- MS (HR), M.B.A (IBA), M.A (Economics), BS(Computers), B.Com
- Certified HR Professional (1st Position), Certified Thomas DISC PPA, GIA & TEAM Practitioner,
- Certified MBTI Practitioner, Certified Chief Happiness Officer, Certified Balance Scorecard Practitioner

Discover what's possible.

**IN A DISRUPTED WORLD, WE NEED SOMETHING DIFFERENT.**

- Sui Southern Gas Company Limited – GM-CCD/Company's Spokesperson
- Orangetouch (HR & Management Consultants) – Consultant/Trainer
- Jahangir Siddiqui Investment Limited – VP/Head of HR
- Shaheen Air International – Head of HR & Admin
- Habib Group – Manager HR
- LG Household & Healthcare
- TAQ Cargo
- Expeditors
- Citibank.

- EDUCATIONAL INSTITUTION (I.B.A., IQRA, IOBM, SZABIST, PAFKIET, PIQC)
- PUBLIC PROGRAMS & LEARNING FESTIVALS
- CORPORATE TRAININGS

    Pepsi, Telenor, Siemens, Thal, Axact, Shabbir Tiles, Agriauto.

    Getz Pharma, PharmaEvo, Morgan Chemicals NBP, HBL,

    Jahangir Siddiqui Investment, SSGCL, PPL.

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# LEADERSHIP THEORIES

# Great Man Theory (1840s)

- The Great Man theory evolved around the **mid 19th century**..

- The Great Man theory assumes that the **traits of leadership are intrinsic.** That simply means that **great leaders are born**... they are not made.

- This theory sees great leaders as those who are **destined by birth to become a leader**. Furthermore, the belief was that great leaders will **rise when confronted with the appropriate situation.**

# Trait Theory
## (1930's - 1940's)

- The trait leadership theory believes that people are **either born or are made with certain qualities** that will make them excel in leadership roles. That is, certain qualities such as **intelligence, sense of responsibility, creativity and other values** puts anyone in the shoes of a good leader.

- The trait theory of leadership focused on analyzing **mental, physical and social characteristic** in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

# Trait Theory
## (1930's - 1940's)

## Leadership Traits

- Extraversion
- Conscientiousness
- Openness
- Emotional Intelligence (Qualified)

# Behavioural Theories
## (1940's - 1950's)

- In reaction to the trait leadership theory, the behavioural theories offered a new perspective, one that focuses on the **behaviours of the leaders** as opposed to their mental, physical or social characteristics.

- Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to measure the **cause an effects relationship** of specific human behaviours from leaders.
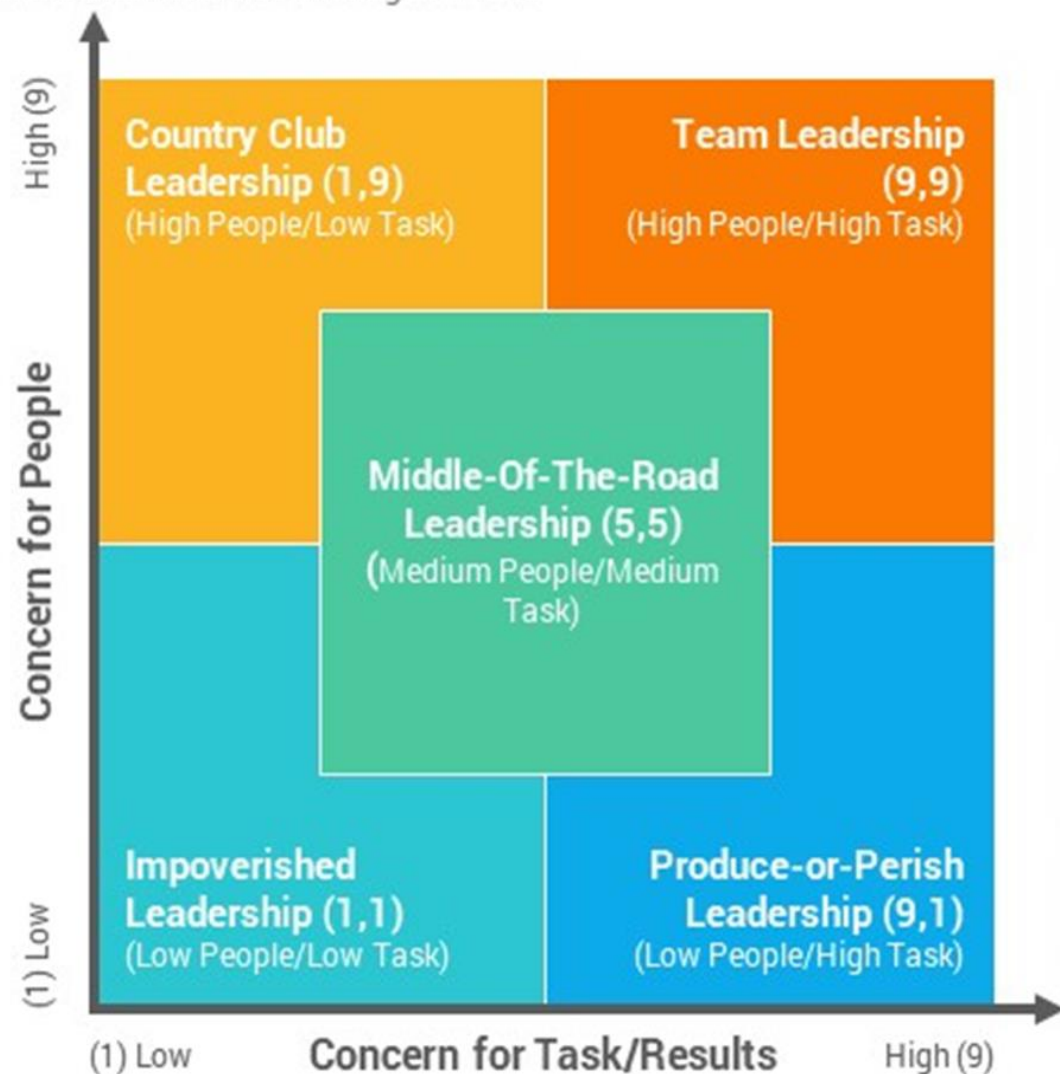
# Behavioural Theories
## (1940's - 1950's)

- From this point forward anyone with the right conditioning could have access to the once before elite club of naturally gifted leaders. In other words, **leaders are made not born.**

- The behavioural theories first divided leaders in two categories. Those that were **concerned with the tasks** and those **concerned with the people.**

# Blake and Mouton's Managerial Grid

**Concern for People**

High (9)

**Country Club Leadership (1,9)**
(High People/Low Task)

**Team Leadership (9,9)**
(High People/High Task)

**Middle-Of-The-Road Leadership (5,5)**
(Medium People/Medium Task)

(1) Low

**Impoverished Leadership (1,1)**
(Low People/Low Task)

**Produce-or-Perish Leadership (9,1)**
(Low People/High Task)

(1) Low — **Concern for Task/Results** — High (9)

**Impoverished Leadership (Indifferent Management)**
(1,1)

**Produce or Perish Leadership (Dictatorial Management)**
(9,1)

**Middle-Of-The-Road Leadership (Status Quo Management)**
(5,5)

**Country Club Leadership (Accommodating Management)**
(1,9)

**Team Leadership (Sound Management)**
(9,9)

# Contingency Theories
## (1960's)

- The Contingency Leadership theory argues that there is **no single way of leading** and that **every leadership style should be based on certain situations**, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element.

- To a certain extent contingency leadership theories are an extension of the trait theory, in the sense that **human traits are related to the situation in which the leaders exercise their leadership**. It is generally accepted within the contingency theories that leader are more likely to express their leadership when they feel that their followers will be responsive.

# Contingency Theories
## (1960's)

### All Consider the Situation

- Fiedler Contingency Model

- Cognitive Resource Theory

- Hersey and Blanchard's Situational Leadership Model

- Path Goal Theory

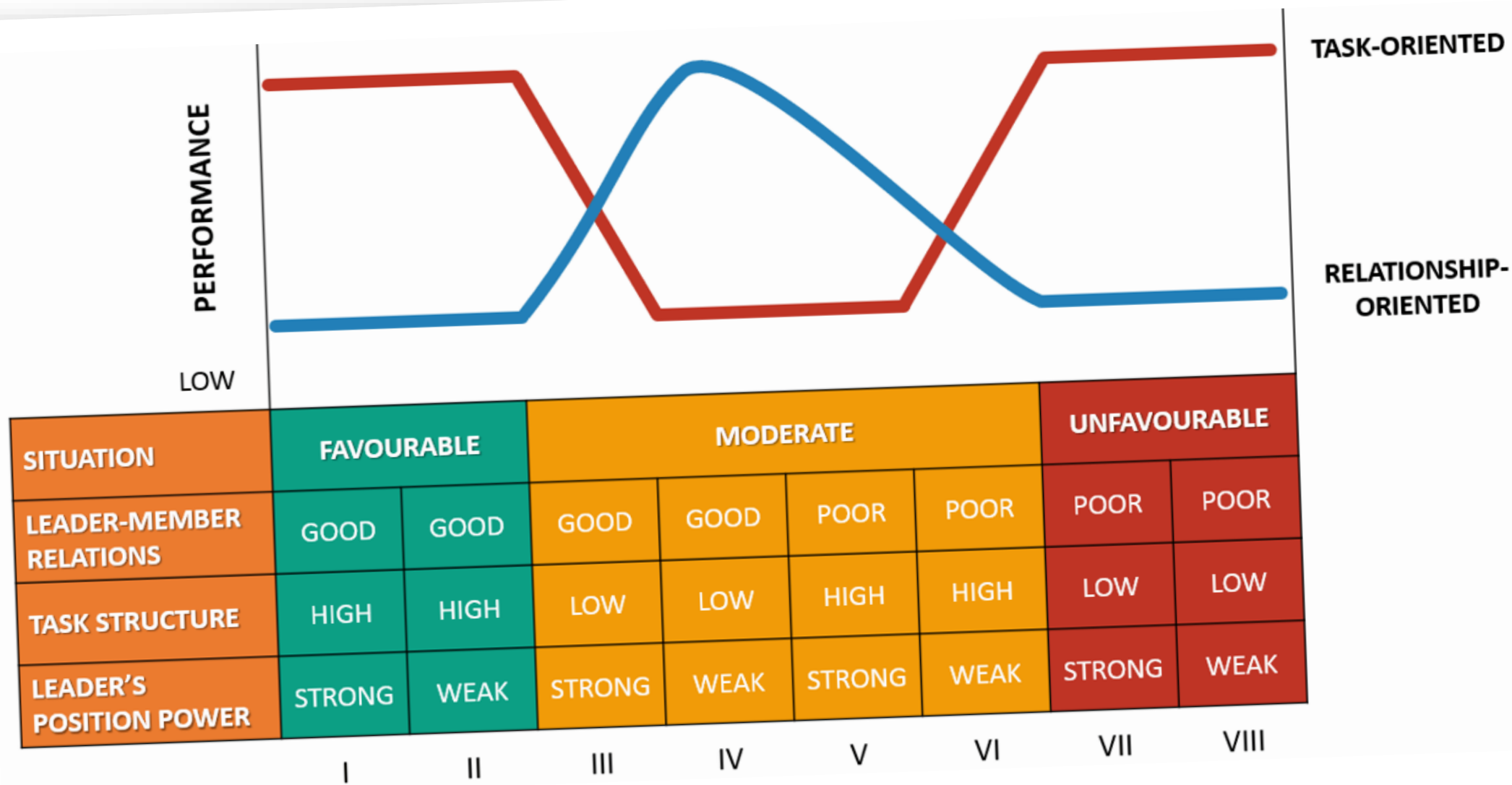### Assumptions underlying the different models:

- Fiedler: Leader's style is fixed.

- Other's: Leader's style can and should be changed.

# Fiedler Model

- Leader: Style Is Fixed (Task-oriented vs. Relationship- oriented)

- Considers Situational Favorableness for Leader
  - Leader-member relations
  - Task structure
  - Position power

- Key Assumption
  - Leader must fit situation; options to accomplish this:
    - Select leader to fit situation
    - Change situation to fit leader

| | TASK-ORIENTED |
| | RELATIONSHIP-ORIENTED |

| SITUATION | FAVOURABLE | | MODERATE | | | | UNFAVOURABLE | |
|---|---|---|---|---|---|---|---|---|
| LEADER-MEMBER RELATIONS | GOOD | GOOD | GOOD | GOOD | POOR | POOR | POOR | POOR |
| TASK STRUCTURE | HIGH | HIGH | LOW | LOW | HIGH | HIGH | LOW | LOW |
| LEADER'S POSITION POWER | STRONG | WEAK | STRONG | WEAK | STRONG | WEAK | STRONG | WEAK |
| | I | II | III | IV | V | VI | VII | VIII |

# Cognitive Resource Theory

A theory of leadership that states that the **level of stress in a situation is what impacts whether a leader's intelligence or experience** will be more effective.

# Cognitive Resource Theory

## Research Support

- Less intelligent individuals perform better in leadership roles under high stress than do more intelligent individuals.

- Less experienced people perform better in leadership roles under low stress than do more experienced people.

# Contingency Approach: Hersey and Blanchard Situational Model

- Considers Leader Behaviors (Task and Relationship)
  - Assumes leaders can change their behaviors

- Considers *Followers* as the Situation
  - Follower task maturity (ability and experience)
  - Follower psychological maturity (willingness to take responsibility)

- Assumptions

  - Leaders can and should change their style to fit their followers' degree of readiness (willingness & ability)

  - Therefore, it is possible to train leaders to better fit their style to their followers.

# Hersey and Blanchard's Situational Leadership Theory

- A contingency theory that focuses on followers' **readiness**; the more "ready" the followers (the more willing and able) the less the need for leader support and supervision.
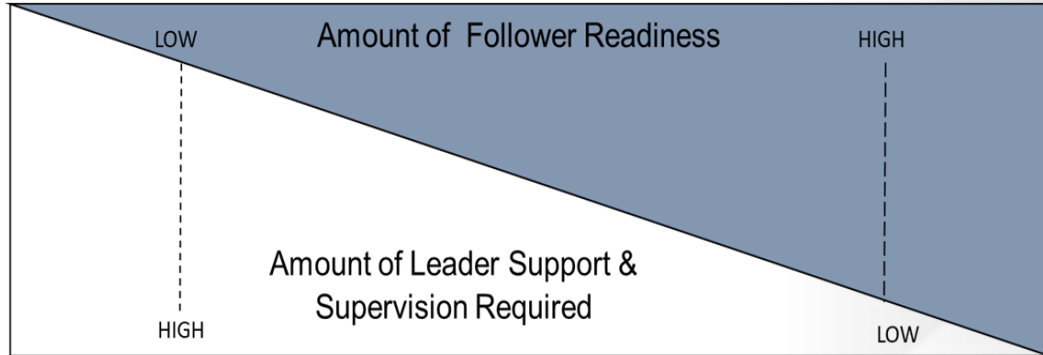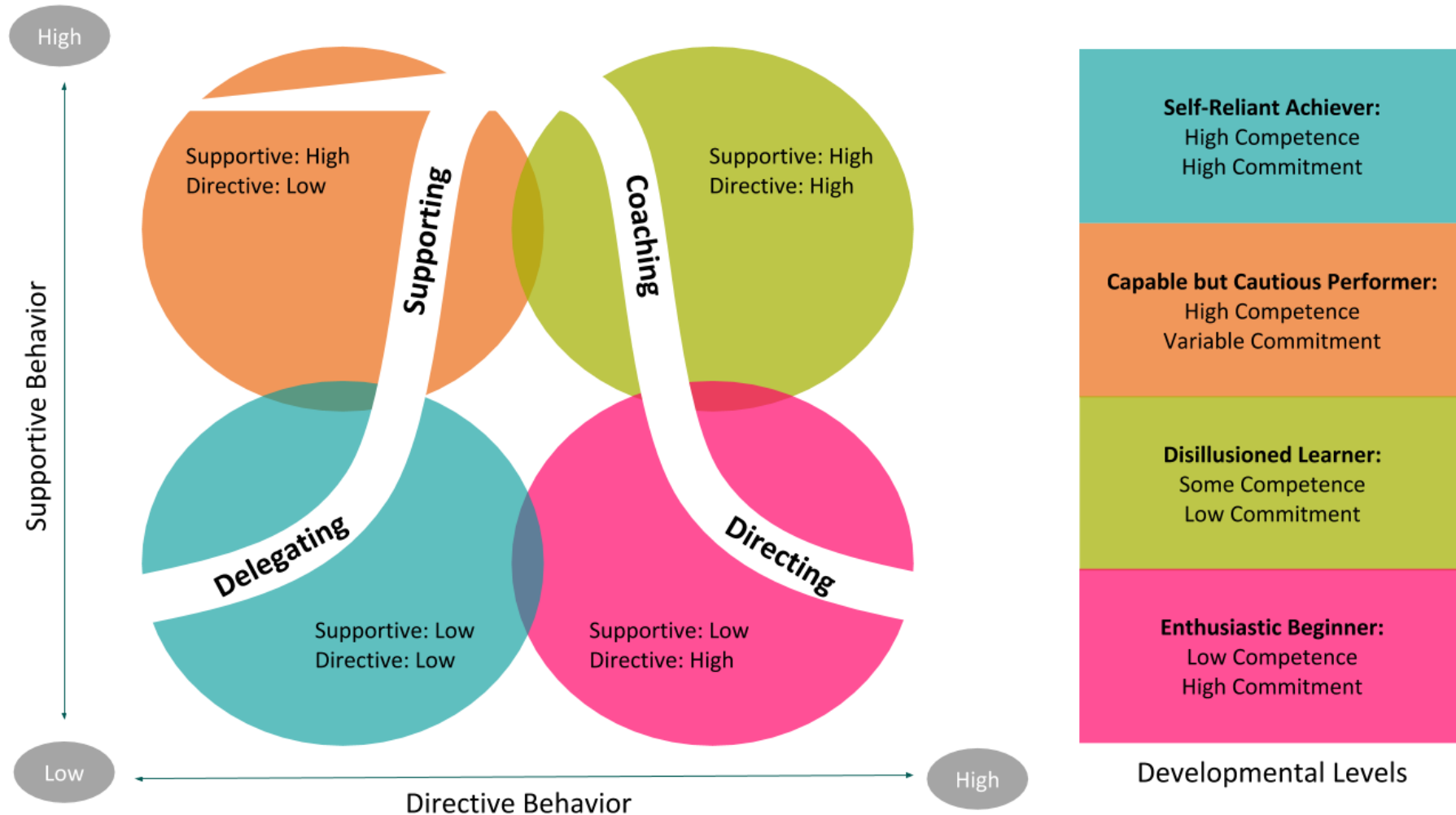
Leadership Style

Readiness Level
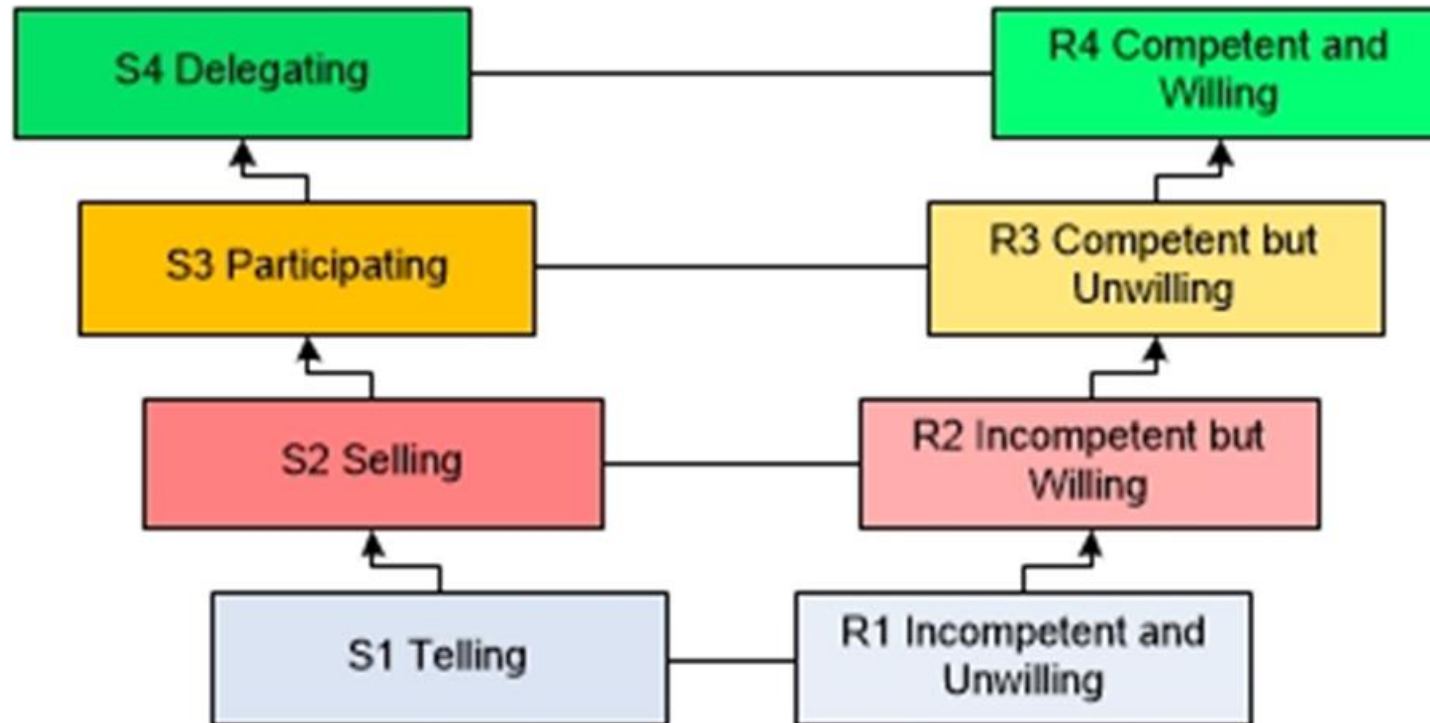
S4 Delegating

R4 Competent and Willing

S3 Participating

R3 Competent but Unwilling

S2 Selling

R2 Incompetent but Willing

S1 Telling

R1 Incompetent and Unwilling

# Leader-Member Exchange Theory

- Leaders select certain followers to be **"in" (favorites)** based on competence and/or compatibility and similarity to leader

- **"Exchanges"** with these "in" followers will be higher quality than with those who are "out"

- Result: "In" subordinates will **have higher performance ratings, less turnover, and greater job satisfaction.**

# Path-Goal Theory

- Leader must **help followers** attain goals and reduce roadblocks to success

- Leaders must **change behaviors to fit the situation** (environmental contingencies and subordinate contingencies)

# Leader-Participation Model

- **Rule-based decision tree** to guide leaders about when and when not to include subordinate participation in decision making.

- Considers contingency variables to consider whether or not to include subordinates in decision making

LEADERSHIP STYLES

# 12 Leadership Styles for Different Business Types

**Transformational leadership**
Essential in times of disruption

**Strategic leadership**
Occurs at the vision/mission level

**Democratic leadership**
Makes employees feel valued

**Transactional leadership**
Great for sales and commission roles

**Autocratic leadership**
Strictly at the executive level

**Pacesetter leadership**
Amplifies speed and performance

**Laissez-faire leadership**
Perfect for artsy or creative types

**Charismatic leadership**
Raises your staff's spirits

**Servant leadership**
All about putting others first

**Situational leadership**
This leadership style the absolute best

**Coach leadership**
Gets the best out of your staff

**Paternal or maternal leadership**
Common in family businesses

# 1. AUTOCRATIC LEADERSHIP

- An autocratic leader is **directive and makes decisions** for an individual or group. Being autocratic **does not mean the leader is coercive or a dictator**. The leaders usually provide direction and make decisions.

- Autocratic leadership style is **centered on the boss**.

- In this leadership the leader **holds all authority** and **responsibility.**

- Leaders make **decisions on their own without consulting subordinates.** They reach decisions, communicate them to subordinates and expect prompt implementation.

- Autocratic work environment does normally **have little or no flexibility.**

# 1. AUTOCRATIC LEADERSHIP

- In this kind of leadership, **guidelines, procedures and policies** are all natural additions of an autocratic leader.

- Statistically, there are **very few situations** that can actually support autocratic leadership.

- Example of such leadership is **Donald Trump** (Trump Organization) among others.

# 2. DEMOCRATIC LEADERSHIP

- In this leadership style, **subordinates are involved in making decisions**. Unlike autocratic, this headship is centered on subordinates' contributions. The democratic leader **holds final responsibility**, but he or she is known to delegate authority to other people, who determine work projects.

- The most unique feature of this leadership is that **communication is active upward and downward.**

- With respect to statistics, democratic leadership is one of the most **preferred leadership**, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

# 3. Strategic Leadership Style

- Strategic leadership is one that involves a leader who is **essentially the head of an organization**. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

- The strategic leader **fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits**. An effective strategic leadership delivers the goods in terms of what an organization naturally expects from its leadership in times of change. 55% of this leadership normally involves strategic thinking.

# 4. TRANSFORMATIONAL LEADERSHIP

- Unlike other leadership styles, transformational leadership is all about **initiating change** in organizations, groups, oneself and others.

- Transformational leaders **motivate others to do more than they originally intended** and often even more than they thought possible. They set more **challenging expectations** and typically achieve higher performance.

- Statistically, transformational leadership tends to have **more committed and satisfied followers**. This is mainly so because transformational leaders **empower followers**.

# Transformational Leadership consists of four dimensions.

## Individualized consideration
...is the extent to which a leader attends to each follower's needs and is a mentor, coach or guide to the follower.

## Inspirational motivation
...is the degree to which a leader articulates an appealing vision that inspires and motivates others to perform beyond expectations.

## Idealized influence
...describes leaders that are role models for their followers because they engage in high standards of ethical behavior.

## Intellectual stimulation
...is the extent to which leaders challenge assumptions, take risks and solicit followers' ideas.
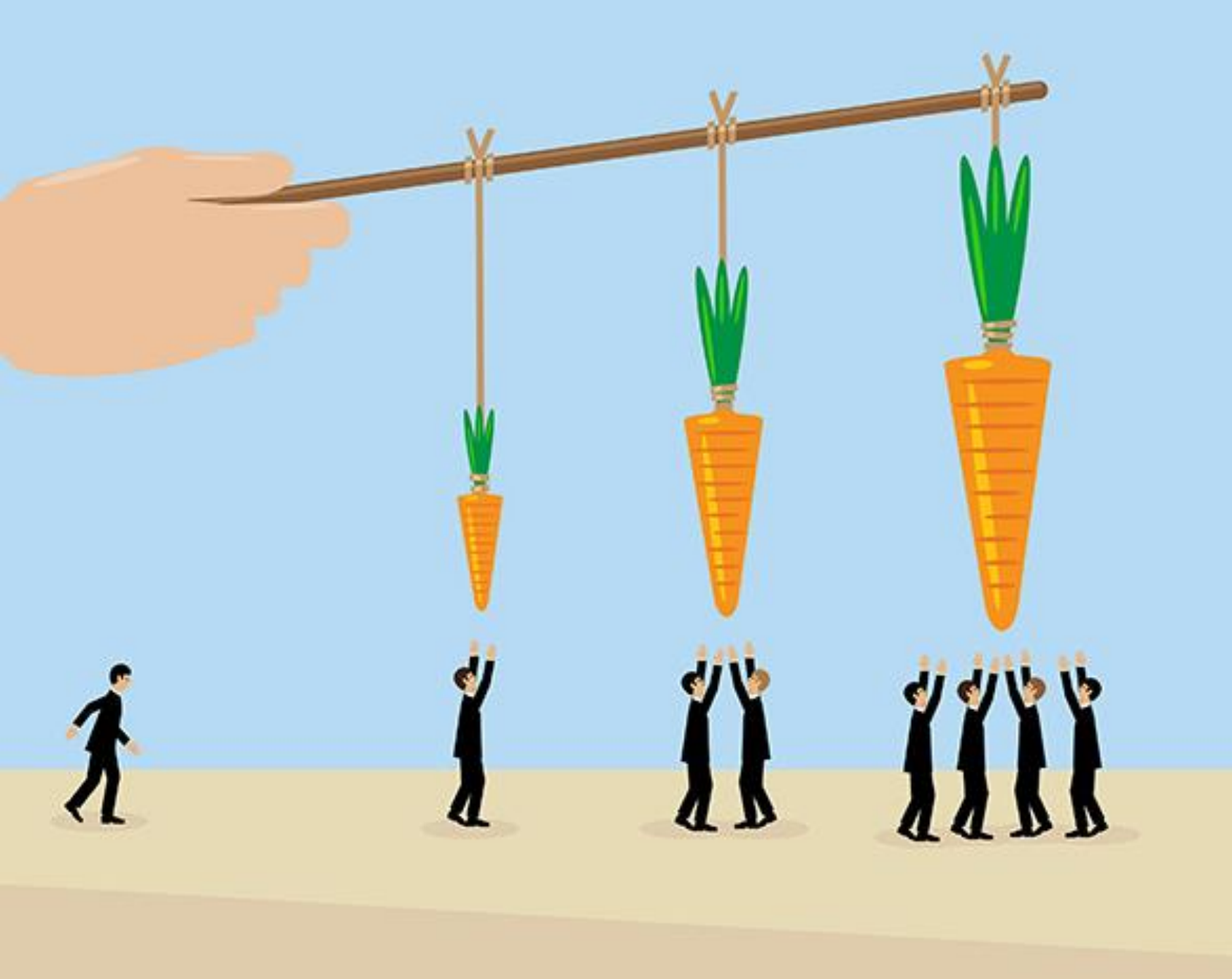
# 5. TRANSACTIONAL LEADERSHIP

- Transactional theories, also known as exchange theories of leadership, are characterized by **a transaction made between the leader and the followers**. In fact, the theory values a positive and mutually beneficial relationship.

- For the transactional theories to be effective and as a result have motivational value, the leader must find a **means to align to adequately reward (or punish) his follower**, for performing leader-assigned task. In other words, transactional leaders are most efficient when they develop a **mutual reinforcing environment**, for which the individual and the organizational goals are in sync.

# Transactional vs. Transformational Leadership

## Transactional Leaders

occur when followers are moved to complete their roles as agreed with a leader in exchange for a reward.

▶ **Focus on goals**

▶ **Use rewards and punishments for motivation**

▶ **Are reactive in nature**

## Transformational Leaders

move followers to awareness about what is important, and away from own self-interests.

▶ **Focus on vision**

▶ **Use charisma and enthusiasm for motivation**

▶ **Are proactive in nature**

# TRANSFORMATIONAL LEADERSHIP

| Idealized Influence | + | Inspirational Motivation | + | Intellectual Stimulation | + | Individualized Consideration |

## TRANSACTIONAL LEADERSHIP

Contingent Reward + Management-by-Exception → Expected Outcomes → **Performance Beyond Expectations**

# 6. TEAM LEADERSHIP

- Team leadership involves the **creation of a vivid picture of its future**, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

- Team leadership is about **working with the hearts and minds of all those involved**. It also recognizes that teamwork may not always involve trusting cooperative relationships. The most challenging aspect of this leadership is whether or not it will succeed. According to Harvard Business Review, **team leadership may fail because of poor leadership qualities.**

# 7. CROSS-CULTURAL LEADERSHIP

- This form of leadership normally exists where there are **various cultures in the society**. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

- Organizations, particularly **international ones** require leaders who can effectively adjust their leadership to work in different environs.

# 8.
# FACILITATIVE LEADERSHIP

- Facilitative leadership is too **dependent on measurements and outcomes – not a skill**, although it takes much skill to master. The effectiveness of a group is **directly related to the efficacy of its process**. If the group is high functioning, the facilitative leader uses a light hand on the process.

- On the other hand, if the group is low functioning, the facilitative leader will be more directives in helping the group run its process. An effective facilitative leadership involves **monitoring of group dynamics, offering process suggestions and interventions** to help the group stay on track.

# 9. LAISSEZ-FAIRE OR DELEGATIVE LEADERSHIP

- Laissez-faire is a French phrase meaning **"let do"**

- Laissez-faire leadership gives **authority to employees**.

- Departments or subordinates are allowed to work as they choose with **minimal or no interference**. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

# 9. LAISSEZ-FAIRE OR DELEGATIVE LEADERSHIP

- Allows people to make their **own decisions**.

- Leader is **still responsible** for the decisions that are made.

- This style allows **greater freedom and responsibility** for people.

- However, you **need competent people** around you or nothing will get done.

# 10. COACHING LEADERSHIP

- Coaching leadership involves teaching and supervising followers.

- A coaching leader is highly operational in setting where results/ performance require improvement.

- Basically, in this kind of leadership, followers are helped to improve their skills.

- Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

# 11. CHARISMATIC LEADERSHIP

- The charismatic leader **manifests his or her revolutionary power.**

- Charisma does not mean sheer behavioral change. It actually involves a **transformation of followers' values and beliefs**.

- Therefore, this **distinguishes a charismatic leader from a simply populist leader** who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is, to transform the underlying normative orientation that structures specific attitudes.

# 11. CHARISMATIC LEADERSHIP

- Leads by creating energy and eagerness in people.

- Leader is well liked and inspires people.

- Appeals to people's emotional side.

# Why charismatic leaders are effective

Charismatic leaders challenge the status quo by using charisma as a source of authority.

## Emotional impact

Charismatic leaders are visionary, appeal to emotions, and effectively arouse followers' motives.

## Strong values

Charismatic leaders are role models who set an example by demonstrating desired behaviors.

## Powerful language

Charismatic leaders gain credibility from communicating in a likeable, trustworthy, and knowledgeable way.

## Meaningful goals

Charismatic leaders use framing techniques to create a vision worth aspiring to.

## Facing adversity

Charismatic leaders use their foundation of trust, empowerment and authenticity to help overcome obstacles.

# 12. VISIONARY LEADERSHIP

- This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are **all obtained with and through people**.

- Most great and successful leaders have the **aspects of vision in them**. However, those who are highly visionary are the ones considered to be exhibiting visionary leadership.

- Outstanding leaders will always **transform their visions into realities**.
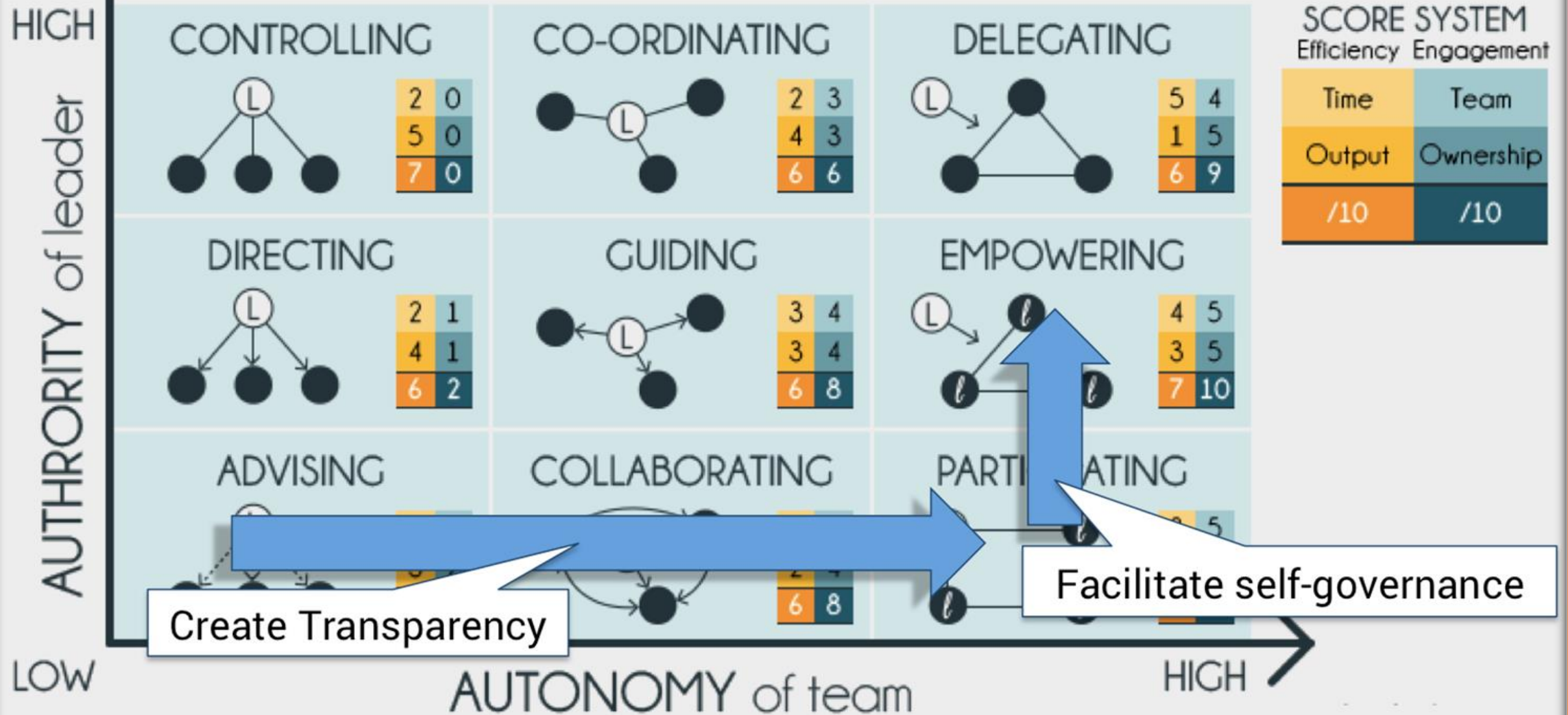
# FACTORS AFFECTING STYLE

Leadership style may be dependent on various factors:

- Risk - decision making and change initiatives based on degree of risk involved

- Type of business – creative business or supply driven?

- How important change is – change for change's sake?

- Organisational culture – may be long embedded and difficult to change

- Nature of the task – needing cooperation? Direction? Structure?

# 6 Misconceptions

- Leaders are born, not made

- Leadership comes from positions in the group

- Leaders make all decisions for the group

- All leaders are popular and charismatic

- Leadership is power

- Leadership is management

# CHANGE LEADERSHIP

- The most challenging aspect of business is **leading and managing change**

- The business environment is subject **to fast-paced economic and social change**

- Modern business must **adapt and be flexible to survive**

- Problems in leading change stem mainly from **human resource management**

# Change Defined

- "Change is the window through which the future enters your life." It's all around you, in many types and shapes.

- You can bring it about yourself or it can come in ways.

# Organizational Change

- Success in business doesn't come from feeling comfortable.

- In today's technology-driven world, business life cycles have accelerated exponentially.

- The challenge is to keep a step ahead of changing market conditions, new technologies and human resources issues.

# WHEN DOES CHANGE OCCUR?

General Theory

## Change = A< BCD

- A = benefits of maintaining status quo

- B = managing pain of change status quo

- C = vision of a different world

- D = small steps to achieve the vision

# When does change occur?
## General Theory

**Change = A< BCD**

A = benefits of maintaining status quo

B = managing pain of change status quo

C = vision of a different world

D = small steps to achieve the vision

# MANAGING ORGANIZATIONAL CHANGE
## Forces That Shape Organizational Competitiveness



BEST IN CLASS

Declining Financial Results

Best in Class

Fierce Competition

Sophisticated Consumer

Accelerated Technology

PREDICTIVE ANALYTICS

Mergers & Acquisitions

MERGER AHEAD

Rapid Globalization

REGULATIONS RULES

Change of Regulations

**External Forces**

ORGANIZATION

New Strategic Direction

| Forces | Examples |
|---|---|
| **Nature of the Work Force** | • More cultural diversity<br>• Increase in professionals<br>• Many new entrants with inadequate skills |
| **Technology** | • More computers & automation<br>• TQM programs<br>• Reengineering programs |
| **Economic Shocks** | • Security market crashes<br>• Interest rate fluctuations<br>• Foreign currency fluctuations |
| **Competition** | • Global competitors<br>• Mergers & Consolidations<br>• Growth of specialty retailers |
| **Social Trends** | • Increase in college attendance<br>• Delayed marriages by young people<br>• Increase in divorce rates |
| **World Politics** | • Collapse of Soviet Union<br>• US war with Iraq<br>• Iraq's invasion of Kuwait |

# Change As A WHY? Problem

Consider the following hypothetical dialogue with yourself as an illustration of tracing out ends-means relationships.

- Why do people need to be more creative?
- I'll tell you why! Because we have to change the way we do things and we need ideas about how to do that.
- Why do we have to change the way we do things?
- Because they cost too much and take too long.
- Why do they cost too much?
- Because we pay higher wages than any of our competitors.
- Why do we pay higher wages than our competitors?
- Because our productivity used to be higher, too, but now it's not.
- Aahh! The true aim is to improve productivity!
- No it isn't; keep going.
- Why does productivity need to be improved?
- To increase profits.
- Why do profits need to be increased?
- To improve earnings per share.
- Why do earnings per share need to be improved?
- To attract additional capital.
- Why is additional capital needed?
- We need to fund research aimed at developing the next generation of products.
- Why do we need a new generation of products?
- Because our competitors are rolling them out faster than we are and gobbling up market share.
- Oh, so that's why we need to reduce cycle times.
- Hmm. Why do things take so long?

The Change Process
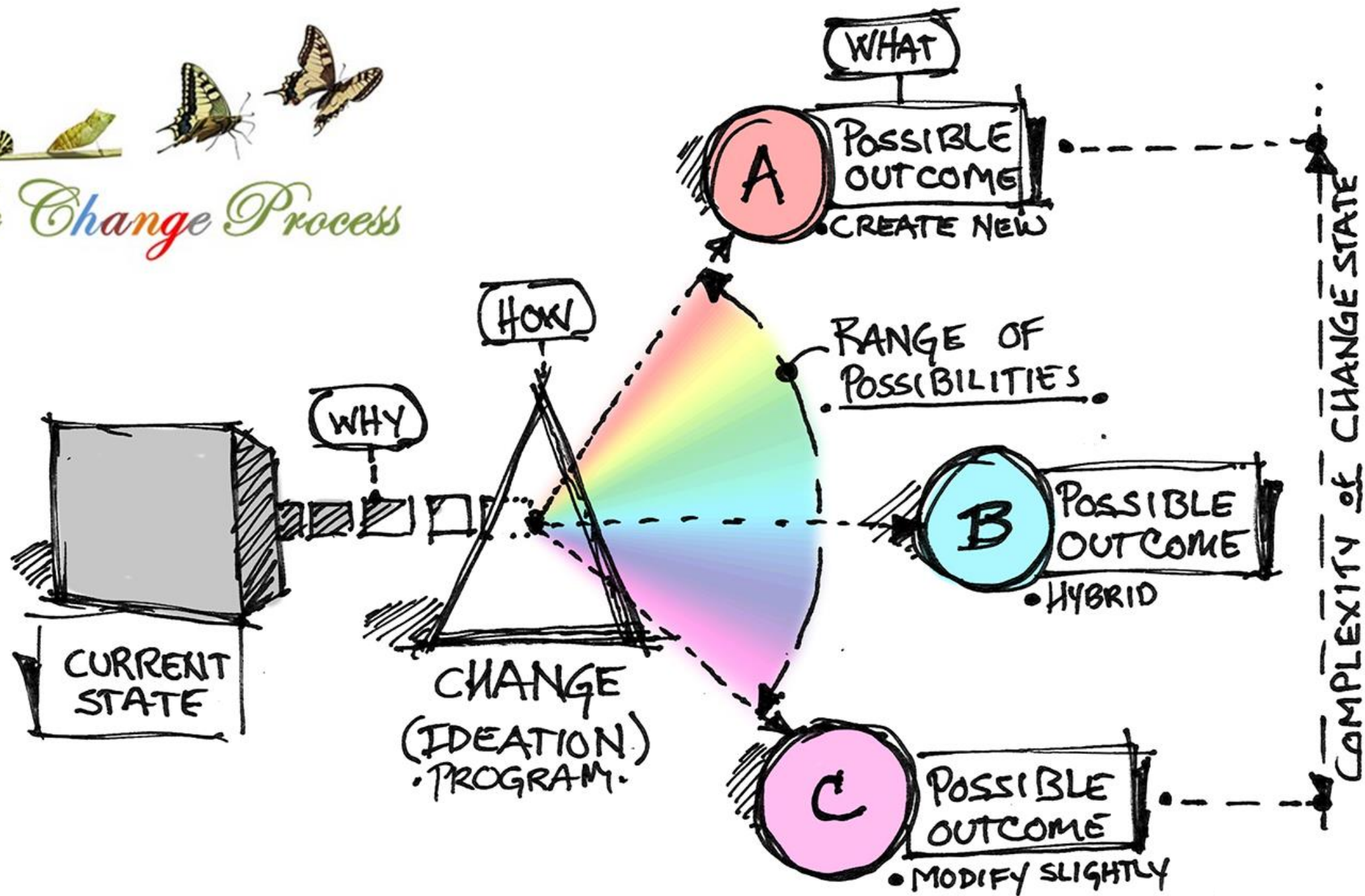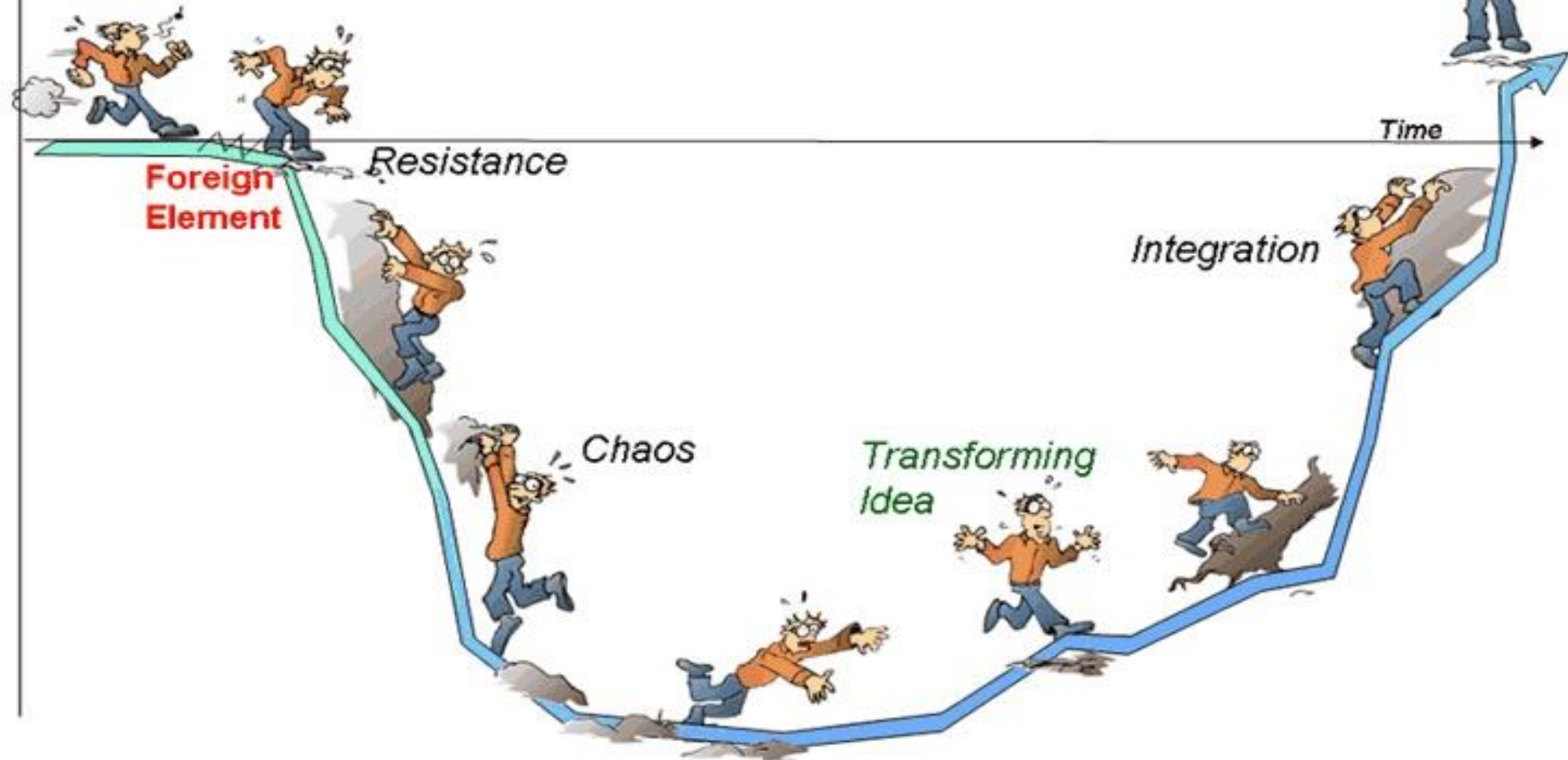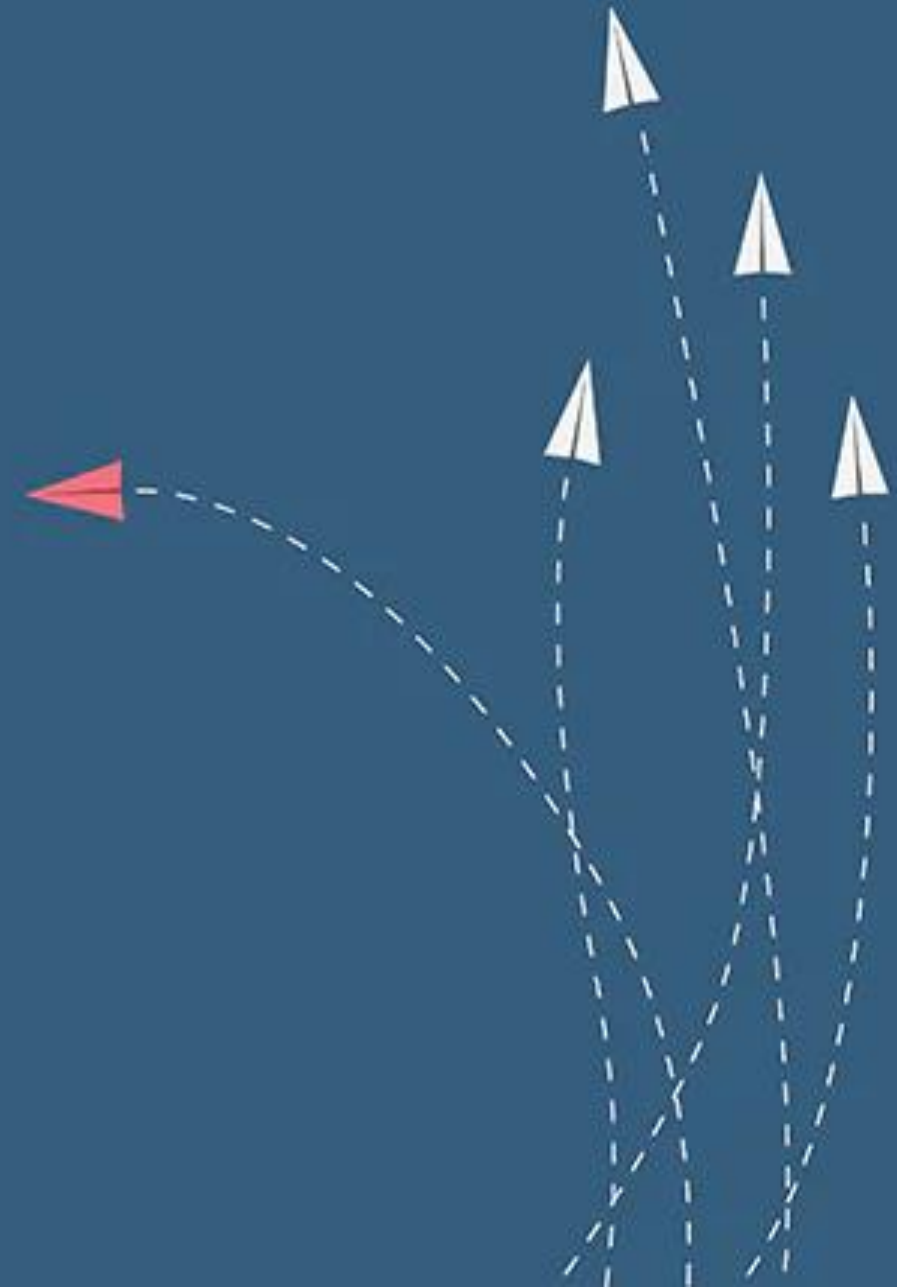
# MANAGING PLANNED CHANGE

## Change
Making things different.

## Planned Change
Activities that are intentional and goal oriented.

## Change Agents
Persons who act as catalysts and assume the responsibility for managing change activities.
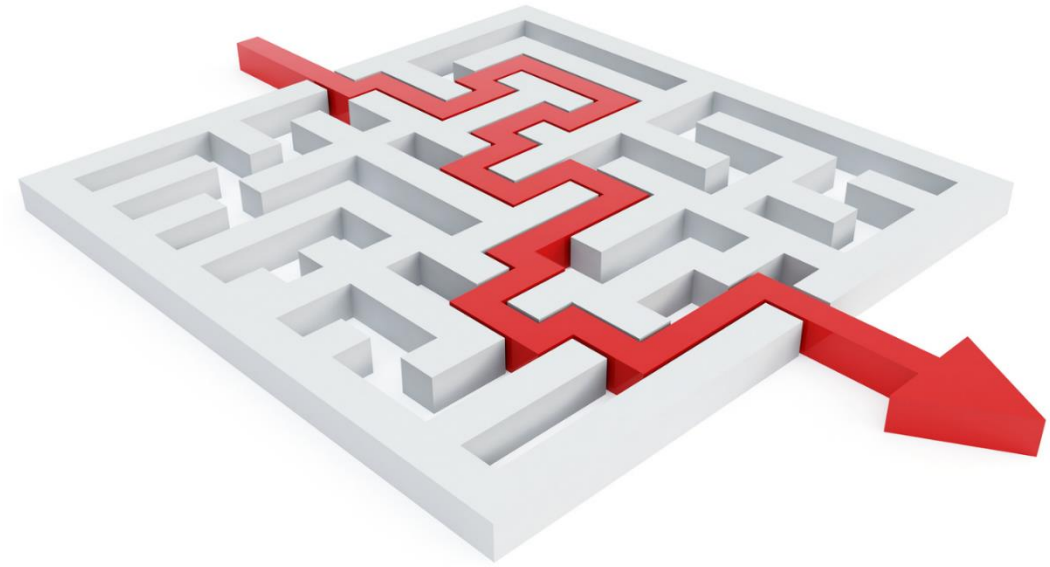
### Goals of Planned Change:

Improving the ability of the organization to adapt to changes in its environment.

Changing the behavior of individuals and groups in the organization.

# Planned and Unplanned Organizational Changes



**Organizational Change**

**PLANNED CHANGES**

- Changes in products and services
- Changes in administrative systems
- Changes in organizational size or structure
- Introduction of new technologies
- Advances in information processing and communication

**UNPLANNED CHANGES**

- Changing employee demographics
- Performance gaps
- Governmental regulations
- Economic competition in the global arena

# What Can Change Agents Change?

ORGANIZATIONAL

CHANGE

Structure
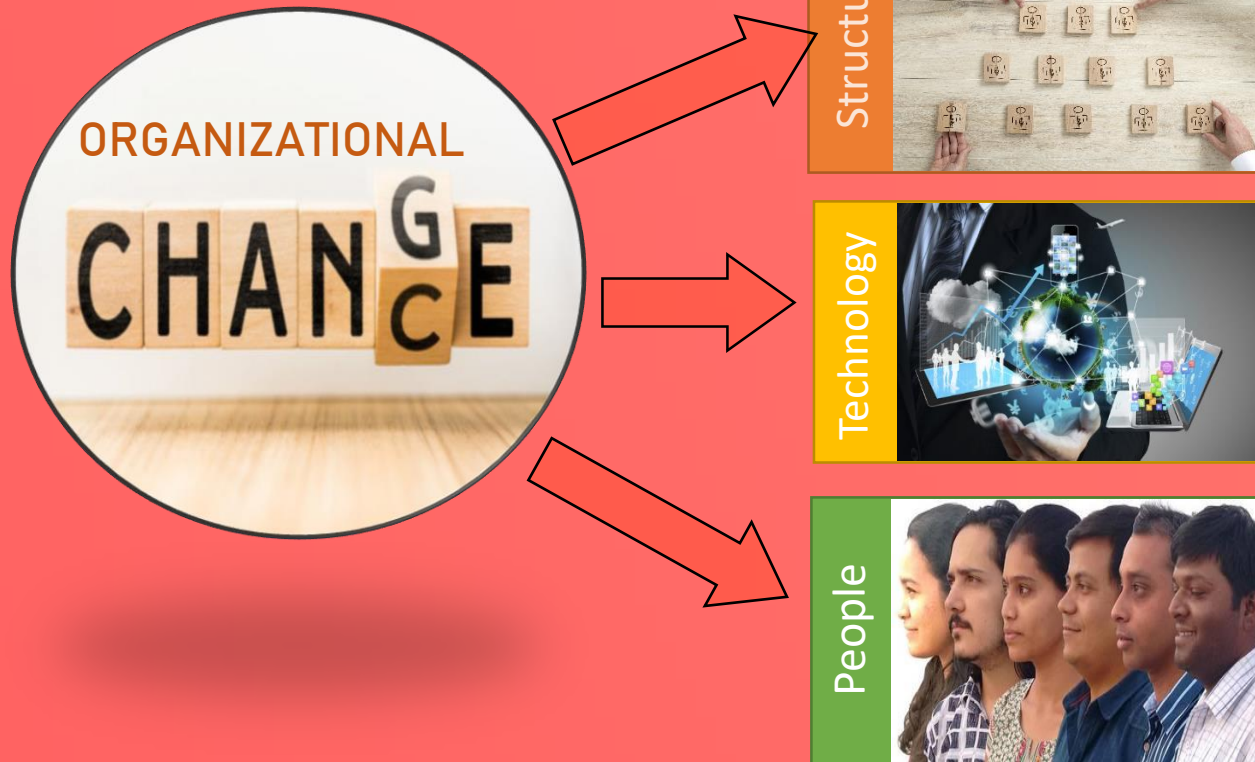
Technology

People

STRUCTURE
*technology*
& PEOPLE

# POTENTIAL REASONS TO CHANGE

- Organizational **Change** / Process **Improvement**
- Change in **company vision**
- **Restructuring** of organization
- **New product** market
- **Process** improvement

STAGES OF CHANGE

STARTING POINT →

PRECONTEMPLATION
1

CONTEMPLATION
2

PREPARATION
3

ACTION
4

MAINTENANCE
5

RELAPSE
6

# STAGES OF CHANGE

| | | |
|---|---|---|
| Precontemplation | NO | |
| Contemplation | MAYBE | |
| Preparation | PREPARE/PLAN | |
| Action | DO | |
| Maintanence | KEEP GOING | |

RELAPSE

PRECONTEMPLATION

CONTEMPLATION

MAINTENANCE

BEHAVIOR

PREPARATION
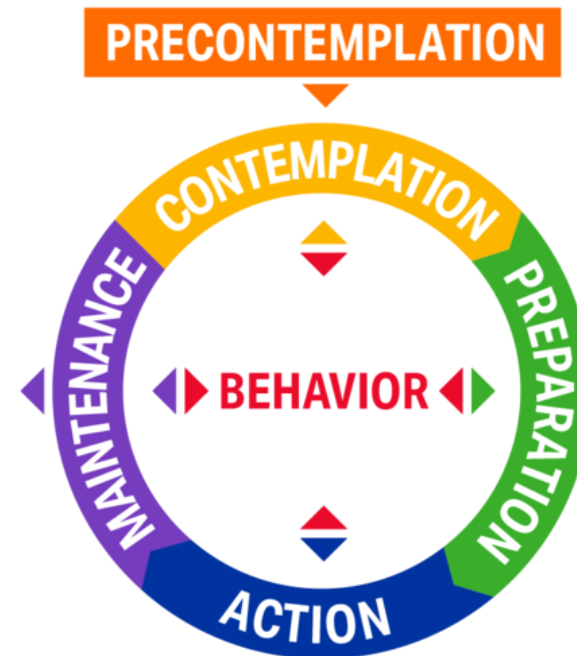
ACTION

**PRECONTEMPLATION**
Build awareness for my need to change

**CONTEMPLATION**
Increase my pros for change
and decrease my cons

**PREPARATION**
Commit and plan

**ACTION**
Implement and revise my plan

**MAINTENANCE**
Integrate change into my lifestyle

# 1. PRECONTEMPLATION

- People does not see need or reason to change

- Usually fits in one of four categories:
  - **Reluctant:** lack of knowledge or inertia
  - **Rebelliousness:** heavily invested in past behavior and, standing apart from the crowd to prove a point
  - **Resignation:** lack of energy or investment, maybe fear. Possibly "victim" mentally.
  - **Action needed to move:** realize problems, increase doubt, note risks

- In any group or organization, it is likely that there will be clients who fit in three categories:
  - those against change
  - those who need information before making change
  - those eager to make changes

- Even those individuals who are open or eager for change need to be **taught the reasons behind the change** to ensure they remain on board throughout change process.

# 2. CONTEMPLATION

- People is possibly **open to new information**

- **Increased information** is central to moving on to next stage

- Decision Balance: **costs vs. benefits**

- People will weigh consequences of **not conforming to change as well as the benefits that change will provide**

## Tipping Point

- May bring about black and white thinking patterns

- Extremes of thinking inform the middle majority

- Getting leaders in organization to support change is critical

- Action needed to move; tip the balance, evoke reasons to change
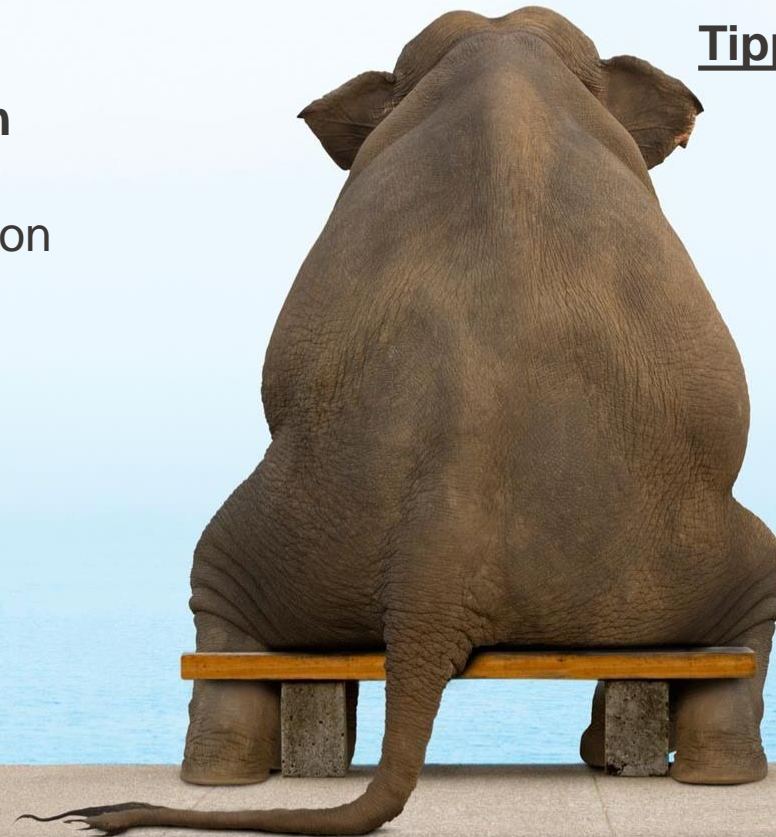
# 3. PREPARATION

- Chance to develop **plan for change**

- **Greater investment increases** likelihood of successful change program

- Increased knowledge of **potential setbacks or weaknesses** in plan will be addressed

- Action needed to move; develop comprehensive strategy

- Developing Plan
  - Just as management developed plan for overall change process, individuals should be guided as to how the change will affect them in their role as well as their future

  - Vision should be clear

- Activity of changing
  - **Prescribed change** is taking place.
  - People **feel the change** at this point.
  - **Previous preparation** should prepare for this critical moment

- Employees outside of change process as well as the public see the changing environment for those involved

- **Smooth transition** will increase confidence in company's present and future direction

- **Action needed to move:** continue to develop strategies to fix setbacks during implementation and promote continued compliance with change, especially amongst leaders

# 4. ACTION

# 5. MAINTENANCE

- **Ongoing evaluation of goals and objectives**

  - **Evaluation of Change Process** should be conducted at this point with recurring evaluation at appropriate intervals

  - **Action required**: preventing regression to previous stages

  - **Growth and Development** of organization continue to occur

  - **Future interests** and cognitive changes

  - **Team role** in organizational vision/future

  - How does **change affect individual's perception** of role in organization

  - Maintaining prescribed change with **continued support**
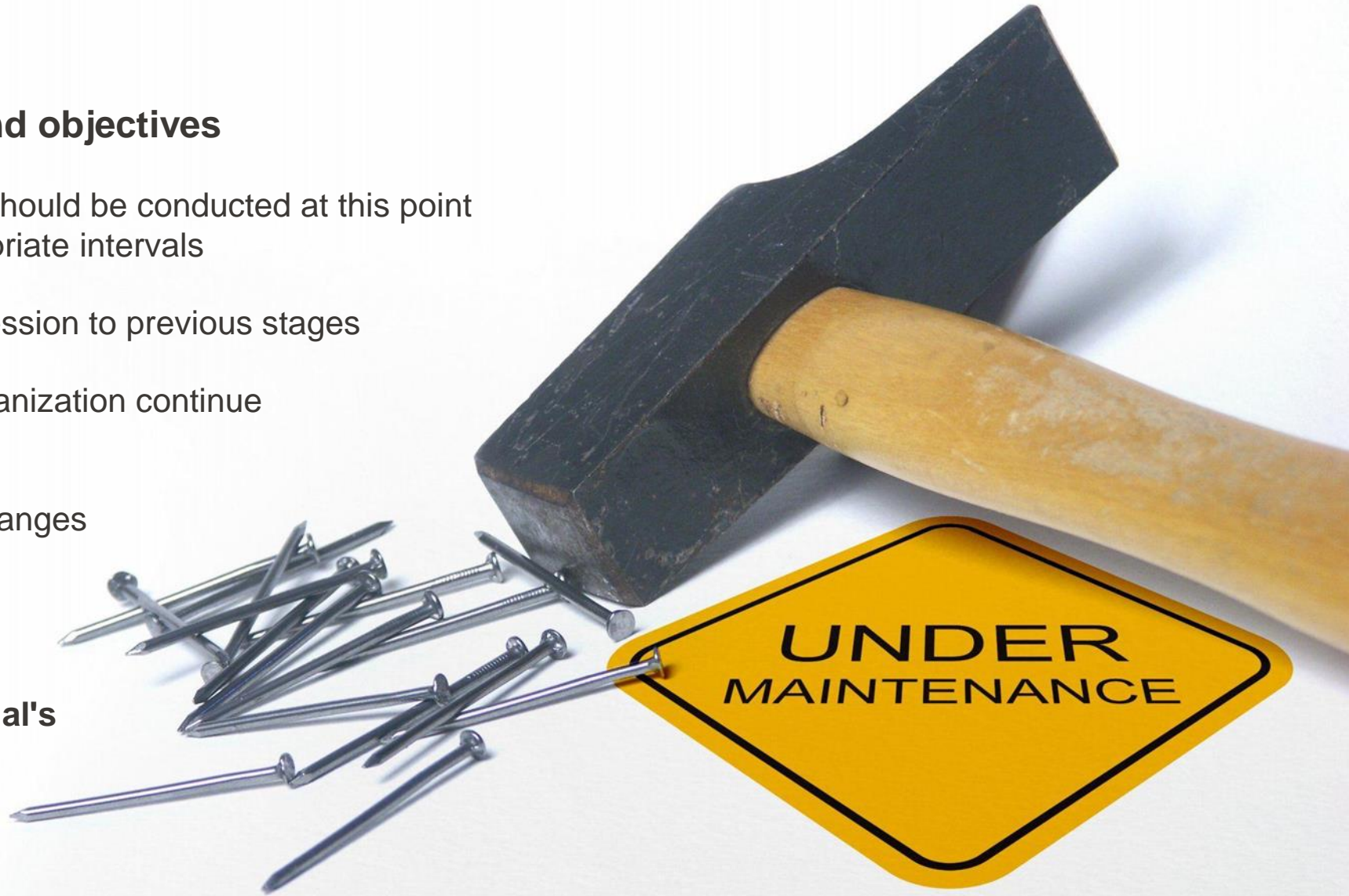
# RELAPSE

- At any time in change process, **regression to previous stages is possibility.**

- Any slip back to **old behavior** requires immediate analysis.

- Increase awareness and promote those concepts that led to **"getting on board"**

- **Focus on positive** - what was learned as result of regression?

- Past problems should inform **future decisions.**

- Action needed: Must **start change process again.**

Seven CHALLENGES of CHANGE

INNER-PROCESS DYNAMICS

1. Activating Awareness

2. Engaging Change Leaders

3. Creating & Sharing Possibilities

4. Stepping into a New, Shared Vision

5. Empowering Visible Action

6. Integrating Systemic Change

7. Sustaining Long-Term

INITIATING

ACTUALIZING

OUTER-PROCESS STRUCTURE
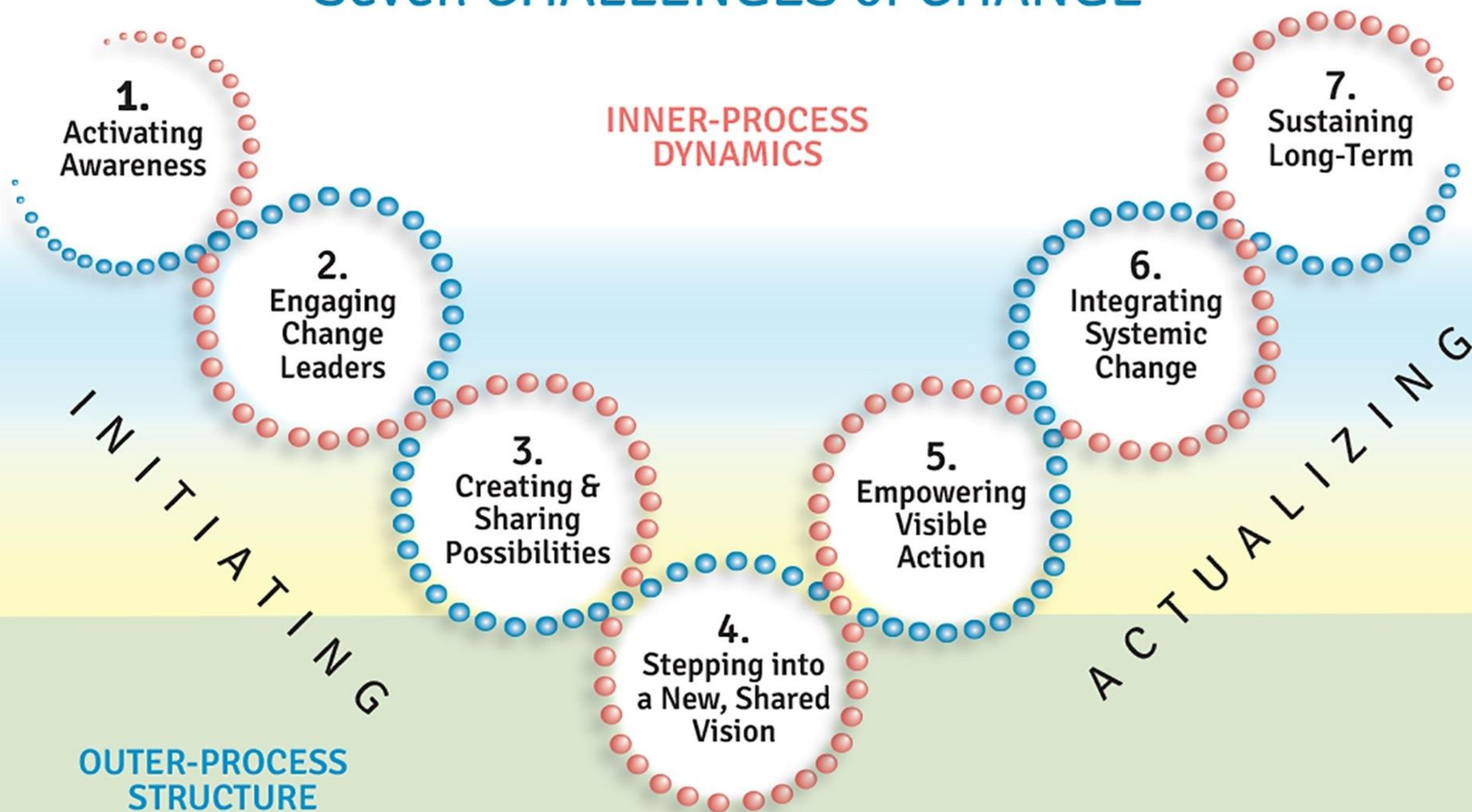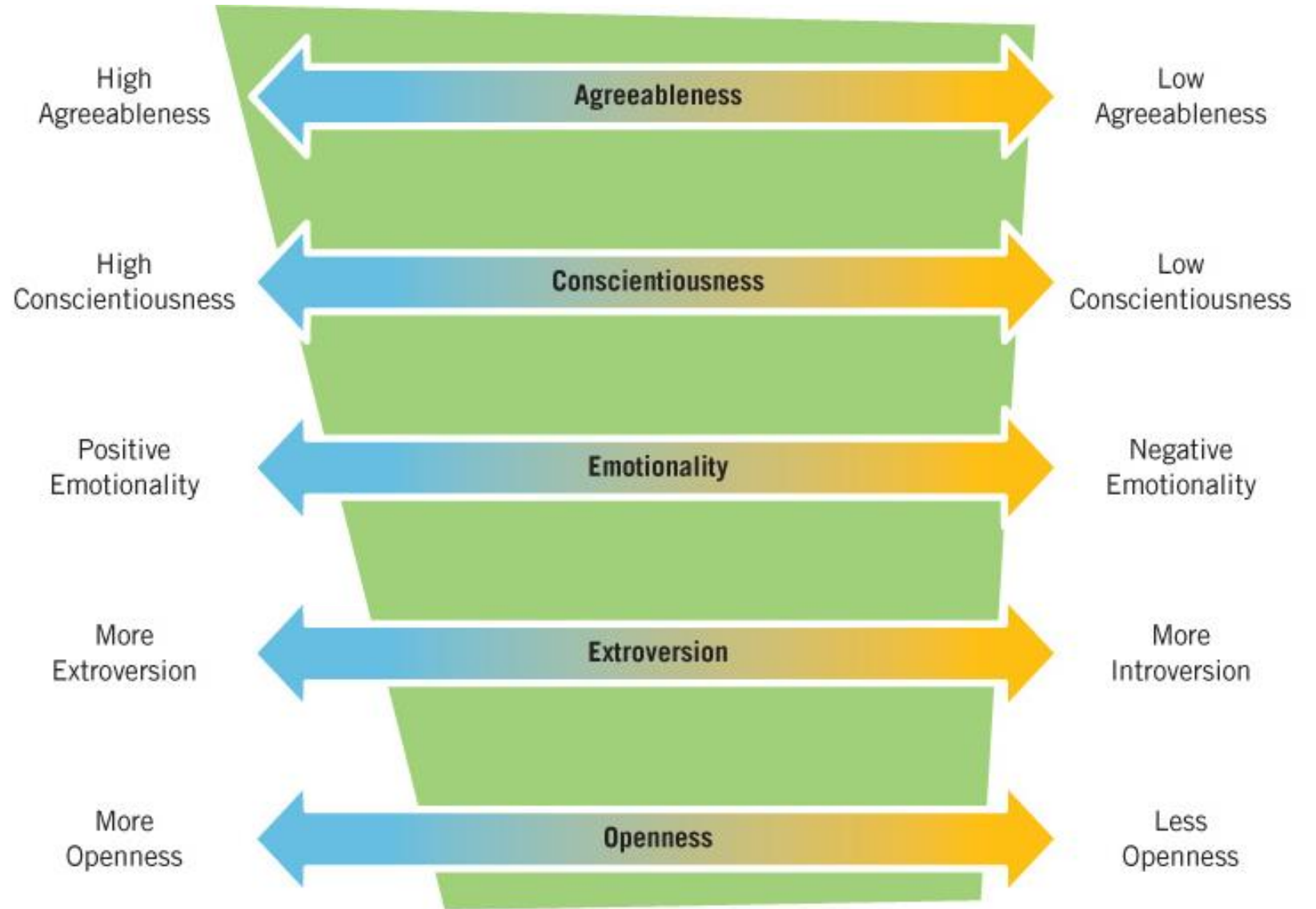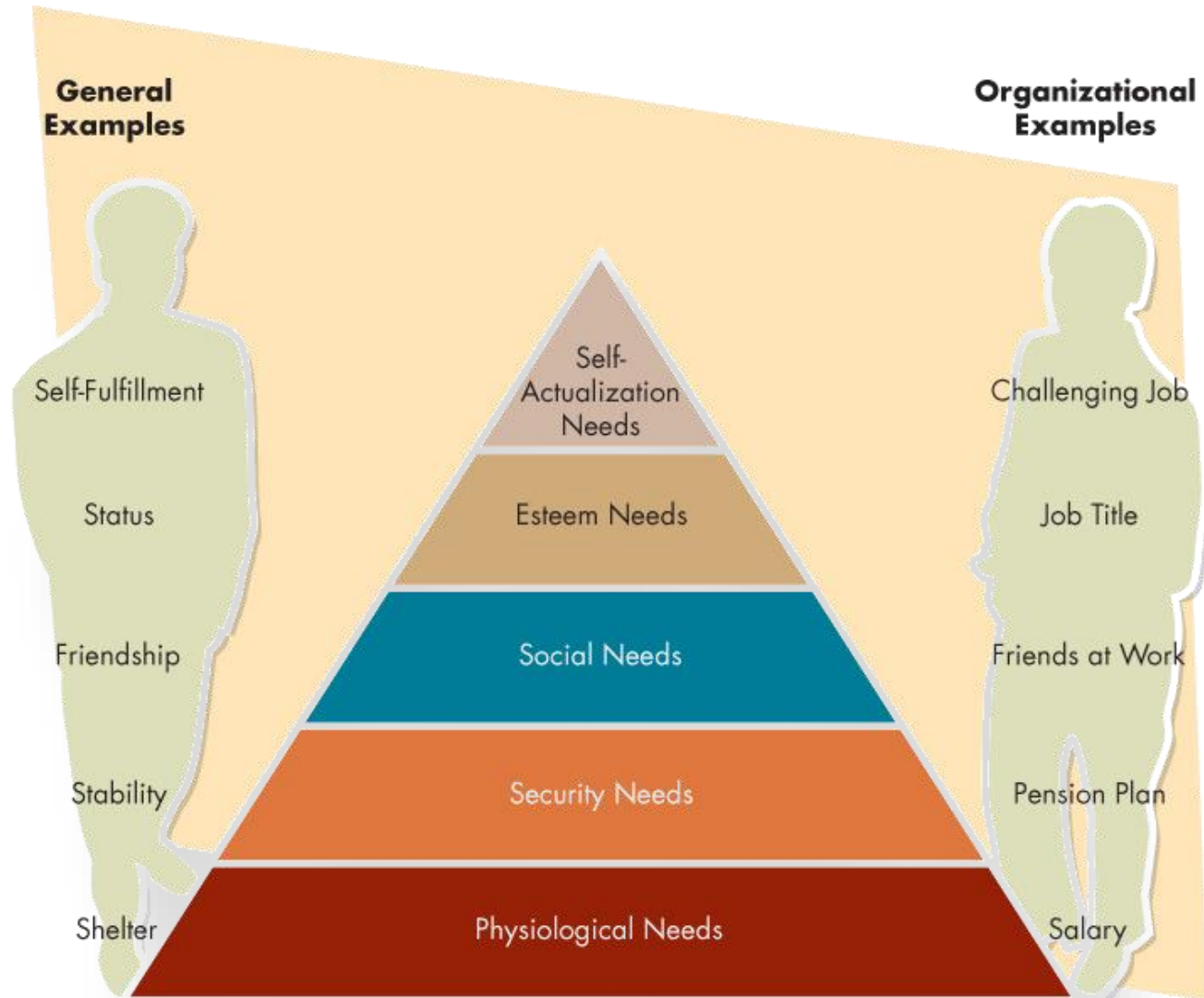
# Motivation in the Workplace

# Strategies for Enhancing Motivation

- Reinforcement/Behaviour Modification Theory

- Goal Setting Theory

- Management by Objectives

- Participative Management and Empowerment

- Team Management

- Job Enrichment and Job Enlargement

- Modified Work Schedules

STRATEGIES FOR ENHANCING MOTIVATION

Reinforcement/Behaviour Modification Theory

Positive behaviour is reinforced through rewards

Negative behaviour is punished

- System of collaborative goal setting that extends from the top to the bottom of the firm

- Employees learn more about company-wide objectives

    - feel as though they are part of a team

    - see how they can improve company performance by achieving their own goals



Management by Objectives

PROCESS OF MBO

| 08 | Reappraisal of Objectives |
| 07 | Appraisal of Activities |
| 06 | Periodical Review Meeting Activities |
| 05 | Matching Resources with Objectives |
| 01 | Defining Organisational Objectives |
| 02 | Goals of Each Section |
| 03 | Fixing Key Result Areas |
| 04 | Setting Subordinates Objectives or Targets |
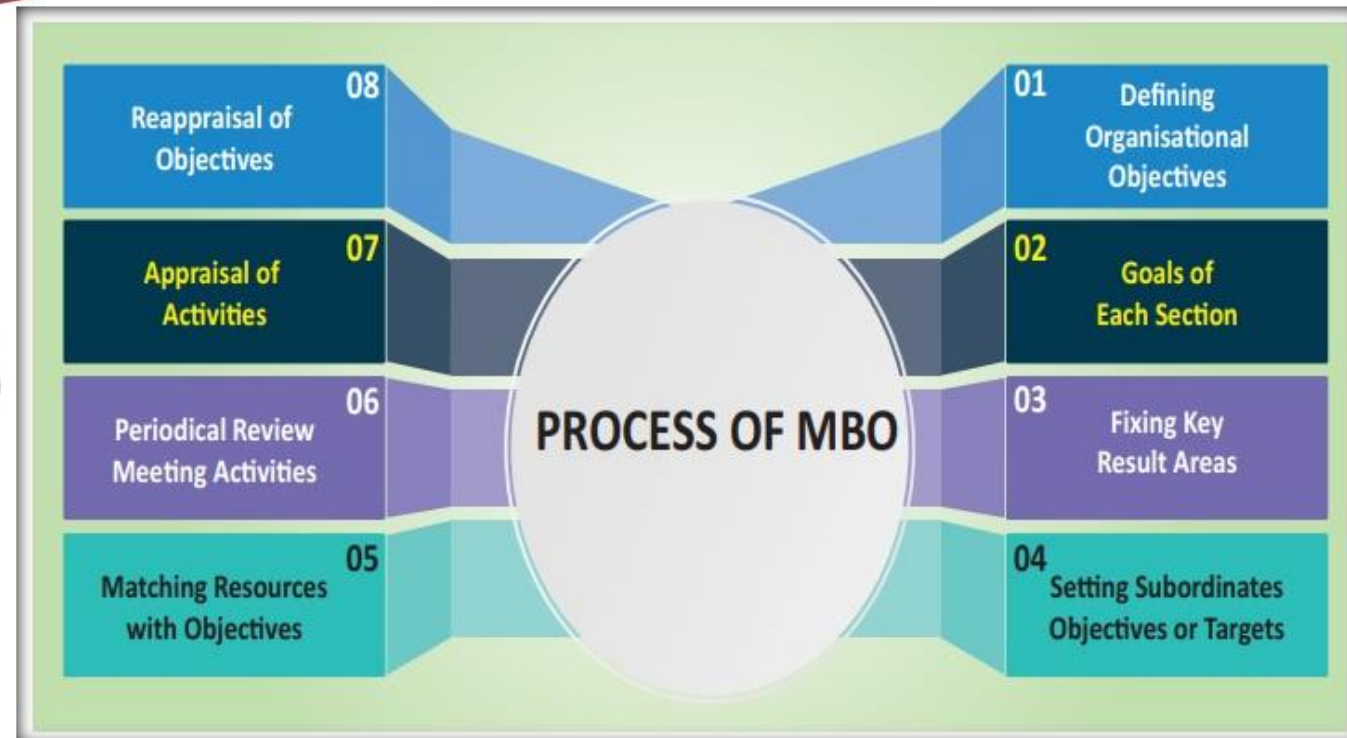
# PARTICIPATIVE MANAGEMENT AND EMPOWERMENT

- Employees are more satisfied if they have a say in how they do their jobs and how the company is managed

- Employees feel more committed to goals
  - not desired by all employees



## Empowerment Framework

| Laissez Faire Leadership style | Empowering Leadership style | Commanding Micromanagement |
|---|---|---|
| UNEMPOWERED | EMPOWERED | DISEMPOWERED |
| Not enough guidance | | Too much guidance |
| Feel powerless | Feel Empowered | Feel powerless |
| Too many choices | Trusted and respected | Not trusted or respected |
| Overwhelm, confusion, doubt | Opportunity to make impact | Just follow orders |
| Don't know where to start | Growth opportunities | No growth opportunities |
| Procrastination | Take Ownership | No Ownership |
| Disengaged | Highly engaged | Disengaged |

**TEAM MANAGEMENT**

Individual employees are given decision-making responsibility for certain narrow activities

## TYPES OF TEAMS IN AN ORGANIZATION:

- Project teams. Functional team. Cross-functional team. Matrix team. Contract team.
- Operational teams.
- Virtual teams.
- Self-managed teams.
- Problem-solving teams.
- Informal teams.
- Leadership teams.



Problem solving

Functional

Virtual

Technology

Self-managed

Cross-functional
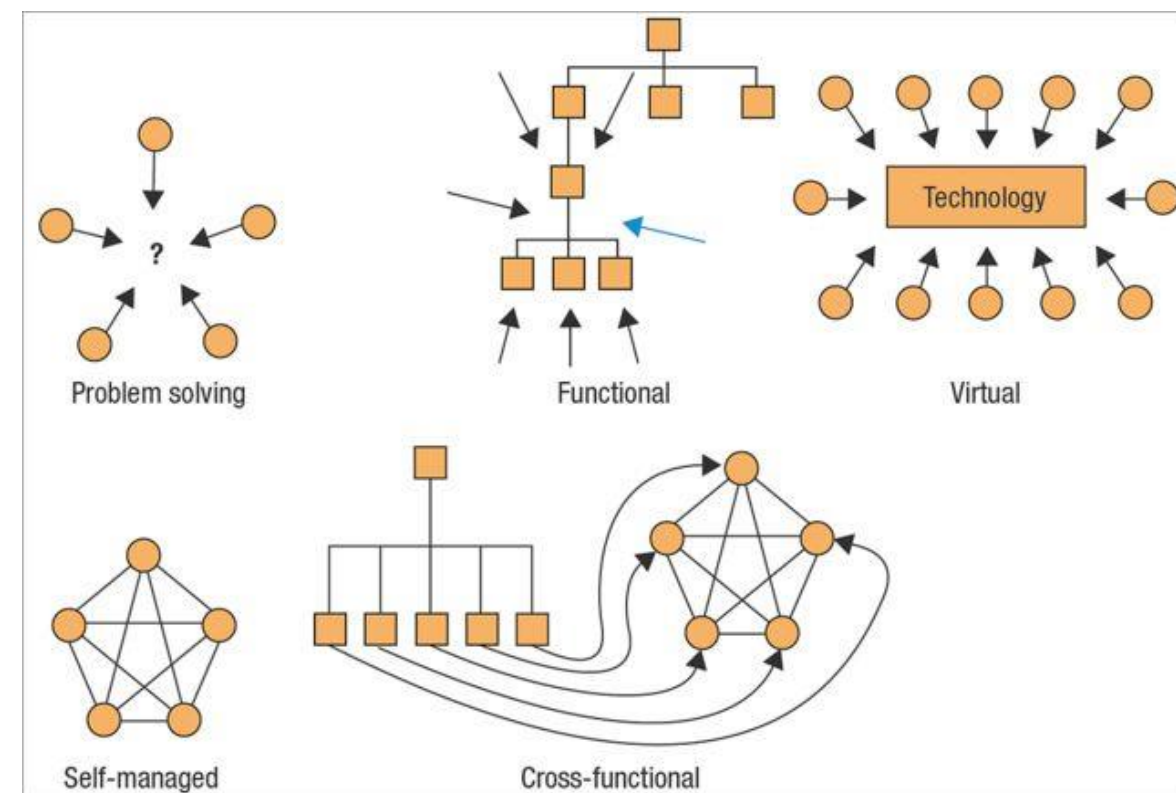
# JOB ENRICHMENT VS JOB ENLARGEMENT

| | Job Enrichment | Job Enlargement |
|---|---|---|
| **Job Loading** | Job enrichment involves the vertical loading of functions and responsibilities of the employee. | Job enlargement involves a horizontal loading or expansion of a job. |
| **Purpose** | The purpose of job enrichment is to make the job more lively, challenging, and satisfying. | The purpose of job enlargement is to reduce the monotony in performing certain repetitive jobs. |
| **Skills Required** | Jon enrichment requires the development and utilization of higher skills, initiative, and innovation on the part of the jobholders. | Job enlargement may not necessarily call for the acquisition of higher-level or new skills on the part of the jobholders. |
| **Direction & Control** | In job enrichment, the employee uses his own capabilities of self-direction and control. He needs less external direction and control. | In job enlargement, the job holder may need more external direction and control in view of an enlargement of the scope of his responsibilities. |

Coaching, Counselling & Mentoring

# WHAT IS COACHING?

- Coaching is the art of coming alongside an individual to help him or her grow.

- Coaches are change experts who help individuals take responsibility to act and maximize their own potential.

- A series of conversations and an active, ongoing process which are designed and conducted to enhance someone's well being or performance.

**Coaching helps us to:**

- Identify and clarify issues
- Solve problems
- Commit to action
- Develop skills, motivation, confidence and self/esteem

...............and that includes coaches

# WHY PEOPLE DON'T PERFORM WELL

*1. Lack of Knowledge*

*2. Lack of Ability*                                                *Coach*

*3. Lack of Effort*                                                *Counsel*

## Separate the Person from the Problem!

- People are neither good nor bad.

- Behaviors are appropriate or inappropriate depending on the situation!

- Performance is below average, average or above average.

**TYPES OF COACHING**

Career coaching

Life coaching

Organizational or business coaching

Performance coaching

Leadership coaching

# COACHING

- A helping skill
- Non/directive and non Judgemental
- Focuses on solutions
- Advice is not given
- Belief that the coachee has the answers
- Focuses on the coachee's strengths
- Commits the coachee to specific action
- Enables the coachee to evaluate her/his progress
- Promotes a high degree of independence
- Uses the skills of questioning, clarifying, rejecting, observing and giving feedback

# Coaching is not…..

- Giving advice
- Counseling
- Fixing people
- Doing it for them
- Policing

# Coaching is………

- Active Listening
- Mutual Trust & Respect
- Asking questions
- Adding value
- Acknowledging people
- Allowing people to change
- Building a supportive relationship
- Generating possibilities & Keeping them alive
- Making things happen

# Non-Directive to Directive Dichotomy

**PUSH** Solving someone's problem for them

**DIRECTIVE** — **NON-DIRECTIVE**

**PULL** Helping someone solve their own problem

Giving Advice
Giving Feedback
Asking Question That Raise Awareness
Paraphrasing
Listening to Understand

Instructing
Offering Guidance
Making Suggestions
Summarizing
Reflecting

non-directive **ASK**

Coaching | Ask instead of tell | Enhance awareness | Know nothing!

the coaching-mentoring-managing continuum

Know a lot! | Advise and guide | Share experience | Mentoring

**TELL** directive

## Directive leader

- Does not encourage thinking and creativity
- No space for interpretations, manager says how to do things
- Recipient has to do what the manager says
- Recipient feels frustrated and not appreciated

## Coaching leader

- Encourages thinking and creativity
- Space for interpretations and ways to do things
- Recipient can figure out alone, and this is being encouraged
- Recipient feels satisfaction and is on the right track

# COUNSELLING

- Looks backwards and at the present

- Non/directive

- Advice is not given

- Not usually solutions focused

- Tends to enable the client to understand emotions and their source (Why do I feel as I do)

- Belief that the client has the answers

- May promote a degree of dependence

- May use the skills of questioning, clarifying, rejecting and observing

# MENT**O**RING

- Mentor has 'expert' knowledge or experience

- Specific advice (and direction) given

- Focuses on solutions

- Mentor has the 'real answers'

- Belief that the individual can learn

- Commits the individual to specific action

- Mentor's evaluation of progress is shared with the individual

- May lead to a degree of dependence

- Uses the skills of questioning, clarifying, rejecting, observing and giving feedback

# Mentor Skills

Ask open-ended questions

Listen

Summarise

Ask mentee to summarise

Self-Awareness

Empathy

Clarify

Separate issues

Reflect back

Recognise incongruence

# DIFFERENCE BETWEEN COACHING, COUNSELLING, MANAGING, MENTORING, CONSULTING AND TRAINING
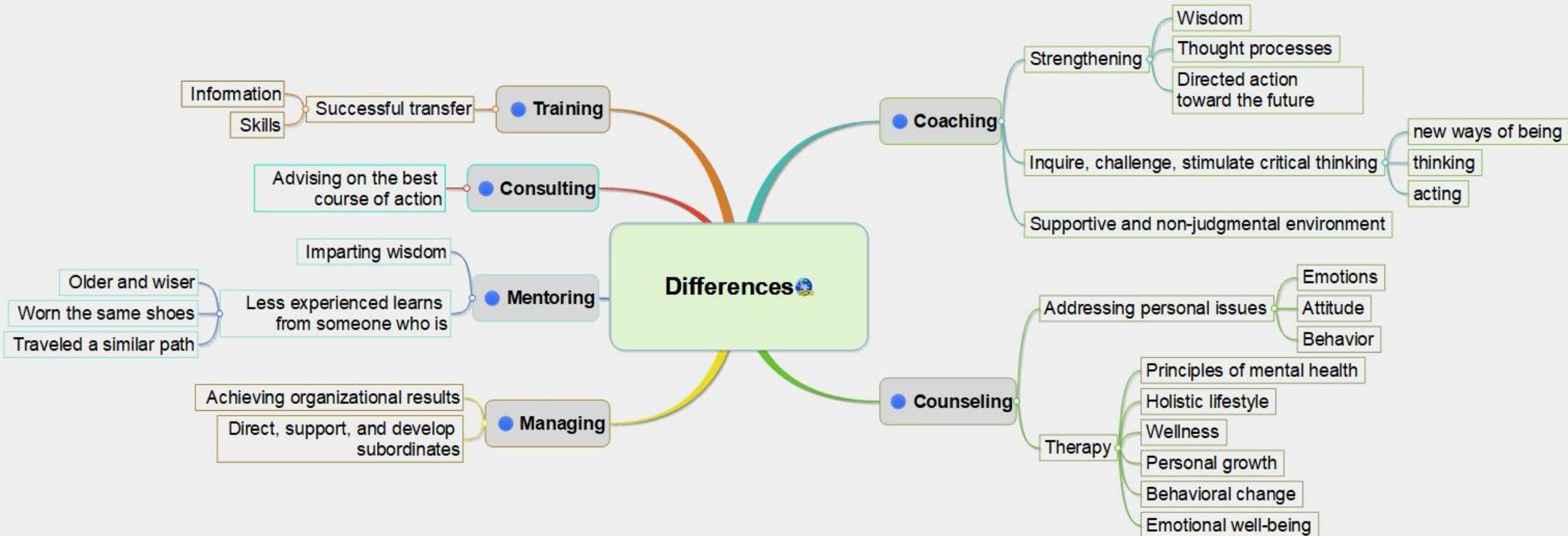
# DIFFERENCE BETWEEN COACHING, COUNSELLING, MANAGING, MENTORING, CONSULTING AND TRAINING
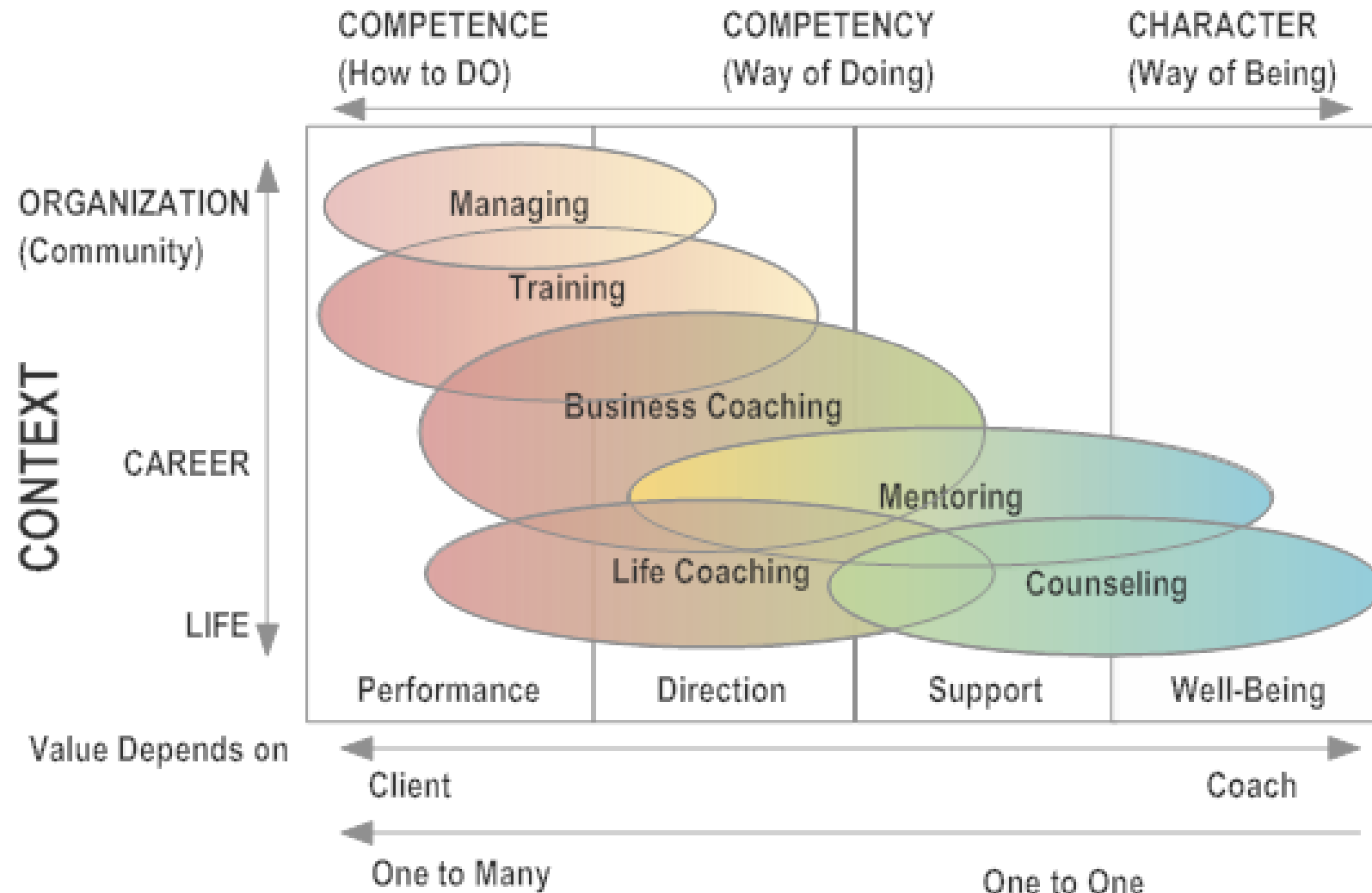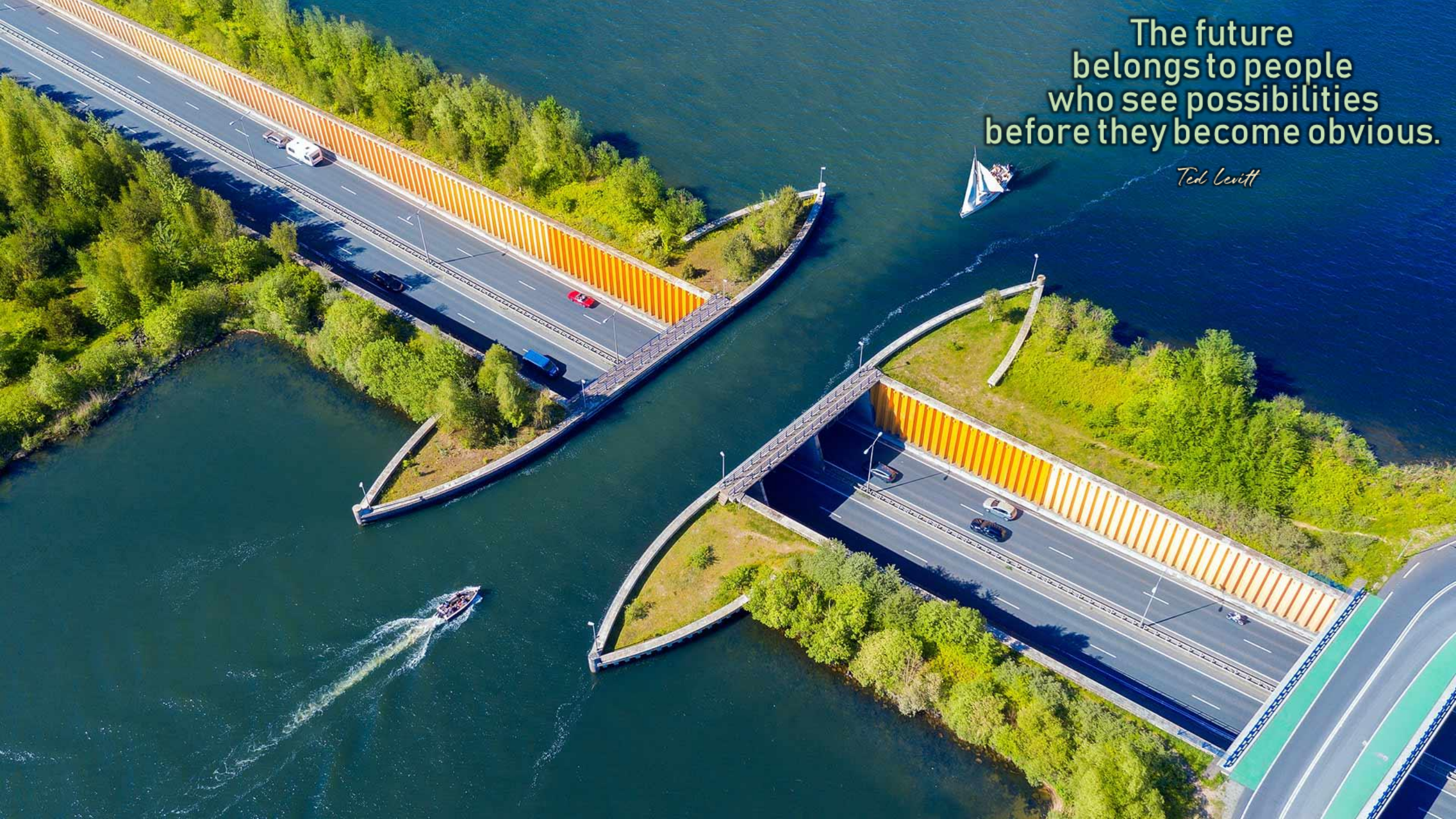
LEADERSHIP ROLE IN CONFLICT MANAGEMENT
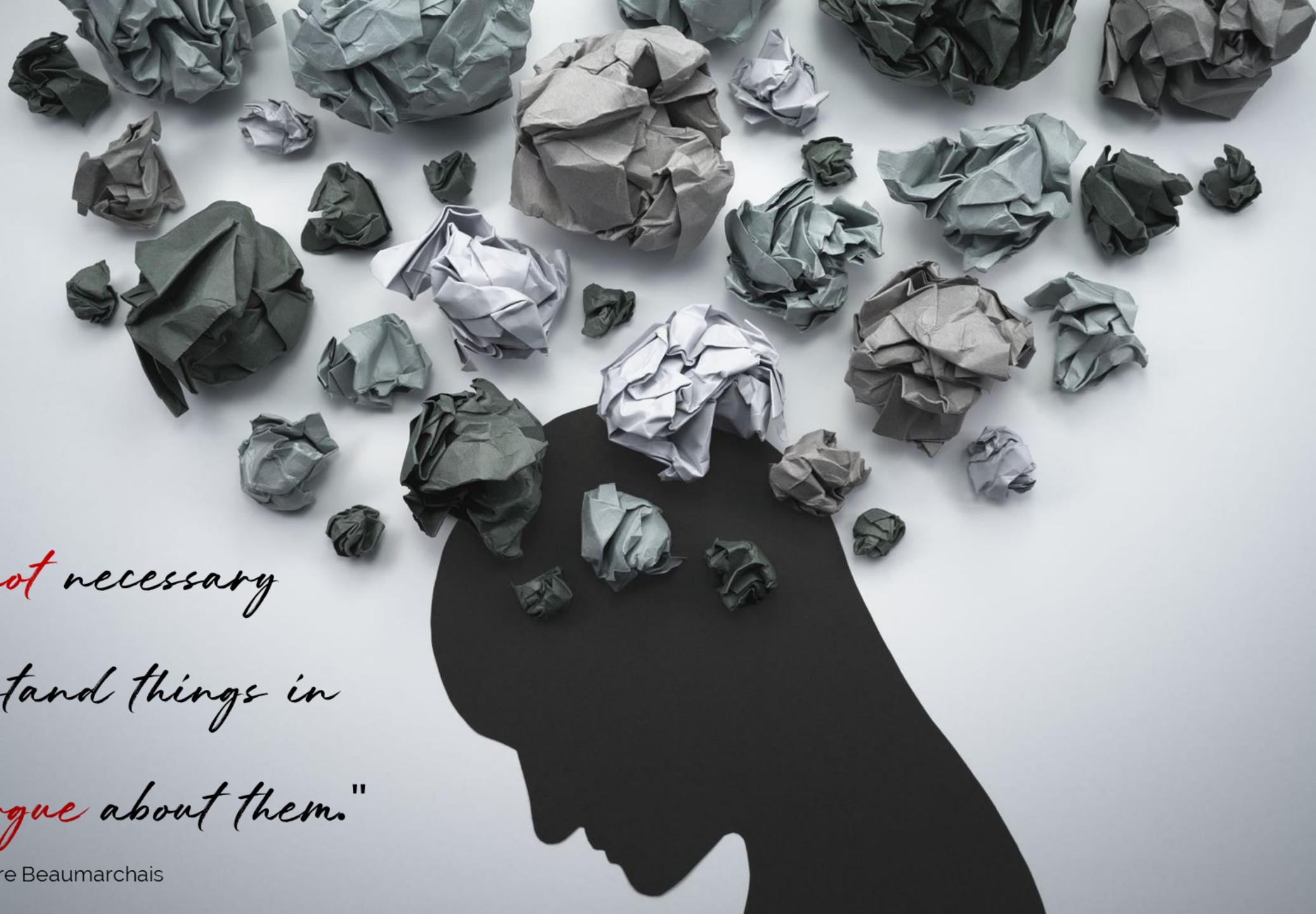
"It is *not* necessary to understand things in order to *argue* about them."

Pierre Beaumarchais

The future
belongs to people
who see possibilities
before they become obvious.

*Ted Levitt*

"WORKING TOGETHER ISN'T ALWAYS EASY"

ARGUING

Is usually a battlefield
for a bigger issue.

- Harmony is normal and conflict is abnormal.

- Conflicts and disagreements are the same.

- Conflict is the result of "personality problems."

- Conflict and anger are the same thing.

MISCONCEPTIONS ABOUT CONFLICT

# WHY DO CONFLICT OCCUR?

- Lack of Communication

- Value conflicts

- Lack of effective leadership/decision-making

- Discrepancies in role performances

- Low productivity

- Unresolved prior conflicts

# WHAT'S A CONFLICT?

Conflict is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs. It can also originate from past rivalries & personality differences.

**Interaction** between **interdependent** parties who perceive **incompatible** goals and **interference** in achieving their goals.

**CONFLICT DEFINED: 4 I'S**

# KINDS OF CONFLICT

INTRAPERSONAL — Inside Ourselves

INTERPERSONAL — Between two or more people

INTRAGROUP — Within or inside a group

INTERGROUP — Between two or more groups
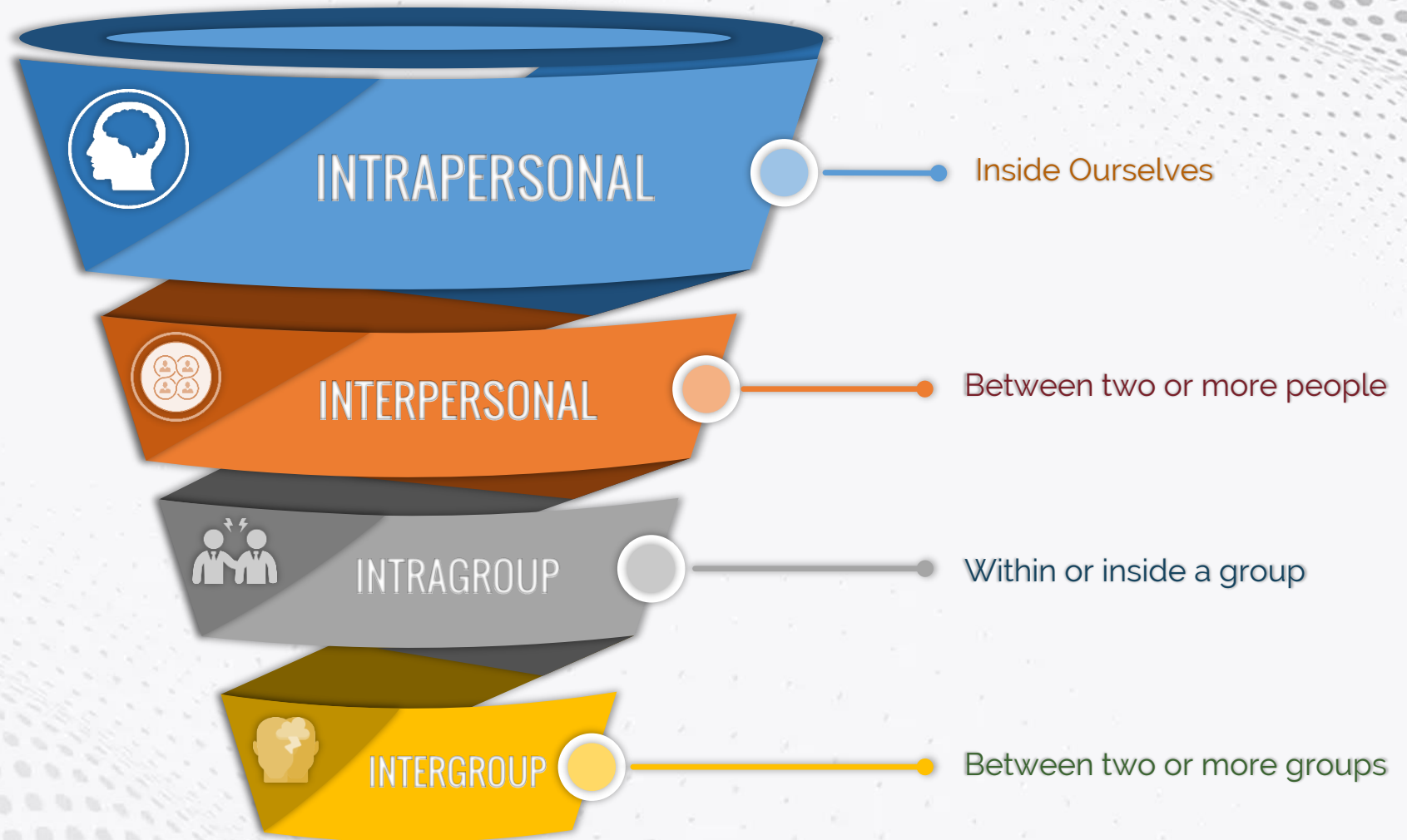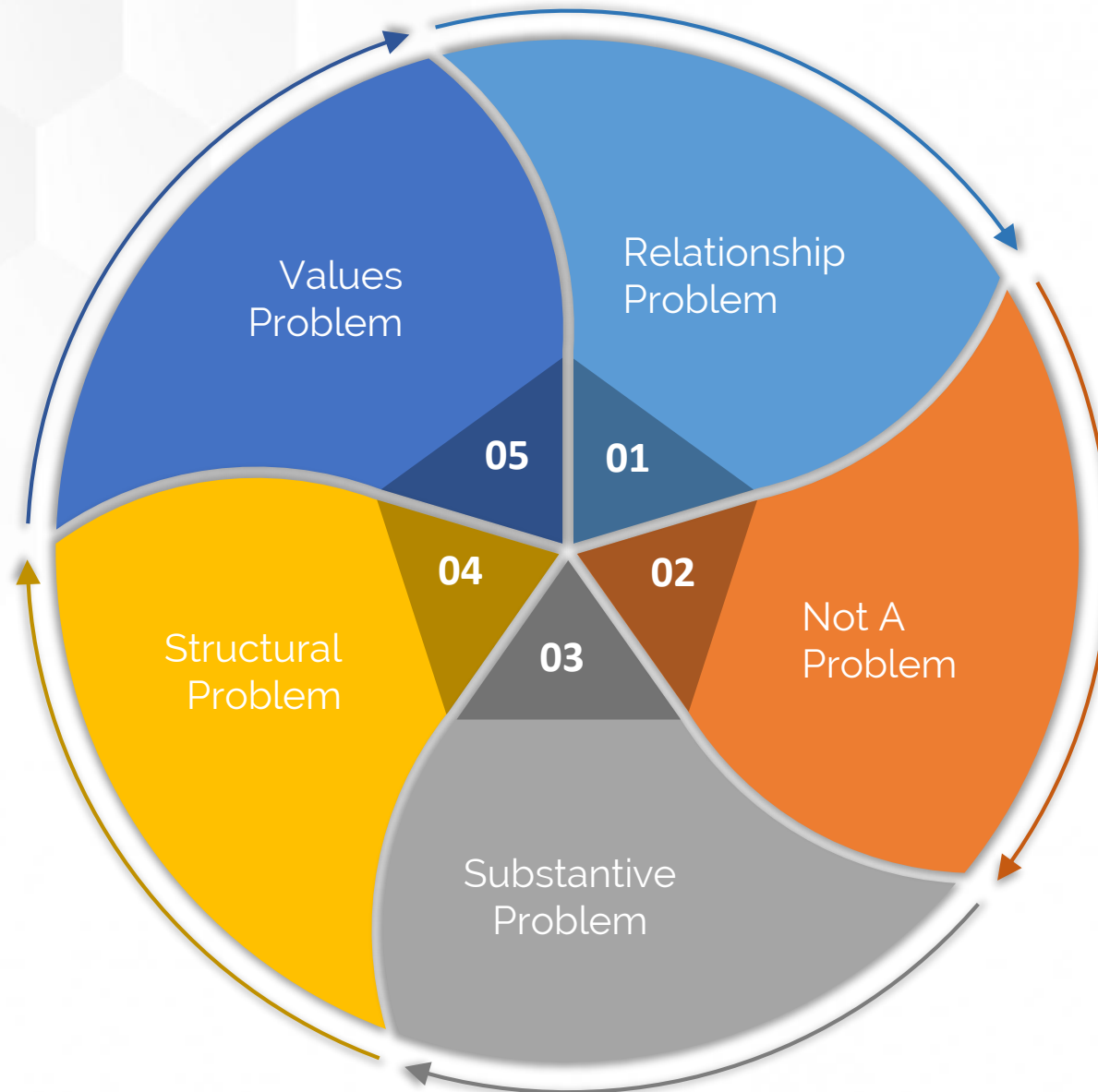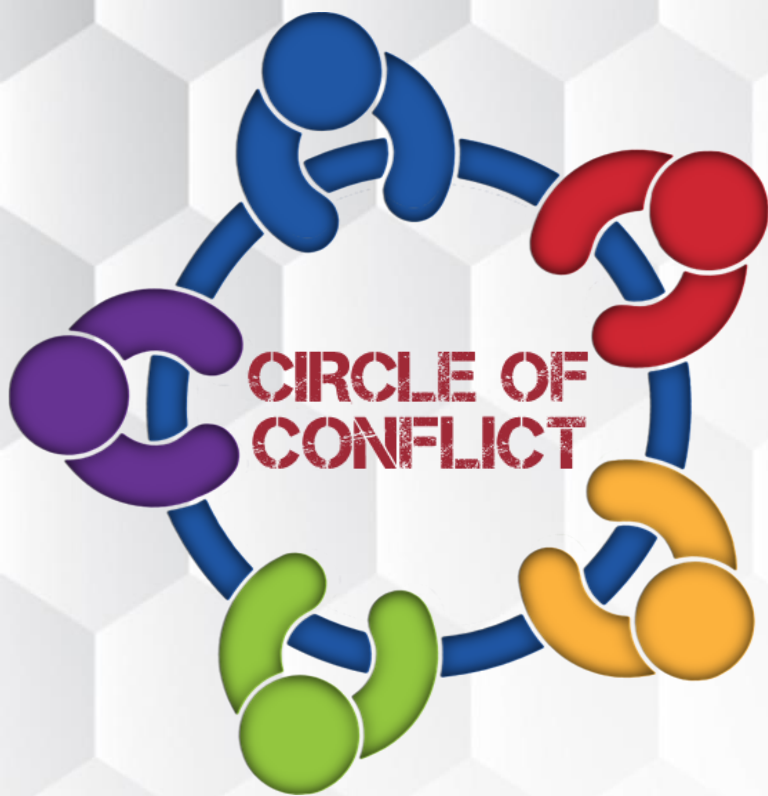
# POSITIVE ASPECTS OF CONFLICT

- Opens communication between people

- Replacement of old goals with more relevant ones

- Increase innovation through a greater diversity in view points

- Strengthens relationships

- Improves problem solving skills

# NEGATIVE ASPECTS OF CONFLICT

- Misallocation of resources

- Barriers to communication

- Lowers productivity

- Stressful

- Creates "us versus them"

- Produces irresponsible behavior
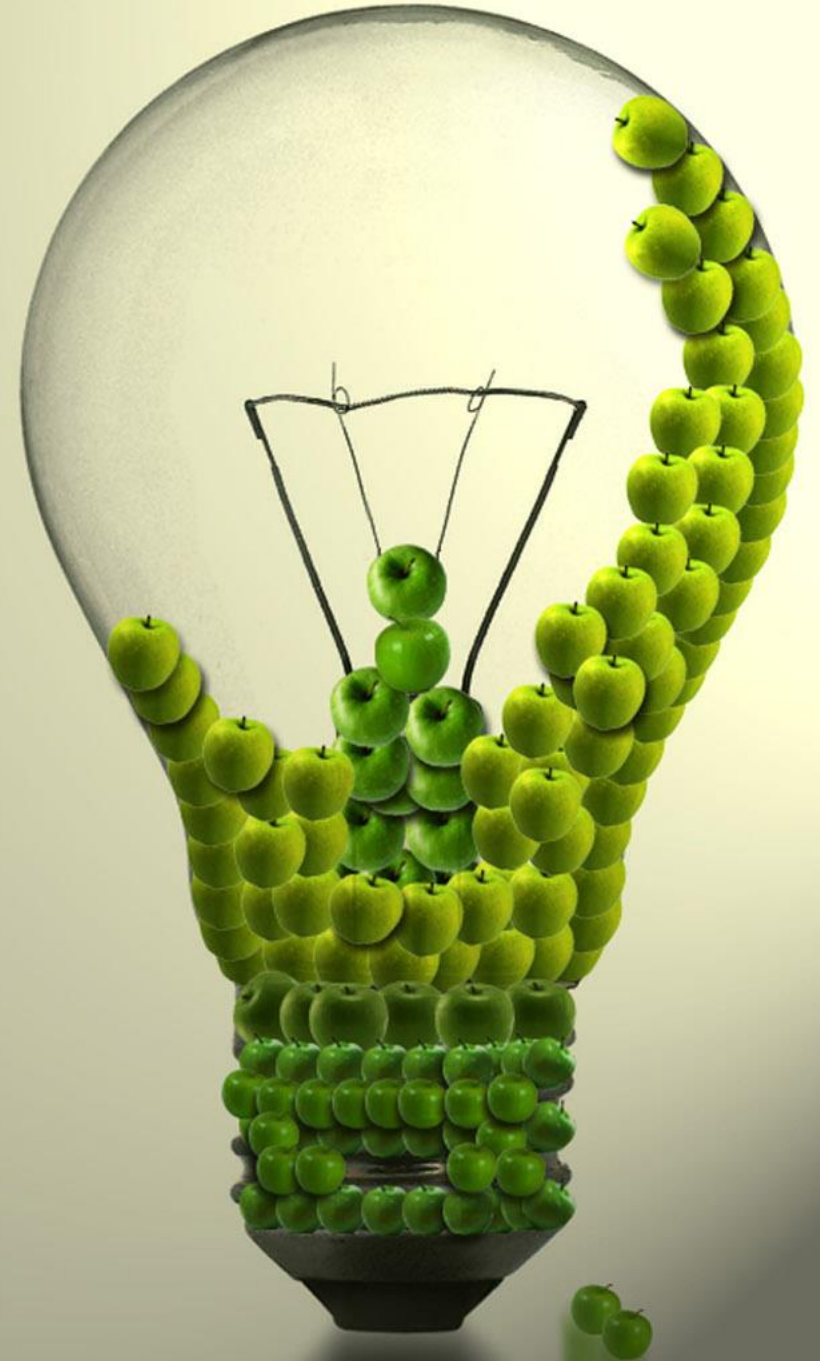
# HOMEWORK FOR CONFLICT MANAGEMENT

- Is it a real problem worth solving

- What's the root cause

- Prepare the group to work towards a mutually agreeable solution

- Prepare them to listen

- Remind participants that it's all right to disagree

# LIFE POSITIONS
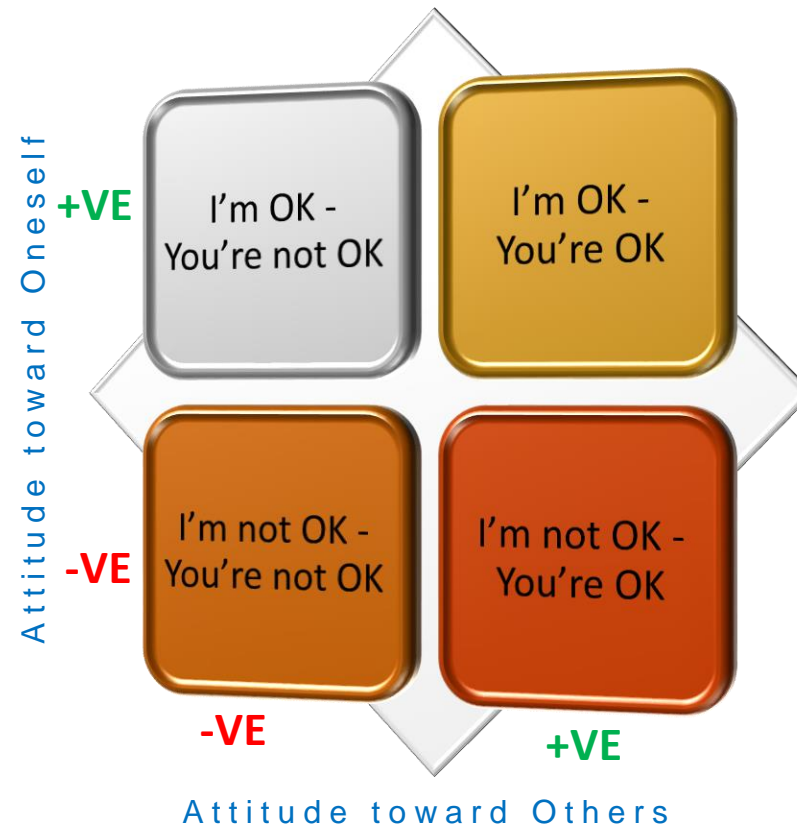
# THOMAS-KILMANN CONFLICT MODEL

*Designed by Management Weekly, based on Thomas & Kilmann (1974)*

**HIGH**

## A S S E R T I V E N E S S

### COMPETING
*Focus on getting your perspective accepted*

YOU | THEM

### COLLABORATING
*Come together to develop a mutually beneficial solution*

YOU | THEM

### COMPROMISING
*Reach a consensus that is acceptable to all*

YOU | THEM

YOU | THEM

*Take a step back from the conflict and let it play out*

### AVOIDING

YOU | THEM

*Accept the perspective of other party to call a truce*

### ACCOMODATING

**LOW**

**LOW**     **COOPERATIVENESS**     **HIGH**

# Selecting Appropriate Conflict Management Style at Workplace

| Conflicting Style | Description | Importance of Issue | Trust Between Both Parties | Limitations |
|---|---|---|---|---|
| Avoiding the conflict | • Conflict is small<br>• Relationships are stake<br>• No power in hand | Not important | Low | • Postponing conflicts lead to impede relationship among parties |
| Accommodate | • Resolving conflict without hurting relationship with other party | Fairly unimportant issue | Extremely important | • Loss of credibility |
| Compromise | • Time saving by reaching midway resolution parts of difficult issues | Moderately important issue | Important | • Not acceptable in long term |
| Collaborate | • Teamwork cooperation to achieve goals and creative solutions satisfying both parties | Important Issues | Important | • Requires lot of time and energy |
| Compete | • Used in case of immediate decisions requirement | Extremely important | Low | • Damage relationships |
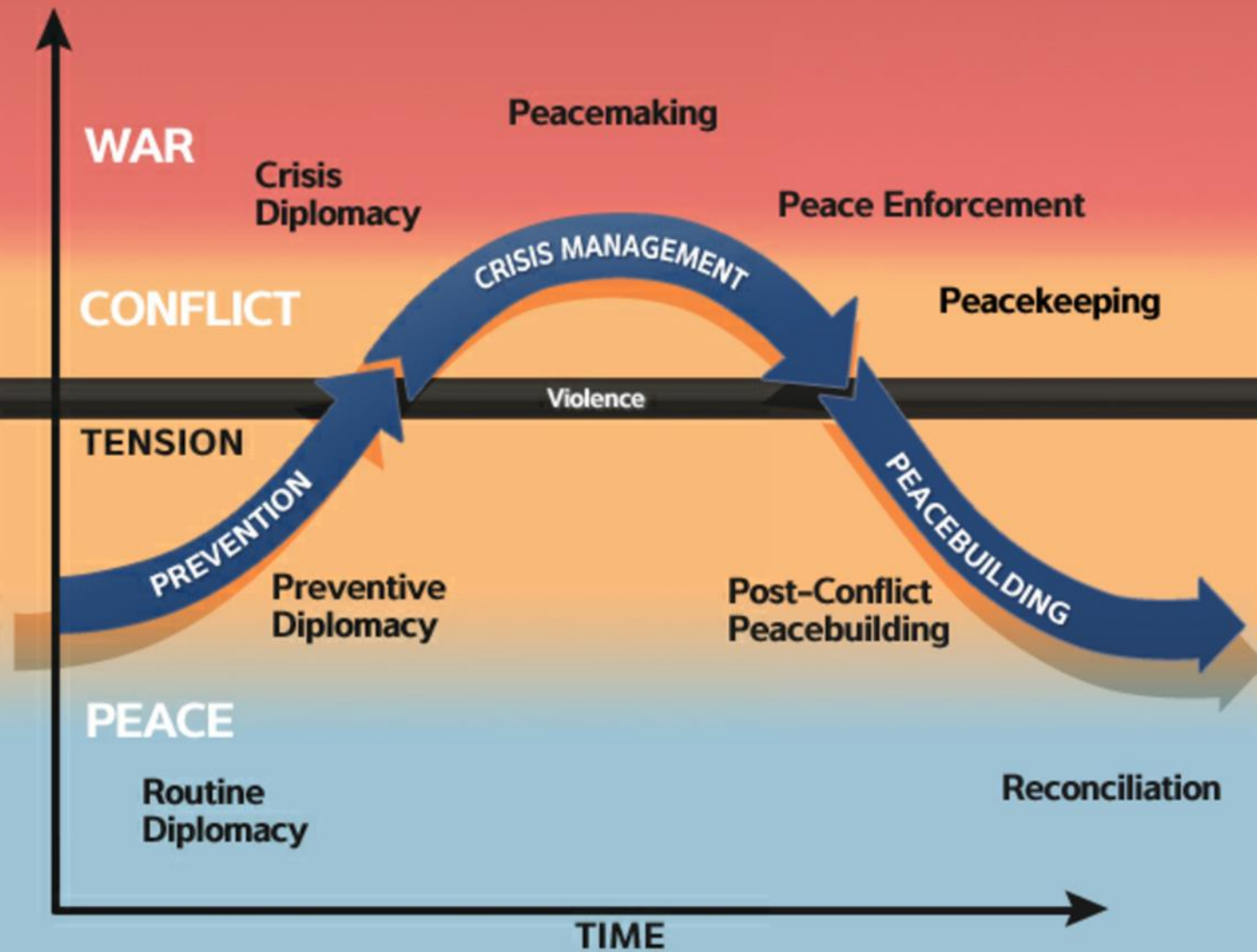
# SOLVING CONFLICTS : FAIR FIGHTING RULES

1. **No hitting**

2. **No personality attack** (name calling destroys ego, you can never take back what you say in anger.)

3. **Attach the problem, be specific**, do not bring in other issues until this one is finished.

4. **Fight in private**.  Do not involve others.

6. **Fight it out at the time**, if you can.  Do not let if build and fester.  However, if a time out is needed, use it constructively and agree on a time to resolve the problem at hand.

6. **No refusing** to quarrel or **withdrawing** before it is finished.

7. **Talk one at a time and listen** when the other is talking. You are responsible for understanding the other person's point.

8. **No mind reading**. You cannot assume what the other person is thinking or expect them to know what you are thinking.

9. **Come to conclusion**, then let it end; **compromise**, if you can.  Give in occasionally, agree to disagree.

NEGOTIATION SKILLS

# NEGOTIATION SKILLS

Working to reach an agreement that is **mutually satisfactory** to both buyer and seller

Negotiation is the process in which parties that perceive one or more incompatibilities between them, try to **find a mutually acceptable solution**.

WHAT TYPE OF NEGOTIATION IS THIS?

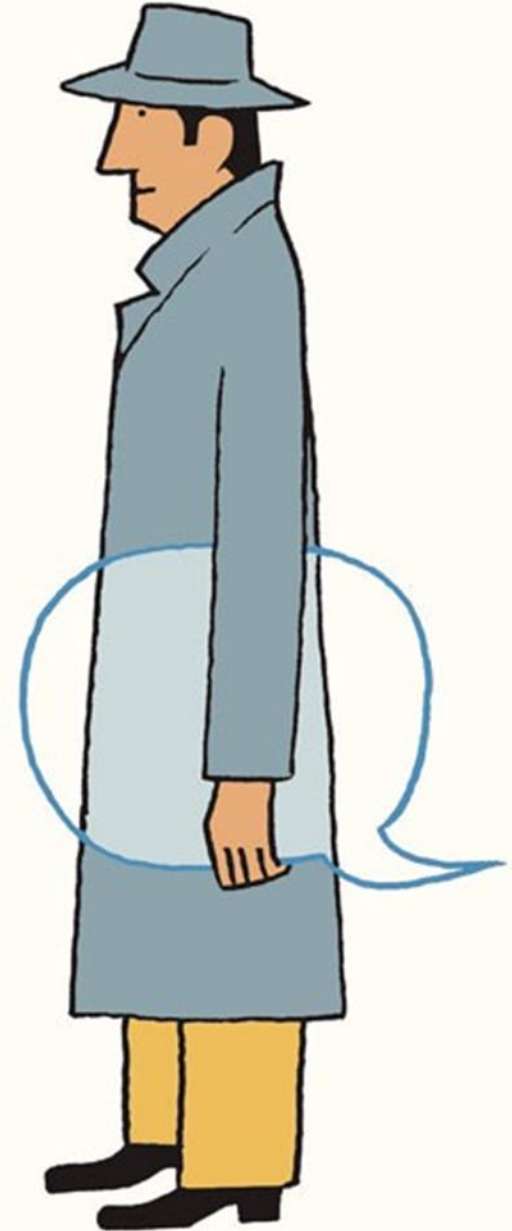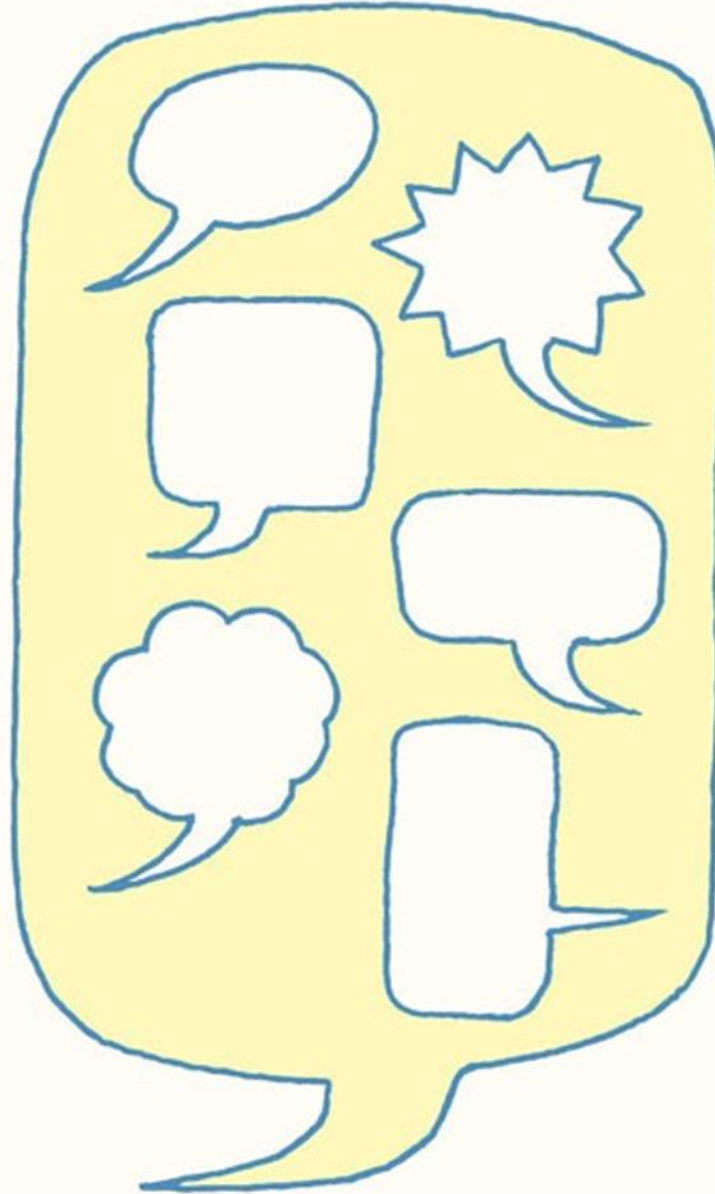"You've made us terribly happy, and we hope you aren't feeling stupid."

**Moral:** When you think the other person is dumb, you are making a fool of yourself.

# CONVENTIONAL NEGOTIATIONS

- Focus on winning

- Assert positions/personal preferences

- Concede stubbornly

- Engage in threats, bluffs or other negotiation tactics
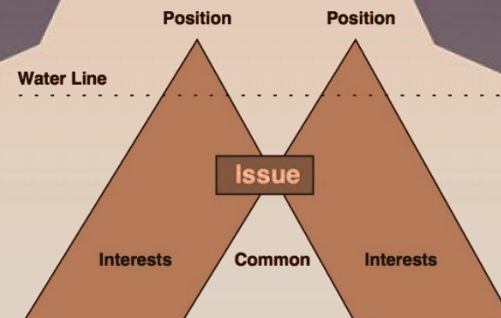
# CONVENTIONAL NEGOTIATIONS TACTICS

- Good cop/bad cop
- Highball/lowball
- Bluff
- Threats
- Appeals to 'reason'

An Alternative:
# INTEREST BASED NEGOTIATIONS

- **Separate** the people from the problem
- Focus on **interests**, not positions
- Invent options for **mutual gain**
- Insist on **objective criteria**

Position          Position

Water Line - - - - - - - - - - - - - - - - -

Issue

Interests     Common     Interests

# Principle 1:   Separate the People from the Problem

- Disentangle the people from the problem

- Deal with the people problem: acknowledge perceptions, emotions

- Listen actively

- Speak about yourself, not them

- Speak to be understood

# Principle 2: Focus on Interests, Not positions

POSITIONS:
What disputants say
they want in a negotiation:
A particular price, job, work
schedule, change in someone
else's behavior, revised
contract provision, etc.

INTERESTS:
Underlying desires or concerns that
motivate people in particular situations
(May sometimes be the same as their positions!)

# Principle 2:  Focus on Interests, Not positions

- <u>Problem</u>: barking dog

- <u>My interpretation</u>: my neighbor doesn't care about my needs

- <u>My position</u>: quiet the dog

- <u>My interest</u>: I need sleep

- <u>Issue</u>: how to control the barking
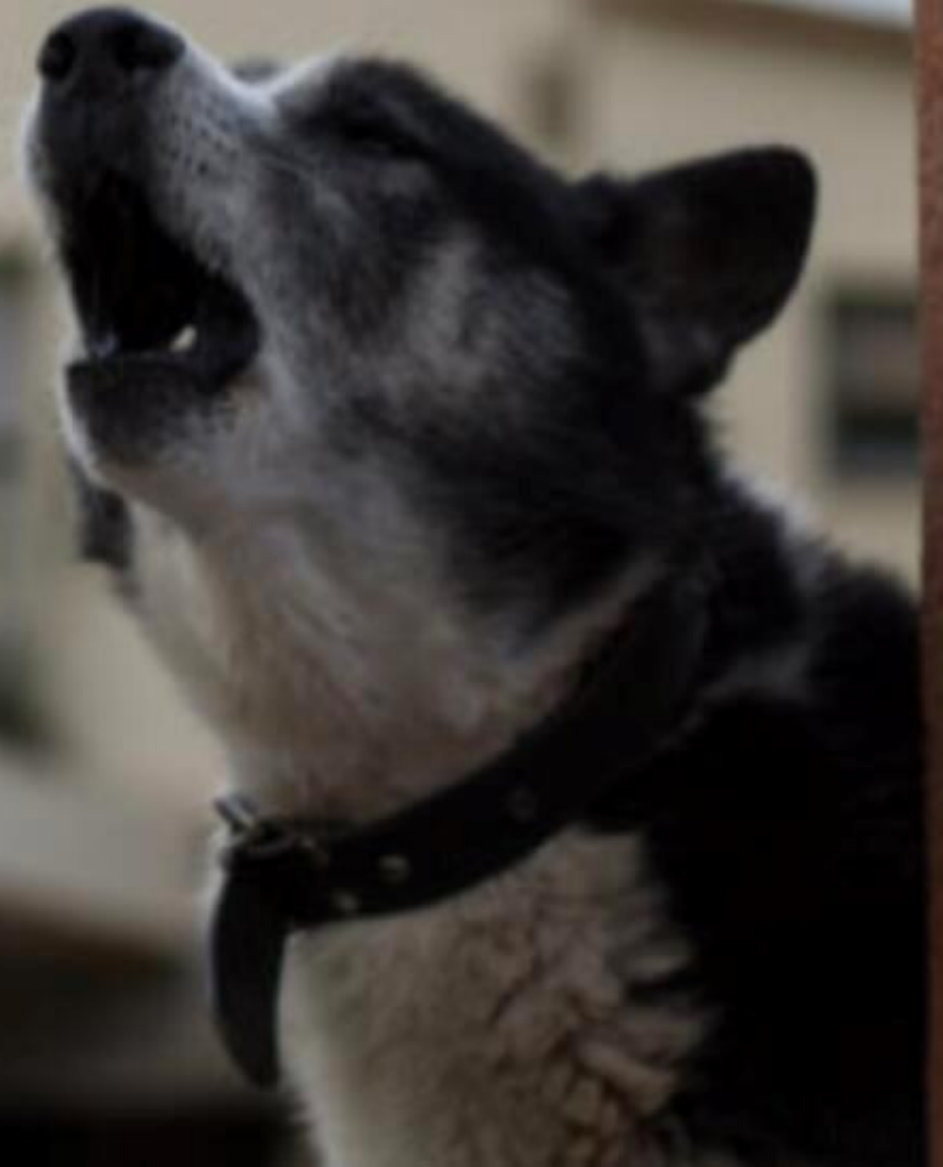
# Principle 3:   Invent Options for Mutual Gain

- Focus on the variety of ways issues/ interests (yours/theirs) might be addressed?

- Avoid assuming there's a single solution

- Separate brainstorming from evaluation of options

- Don't assume zero-sum conditions

- Think creatively
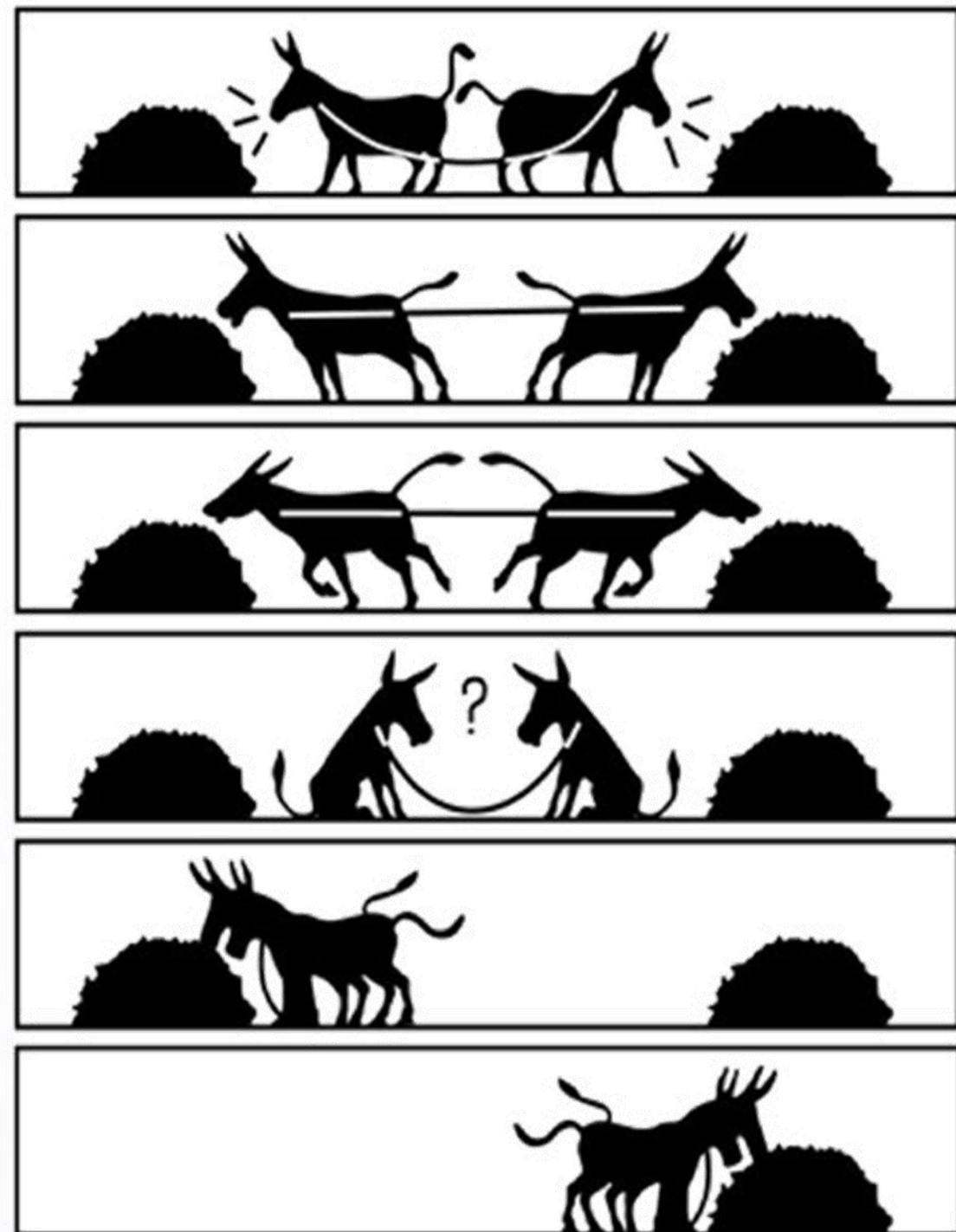
# Let us never negotiate out of fear but let us never fear to negotiate →

**BATNA**
Your bottom line (not just price)

**Reservation Price**
Lowest price you will take (or offer)

**ZOPA**
area between what you want and what they want

**Value Trades or Concessions**
something of small value to you but great value
to the other side.

*Three additional questions*

What would
you ideally
**want?**

What do you
think you **can
get?**

What do you
think **they
want?**

There are three sides to every argument:

your side, my side
and the right side.

# 6 Trends Shaping the Future of Leadership

**1** Artificial intelligence and technology

**2** Pace of change

**3** New talent landscape

**4** Purpose and meaning

**5** Morality, ethics, and transparency
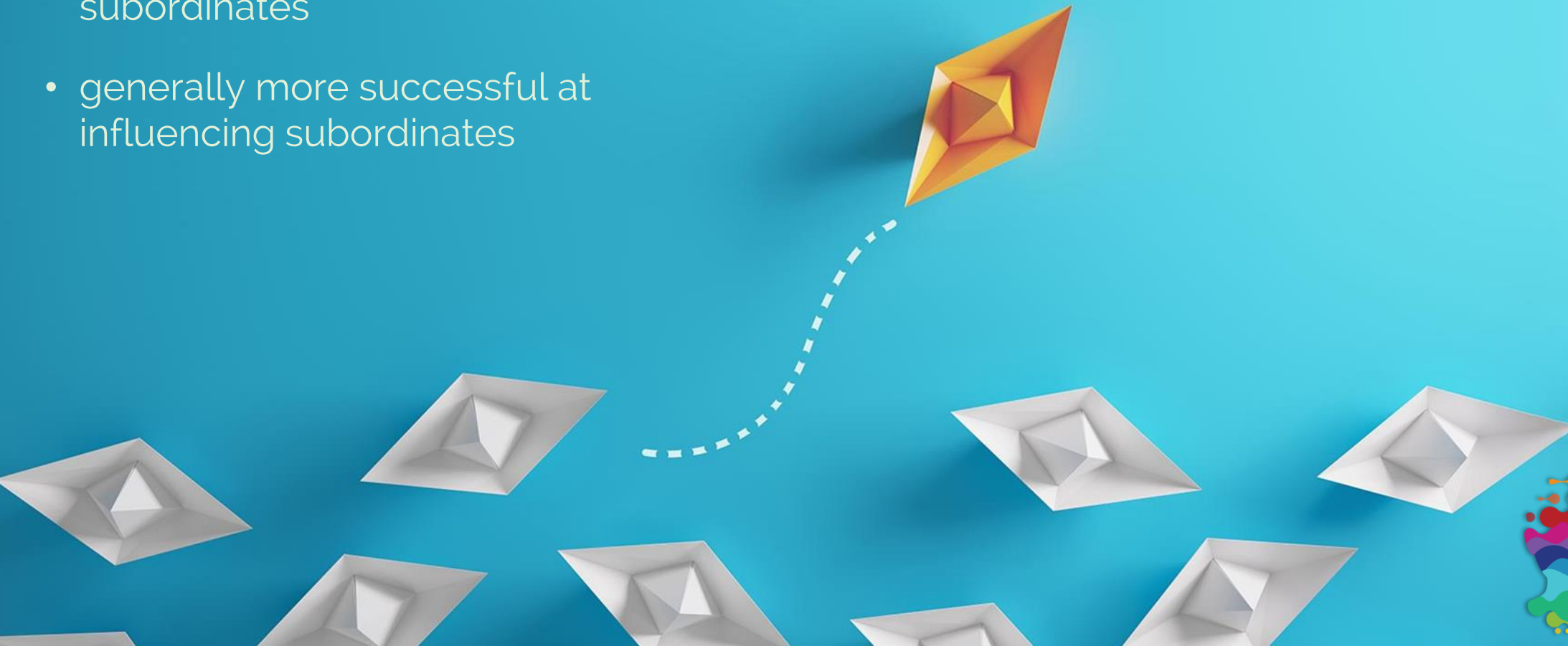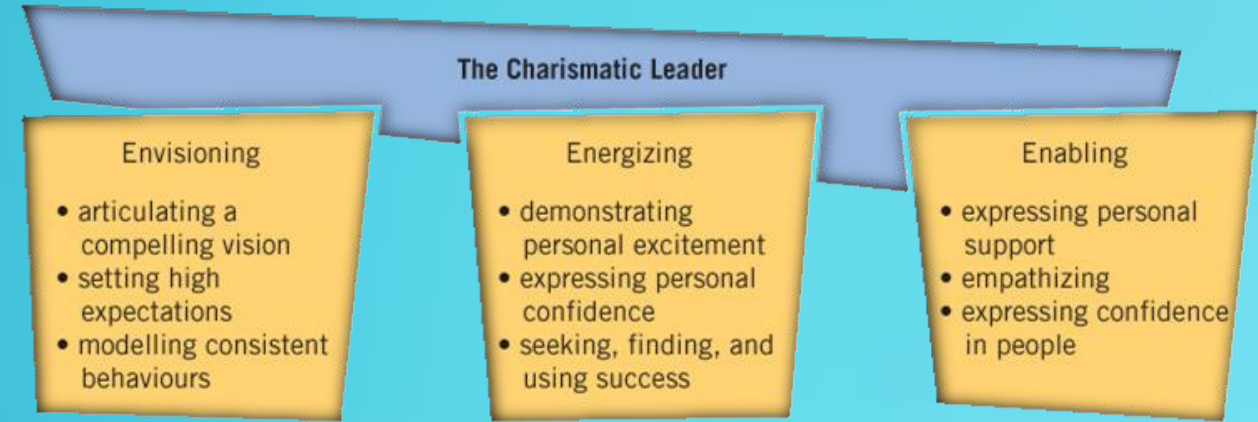
**6** Globalization

RECENT TRENDS IN
LEADERSHIP

# CHARISMATIC LEADERSHIP

- have a high level of confidence

- possess a strong need to influence others

- communicate high expectations of subordinates

- generally more successful at influencing subordinates

**The Charismatic Leader**

**Envisioning**
- articulating a compelling vision
- setting high expectations
- modelling consistent behaviours

**Energizing**
- demonstrating personal excitement
- expressing personal confidence
- seeking, finding, and using success

**Enabling**
- expressing personal support
- empathizing
- expressing confidence in people

RECENT TRENDS IN
LEADERSHIP

**RECENT TRENDS IN LEADERSHIP**

- more women in management roles

- women tend to be more democratic when making decisions

# LEADERS AS COACHES

- ☑ help select team members and other new employees

- ☑ provide some general direction

- ☑ help train and develop the team and the skills of its members

- ☑ help the team get the information and resources it needs



INSPIRING

LEADER

EXPERT

MANAGER

COACH

SYNCHRONISING

ENABLING

INTO ACTION

RECENT TRENDS IN
LEADERSHIP

CROSS-CULTURAL LEADERSHIP

New leaders are coming from diverse backgrounds

These new leaders may have different leadership styles

RECENT TRENDS IN LEADERSHIP