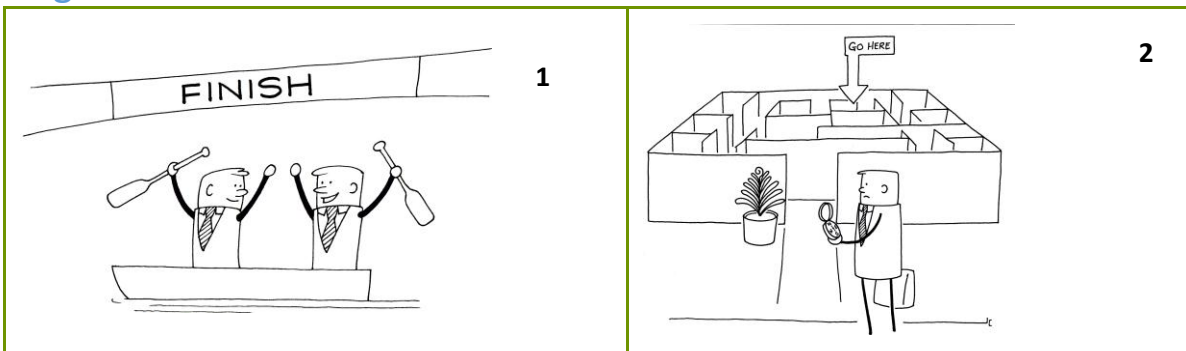
Enable Others to Act

Leadership is a team effort. Leaders know that nobody does their best if they feel weak, incompetent or alienated; they know that those who are expected to produce results must feel a sense of ownership. Leaders enable others to act, not by hoarding the power they have, but by giving it away. When people have discretion, authority and information, they are likely to use these resources and their energies to produce extraordinary results. Leadership is a relationship founded on trust and confidence. Without trust and confidence, people don't take risks. Without risks, there is no change. Without change, organisations die.

Think of a time when you felt especially powerful as a result of something a manager said or did. Specifically, what did the manager do or say? Aside from empowered, how did you feel?

Think of a time when you felt powerless as a result of something a manager said or did. What specifically did he or she do? How did these actions make you feel?

Image Identification



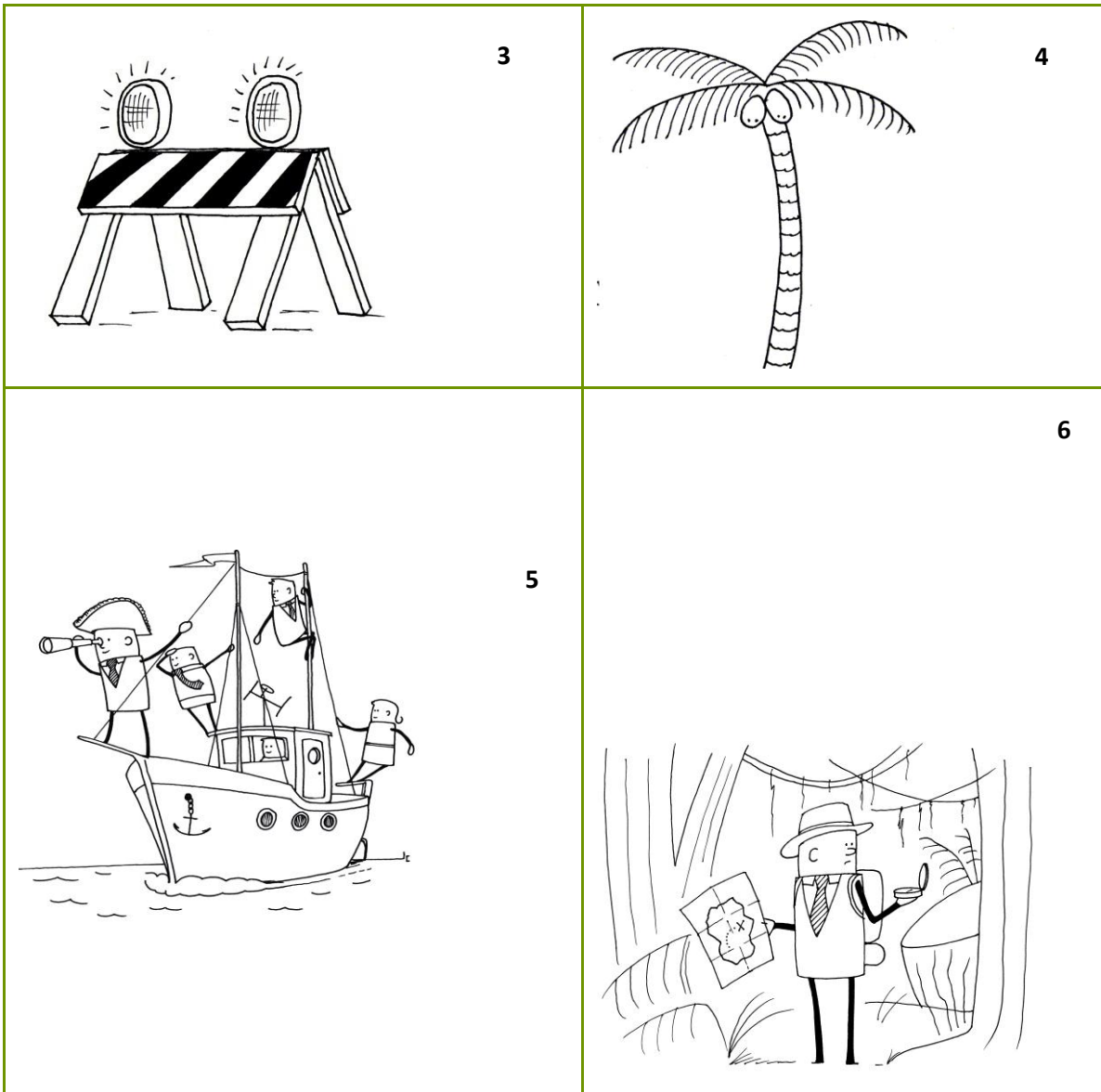


Image Number	How does it relate to leadership?	Rate the appeal of the photo.
1		
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Practices Four and Five

Model the Way

Leaders go first. Never ask your team to do something you are not willing to do. You set an example and build commitment through simple daily acts that create progress and momentum.

Leaders stand up for their beliefs, so you'd better have some beliefs to stand up for. Your deeds are far more important than your words. Leaders need operational plans. They must steer projects along a purposeful course, measure performance, give feedback, meet budgets and schedules, and take corrective action.

Encourage the Heart

Of all the leadership practices, encouraging the heart is the hardest to plan. Why? For one thing, you don't know in advance what people will do that merits recognition. For another, you want your recognitions and celebrations to be spontaneous, genuine and heartfelt. Too much planning can make recognition feel routine or forced.

To make a start on encouraging the heart through effective recognition, here are two possible commitments for you to accept.

- One person I'll recognise in the coming week: _____
 - Why: _____
 - How: _____
- One celebration I'll hold in the next month: _____

- Why: _____
- How: _____

Practices in Practice

Activity	Practice Number(s)
Communicate often. Make sure communication runs both ways.	
Be aware of a changing environment.	
Make sure everyone understands the end results, their role and how they will benefit.	
Plot a procedure. Break it down into its parts.	
Ask for help from others.	
Constantly evaluate current products and procedures.	
Reserve judgement until you have the facts but be willing to come to decisions.	
Give employees projects for which they can take responsibility.	
Lead and direct the process, but make it an “us” collaboration.	
Measure your deliverables.	
Create a collaborative basic plan for growth.	
Demonstrate integrity in your own actions.	
Recognise individuals in the way they want to be recognised.	
Trust and provide visible evidence that you do.	
Celebrate success together.	
Make sure others see what’s in it for them and how they will benefit.	

Activity	Practice Number(s)
Help others understand why they must innovate and be competitive, viable and marketable.	
Share how you see the business/organisation in ten years.	
Benchmark and find out how “X” is doing it.	
Explore risks. Be willing to take small risks to innovate.	
Do a SWOT analysis.	
Provide people with both opportunities and resources.	
Develop effective strategies for resolving conflict.	
Really delegate. Live with mistakes and learn from them.	
Be visible and accessible.	
Set reasonable short-term goals.	
Demonstrate random acts of kindness.	
Celebrate and post external accomplishments.	
Recognise strengths and recognise victories over challenges.	
Find ways to recognise teams: verbally, in writing, and with tokens of appreciation.	

Managers vs. Leaders

Leaders can be managers, but not all managers are necessarily leaders. Within your organisation, you will find job titles that are associated with leadership roles, and there are also people who are not formally in a management role but are certainly leaders. This section will discuss the elements of leaders and managers. Decide what kind of role you fulfil and consider whether you will further develop your leadership and management skills.

Who are the people you would consider to be great leaders of today?

Who are some of the leaders in your particular industry, organisation or geographic location?

What qualities make these leaders stand out among their peers?

Workplaces need people who can **both lead and manage**. Being an authentic, strong and successful leader is not easy, and we should not expect it to be. Becoming a good athlete, physician or musician is not easy. While you may see leaders who make the journey look easy, it's important to recognise that they have to work at it.

You will often see managers defined as looking after administration, systems or a particular structure; being accountable; and ensuring things are done correctly. All of these things are absolutely essential in business success. However, the leader is observed as an innovator, a visionary who inspires trust, someone who has a long-term view, and someone who is able to empower managers and others to get the work done. When the leader sets a direction and shares a vision, the manager is responsible for implementing it.

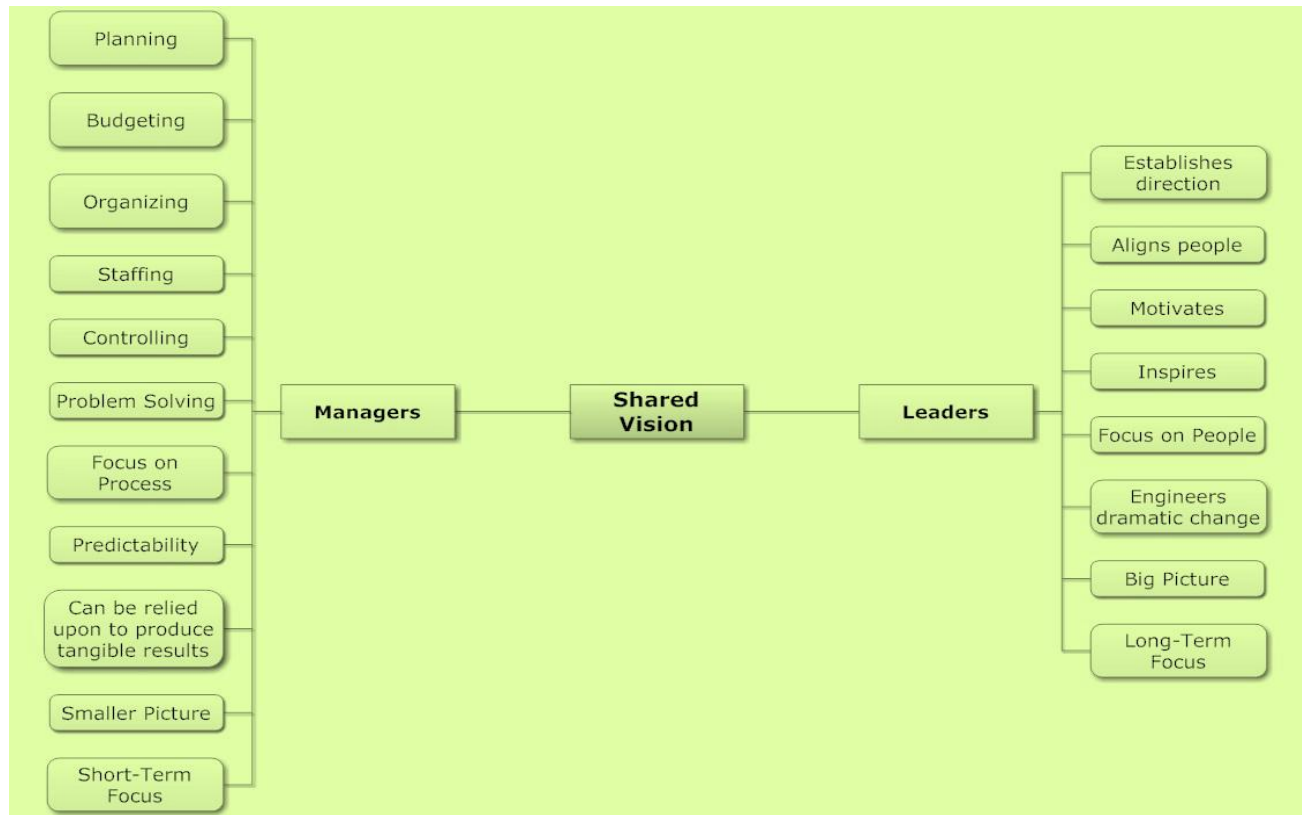


Fig 1.2

Perhaps Peter Drucker said it best: “Management is doing things right; leadership is doing the right things.”

Types of Thinking

Directional Thinking

Directional thinking is the thought process that a person goes through, whether individually or within an organisation, that ultimately produces a vision or establishes a direction.

The process consists of two major steps:

- A direction-setting opportunity.
- A direction-setting decision.

A **Direction-Setting Opportunity** (DSO) is an event that occurs in a person’s life. It may be ordinary or extraordinary. But it does present an opportunity to change a particular course of action.

In general there are two types of DSOs: those that occur arbitrarily through forces outside your control and those that are intentional.

A **Direction-Setting Decision** (DSD) occurs when you choose between the existing pattern and a new direction. Once you make a DSD, it will change your course and put you on a road that leads in a different direction.

We can create this new direction by using several different techniques.

Paradigm Shifts

One example of a paradigm shift is the story told by Stephen Covey in his book *The Seven Habits of Highly Effective People*. He was on a subway train early one Sunday morning. All was quiet as people read their paper, sipped their coffee, or caught a few more minutes of sleep. At one stop, the quiet was broken as a man and his three small children got on the train. Within minutes the children had disrupted the calm as they jostled people, threw things, and yelled back and forth. The atmosphere was charged with unspoken anger toward this man and his children.

Covey's own resentment grew, and since the father was sitting next to him, Covey brought the children's behaviour to the man's attention. The stranger replied, "We just came from the hospital where their mother died about an hour ago. I don't know what to think, and I guess they don't know how to handle it either."

Here is the paradigm shift: people's anger and resentment shifted to sympathy and compassion as the magnitude of what had taken place registered with each individual. People expressed an interest in the children as Covey spoke with their father, and the shattered peace was no longer important.

Mind Mapping

This technique is an example of creative or lateral thinking versus linear thinking. Linear thinking is sequential and orderly. However, this is not always the way our minds work. For example, imagine you were thinking of starting a garden in your backyard. Your mind might think about these things:

- Lights
- Perennials/annuals
- Soil
- Layout

Write these ideas in a list. Then, under or beside "Lights", write what comes into your mind, such as up-lighting, motion sensors, etc.

Soon, you will have a mind map that is anything but sequential, but which can be made sequential when the time comes.

Reframing

Think of how these phrases might be reframed to sound more positive:

Negative	Positive
It's them	
It's a problem	

We don't have enough time

Reframing an idea or problem can give us a new perspective on it and help us come up with new insights.

Consequential Thinking

Consequential Thinking is the process of identifying the risks associated with a particular action and then considering whether to continue in pursuit of that goal.

No one is immune from risk. Choices create risk. We all live with risk on a daily basis, and leaders encounter risks with every decision they make and every action they pursue. The difference between the risks you take as an individual and the risks you take as a project leader is the number of people who are affected. In *Managing Risk*, author Vernon L. Grose argues there is no such thing as an accident. He feels that those things we call accidents are actually the result of choices. For leaders, the question before proceeding in a certain direction should not be "How likely is an accident?" but, rather, "What are the risks associated with my choices? Which risks can be eliminated? Which risks can be avoided?"

Since your decisions will change things from the way they are to the way you think they should be, consider the process and the outcomes carefully.

Consequential thinking is a logical extension of directional thinking. The greatest enemy to a successful decision is your own impulsiveness. Can you think of some ways of structuring your thinking to minimise risk?

Whenever you make a decision, think about its consequences. You can use the Rotary four-way test to help you:

- Is it ethical?
- Is it legal?
- Is it fair and balanced?
- Will it pass a test of public scrutiny?

You can also consider the pros vs. cons and costs vs. benefits of your decision.

Ethics 101

Suppose that you have started a new job where you have the discretion to choose the charity to which your company donates. The charity with which your company has had a long association, however, contravenes your political beliefs, but the charity's budget relies on your company donation and many recipients of its services would lose out if you stopped the practice.

What Would You Do?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Influence Strategies

At the very core of leadership is the ability to influence people. The importance of this ability is reflected in most definitions of leadership.

Consider these quotes:

- Any time you try to influence the behaviour of another person, you're engaging in an act of leadership. (Ken Blanchard, in *Leadership and the One-Minute Manager*)
- What leaders do is inspire people, empower them. They pull rather than push. If you want to lead people, the first thing you have to do is get them to buy into shared objectives. (Warren Bennis and Joan Goldsmith in *Learning to Lead*)

There are several things to consider when we talk about influencing others:

- An individual's resistance to change
- Maslow's Hierarchy of Needs
- The types of strategies that manipulate
- The type of strategies that persuade people to change (usually based on principles of fairness and mutual gain)

In *Influence: The Psychology of Persuasion*, Robert Cialdini has identified six influence strategies.

Reciprocity

This refers to an obligation to return what we receive. When people remember our birthday, anniversary or some other event, we feel obligated to give them something or do something of equal value in return.

Commitment

Once we have made a commitment to do something, we feel both internal and external pressure to keep our word. For example, if I made a commitment to look after your pet goldfish for the weekend, I would feel pressure in my own mind to do so, even if circumstances made it very difficult for me.

Social Proof

One way of determining the correct or best way to do something is to find out what others are doing and then do the same thing. This influencing factor is even more effective when we are uncertain about the required standard and we seek opinions from people we know and trust.

Likeability

People generally prefer to do business with people they know and like, rather than people they don't know or don't like. Successful sales people usually have excellent interpersonal skills that help them connect with people. This might mean remembering their name or their birthday, the ability to find some common ground with them, or simply the ability to make others feel good about themselves. Remember, we catch more flies with honey than we do with vinegar.

Authority

People will be more likely to comply with requests if they think the request comes from a figure of authority. We rarely question police officers, fire officials, doctors, or professors when they ask us to comply with their requests.

Scarcity

If stores are about to run out of something, we feel the urge to stock up regardless of whether we need the item or not. We don't want to lose our sense of being in control. This opens the door to unfair price-hiking during times of stress, such as major storms or disasters.

Building Trust

The Cycle of Trust and Performance

Trust may very well be one of the most important determinants of employer-employee relationships. Research has determined that if employees trust their managers, they are much more likely to be open in their communication. High trust on the part of a manager stimulates high worker performance, which in turn reinforces trust and thus becomes a self-fulfilling prophecy. This makes a constructive cycle of trust between the employee and employer.

However, in a destructive cycle, low trust on the part of the supervisor/manager contributes to low worker performance, which then reinforces a manager's low trust.

To improve trust, either the manager or the employee might initiate a break from the destructive cycle. Using the reciprocal nature of relationships as justification, a manager can react to a low-producing employee by giving back more trust and responsibility, hoping to motivate a better performance. Or the employee can react to low trust with increased productivity, hoping to persuade the manager that he or she is deserving of trust.

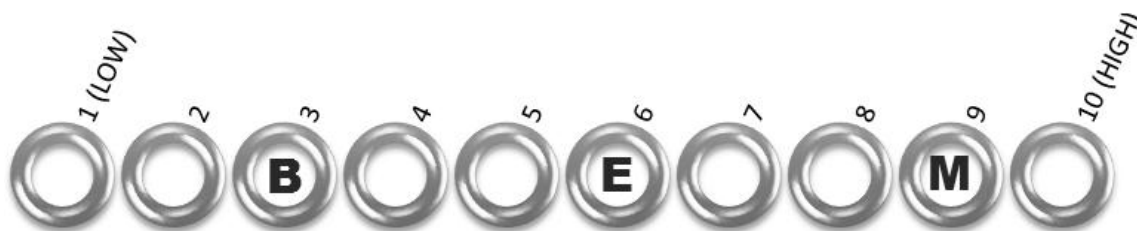
Although there is an element of risk in these methods, the destructive cycle will continue until one or the other does something to break it.

Trust Exercise

Many authorities on leadership, communication and management assert that a trusting relationship is fundamental to leadership effectiveness. On the scale below, enter data at three points on it to indicate the degree to which:

- You trust your employees (M)
- You trust your boss (B)
- You believe your employees trust you (E)

Here is a sample of a completed rating:



Here is the scale that you are to use:

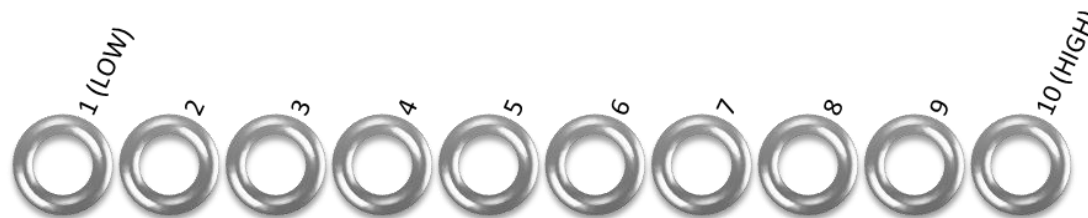


Fig 1.3

Team Management

Words such as 'group' and 'team' can be used interchangeably. Modern managers sometimes use the word 'teams' to the point of cliché; they talk about teams while sceptics perceive no real teamwork.

Thus, making a distinction between groups and teams can be useful. A working group is a collection of people who work in the same area or have been drawn together to undertake a task but do not necessarily come together as a unit and achieve significant performance improvements.

A real team is formed of people with complementary skills who trust one another and are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.

Organisations have been using groups for a long time, but today's workplaces are different. Teams are used in many different ways compared to the past. Ideally, people are far more involved in team building. Most employees are well trained in teamwork. Hence, cooperation is higher, and the culture of learning has improved today.

The figures below show a comparison of the traditional work environment with the modern team environment and are adapted from the book *Leading Teams* by J. Zenger and Associates.

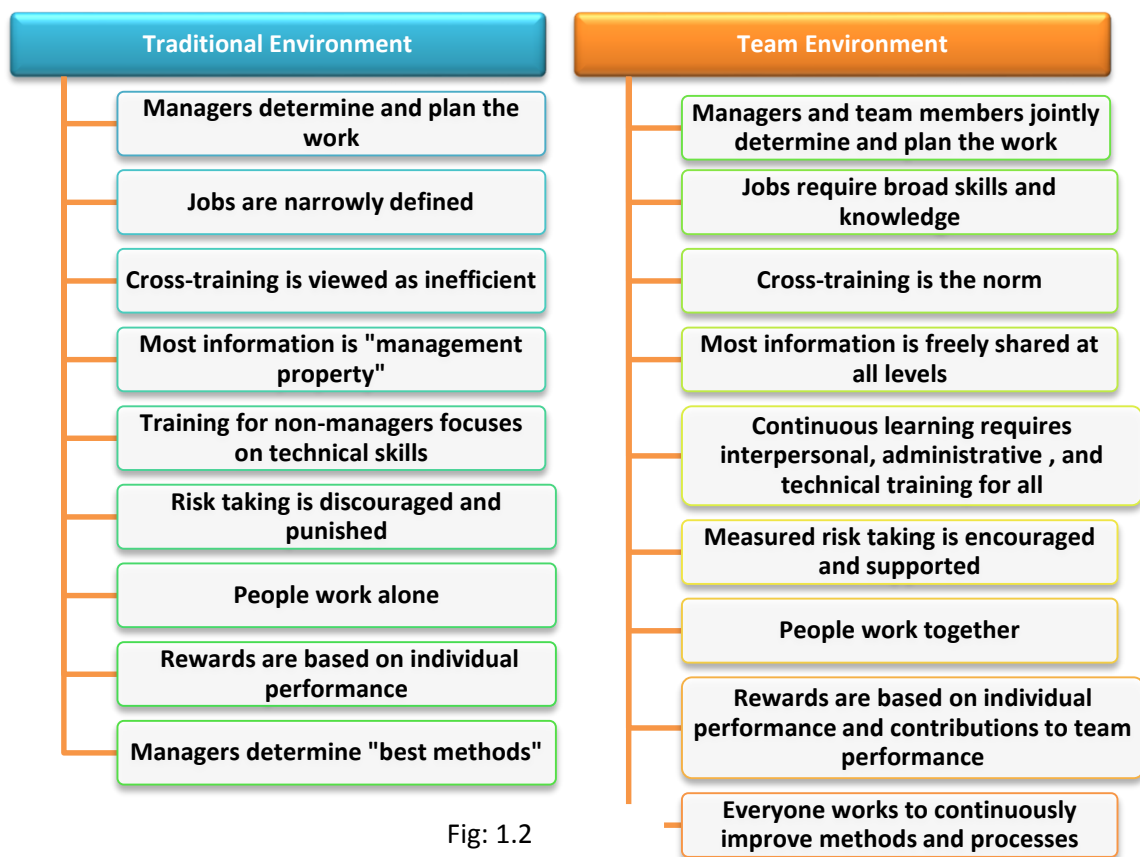


Fig: 1.2

Types of Teams

Organisations may have hundreds of groups and teams when the business operates on large-scale activities. Nevertheless, they can be classified into just a few primary types as follows:

- **Work Teams**

Work teams make or do things such as manufacturing, assembling, selling or providing services.

- **Project and Development teams**

Project and development teams are also known as “ad hoc teams” that work on long-term projects but disband once the work is completed.

- **Parallel Teams**

Parallel teams operate separately from the regular work structure and exist temporarily.

- **Management Teams**

Management teams coordinate and provide direction to the subunits under their jurisdiction and integrate work among subunits.

- **Transnational Teams**

Transnational teams are composed of multinational members whose activities cover multiple countries.

- **Virtual Teams**

Virtual teams are physically dispersed and communicate electronically more than face-to-face.

- **Self-Managed Teams**

Self-managed teams are composed of autonomous work groups with workers who are trained to do all or most of the jobs in a unit. This type of team has an immediate supervisor and makes decisions previously made by front-line supervisors.

- **Quality Circles**

Quality circles are voluntary groups of people drawn from various production teams who make suggestions about quality.

- **Traditional Work Groups**

As discussed in the figure on the next page, traditional work groups, autonomously speaking, have no managerial responsibilities.

- **Semi-autonomous Work Groups**

Semi-autonomous work groups make decisions about managing and carrying out major production activities but receive outside support for quality control and maintenance.

- **Autonomous Work Groups**

Autonomous work groups control decisions about and execute a complete range of tasks.

- **Self-designing Teams**

Self-designing teams have the responsibilities of autonomous work groups. They also have control over hiring, firing and deciding what tasks members perform.

Benefits of Managing Teams

Teams are the building blocks of the business organisation structure. In most corporations, teams function as small entrepreneurial businesses within corporations. Moreover, a well-managed team produces the following desired results:

- Increases the firm's productivity
- Improves the quality of products and services
- Reduces the costs of production
- Speeds up operations
- Drives innovation and change
- Develops new products faster
- Works efficiently with suppliers
- Provides a learning mechanism for each team member
- Satisfies important personal needs of each member such as a sense of belonging and esteem
- Creates a positive working culture, specialisation and efficiency
- Boosts social corporate responsibility among the workforce
- Provides immediate feedback to one another
- Helps identify opportunities for growth and development
- Supplements the functional expertise of one another

- Develops strong problem-solving capabilities
- Creates flexibility, especially when transferring skills to new positions

Effective Teams

Effective teams are necessarily able to produce desirable results. With that, certain criteria must be satisfied to prove that a team is effectively managed, such as the following:

- **Productivity**

The productive output of the team meets or exceeds the standards of quantity and quality; the team's output is acceptable to the customers, inside or outside the organisation, who receive the team's goods or services.

- **Utility**

Team members realise the satisfaction of their personal needs. When a manager gives the team the freedom to innovate and stretch their skills, team members are likely to become enthusiastic and achieve great pride and satisfaction in their work.

- **Dedication**

Team members remain committed to working together again unless the group burns out and disintegrates after an exhausting project. More often than not, the members are happier whenever they are involved. Therefore, effective teams remain workable and have good prospects for repeated success in the future.

To further develop the above-mentioned qualities of an effective team, managers may conduct team-building activities and other work with a supplementary coach. Team-building events usually involve activities that focus on relationship dynamics among team members.

Furthermore, coaching a team should be different from coaching individual team members because it must be focused on how the group as a whole operates and how it might improve interactions in order to accomplish its goals.

When a Group of Individuals Come Together to Perform a Similar Activity or Accomplish a Common Goal, and Work in Coordination With One Another, They are Called a Team.

In a business organisation, a team is a group of individuals with a variety of qualifications, who come together to manage a department, or work together to accomplish a particular goal for the organisation. The teams can be assembled on a temporary or permanent basis.

It is necessary to hire an individual who will supervise the activities of the team as a whole as well as the performance of the individuals within the team. This is known as team management.

In order to function properly, any team requires a certain level of trust and respect amongst its members. A good team creates an environment at work that is fun to enter and one that every employee embraces.

It motivates all the members of the team to contribute to the goal at hand, and the cheerful relationship between the members creates a feeling of family.

On the other hand, if a team's members are constantly at cross-purposes, fighting and struggling to gain superiority over one another, the atmosphere will be one of ill-will. There will be distrust amongst the members.

They will be constantly competing and trying to outdo one another, sacrificing the quality of the work due to their petty issues. It is the job of a team manager to resolve these issues and to create a harmonious working environment.

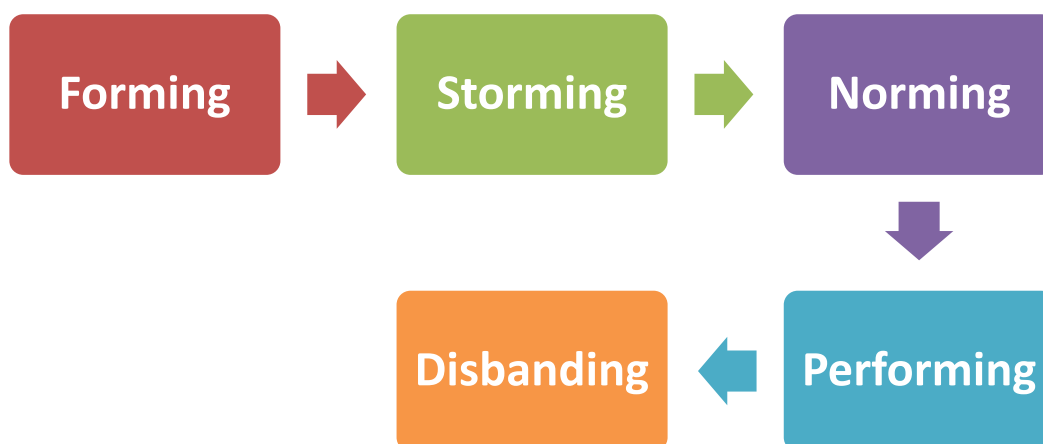
A good environment within the team can help the members of the team achieve more goals. In the process, they can learn more and create friendships through the organisation, which will increase their morale. As they make friends, they will feel sufficiently comfortable with the other members of the team to be themselves and thus enjoy their work.

As members of a team, if any mistakes occur, they will feel safer and through their accomplishments they will earn the profits and share them together.

As a member of a team, each individual also has a chance to project his/her skills as a leader when it comes to handling certain jobs or fulfilling some particular objectives.

This creates a team spirit that is welcoming and reduces stress between the members of the team. The temporary teams that are created to fulfil a certain purpose for a limited period of time are developed through five stages, as stated in 'The Team Development Model' by Bruce Tuckman.

This model has five stages of development in the assembling of the team. They are as follows:



- **Forming**

In this first stage, the members of the team are acquainted only with the team leader and in most cases prefer to speak only to him/her and not to the other members.

In this stage the relationship is filled with distrust and uncertainty as the members are not properly acquainted with one another. As Bruce Tuckman points out, a team can get stuck in this stage and create problems in the future stages of development.

It is the job of the team leader to create a comfortable environment between the members to enable them to learn to trust one another and work to produce the desired results.

- **Storming**

Storming can mean two things – the storming of ideas or the storming of the members of the team due to their tempers. This is a simple way to describe it. Such things do not actually occur in the overly friendly settings of the business organisation.

Storming is the second stage of the development model. In this stage the team members begin to wonder whether they can actually work together to produce results.

It is natural that some of the team members will disagree with the others and there will be conflicts in the ideas and suggested approaches.

This stage is marked, therefore, by conflicts and debates. In this stage the team members try to sort out their differences through the leadership of the team manager.

- **Norming**

Norming is the third stage Bruce Tuckman's model. In this stage, the team members start to put aside their differences from the storming stage and then create norms for working and codes of conduct and procedure.

They start planning ways to implement the decisions, creating programmes and making plans and strategies to achieve their objective.

They start to view the team as a team and put aside their own personal gains and interests to achieve the goal at hand.

- **Performing**

Proper execution of all the above stages makes way for this fourth stage which is the performance stage. As Bruce Tuckman notes, the members of the team are now more comfortable in their interactions with one another. They have formed the strategies; now they must employ them to achieve their ends.

In this atmosphere, it is easier for the team to perform together, make decisions, take risks, and work to eliminate any problems or barriers along the way. They aim to finally deliver on the objective and work in a positive and harmonious environment.

- **Disbanding**

The team is created for a temporary period; therefore, after it has accomplished its goal and achieved success, it can be disbanded or split up.

Even if the team works together to create a major landmark, it will still be disbanded. The members may undergo this process again in a new team for the accomplishment of a new objective. It becomes the job of the team leader to safely navigate his/her team through these stages. The success of the team leader depends upon the success of his/her team.

If the team manages to accomplish its goal without too many hesitations, this is a clear indication of the skill of the team leader and the quality of management. A team is firstly formed by analysing the personalities of each team member as per the requirements. A team leader or project manager first decides on the number of members required and then the skills that the members must possess; finally, he/she chooses from among the available employees to form a group of members who are expected to work well together.

In this sense, the individuals are seen as a part of a team and not as single employees. This team is then analysed by the team leader. He/she studies their personalities and understands their characters (either through an interview process or by observation); when he/she is satisfied that they can work well together he assembles them and introduces them as a team.

If required, he/she might even ask his employees to undertake 'team-building' activities, which is another method of developing the team.

In this method, the proposed members of the team are brought together and then spend a few days in a workshop getting to know one another with the aim of improving their future project.

Through this workshop they will gain an early 'feel' of their team's dynamic. Team building is not limited to business organisations; it can also be used in school teams and teams taking up challenges in the field of various talents.

In team-building workshops, the team undertakes activities and exercises that are aimed at improving the relationships among the members of the team and training them for their future roles in the team, smoothing over any rough edges.

Team management is becoming increasingly important in business organisations nowadays because they have started working with employees of different cultures and backgrounds, and sometimes teams are divided by national borders and can only communicate through technology.

Further Reading:

- ✓ *Understanding Management* (2010) by Richard Daft, Dorothy Marcic
- ✓ *Understanding Management* (2006) by Richard L. Daft, Dorothy Marcic
- ✓ *Introducing Management: A Development Guide*, 6 April 2006 by Kate Williams
- ✓ *Effective Leadership: Revised Edition* (2009) by John Adair
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