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Larson and lafasto team leadership model

Team Leadership theory

- o This approach has become one of the most popular and rapidly growing management areas today.
- o Teams are interdependent organizational groups, share common goals, and coordinate activities to achieve their goals.
- o The study of groups began in the 1920s and 1930 (Porter and Beyerlein, 2000) focusing on human relations. The focus shifted to group dynamics in the 1940s. The focus shifted again in the 1950s shifted to sensitivity training and T-groups. In the 1960s/70s, the focus shifted to the development of team and management efficiency through intervention. Due to competition from Japan in the 1980s, the focus shifted to quality teams, benchmarking and improvement. In the 1990s, while still focused on quality, switched to the global perspective.
- o The organisational team structure is a way for organisations today to respond to rapidly changing working conditions (new technology, global economy, economic competition and increasing diversity).
- o Current research I focused on practical problems and how to make teams more efficient.
- o Effective team management is the primary ingredient in team success (Zaccaro, Ritman, & Marks, 2001). Ineffective management are the primary reasons why teams don't evolve, provide improvement and quality.
- o The organizational structure of excellent companies has changed from a functional and matrix organization into a process and team organization. Teams are important performance and learning units in organizations today. Teamwork should enable the company to offer better customer service, improve the efficiency of internal processes and improve staff motivation. It should be remembered that a team is a means of operation, not an end in itself; It should always be evaluated if teamwork is the best way to achieve the goal. Moving over to team work is a lengthy development process in itself that requires a lot of training. A working group needs time to develop through various stages of being a pseudo-team, potentially team and real team (Katzenbach & Smith 1994, 84). Nevertheless, the use of organisational teams has been shown to lead to greater productivity, more efficient use of resources, better decisions and problem solving, better quality products and services and increased innovation and creativity (Parker 1990).
- o Organizing and leading teams, rather than groups committed to working together to manufacture or sell a product, have proved challenging. Organisations capable of getting teams to work have a significant advantage on the world market.
- o The team management and team leader model do not compose a theory that provides predictions and is tested by research. This discussion is more an attempt to highlight the particular problems and difficulties that exist in the management of the teams. It identifies places to see when problems occur while working with a team, and gives a new team leader some guidance on how she or he can analyze and approach the pre-task. Leadership roles in the different team structures. The functional model of the team Leadership
- o Early researchers identified two critical functions of leadership:
 - Help the group do its job. (Team Performance) § Includes solving problems, adapting to changes, making plans, achieving goals.
 - Keep the group maintained and functional. (Team Development) § Includes the development of positive climate, resolution of interpersonal problems, satisfaction of members' needs and development of cohesion.
- o The current focus of the research is teams as opposed to groups. It also focuses on the impact of the environment on teams.
- o Effective management helps the team to balance the internal and external requirements.
- o McGrath developed a model of team management that looks at two dimensions:
 - Monitoring versus action
 - Focus on internal group issues in relation to external group problems.
- o The functions of this management model do not require the manager to be solely responsible for the performance, but experienced members of the team itself may also share these management behaviours.
- o The main claim in the functional model is that a manager must do what to take care of any unmet needs of the team. If the team members take care of most of the needs, then the manager has to do very little.
- o The functional model is a practical approach designed primarily to respond What functions does the manager perform to help the group become more efficient?
- o The manager is the one who processes information (Barge, 1996). They essentially help the team develop an organizing framework or set of procedures. This structure helps both leader and team members interpret information, make judgments and snare in for the benefit of the group.
- o Effective team performance begins with the manager's mental model of the situation. The mental model reflects not only the components of the problem facing the team, but also the environmental and organizational contingencies that define the greater context. Here, the manager develops a mental model of what the team's problems are in the current context. The manager must be behaviourally flexible.
- Monitoring
- o To develop an accurate mental model, a manager must monitor both internal and external environments, continuously collect information, reduce ambiguity, provide structure and overcome barriers.
- o There are two phases of monitoring (defined by Fleishman al., 1991)
 - Information search: seek out information
 - Information structuring: Analyze, organize and interpret.
- o All members of the group may be involved in monitoring (information search and structure)
- Action
- Taking into account information gathering, there is also to take the right action.
- o Action mediation is at the heart of leadership because it involves choosing between competing courses and helping the group create a system of organization that allows the team to make quality decisions. (Barge, 1996)
- o There are two skills in action mediation
 - Ability to facilitate decision-making and task accomplishment. (Task/Team Performance)
 - The ability to manage interpersonal relationships (Team Development)
- o Team leaders must learn to be open and objective about diagnosing team problems and adept at choosing the most appropriate actions to help achieve the team's goals. Performance characteristics
- o Teams are judged on their results and results.
- o Researchers began to study organizational work teams t to better understand what makes them effective or ineffective (Hackman, 1990; Hughes, Ginnett & Curphey, 1993; LaFasto & Larson, 2001; Zaccaro, 2001)
- o The following criteria were proposed by Hackman and Walton in 1986 as necessary for the effectiveness of task-building teams:
 - Clear, engaging direction.
 - An activation of performance.
- § A group structure that promotes competent task work.
- § An organisational context that supports and strengthens expertise.
- § Accessible, expert coaching and process assistance.
- 3. Appropriate material recourse.
- o Larson and LaFasto (1989) carried out research involving 6000 team members and 600 managers from different industries. They found that no matter what type of team, there were 8 attributes

that were associated with team excellence. o Clear, uplifting goals Team goals should be very clear to easily tell if the goals have been realized. Teams can fail because of vague goals, or if other things replace or shade goals such as personal agendas, or power issues, etc. The managers need to keep the team focused on the goal. Result-driven structure Teams need to have the best possible structure to achieve their goals. Top management for example deal with power and influence, task forces deal with ideas, customer service teams deal with customers, production teams deal with technology, etc. § Problem solving team such as task force need to have a structure that emphasizes 'trust' so that all contributing § Creative teams must have a structure that emphasizes that everyone can take risks. § Tactical teams such as an emergency room team must have a structure that emphasizes clarity. 3. Competent team members Groups should consist of the right number and mix of members to perform the tasks. Members must be provided with adequate information, training and training. Team members must not only be able to do the work, but also to work together. 4. United engagement Teams need to develop a sense of unity and identification. This can be developed by involving team members in all aspects of the process (Larson & LaFasto, 1989). 5. Climate of cooperation Trust based on honesty, openness, consistency and respect seems to be essential for building a climate of cooperation. Members should feel free to compensate for each other, take risks, listen to each other, focus on the problems and listen to each other. The reason for team failures may be not only in the member's inability, but also in their cooperative lack of coordination and synchronisation of their individual contributions (Zaccaro, 2001). 6. Quality standards It is important to set standards of excellence in a team for their processes. This will push members to perform at their highest level. The standards must be clear and concrete. The team leader can facilitate this process by: § Requires results - making expectations clear § Review of results - provides feedback to solve performance issues. § Reward results - Recognize superior performance. 7. Principled leadership Leadership is central to the team's effectiveness (Zaccaro, 2001). It affects the team through four sets of processes: § Cognitive - Helps the team understand the problems that the team faces. § Motivating - The manager helps the team to be coherent and able to set high standards and perform them. § Affective - Helps the team manage stress conditions by delivering career goals, tasks and strategies. § Coordination - Leader coordinate team activities by matching skills with roles. 8. External support A common mistake is to give organizational teams challenging tasks, but no organizational support to perform these tasks (Hackman, 1990). The best goals don't mean much if you don't have the money, equipment or supplies to achieve the goals. Managers can reduce the effectiveness of their team when they are unwilling to confront inadequate results when they dilute the team's ability to perform by having too many priorities, and by positive aspects of the team's performance. Effective managers perform the following behavior: 1. Keeps the team focused on goal 2. Maintains a collaborative climate 3. Builds trust among members 4. Demonstrates technical competence 5. Set priorities 6. Managing performance Team Leadership Model Hill (2001) has also developed a model for team management. The model tries to integrate what we know about teams, leadership, and efficiency, and to deliver specific actions (mental roadmap) that leaders can take to improve team work. Effective team leaders need a broad repertoire of skills that may be different than traditional leaders need. Team leaders and members can use the model to support decision-making about the team's current state and to consider what specific actions they need to take to improve team function. The model must offer a cognitive map to analyze the team's situation The model shows the mediation decisions that a manager must make? 1. Decision #1 - Whether monitoring or measures are most appropriate for the question raised. 2. Decision #2 - If an action course is needed, the managers ask what level of team process requires management acquisition? Is it internal, external, team questions, etc. Decision #3 - Determine the most appropriate function or skill to be performed in the intervention. Actions must be carefully selected on the basis of the situation. There are three sets of skills that a manager needs to complete 1. Internal task management functions (this is to improve task performance) Target focus (clarification, agreement achievement) Structuring results (planning, organizing, clarifying roles, delegation) Facilitate decision-making (information, control, coordination, mediate, synthesis, focus on issues) Training of team members in task skills (Education, Development) Maintaining standards of excellence (Assuming team and individual performance, confronting inadequate performance) 2. Internal relationships leadership functions (this is to improve Team Relations) Coaching team members in interpersonal skills. Cooperation (including, involves). Handling conflicts and power issues (Avoid confrontation, question ideas). Building engagement and esprit de corps (to be optimistic, innovate, imagine, socialize, reward and recognize). Satisfying the needs of individual members (trusting, supporting, advocating). Modelling of ethical and principled practices (fair, 3. External Environmental Leadership Features (This is to improve the environmental interface with the team) - Teams do not exist in a vacuum. Network and form alliances in the environment (collect information, increase influence). Advocating for and representation of team to environment. Negotiate upwards to ensure the necessary resources, support and recognition for the team. Buffering the team member from environmental distractions. Assessment of environmental indicators for team effectiveness (studies, evaluations, performance indicators). Sharing relevant environmental information with team. How does the Team Leadership theory work? o Managers can use this model to help them make decisions about the current state of their teams and realize what steps they need to take to improve team function to achieve efficiency. o The model provides the leader with a cognitive map to identify group needs. o The model helps the manager to make sense of the complexity of the groups and make practical suggestions. o The model helps the manager understand whether to monitor or take action. o Helps the manager distinguish between internal and external challenges. o The model helps point the way to constant team analysis. o Research suggests that team leaders overestimate their effectiveness on the dimensions of leadership. They score themselves much higher than group members. By comparing leadership and member characters, managers can determine which dimensions of team or leadership are needed or improved. Strengthens o It focuses on real life organizational work teams and the necessary management therein. This has not been the focus of other approaches. o It provides a practical model that helps managers design and maintain efficient teams, especially when performance is below standards. o It takes into account the changing role of leaders and supporters in organizations. o It can help select team leaders by clarifying the skills that an effective team leader will need. This can help in the process of selecting team leaders. Weaknesses o This is a new approach and is not fully supported or tested by research. Would the model stick in the new technology connected to virtual teams? o Although the theory takes into account the complexity of tea, it is complex in itself. o It does not offer on-the-spot answers for specific situations. o It is increasingly like a framework, but does not provide clear answers to specific situations for the team leader. o It also does not provide clear instructions on how to focus team leadership training. Leader instrument There are several instruments, Larson & LaFasto, 1989 has developed a study after studying many excellent organizations teams. Their research has shown 8 criteria or factors consistently associated with high-performance teams. The Team Excellence study contains more than 40 questions across the 8 factors for diagnosing the team's performance. Team members get the survey, their results are average and compared to the manager's response. Response.

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