**LEADERSHIP - TYPES - THEORIES – TRAIT, MANAGERIAL GRID, FIEDDER’S CONTINGENCY - ORGANIZATIONAL CLIMATE - ORGANIZATIONAL EFFECTIVENESS – ORGANIZATIONAL DEVELOPMENT - COUNSELLING AND GUIDANCE - IMPORTANCE OF COUNSELLOR - TYPES OF COUNSELLING - MERITS**

**OF COUNSELLING**

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**WHAT IS LEADERSHIP**

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

Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

According to Keith Davis, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”

**Characteristics of Leadership**

1. It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.
2. It denotes a few qualities to be present in a person who includes intelligence, maturity and personality.
3. It is a group process. It involves two or more people interacting with each other.
4. A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organizational goals.
5. Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

**Importance of leadership**

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The following points justify the importance of leadership in a concern.

**Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.

**Motivation-** A leader proves to be playing an incentive role in the concern’s working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.

1. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
2. **Creating confidence-** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
3. **Building morale-** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
4. **Builds work environment-** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
5. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

**Leadership styles**

**Reactive vs. Proactive:** A Proactive Leader tends to be much more focused on achieving performance objectives rather than focused on finding and fixing problems; that is the forte of the Reactive Leader...

The scales run from 1-9 with, nine meaning a high amount of concern 

**The Five Styles Explained**

Here's a snapshot of the five different leadership styles resulting from the grid:

**(1, 1) 'Impoverished'** the leader exerts (and expects) minimal effort and has little concern for either staff satisfaction or work targets. This is a leader who is going through the motions is indifferent, non-committal, resigned and apathetic. S/he is doing just enough to keep their job

**(1, 9) 'Country Club'** The leader is attentive to his/her people's needs and has developed satisfying relationships and work culture - but at the expense of achieving results. The leader is defined as agreeable, eager to help, non-confrontational, comforting and uncontroversial.

**(5, 5) 'Middle of the Road' (Politician)**

This leader is a compromiser who wants to maintain the status quo and avoid any problems. Is aware of and wants a focus on productivity but not at the expense of the morale of his/her team.

**(9, 1) 'Authoritarian'** the leader concentrates almost exclusively on achieving results. People are viewed as a commodity to be used to get the job done. Communication is de-emphasized and conflict is resolved by suppressing it. Leadership is controlling, demanding and over-powering.

**(9, 9) 'Team'** the leader achieves high work performance through 'leading' his/her people to become dedicated to the organizational goals. There is a high degree of participation and teamwork, which satisfies the basic need of people to be involved and committed to their work. The leader may be characterized as open-minded, flexible and one who inspires involvement.

**Cautionary note:** This model could lead you to think there is one best style. Please avoid that mistake. Certain styles work extremely well in different circumstances. If your plane is crashing you'd want the captain to use a 9, 1 style of leadership in that moment. At another time a different style of leadership may be more appropriate.

**Reactive vs. Proactive: The Mindset Difference**

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| Reactive Leader |  | Proactive Leader |
| **Needs to have and use own answers** | → | Understands the power of and uses team in solving problems |
| **Is tell oriented** | → | Is coaching oriented |
| **Makes decisions by self** | → | Requests that team members make decisions |
| **Pushes for Results** | → | Shares a vision so compelling the team wants to move towards it |
| **Reacts to change** | → | Foresees and influences change |
| **Teaches team to expect direction** | → | Teaches team to be self-reliant |
| **Is concerned about self first** | → | Models team work and concern for greater good |
| **Produces reports first** | → | Creates and communicates values first |
| **Is afraid of losing control** | → | Knows giving up control yields the best outcomes |
| **Focuses on finding and fixing problems** | → | Focuses on achieving performance outcomes |
| **Quick to punish for mistakes** | → | Helps team to learn from errors |
| **Uses rules to make decisions** | → | Uses principles to make decisions |

**Leadership vs. Management;** We've had a lot of change in the past 20 years and the speed of change is increasing. There are some distinctions between leadership and management that you may like to grasp...

**Leadership versus Management: Key Distinctions**

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| |  |  |  | | --- | --- | --- | | **Old Way=  Low Performance** | **New Way =  High Performance** | **Distinction** | | Maintaining status quo | Leading the charge for continuous improvement | A business created for today   **vs.**  A business designed for the long-term | | Dumping change on people | Involving people in the change process and helping them to understand why | Like it or lump it   **vs.**  Together we can make this transition easier and quicker | | Tolerating low performance | Accepting only High Performance | I don't want the hassle of dealing with you   **vs.**  The better Leader I am the better you will be | | One Management Style fits all | Flexibility of Leadership, asking people how to best lead them | My way or the highway  **vs.**  How can I help you be your best? | | Avoiding staff problems | On-time feedback about performance | Maybe it will go away   **vs.**  Every player in this game is important | | Patronizing, Critical, Gossiping, | Always Speaking with Integrity | I am your judge   **vs.**  With my constructive support you can improve | | Solving problems well - but often in crisis state | Anticipating Problems | Busy, busy, busy   **vs.**  Strategically working on the business | | Focussing on weaknesses | Having people work in roles in which their strengths can be maximised | You have to fit your job   **vs.**  Which roles/tasks here best suit you | | Asking a person to improve/change | Seeing the greatness in a person and asking them to step up to their potential | You aren't good enough   **vs.**  There is so much more to you | | Expecting compliance | Providing reasons, seeking debate and input, responding to feedback | Changes made with poor implementation   **vs.**  High acceptance of and excellent implementation of change | | "I'm watching you" | "Do you have all the resources you need" | Distrusting Boss   **vs.**  Trusting Resource | | "It's your job, so get on with it" | "Tell me how I can help you succeed" | Employees having to   **vs.**  Employees wanting to | | Source of recognition and approval | Source of Endorsement and Challenge | People needing your approval   **vs.**  People seeing you as the person who creates opportunities for them to grow | | Fear based Environment | Safe, Love based Environment | "I can't, in case I get in trouble"  **vs.**  "Let's give it a try and see what we learn" | | Creating Push Environment | Creating a Pull Environment | Employees avoiding responsibility   **vs.**  Employees feel confident to seek responsibility | | Focusing on the past | Perfecting the Present | Focused on fear   **vs.**  Focusing on what we can do right now | | Working in the Business | Working on the Business | Focused on today   **vs.**  Focused on today and the future | | Reacting to Senior Management | Managing Up | I have little/no control   **vs.**  I can influence our future | | Giving in to failure, disappointment | Resiliently creating new opportunities, where none seem to exist | Victim   **vs.**  Self-Responsible | | Pretending to care about people | Deeply caring about people | Manipulation   **vs.**  Love | | Manage by rules | Lead by principles | Decisions made on history   **vs.**  Decisions made on the situation at hand | | Motivate through competition | Motivate through co-operation | Struggling against   **vs.**  Working together | | Content with static skills | Creates the space for personal growth and development | Stagnant   **vs.**  Enriching Learning Organisations | | Focus on short-term results | Focus on immediate and big picture | Keeping head above water   **vs.**  Strategically set for the future | | Systems that create people who know how to perform tasks | Creating systems that enable people to handle information and knowledge | I'm doing my job   **vs.**  I am a business owner | | Wanting people to rely on you for answers | Expecting people to be their own solution centre | Ego-centred Manager   **vs.**  Breakthrough Leader | | Doing it by yourself | Understanding the importance of having someone coach you to a higher level of performance | Same results   **vs.**  Continuous self-growth and improvement | |

**Rule Based To Principle Cantered Leadership:** Is your organization over-burdened with rigid policies, rules and procedures that stop team members from meeting customer needs? Learn how to create a more effective workplace...

**Management to Principle Cantered Leadership Key Messages:**

* Too many rules inhibit performance
* Some rules are needed, but be judicious in your selection of them
* Principle based workplaces make it easy for people to be flexible and creative in their decision-making
* There are four steps to shift from rule-based to principle based leadership

Shifting from a restrictive style of management to principle cantered leadership is not for the faint-hearted. It will possibly be the personal growth journey of your life!   
**Transactional Leadership:** Transactional Leadership suggests that people are only motivated by rewards and punishment. In this article we look at 5 things that should happen and 5 things that should not happen when using this model of leadership

**5 Ways to Successfully Implement Transactional Leadership**

1. **Transactional leaders must understand what motivates their employees.** Because the success of transactional leadership relies on the employee valuing the rewards that are in place, it is important for the leader to understand what it is that will motivate the employee and ensure that reward systems are appropriately aligned. It is the leader's responsibility to establish a system of rewards that will be valued by the employee.

Some reward systems are established by the HR department or company policy, and when an employee accepts a work position with the employer, the employee is agreeing to that reward system. However, leaders at all levels should have a better understanding of what motivates each of his/her employees. This will allow the leader to continually link the rewards most valued by a particular employee with the successful completion of the task. Additionally, having knowledge of the rewards valued by employees may give leaders some insight into the most effective incentives that they can offer at their level over and above base rewards such as salary, health benefits, and vacation days.

1. **Ensure employees understand the reward system and how they can achieve the rewards.** To ensure that the full effect of a reward system is realized, leaders must ensure that employees understand all of the rewards that are possible. Many employees do not understand their full benefits package, and, therefore, do not realize how much their employer appreciates their efforts. By ensuring that the employee understands the full benefits package, a leader may unlock additional motivation from their employees.
2. **Ensure that both reward and punishment systems are in place and are consistently exercised.** To prevent situations of perceived unfairness among employees, leaders must ensure that both rewards and punishments are awarded consistently, without bias. Perceptions of bias among employees can detract from the value that they hold for the rewards programs, and, as a result, employee motivations and work efforts could suffer.
3. **Provide constructive feedback throughout the work process.** One of the most disheartening moments for an employee is when they put forth what they perceive to be an extraordinary or even an acceptable level of effort for their task only to find out after the completion of their task that they totally missed the mark. By providing constructive feedback throughout the work process, leaders are better able to control the quality and quantity of employee output and better able to shape employee expectations as to whether they will actually receive rewards for their efforts.
4. **Ensure that rewards and recognition are provided in a timely manner.** Leaders can best harness the emotions and satisfactions of the moment by recognizing and rewarding employees as quickly as possible. By doing so, leaders set the stage for future transactions between themselves and their employees. In effect, leaders establish a track record and build trust by providing earned rewards and recognition in a timely manner following task completion.

In providing five things that a leader should not do, one could simply offer the opposite action of the five things a transactional leader should do. However, the following recommendations provide a slightly different look at some of the pitfalls frequently experienced by this model of leadership.

**Autocratic Leadership:** The Autocratic Leadership style enables the people running organizations to meet their instinctive needs (even though) they may not recognise or admit to them. Read about [Autocratic Leadership here](http://www.leadership-and-motivation-training.com/autocratic-leadership.html)

**A Different Leadership Style:** The old command and control style is dead. A different leadership style is needed if you really want to connect with your people. You may be able to gather

**Charismatic Leadership:** Charismatic leadership is certainly one of the styles of leadership that can enhance organizational effectiveness. The trick is to use the positive aspects of this leadership style and avoid the traps

**Situational Leadership:** Use these resources to help you identify your prominent leadership style (which can be your downfall if you do not use it with care). (Please note these resources are only available to members of the Align-Lead-Inspire Club

One way of leading does not fit all situations. Use this article to help you identify your prominent leadership style (which can be your downfall if you do not use it with care). Applying the tools this model offers helps you to choose the appropriate approach. . . .

**Y our style as a leader will be largely influenced by two things:**

1. The culture of the organization you find yourself in
2. The quality of leadership, coaching and mentoring you experience as you move through your career

When you inherit a style from the culture or are overly influenced by another person, you may find yourself feeling frustrated and on-edge. You may have the feeling that you are trying to be someone you are not. You will do well to remember that **leadership isn't something that you do; it is an expression of who you are.**

Learn about and then try applying the various styles to find a style that works best for you, your team and your organization.

A word of caution does not try to make your preferred/ (natural) style fit all circumstances. Remain flexible enough to alter your style to fit the particular situation you find yourself in.

**One way to peacefully resolve conflict is for each side**

* to come together voluntarily
* to work cooperatively on the issues
* under the guidance of a trained facilitator

**Conflict resolution should be a voluntary process that**

* reflects the school's values if applied throughout the school
* is also modelled and followed by teachers, administrators, and staff
* will fail if perceived as a process for students only

**The following process should be under the guidance of a trained facilitator.   
Bring your conflicted parties together in a private location, and:**

* Gather information:  identify key issues without making accusations
* Focus on what the issues are, not who did what
* Avoid accusations, finding fault, calling names

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**THEORIES OF LEADERSHIP**

Just as management knowledge is supported by various theories, the leadership function of management too is authenticated by various theories. While the behavioural theories of leadership focused on discovering the constant relationship between leadership behaviours and the group performance, the contemporary theories emphasized the significance of situational factors (such as stress level, job structure, leader’s intelligence, followers’ traits, etc.) as well.

Some of the **important leadership theories** are as follows:

* [Blake and Mouton’s Managerial Grid](http://managementstudyguide.com/blake-mouton-managerial-grid.htm)
* [House’s Path Goal Theory](http://managementstudyguide.com/houses-path-goal-theory.htm)
* [Great Man Theory](http://managementstudyguide.com/great-man-theory.htm)
* [Trait Theory](http://managementstudyguide.com/trait-theory-of-leadership.htm)
* [Leadership-Member Exchange (LMX) Theory](http://managementstudyguide.com/lmx-theory.htm)
* [Transformational Leadership](http://managementstudyguide.com/transformational-leadership.htm)
* [Transactional Leadership](http://managementstudyguide.com/transactional-leadership.htm)
* [Continuum of Leadership Behaviour](http://managementstudyguide.com/continuum-leadership-behaviour.htm)
* [Likert’s Management System](http://managementstudyguide.com/likerts-management-system.htm)
* [Hersey Blanchard Model](http://managementstudyguide.com/hersey-blanchard-model.htm)
* [Fiedler’s Contingency Model](http://managementstudyguide.com/fiedlers-contingency-model.htm)

**TRAIT THEORY**

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| The trait model of leadership is based on the characteristics of many leaders – both successful and unsuccessful – and is used to predict leadership effectiveness. The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure.  Scholars taking the trait approach attempted to identify physiological (appearance, height, and weight), demographic (age, education and socioeconomic background), personality, self-confidence, and aggressiveness), intellective (intelligence, decisiveness, judgment, and knowledge), task-related (achievement drive, initiative, and persistence), and social characteristics (sociability and cooperativeness) with leader emergence and leader effectiveness.  Successful leaders definitely have interests, abilities, and personality traits that are different from those of the less effective leaders. Through many researchers conducted in the last three decades of the 20th century, a set of core traits of |
| Successful leaders have been identified. These traits are not responsible solely to identify whether a person will be a successful leader or not, but they are essentially seen as preconditions that endow people with leadership potential. | |

Among the core traits identified are:

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

**Strengths/Advantages of Trait Theory**

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

**Limitations of the Trait Theory**

* There is bound to be some subjective judgment in determining who is regarded as a ‘good’ or ‘successful’ leader
* The list of possible traits tends to be very long. More than 100 different traits of successful leaders in various leadership positions have been identified. These descriptions are simply generalities.
* There is also a disagreement over which traits are the most important for an effective leader
* The model attempts to relate physical traits such as, height and weight, to effective leadership. Most of these factors relate to situational factors. For example, a minimum weight and height might be necessary to perform the tasks efficiently in a military leadership position. In business organizations, these are not the requirements to be an effective leader.
* The theory is very complex

**Implications of Trait Theory**

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

**Conclusion**

The traits approach gives rise to questions: whether leaders are born or made; and whether leadership is an art or science. However, these are not mutually exclusive alternatives. Leadership may be something of an art; it still requires the application of special skills and techniques. Even if there are certain inborn qualities that make one a good leader, these natural talents need encouragement and development. A person is not born with self-confidence. Self-confidence is developed, honesty and integrity are a matter of personal choice, motivation to lead comes from within the individual, and the knowledge of business can be acquired. While cognitive ability has its origin partly in genes, it still needs to be developed. None of these ingredients are acquired overnight.

**MANAGERIAL GRID THEORY**

The treatment of task orientation and people orientation as two independent dimensions was a major step in leadership studies. Many of the leadership studies conducted in the 1950s at the University of Michigan and the Ohio State University focused on these two dimensions.

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

The five resulting leadership styles are as follows:

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

**Advantages of Blake and Mouton’s Managerial Grid**

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

**Limitations of Blake and Mouton’s Managerial Grid**

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

**Fiedder’s contingency theory**

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| Fred E. Fiedler’s contingency theory of leadership effectiveness was based on studies of a wide range of group effectiveness, and concentrated on the relationship between leadership and organizational performance. This is one of the earliest situation-contingent leadership theories given by Fiedler. According to him, if an organization attempts to achieve group effectiveness through leadership, then there is a need to assess the leader according to an underlying trait, assess the situation faced by the leader, and construct a proper match between the two.  **Leader’s trait**  In order to assess the attitudes of the leader, Fiedler developed the ‘least preferred co-worker’ (LPC) scale in which the leaders are asked about the person with whom they least like to work. The scale is a questionnaire consisting of 16 items used to reflect a leader’s underlying disposition toward others. The items in the LPC scale are pleasant / unpleasant, friendly / unfriendly, rejecting / accepting, unenthusiastic / enthusiastic, tense / relaxed, cold / warm, |
| helpful / frustrating, cooperative / uncooperative, supportive / hostile, quarrelsome / harmonious, efficient / inefficient, gloomy / cheerful, distant / close, boring / interesting, self-assured / hesitant, open / guarded. Each item in the scale is given a single ranking of between one and eight points, with eight points indicating the most favourable rating. | |

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| **Friendly** |  | | | | | | | | **Unfriendly** |
| **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** |

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

**Situational factor**

According to Fiedler, a leader’s behaviour is dependent upon the favourability of the leadership situation. Three factors work together to determine how favourable a situation is to a leader. These are:

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

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

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

**Leadership Effectiveness**

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

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

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

**ORGANISATIONAL EFFECTIVENESS**

Organizational effectiveness is the concept of how [effective](http://en.wikipedia.org/wiki/Effectiveness) an organization is in achieving the [outcomes](http://en.wikipedia.org/wiki/Outcome) the organization intends to produce. The idea of organizational effectiveness is especially important for [non-profit organizations](http://en.wikipedia.org/wiki/Non-profit_organization) as most people who donate money to non-profit organizations and charities are interested in knowing whether the organization is effective in accomplishing its goals.

**ORGANIZATIONAL EFFECTIVENESS**

Meeting organizational objectives and prevailing societal expectations in the near future, adapting and developing in the intermediate future, and surviving in the distant future.

According to Richard et al. (2009) organizational effectiveness captures [organizational performance](http://en.wikipedia.org/wiki/Organizational_performance) plus the plethora of internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation (either by shareholders, managers, or customers), such as [corporate social responsibility](http://en.wikipedia.org/wiki/Corporate_social_responsibility)

An organization's effectiveness is also dependent on its communicative competence and ethics. The relationship between these three is simultaneous. Ethics is a foundation found within organizational effectiveness. An organization must exemplify respect, honesty, integrity and equity to allow communicative competence with the participating members. Along with ethics and communicative competence, members in that particular group can finally achieve their intended goals.

[Foundations](http://en.wikipedia.org/wiki/Foundation_(charity)) and other sources of [grants](http://en.wikipedia.org/wiki/Grant_(money)) and other types of funds are interested in organizational effectiveness of those people who seek funds from the foundations. Foundations always have more requests for funds or funding [proposals](http://en.wikipedia.org/wiki/Proposal_(business)) and treat funding as an [investment](http://en.wikipedia.org/wiki/Investment) using the same care as a [venture capitalist](http://en.wikipedia.org/wiki/Venture_capital) would in picking a company in which to invest.

Organizational effectiveness is an abstract concept and is basically impossible to measure. Instead of measuring organizational effectiveness, the organization determines proxy measures which will be used to represent effectiveness. Proxy measures used may include such things as number of people served, types and sizes of population segments served, and the demand within those segments for the services the organization supplies.

For instance, a non-profit organization which supplies meals to [house bound](http://en.wikipedia.org/w/index.php?title=House_bound&action=edit&redlink=1) people may collect statistics such as the number of meals cooked and served, the number of [volunteers](http://en.wikipedia.org/wiki/Volunteer) delivering meals, the turnover and retention rates of volunteers, the [demographics](http://en.wikipedia.org/wiki/Demographic_profile) of the people served, the turnover and retention of consumers, the number of requests for meals turned down due to lack of capacity (amount of food, capacity of meal preparation facilities, and number of delivery volunteers), and amount of wastage. Since the organization has as its goal the preparation of meals and the delivery of those meals to house bound people, it measures its organizational effectiveness by trying to determine what actual activities the people in the organization do in order to generate the outcomes the organization wants to create.

Activities such as [fundraising](http://en.wikipedia.org/wiki/Fundraising) or volunteer training are important because they provide the support needed for the organization to deliver its services but they are not the outcomes per se. These other activities are overhead activities which assist the organization in achieving its desired outcomes.

The term Organizational Effectiveness is often used interchangeably with [Organization Development](http://en.wikipedia.org/wiki/Organization_Development), especially when used as the name of a department or a part of the [Human Resources](http://en.wikipedia.org/wiki/Human_Resources) function within an organization.

* HENDRY FAYOL

EFFECTIVENESS IS A FUNCTION OF CLEAR AUTHORITY AND DISCIPLINE WITHIN AN ORGANIZATION

* ELTON MAYO

EFFECTIVENESS IS A FUNCTION OF PRODUCTIVITY RESULTING FROM

EMPLOYEE SATISFACTION

**APPROACHES TO MEASURING ORGANIZATIONAL EFFECTIVENESS**

* **Goal Approach:**  Effectiveness is the ability to excel at one or more output goals.
* **Internal Process Approach:** Effectiveness is the ability to excel at internal efficiency, coordination, motivation, and employee satisfaction.
* **System Resource Approach:**  Effectiveness is the ability to acquire scarce and valued resources from the environment.

**Organizational development**

**An Old Standard Definition of OD**

The nature and needs of organizations are changing dramatically. Correspondingly, the profession of organization development (OD) has been changing to meet the changing needs of organizations. Therefore, it may be most useful to consider several definitions of organization development. Here's a standard definition. The next section gives some contrasting definitions.

For many years, the following definition was perhaps the standard definition for OD. The following definition was developed in 1969 at a time when an organization was considered to be much like a stable machine comprised of interlocking parts.

“Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioural-science knowledge.”

**New Definitions of OD**

Today's organizations operate in a rapidly changing environment. Consequently, one of the most important assets for an organization is the ability to manage change -- and for people to remain healthy and authentic. Consider the following definition of OD:

“Organization Development is the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals. And that when this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding”

**Counselling and guidance**

**COUNSELING PERSONNEL**

One of the most important aspects of the chief petty officer’s job is providing advice and counselling to subordinates.  CPOs  who  make themselves  accessible  to  subordinates  will  find they are in great demand to provide information and  to  help  in  finding  solutions  to  problems. The purpose of this section of the chapter is to present an overview of the basic principles and techniques   of   counselling.   This   section   is   not intended to be a course in problem solving, nor is it intended to provide a catalogue of answers to all questions. This section will, however, give you an overview of general counselling procedures, some guidelines to use in the counselling process, and a listing of resources available as references. A  point  to  remember  is  that  counselling  should not be meddlesome, and the  extreme,  of  playing psychiatrist,  should  be  avoided.  But neither should   counselling   be   reserved   only   for   a subordinate that is having problems; you should also counsel subordinates for their achievements and outstanding performance.  Counselling of a subordinate who is doing a good job reinforces this   type   of   job   performance   and   ensures continued good work. Counselling of this type also provides  an  opening  for  you  to  point  out  ways that  a  subordinate  might  improve  an  already  good job   performance. Counselling  the  subordinate  who  is  doing  a good   job   is   relatively   easy,   but   a   different type  of  counselling  is  required  for  a  subordinate whose performance does not meet set standards. This   section   teaches   you   how   to   counsel   the subordinate whose performance does not meet established job standards. In general, this section can be used as a guide to counselling personnel on professional, personal, and performance matters.  Also, the basics presented here apply to counselling subordinates on their enlisted evaluations.

**PRINCIPLES OF COUNSELING**

Counsellors should set aside their own value system in order to empathize with the person during counselling. The things the counsellor may view as unimportant may be of paramount importance to the counselee. We tend to view the world   through   our   own   values,   and   this   can present problems when we are confronted with values that are at odds with our own. If persons in  your  unit  think  something  is  causing  them  a problem, then it is a problem to them, regardless of  how  insignificant  you  might  believe  the  problem  to  be. The objective of counselling is to give your personnel support in dealing with problems so that they will regain the ability to work effectively in the   organization.    Counselling   effectiveness   is achieved through performance of one or more of the   following   counselling   objectives:   advice, reassurance, release of emotional tension, clarified thinking, and reorientation. **Advice** Many persons think of counselling as primarily an advice-giving activity, but in reality it is but one of several functions that counsellors perform. The  giving  of  advice  requires  that  a  counsellor make  judgments  about  a  counselee’s  problems and  lay  out  a  course  of  action.  Herein  lies  the difficulty,  because  understanding  another  person’s complicated  emotions  is  almost  impossible. Advice-giving  may  breed  a  relationship  in which  the  counselee  feels  inferior  and  emotionally dependent  on  the  counsellor.  In  spite  of  its  ills, advice-giving  occurs  in  routine  counselling  sessions because  members  expect  it  and  counsellors  tend to  provide  it. **Reassurance** Counselling  can  provide  members  with  re- assurance, which is a way of giving them courage to  face  a  problem  or  confidence  that  they  are pursuing a suitable course of action. Reassurance can be a valuable, though sometimes temporary, cure for a member’s emotional upsets. Sometimes just  the  act  of  talking  with  someone  about  a problem can bring about a sense of relief that will allow  the  member  to  function  normally  again. **Release of Emotional Tension** People tend to get emotional release from their frustrations and other problems whenever they have an opportunity to tell someone about them. Counselling  history  consistently  shows  that  as persons  begin  to  explain  their  problems  to  a **4-26** sympathetic   listener,   their  tensions  begin  to subside.  They  become  more  relaxed  and  tend  to become  more  coherent  and  rational.  The  release of tensions does not necessarily mean that the solution to the problem has been found, but it does  help  remove  mental  blocks  in  the  way  of  a solution. **Clarified Thinking** Clarified thinking tends to be a normal result of emotional release. The fact is that not all clarified thinking takes place while the counsellor and counselee are talking. All or part of it may take place later as a result of developments during the counselling relationship.  The  net  result of clarified thinking is that a person is encouraged to  accept  responsibility  for  problems  and  to  be more  realistic  in  solving  them. **Reorientation** Reorientation is more than mere emotional release or clear thinking about a problem. It involves a change in the member’s emotional self through a change in basic goals and aspirations. Very often it requires a revision of the member’s level of aspiration to bring it more in line with actual attainment.  It causes people to recognize and accept their own limitations. The counsellor’s job  is  to  recognize  those  in  need  of  reorientation before  their  need  becomes  severe,  so  that  they  can be  referred  to  professional  help.  Reorientation is the kind of function needed to help alcoholics return to normalcy or to treat those with mental disorders.

**TYPES OF COUNSELING**

 Counselling should be looked upon in terms of the amount of direction that the counsellor gives the counselee.  This direction ranges from full direction (directive counselling) to no direction (nondirective   counselling).

**Directive Counselling**

Directive  counselling  is  the  process  of  listening to  a  member’s  problem,  deciding  with  the  member what should be done, and then encouraging and motivating  the  person  to  do  it.  This  type  of counselling  accomplishes  the  function  of  advice; but it may also reassure; give emotional release; and,  to  a  minor  extent,  clarify  thinking.  Most everyone likes to give advice, counsellors included, and it is easy to do. But is it effective? Does the counsellor really understand the member’s problem?  Does the counsellor have the technical knowledge of human behaviour and the judgment to make the “right” decision? If the decision is right, will the member follow it?  The answer to these questions is often no, and that is why advice- giving is sometimes an unwise act in counselling. Although advice-giving is of questionable value, some of the other functions achieved by directive counselling are worthwhile.  If  the  counsellor  is  a good  listener,  then  the  member  should  experience some emotional release. As the result of the emotional  release,  plus  ideas  that  the  counsellor imparts,  the  member  may  also  clarify  thinking. Both advice and reassurance may be worthwhile if  they  give  the  member  more  courage  to  take  a workable  course  of  action  that  the  member supports.

**Nondirective   Counselling**

Nondirective,  or  client-centred,  counselling  is the  process  of  skilfully  listening  to  a  counselee, encouraging  the  person  to  explain  bothersome problems, and helping him or her to understand those  problems  and  determine  courses  of  action. This  type  of  counselling  focuses  on  the  member, rather than on the counsellor as a judge and advisor;  hence,  it  is  “client-centred.”  This type of counselling is used by professional counsellors, but non-professionals may use its techniques to work more effectively with service members. The unique  advantage  of  nondirective  counselling  is  its ability  to  cause  the  member’s  reorientation.  It stresses  changing  the  person,  instead  of  dealing only  with  the  immediate  problem  in the usual manner  of  directive  counselling.  The counsellor attempts to ask discerning questions, restate ideas, clarify feelings, and attempts to understand why these feelings exist.  Professional counsellors treat each counselee as a social and organizational equal. They primarily listen and try to help their client discover and follow improved courses of action. They especially “listen between the lines” to learn the full meaning of their client’s feelings. They  look  for  assumptions  underlying  the counselee’s  statements  and  for  the  events  the counselee may, at first, have avoided talking about. A person’s feelings can be likened to an iceberg.  The counsellor will usually only see the revealed feelings and emotions.  Underlying these surface indications is the true problem that the member is almost always initially reluctant to reveal.

Counselling is the process of one individual (or more) helping another individual (or more) to improve their present way of thinking and behaving in a problem or crisis situation. These helpers are often called counsellors. Counsellors are people who have special knowledge, skills and experience that benefit the people receiving the help, who are usually called clients.

Benefits for clients to become involved in the counselling process can include any or all of the following:

* + having someone listen to their concerns without over reacting or being judged
  + developing new perspectives of their problem
  + becoming more aware of how trauma can affect people's lives
  + engaging in learning activities that help them to develop new strengths
  + understanding essential dynamics of interpersonal relationships
  + getting help with communication breakdowns
  + learning about the stages of the grieving process
  + having a place to collect their thoughts and to vent their feelings
  + obtaining assistance for developing goals and action plans
  + learning about additional resources within the community for obtaining assistance
  + acquiring interpersonal skills that can help them to cope more effectively
  + doing all of the above with confidentiality.