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3.1 INTRODUCTION:

Indian IT Industry has crossed US$ 60 billion mark. There are few Indian IT organizations whose revenues are more than US $5 billion. The industry has seen an average double digit growth rate for more than a decade. Indian IT industry has got significant importance in Indian economy and in employment generation. The Indian IT job market is picking up and young engineers are getting offers from reputed IT firms. The outside world might be wondering about the success of Indian IT industry and its delivery and business models. The hidden strength behind this success is the Indian software development teams. It is the team orientation, delivery approach, processes, customer focus which is giving the repeat customers to the Indian IT organizations.

Year after year, regardless of job market conditions, employers have a similar wish list for candidates’ skills and qualities. Below is a list distilled from employer surveys published by eminent national associations, universities and research groups. For our purposes, we have identified five types of skills (as shown in the Fig. 16 & Fig. 17):

1. **Technical Skills** – utilize computer software & hardware, web and financial resources
2. **Communication Skills** – oral and written
3. **Teamwork Skills** – works well with others, flexible, adaptable
4. **Leadership Skills** – communicate vision, action orientated, influence/motivate others, enthusiastic

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**Competency Mapping**

Figure 15 – Job Skills:

- **Technical Skills**: Utilize computer software & hardware, web and financial resources
- **Communication Skills**: Oral & written
- **Leadership Skills**: Communicate vision, action orientated, influence / motivate others, enthusiastic
- **Personal Qualities**: Works well with others, flexible, adaptable
- **Interpersonal Skills**: Relates well to others, self-confident, tactful, friendly, outgoing
- **Analytical Skills**: Problem - solver, detail-oriented, organized, creative, strategic planner

Figure 16 – Job Skills:

- **Technical Skills**
- **Teamwork Skills**
- **Communication Skills**
- **Personal Qualities**: Initiative – Strong work ethic, risk-taker
- **Leadership Skills**: Works well with others, flexible, adaptable

Interpersonal Skills – Relates well to others, self-confident, tactful, friendly, outgoing.

Analytical Skills – Problem - solver, detail-oriented, organized, creative, strategic planner.
5. Personal Qualities includes:
   ▶ Interpersonal Skills – relates well to others, self-confident, tactful, friendly, outgoing, sense of humour
   ▶ Analytical Skills – problem-solver, detail-oriented, organized, creative, strategic planner
   ▶ Initiative – strong work ethic, risk-taker, entrepreneur

3.2. JOB PERFORMANCE SKILL:

i. Introduction – Information Technology Jobs and Skill Standards: The shift in the country to an information economy requires a high level of foundation and technical skills in the workforce. IT skill standards define the professional job-related knowledge, skills, and abilities required to succeed in the digital-age workplace. They can be used as a foundation tool for developing educational curriculum, profiling jobs, recruiting and evaluating employees, and designing academic and professional certification. They can be used alone or in conjunction with other input, such as that from a subject matter expert, industry advisory committee, professional organization, existing academic or vendor-specific curriculum, or accrediting organization.

The National Workforce Center for Emerging Technologies (NWCET), located at Bellevue Community College in Bellevue, Washington, has identified and described skill standards for eight IT career clusters in the publication Building a Foundation for Tomorrow: Skill Standards for Information Technology. The millennium edition of this work is the end result of a national review and update of the IT skill standards, with input from expert panels around the country for new and changing skills, work functions, technical knowledge, and related employability skills.

ii. Why Skill Standards?
Most competitive industrialized nations have evolved a well established professional skill standards system. This results in employees to function effectively in the technology and information based workplace. There are numerous benefits to IT skill standards. Among the major stakeholders benefiting from IT skill standards are businesses, IT professionals,
students, educators, and government policymakers.

For IT skill standards to be effective, they must reflect the consensus of the industry professionals in the IT career field. To ensure the integrity, quality, and continuity of the skill standards, several principles have guided development:

- Experienced IT workers, who are the experts in their career field, must be used to identify the work performed and the skills, knowledge, and abilities required to be successful.
- Business and education / training must work together as partners to ensure the link between work expectations and curriculum.
- Skill standards must represent broad career clusters rather than narrowly defined jobs.
- Standards must be flexible and portable and should be updated continually.
- Integrated skill standards must define work duties in the context of the work setting.

iii. Career Clusters: A career cluster is a grouping of representative job titles, related by close association with a common set of technical skills, knowledge, and abilities. The career cluster approach closely reflects how work is organized today, especially in illustrating mobility and progression among representative job titles.

The IT Skills Pyramid: The three-tiered pyramid depicts IT skill standards in three broad IT competency categories: foundation and employability skills, common technical skills, and industry specific technical skills and organizational knowledge (as shown in Figure 18).

**TIER 1** is the set of foundation and employability skills, knowledge, and abilities that are required of all information worker employees. These are the universal skills-problem solving, team skills, and flexibility-that are needed to apply technical knowledge and tools effectively.
Figure 17 - The IT Skills Pyramid:

Examples include:
- Knowledge of and compliance with company practices and organization protocols
- Understanding and effective use of industry terminology
- Knowledge of and compliance with industry legal requirements
- Knowledge of and compliance with company and product standards

Examples for IT include:
- Proficient use of software and hardware tools
- Proficient use of Internet techniques
- Understanding of hardware/system architecture
- Troubleshooting of software and hardware problems

Tier I
The set of foundation skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace

Foundation skills
- Basic skills (reading, writing, Arithmetic...)
- Thinking skills
- Personal qualities

Workplace competencies
- Management of time and resources
- Interpersonal skills
- Management and use of information
- Understanding and management of systems
- Use of technology

Tier II
Technical skills, knowledge, and abilities Skills common to all jobs within a career cluster across all industries

Tier III
Industry-specific technical skills, knowledge, and abilities unique to individual industries or organizations

TIER 2 is the set of technical skills, knowledge, and abilities common to all IT positions within an IT career cluster. For a programmer, for example, knowledge of the principles of programming applies across all industries.

TIER 3 is the set of industry-specific technical skills, knowledge, and abilities that are unique to individual clusters and that are the most susceptible to change. For example, a programmer's required knowledge of data communications and network protocols may
differ across companies and industries.

**Common Elements across Clusters:**

Several elements are common across all clusters. This commonality reflects the desire, among virtually all employers, to find employees with a set of common qualities that support specific technical knowledge and skills. These common categories are project management, task management, and problem solving and troubleshooting. Either explicitly or implicitly, certain other process skills appear repeatedly across all eight clusters (analysis, design, development, testing, implementation, and documentation). The nature of each of these IT skills differs with the job level and from cluster to cluster. By inference, however, employers want employees who can

- Apply a systematic, methodical approach to solving a problem
- Research to see who else knows about the problem
- Develop a rational set of possible solutions
- Test the solutions cost-effectively and efficiently
- Verify that the problem is truly solved
- Document the solution for others

**Job Performance Skills** are explained in further paragraphs and depicted in Figure 19.

**Technical Skills:**

In addition to these common elements, specific items of technical knowledge, skills, abilities, attributes, and use of tools are associated with a function or task. These are represented at a high level and avoid reference to a specific vendor, version, or piece of equipment. This allows maximum flexibility in adapting the skill standards to local specifications while preserving the employer's general requirements for specific skills.

**Employability Skills:**

Finally, there are employability skills—general requirements associated with a function or task. Input from industry clearly shows that without solid mastery of employability skills, an employee cannot succeed in the highly competitive environment of today's technology company. Employers often say that "technical skills may get you the job, but
"foundation skills make you a valued employee and significantly increase career advancement." The seven types of employability skills identified are:

¶ Communication skills.
Effective information flow throughout the organization is a critical element in organizational success. Communication with team members, supervisors and subordinates, and customers and clients as well as between groups must be timely and appropriate. Some jobs rely heavily on written communication, while others depend primarily on verbal communication. Communication in a high-technology organization takes on many forms: informal or formal presentations, technical logs, complex reports, proposals, and so on. No matter the form, communication is vital to individual and team effectiveness.

¶ Organizational skills.
As employees are asked to handle more parallel tasks with an increased level of complexity, good organizational and planning skills become important. Depending on the job, the complexity of the organizational task may vary from scheduling and prioritizing multiple tasks or requests to planning and tracking complex and capital-intensive projects involving many people and teams. Regardless of the size of the project, the ability to identify and define tasks, track milestones, recognize when a project timeline is running into problems, and take appropriate action is crucial to ongoing success in a technical job.

¶ Team contribution and leadership.
Most organizations are relying increasingly on teams to accomplish projects. This is particularly true in high-tech environments where the success of a project depends on the contribution of many individuals with varied expertise. The ability to work with team members with diverse backgrounds and communication styles is highly valued and rewarded in most environments. Being able to read the needs of the team as a whole, the needs of individual team members and to adjust one’s role to increase team effectiveness is essential to the success of the team process.
Professionalism.

Dealing with problematic employee issues, attitudes, and behaviors consumes much time in any organization, and it can be quite detrimental to overall morale. Employees with good work ethics, who show up on time, who understand and follow company procedures, and who relate to co-workers and customers with respect are usually the ones selected for a position with an increased level of responsibility and reward.

Critical thinking and decision making.

As an organization becomes leaner in management, the employee is expected to assume increased responsibility. An employee’s ability to correctly analyze a situation,
understand tradeoffs, offer good recommendations, and make the right choice is often rewarded with increased freedom to self-manage, and with the opportunity to engage in more interesting and challenging projects.

\section*{Customer relations.}

Customers can wear many faces. An internal customer is the department down the hall or an offshore division. An external customer is a supplier, client, or end user. The ability to solicit and listen to customer feedback and to effectively address customer issues and concerns is required to qualify for certain positions, such as a technical support job. Customer interaction skills are necessary in every job, whether or not its description formally includes "customer relations."

\section*{Self-directed and continuous learning.}

In the high-technology industry—especially in an information technology environment—technologies and practices change rapidly and sometimes radically. To keep up with technology change, employees must constantly engage in self-assessment against the technological landscape of skills and knowledge and then take proactive steps toward enrolling in continual training for their trade. The employer expects employees to be current in their technical skills. Most organizations provide the necessary resources for continual training. However, it is often seen as the employee’s responsibility to identify personal gaps in knowledge and take actions to fill these gaps.

How can one learn employability skills? Most professional or technical and academic programs include some requirement for practicing foundation skills. However, many lack the emphasis that employers would like to see. Being aware of the importance of such skills can help students and employees enrol in a program that emphasizes using, practicing, and coaching foundation skills in the learning process, class activities, and projects. Educators must be aware of the importance of these skills to the long-term success of graduates; they must create ample opportunity for holistic and contextual practice as well as authentic assessment.
iv. **Employee Performance Plans**: Employees must know what they need to do to perform their jobs successfully. Expectations for employee performance are established in employee performance plans. Employee performance plans are all of the written or otherwise recorded, performance elements that set forth expected performance. A plan must include all critical and non-critical elements and their performance standards.

Performance elements tell employees what they have to do and standards tell them how well they have to do it. Developing elements and standards that are understandable, measurable, attainable, fair, and challenging is vital to the effectiveness of the performance appraisal process. Three types of elements are defined (as shown in Table No. 13):

- Critical elements,
- Noncritical elements, and
- Additional performance elements.

**CRITICAL ELEMENTS**: A critical element is an assignment or responsibility of such importance that unacceptable performance in that element would result in a determination that the employee’s overall performance is unacceptable. Organizations require that each employee have at least one critical element in his or her performance plan. Even though no maximum number is placed on the number of critical elements possible, most experts in the field of performance management agree that between three and seven critical elements are appropriate for most work situations.

Critical elements are the cornerstone of individual accountability in employee performance management. For most employees this means that critical elements cannot describe a group’s performance. However, a supervisor or manager can and should be held accountable for seeing that results measured at the group or team level are achieved. Critical elements assessing group performance may be appropriate to include in the performance plan of a supervisor, manager, or team leader who can reasonably be expected to command the production and resources necessary to achieve the results (i.e., be held individually accountable).
NON – CRITICAL ELEMENTS: A non-critical element is a dimension or aspect of individual, team, or organizational performance, exclusive of a critical element, that is used in assigning a summary level. Important aspects of non-critical elements include:

▲ No Performance-Based Actions: Failure on a non-critical element cannot be used as the basis for a performance-based adverse action, such as a demotion or removal. Only critical elements may be used that way. Moreover, if an employee fails on a non-critical element, the employee’s performance cannot be summarized as Unacceptable overall based on that failure.

▲ Group Performance: Non-critical elements are the only way an agency can include the group or the team’s performance as an element in the performance plan so that it counts in the summary level. For example, team structured organizations might use a non-critical element to plan, track, and appraise the team on achieving its goals. To do this, each team member’s performance plan would include the “team” element (i.e., a non-critical element) and the rating for the team on that element would be counted in the summary level of each team member.

▲ When They Can’t Be Used: Non-critical elements cannot be used in appraisal programs that use only two levels to summarize performance in the rating of record. This is because they would have no effect on the summary rating level and, by definition, they must affect the summary level. (That is, in a two-level program, failure on non-critical elements cannot bring the summary level down to Unacceptable, and assessments of non-critical elements cannot raise the summary level to Fully Successful if a critical element is failed.)

▲ Can Greatly Affect The Summary Level: Sometimes the word “non-critical” is interpreted to mean “not as important.” Prior to 1995, this interpretation was prescribed by regulation. Now, however, depending on how an appraisal program is designed, this need not be the case. Even though consideration of non-critical elements cannot result in assigning an Unacceptable summary level, appraisal programs can be designed so that non-critical elements have as much weight or more weight than critical elements in determining summary levels above Unacceptable.
ADDITIONAL PERFORMANCE ELEMENTS:

An additional performance element is a dimension or aspect of individual, team, or organizational performance that is not a critical element and is not used in assigning a summary rating level. The essential difference between a non-critical element and an additional performance element is that non-critical elements do affect the summary level. Otherwise, the features and limitations of non-critical elements discussed above also apply to additional performance elements. Opportunities for using additional performance elements include:

▲ New Work Assignment: Managers and employees may want to establish goals, track and measure performance, and develop skills for an aspect of work that they do not believe should count in the summary level. For example, if an employee volunteered to work on a new project that requires new skills, an additional performance element describing the new assignment provides a nonthreatening vehicle for planning, measuring, and giving feedback on the employee’s performance without counting it in the summary level.

▲ Group Performance: In a two-level appraisal program, additional performance elements are the only way to include a discussion of group performance in the appraisal process. Even though the element assessment does not count when determining the summary level, managers and employees could use it to manage the group’s performance.

▲ Awards: Additional performance elements can be used to establish criteria for determining awards eligibility, especially in a two-level program that no longer bases awards solely on a summary level.

Table 12 - Element Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Required in employee performance plans</th>
<th>Credited in the summary level</th>
<th>Can describe a group’s performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Elements</td>
<td>Yes</td>
<td>Yes</td>
<td>No*</td>
</tr>
<tr>
<td>Non-Critical Elements</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional Performance</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Elements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Except when written for a supervisor or manager who has individual management control over a group’s production and resources.
3.3 COMMUNICATION:

i. **Definition of Communication:** Communication is defined as giving, receiving or exchanging information, opinions or ideas by writing, speech or visual means, so that the material communicated is completely understood by everyone concerned.

The Importance of Communication Skills as Expressed by Business Authorities

"Top executives from Fortune 500 companies rate communications skills as the most important quality for business leaders."— *Business Section New York Times*

"There may be no single thing more important in our efforts to achieve meaningful work and fulfilling relationships than to learn and practice the art of communication."

— Max De Free, Author — 'The Art of Leadership'.

ii. **Communication Process:**

- Sender conceives the message
- Encode the message
- Select the appropriate channel
- Receiver decodes the message
- Interprets the message
- Feedback from the receiver

iii. **Tips for Successful Communication:**

- Read
- Listen Intelligently
- Think and plan
- Use appropriate language
- Be open-minded
- Select appropriate media
- Timing
- Obtain feedback
- Aim high
iv. **Communication in The Workplace:**

- The importance of communication
- Three forms of communication in business
- Formal and informal networks
- The process of communication
- Basic truths about communication

v. **Barriers to Communication:** As illustrated in Table 14, several forms of barriers can impede the communication process\(^*\). Longest, Rakich, and Darr (2000) classify these barriers into two categories: environmental and personal.

*Environmental barriers* are characteristic of the organization and its environmental setting.

*Personal barriers* arise from the nature of individuals and their interaction with others. Both barriers can block, filter, or distort the message as it is encoded and sent, as well as when it is decoded and received.

<table>
<thead>
<tr>
<th>Barriers To Communication</th>
<th>Overcoming Barriers to Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENVIRONMENTAL BARRIERS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Competition for time and attention</td>
<td>1. Devote adequate time and attention to listening</td>
</tr>
<tr>
<td>2. Multiple levels of hierarchy</td>
<td>2. Reduce the number of links or levels of hierarchy</td>
</tr>
<tr>
<td>3. Managerial philosophy</td>
<td>3. Change philosophy to encourage the free flow of communication</td>
</tr>
<tr>
<td>4. Power/status relationships</td>
<td>4. Consciously tailor words and symbols and reinforce words with actions so that messages are understandable</td>
</tr>
<tr>
<td>5. Organizational complexity</td>
<td>5. Use multiple channels of community to reinforce complex messages</td>
</tr>
<tr>
<td>6. Specific terminology</td>
<td>6. Consciously define and tailor words and symbols and reinforce words with actions so...</td>
</tr>
</tbody>
</table>

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**Competency Mapping**

<table>
<thead>
<tr>
<th>PERSONAL BARRIERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frame of reference</td>
<td>1. Consciously engage in efforts to be cognizant of other’s frame of reference and beliefs</td>
</tr>
<tr>
<td>2. Beliefs</td>
<td>2. Recognize that others will engage in selective perception</td>
</tr>
<tr>
<td>3. Values</td>
<td>3. Engage in empathy</td>
</tr>
<tr>
<td>4. Prejudices, jealousy, fear, prejudices</td>
<td></td>
</tr>
<tr>
<td>5. Selective perception to help diminish the barriers</td>
<td></td>
</tr>
<tr>
<td>6. Jealousy</td>
<td></td>
</tr>
<tr>
<td>7. Fear</td>
<td></td>
</tr>
<tr>
<td>8. Evaluate the source (sender)</td>
<td></td>
</tr>
<tr>
<td>9. Status quo</td>
<td></td>
</tr>
<tr>
<td>10. Lack of empathy</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Company Catalogue

vi. **Project Communication:** Communication is one of the most crucial operations in project management, not to mention change management. How well one performs in the communication activities often defines the success of a project or change operation.

Communication is an action between at least two persons, where messages are delivered, received and reacted among participants. In project management, communication should be seen both as a resource and a tool (Ruuska, Project Communication 1996, 67). As resource, communication can be paralleled to people, time, money and equipment. Just as well the use of time and work power has to be planned and targeted for the project; requires communication same kind of systematic resource allocation. Project communication is also a crucial tool in order to effectively exploit other resources. If you struggle with communication, you will probably struggle with the project as well.
Communication in Project Management: In his article dealing project communication, Kai Ruuska (2007, 13) lists five important factors for project communication.

分配
1. Project communication is a supporting activity, with which it is made possible to create an end product from the project, and transfer it to both customers and end users.
2. In order to create a positive and reliable service profile, communication is needed for both profiling and being profiled.
3. Project communication is an informative tool, which communicates to all relative groups what is happening in the project.
4. Orientation activities rely strongly on communication. This is important when different specialists working with project are given proper orientation.
5. By the social nature of people, interaction with each other is needed in order to satisfy the social needs of human nature.

The importance of communication in project management often personifies. For example, as a project manager, your communication skills have a major impact on how you are able to “sell” the project for the stakeholders, and how you manage expectations. And not forgetting how your communication skills result in managing the project team, reducing unnecessary conflicts and even getting “forgiveness” because of communicating effectively (Horine 2005, 215).

For us, communication is an activity which we perform constantly and without putting much of a thought for it. This might be one reason why we often take it as granted and leave it without specific planning in project management. And yet, time and time again, the lack of, or poorly ran, communication is very often listed as an area needing improvement in the assessment sessions of finished projects (Project Management - Communication... 2002).

Project communication should be systematic, continuous, well planned and informative in the right way. It is easy to slide aside from the golden mean if the communication activities are not planned thoroughly enough; either you give too little or too much of information. With well constructed and implemented communication plan, project management can engage people to work for the project and this way smooth the overall.

Kuvempu University
project operations.

**Communication channels:** Communication runs through different channels, in various styles and by using different tools to be delivered. At the top level of how communication moves from place to another, we are dealing with communication channels. Jason P. Charvat suggests (2002), that there are three main upper level channels of communication in project management (as shown in Figure 20). These are named as upward, lateral and downward channels.

**Upward Channel:** The upward channel is about communicating to the senior executives and these messages highlight the issues, risks and exceptions.

**Downward Channel:** The downward channel communicates to the project team, providing a direction. Central issues here are pending tasks, scheduled tasks, dates, and general team briefings. Communication running through downward channel requires delegation skills in particular.

**Lateral Channel:** Last of the channels, lateral channel, is directed towards clients, vendors and functional managers. This communication deals of negotiations for resources, budgets, and time allocations, requiring diplomacy and tact alongside of the interaction.

It is important for the project manager, or other person responsible for communication, to identify each channel level and adjust the appropriate communication styles and tools for each situation and message. By identifying the channels first, it is later easier to conduct the communication, since basic framework is already done. The starting point is to know your audience. A skill to be able to take the audience's perspective is a nice feature to have, and can be more than beneficial when implementing project communication.

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Figure 19 – Communication Channels

vii. **Styles and Tools for The Communication Channels:** Once you know which channel of project communication you are operating in, you can start to figure out the suitable communication style and tool to deliver the message. Even though you now know your audience, there can still be differences on how people adopt information. Here we call the way people adopt the message as communication style.

The communication tool on the other hand stands for the form, in which the message is delivered, e.g. a meeting or an e-mail. Sometimes the tool to be chosen for delivering the message can be critical. If a wrong kind of tool is used for wrapping the message, it might imply to the recipient that the sender has a lack of interest to inform people, is arrogant in nature, or just hasty. For example, if the person receiving the message considers it to have a high influence on his or her work, but it was communicated using an impersonal tool (e.g. a note on a billboard), it might evoke the feeling that the management is neglectful and does not care for the personnel even that much, to deliver this kind of important message in person. This results in low motivation later to adopt the change and work in the changed operational environment.

Even though there can be diversities among your audience (determined by the channel) in the way people absorb information or in which form they wish to receive it, yet some outlines can be made. There are five different communication styles to be identified here: readers, listeners, exchangers, manipulators and viewers. Next we will concentrate on each style and how they could be input to the three different channels and which tools would be best to use (as shown in Figure 21).

**Upward Channel:** From the different communication styles, reader is probably one of the most common and can be seen in nearly every channel, but this one is emphasized especially in the upward channel of project communication. Readers prefer to receive their messages in printed form and require often very detailed information instead of brief summaries. Tools to be used for readers are different reports and e-mail updates.

Another style very often reflected in the upward channel is the listener. This style of person wishes to hear the message him/herself and rather the short version of
the pig picture. It is often related into busy situation, where the message has to be
delivered fast and concisely.

Communication tools preferred by the listeners include e.g. face-to-face reviews
and telephone conversations.

The third style, exchanger, occurs probably the least in this channel, but is good to
be noticed as well. The exchangers adopt the messages best through a dialogue,
processing the received information and thinking up while talking. Meetings,
conference calls and instant messaging are common tools for exchangers.

*Downward Channel:* Like stated before, the downward channel consists of the
project teams and in addition, the end users. This group of people most often
consists of the styles of exchanger (presented in previous section), manipulators
and viewers. Of course the most common style of a reader also exists in this
channel.

The manipulator is a type of person who requires a practical approach into the
messages. He or she understands the information best when the message is in
concrete form and also prefer delivering it forward as a physical problem, instead
of verbally describing it, or putting it down in words.

In a way the manipulator is very close to the style of a viewer, who then again
wishes to receive the information in the form of drawings, videos, charts, models
and diagrams. This group is the most far away from the style of a reader, and
requires a visual message to best receive the intended information. The
communication tools to be used for the downward channel audience include e.g.
minutes, verbal exchange, project plan, presentations and briefs.

*Lateral Channel:* The lateral communication channel is targeted to deliver
messages for clients, vendors and functional managers, so in most parts to
external parties. We could state that based on the target audience, the most
common styles represented here are the reader and exchanger styles. For the
nature of being in the external audience, the form of the message is often either in
written form or delivered through meetings. The tools to deliver messages in the
lateral channel are very often statements of work, contracts of different kinds, e-
mails and communication plan.
viii. **Challenges to Project Communication**: Naturally there are some obstacles and challenges related to communication activities. Actually, communicating properly and extensively is a challenging task. But once you are a little bit aware of what kind of challenges you might run into, it is far easier to tackle them down, one by one. Next we will take a closer look of some of the most common obstacles which exist in project communication in particular.

There are three main obstacles to project communication listed. These obstacles are named as political, cultural and linguistic challenges.

- **Political aspect**: The political obstacle appears because of vested interests and power games, which can get in the way of communication. This exists especially at the higher levels of the organization, usually just above the one where the project itself is being planned and executed.

In large organizations it is very important to take into consideration the different hierarchical levels and their representatives, in order to assure that the message
becomes presented and handled in the correct manner. Stepping on one's toes or getting lost in one's vested interests may harm the entity or even twist the outcome. Sometimes it is simply not possible to please every party and compromises are required.

Recommended solution is to recognize the main political players well in advance and to see some special effort in order to gain their trust and to get them to work in favour of the project. Addressing the importance of dealing the arising problems in the particular level they generate, instead of taking the problematic issues up in the hierarchy right away. This way you promote cooperation at all levels and avoid stepping on anyone's toes.

**Cultural Aspect:** The cultural obstacle arises from both organizational cultural differences and differences in geographically distributed project teams. That the organization values and cultures, which both have an impact of their own to communication, can greatly vary from one to another between and even inside organizations. Independently operating departments can have different expectations and customs what it comes to communication and interaction. On another side, we might have a very open, flat hierarchical communication where anyone can state their opinion, and on the other side we might have very conservative, position related pecking order, where you have to know the customs in order to communicate "correctly".

In such cases, the project managers are recommended to take the role of an intermediate, facilitating communication between parties. This requires a certain level of understanding the divergences inside the organization in order the project managers can effectively operate as an intermediate, and guarantee smooth interaction and exchange of communication.

**Linguistic Aspect:** When issuing the linguistic obstacle, underlines especially the specialized terminology which is used by different departments inside of an organization. Different terms can vary greatly depending on which department is using them, e.g. from the Marketing department to IT and so on.

Terms used in such documents that are distributed broadly around organization and even for outside operators, should be unite in meaning or at least every time explained in the context where they are used in. Completely new terms might be
born along the project, which then should later be embedded into the working community. In such cases the new term should be well in advance defined and recorded, and later correctly used in the right context.

**Personal Aspect:** Of course all the previous mentioned aspects have an impact of their own when it comes to communication challenges, but in addition to those we cannot disregard the challenges we are facing at the very personal level of communication.

All past experience, assumptions and expectations affect on how the intended message translates into a perception of a single person. This basically means that whatever the learning styles and filters (culture, attitude, values and benefits) of a person are, they transform the past experience and assumptions to how the message will be received and how well it will be understood by the person. Also the communication skills and even the current state, whether physical, emotional, self-concept or noise, affect on resulting perception of the intended message.

The person being responsible for the project communication must be aware of and able to control these different challenges in order to deliver effective communications forward to the parties in question.

### 3.4 TEAM WORK:

Indian IT industry has got significant importance in Indian economy and in employment generation. The Indian IT job market is picking up and young engineers are getting offers from reputed IT firms. The professional skills required for today's software industry are on the increase. The outside world might be wondering about the success of Indian IT industry and its delivery and business models. The hidden strength behind this success is the Indian software development teams. New trends in software development such as offshore and distributed software development require professionals with new skills (Hawthorne and Dewayne 2005). One of these skills is "teamwork". It is the team orientation, delivery approach, processes, customer focus which is giving the repeat customers to the Indian IT organizations.

The importance of the word "teamwork" began in sports along with the creation of various types of collective sports. In the twentieth century "teamwork" became the keyword for all companies in general; and it is defined by Wikipedia "as the capability to comprehend and recognize the diverse strengths and abilities in a group setting and then
i. Introduction:

Basically, team orientation in organizations has come into existence since the studies of Fredric Taylor's scientific management. However, this has been picked up aggressively in multinational organizations since 1970s. Currently more than 2/3rds of the Fortune 500 organizations are delivering their products and services to the customers using teams. Industries such as Hardware, Software, Pharmaceutical, Construction, Healthcare, Manufacturing and Telecom industries are extensively using teams not only in product development but also in other business functions such as marketing, HR, and finance.

There exist different types of teams in organizations. They are
- Project teams,
- Work teams,
- Parallel teams, and
- Management teams.

Usually one can find project teams in software, hardware and telecom companies. These teams have specific objective to achieve in specified time limit with the given budget and acceptable quality to the customer.

One can find work teams in manufacturing industries and where assembly line work goes on.

Parallel teams can be found in research areas such as drug discovery and bio-technology areas, and also in some IT organizations.

Top management team consists of the C-level executives such as CEO, COO, CMO, and CTO. They work as a team in most of the multinational organizations.

ii. Characteristics of Teams and Teamwork:

Team:
Team is a collection of people working together with complementary skills and for common purpose and objective. Every team in the organization has got an objective to achieve. For example, project teams work towards the project end product, result or service.

A Team may consists of individuals with varied experience levels, different genders, age, different skill set, different educational and organizational backgrounds, different race, religion, and different ethnic backgrounds.

All team members work towards the team objective under the leadership of the team leader.

Mutual trust, cooperation, cohesion, respect for others, cultural sensitivity, maturity, and support for others, safety for team participation, having team vision, task orientation, and support for productive environment and having team norms and ground rules are some of the characteristics of teams in organizations.

The members in high performance teams have certain special characteristics. They are collective accountability, collective ownership, mutual trust, support for other team members’ development and welfare, superior customer orientation, task orientation, having great team vision, situational group leadership, group decision making, and respect for others’ culture, language, region and religion.

Teamwork: Nowadays, most endeavours are so complex that they can be accomplished only by a team, so it makes sense to know what make teams effective. Larson and LaFasto undertook a three year study to understand the characteristics of successful teams. They found that all the highly effective teams always had these characteristics:

- A clear, elevating goal
- Competent team members
- A collaborative climate
- External support and recognition
- A results-driven structure
- Unified commitment
- Standards of excellence
- Principled leadership

A clear, elevating goal: From this list is evident that effective teamwork has a strong relationship with motivation. A clear, elevating goal is absolutely necessary for achievement. Clarity means that it is possible, concretely and

unequivocally, to verify that the goal has been achieved. A goal is elevating if, from the point of view of the team, it is important or worthwhile. People want to be involved in something that gives them an opportunity to make a difference, so if the goal is clear but not elevating, achieving it could be difficult, since it could be perceived as uninteresting or even worthless.

- **A results-driven structure:** A team has a results driven structure when it is organized according to the goal that it has to attain. Team structure comprehends the process, the communication channels, the roles, and the skills of the team members. It is a hygiene factor. In fact, its presence makes achievement possible, but doesn't motivate people, and its absence is certainly de-motivating since it can make achievement, at best, difficult, and at worst, impossible.

- **Competent team members:** Competence has an important influence on achievement motivation. Achievement motivated people like challenging, but potentially attainable goals. Lack of competence can make the goal impossible to reach. There are two types of competencies, both equally important: technical competencies and personal competencies. Technical competencies refer to the knowledge and skills necessary to achieve the team's goal. They are clearly necessary. Personal competencies refer to the personal skills of the individual plus the ability to work effectively in a team—they can make the real difference in team performance. A team of star developers, who cannot work well with each other, is generally outperformed by a team of average developers who work well together.

- **Unified commitment:** Unified commitment is not easy to define. It is "team spirit", when individuals feel a strong identification with the team. It is when all team members are willing to devote time and energies for the achievement of their common goal pulling together in the same direction. It is when the team has its own identity. Unified commitment can be fostered, first of all, by establishing a clear, elevating goal, and involving the team in all the phases of the project. Involvement enhances commitment. If unified commitment is lacking, even if there is a clear, elevating goal, the possibilities of success are severely reduced.

- **A collaborative climate:** A collaborative climate is described by the phrase "working well together". It is important to foster unified commitment, a sense of
belonging, and to give team members a possibility for growth. In order to have a collaborative climate is necessary for team members to trust each other. In this way, they can focus on the attainment of the goal. Furthermore, communication and coordination are more efficient, and the quality of the outcome is greatly improved.

Standards of excellence: A standard defines an expected level of performance. It defines expectations on the skill levels of team members, on the initiative and effort they are able to demonstrate, on how the results are to be achieved, etc. A standard of excellence defines a standard in which the expected level of performance is very high. A consequence of setting high standards is that the expectations on the team become high as well. This positive enforcement can bring the members to exert pressure on each other in order to keep up to the expectations creating a whole that is more than the sum of its parts. Consequently, the self-esteem of team members receives a big boost and so do motivation and product quality. Standards are hard work and require a great discipline, so the best way to make them easier to follow is to make them concrete. They should not be stated as general principles like “the code must be of excellent quality”, but they should be defined in terms of what can be done concretely in order to follow them—for example, they can mandate the usage of unit tests, refactoring and pair programming as techniques to keep the quality of the code high.

External support and recognition: External support is about giving the team the resources it needs to get the job done. In motivational terms, it is an hygiene factor. Without sufficient external support it is very difficult to achieve any goal. Furthermore, it gives the team the message that their work is not very important (making the goal less elevating), with consequent drops of motivation and morale. Recognition are the rewards linked to achievement. The rewards must be tied to performance and viewed as appropriate by team members. Recognition is a strong motivator for software developers.

Principled leadership: Leadership is one of the most critical factors for effective teamwork. A very effective leadership style is what Larson and Lafasto call a principled leadership\textsuperscript{23}, and Highsmith\textsuperscript{24} calls leadership-collaboration. Principled

\textsuperscript{23} Larson, C., E., LaFasto, F., M., Teamwork: what must go right / what can go wrong, Sage Publications, 1989

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leaders don't give orders, they inspire and influence people, they trust their followers to get things done, and use power only sparingly. Effective leaders, according to Larson and Lafasto

1. Establish a vision;
2. Create change; and
3. Unleash talent.

In a team with this kind of leader there is a great opportunity for responsibility, technical supervision, and advancement. In conclusion, effective teamwork is strongly tied together. Most of the characteristics of effective teams are motivators or hygiene factors, and the remaining ones have a direct effect on it. According to Morgenson (Morgenson, Aiman-Smith and Campion 1997) and Meister (Meister 1985) the variables that influence team performance are presented in Table 15.

Table 14: Variables affecting teamwork:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Examples</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual</td>
<td>Pertaining to the environment, in which the team activity is embedded, differences between members of the team (e.g. culture or education), or rules of the team (e.g. rewards). They are often amenable to change by the organization and they typically influence team performance by creating a work environment conducive to teamwork effectiveness.</td>
<td>Culture, working climate, educational level, or reward systems.</td>
<td>1. Team selection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Team Design</td>
</tr>
<tr>
<td>Structural</td>
<td>External sources affecting the team, such as the physical environment where the team will work, organizational arrangements (hours and days of work), technologies to be used for developing and supporting the project and the team. They are not so often amenable to change and could represent potential barriers to effective teamwork performance.</td>
<td>Physical environment, organizational arrangements, technological systems</td>
<td>1. Task design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Training</td>
</tr>
<tr>
<td>Process</td>
<td>Inherent to the team itself and the way in which it behaves. The general rules of the game: communication (who will talk with the client, what kind of documentation will be used, which level of detail will be used in communication, what are the norms of the project/team, mandatory meetings of project status.</td>
<td>Boundary management, task cohesion, performance norms, communication, team interactions</td>
<td>1. Team selection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Task design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Training</td>
</tr>
<tr>
<td>Contingency</td>
<td>Internal and external situations affecting the team; for example the lack of an important resource (e.g. knowledge, man power) for the team would cause poor teamwork effectiveness regardless of the teams standing on other effectiveness factors (e.g. cohesion, potency, efficacy) Trying to avoid future problems, the team has to have a clear mission and operation rules in terms of team members and technology.</td>
<td>Resources availability, procedural requirements, rules of operation.</td>
<td>1. Task design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Training</td>
</tr>
</tbody>
</table>


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Hoegel and Gemuenden (Hoegl and Gemuenden 2001) stated that some of the variables that directly affect teamwork in software development are:

- **Communication** (it should be frequent, informal, direct and open),
- **Coordination** (individual efforts should be structured and synchronized within the team),
- **Balance of members' contributions** (all team members should share their expertise as much as possible),
- **Mutual support** (team members should help and support each other, while they perform the assigned tasks),
- **Effort** (team members should exert all efforts to the teams tasks) and
- **Team cohesion** (team members should be motivated to maintain the team and the team spirit).

### iii. Teams in Software Organizations:

One can find many types of teams in software organizations. They are

- Development teams,
- Support teams,
- Testing teams,
- Maintenance teams,
- Quality teams and
- Disaster recovery teams.

**Development teams**: As known very well, **Development teams** develop the product or solution based on customer given requirements or any standard specifications. These development projects have team members and project manager to work on the project. They have fixed time limit to deliver the project product. These teams are given fixed budget and time and required quality limits. It is very rare to find a project team with unlimited time and money allotted to it. These project development
teams do requirements gathering, analysis, designing the solution, and coding.

**Support teams:** Support teams in software organizations respond to the customer calls and queries. Technical support can be provided at different levels such as Level 1, 2, and 3. Level 1, 2, and 3 support teams have specified time limits to respond to customer queries. If the support team is not able to solve the customer technical problem, it escalates the issue and sends it to the development team. Or some of the customer problems may result into defects or bugs or new features of the product.

**Testing Teams:** Testing Teams in software organizations usually take care of system testing and integration testing of the project product. Usually test teams are lead by test lead or Test Manager. Writing test cases, executing test cases, reporting defects and tracking defects are the main activities of test teams. Once product build happens, development team hands over the pre-tested product to the test team. Test team tests the product and gives the necessary test summary reports and test statistics.

**Maintenance teams:** Maintenance teams in software organizations mainly does fixing of bugs and in some cases developing new features to the product. In some organizations, development team itself handles the product maintenance activities. Maintenance teams may involve in releasing fix packs or patches to the product.
Quality teams: Quality teams in software organizations take care of process related quality assurance activities. They ensure that the intermediate project deliverables are reviewed and meet the organizational quality standards. They help in conducting reviews of deliverables such as design documents and source code and they conduct quarterly and periodic quality audits. Quality team does all the internal process related activities to ensure the delivery of quality product to the customer.

In current days, there are other types of teams in software organizations such as

- Design teams,
- Requirements gathering teams,
- Reengineering teams,
- Product innovation teams,
- R & D teams and
- Disaster recovery teams.

Disaster recovery teams in software organizations handle the cases such as data loss, hard disk failure and network failure, etc. All these teams do not work in isolated environment. They work in collaboration and cooperation. Coordination between these teams should be there in meeting customer requirements. In some cases, the output of one team becomes the input to other team. For example, development team’s output, the product build, is the input for test team.

iv. Managing Software Teams: According to management philosophy, knowledge worker is self-managing and needs little supervision. Same thing applies to software engineers. However based on the complexity of work, software teams needs to be motivated and brought into track if there are any disturbances in the team. Because there is possibility for conflicts between team members, that is,

- Intra group conflicts, and
- Inter group conflicts in software organizations.

The reasons for these conflicts can be any shared resources between the teams, profit sharing, costs, administrative issues, project priorities and project dependencies across multiple teams. The program manager has to resolve all these conflicts between the
project teams. To motivate the software teams in the organization,

- There should be proper reward and recognition system in place,
- Training needs of the teams are to be identified,
- Hardware, software resources need to be provided, and
- Right environment is to be provided to the teams to make them productive.
- The senior management has to set the objectives to each project team and monitor the progress.
- They have to communicate and handle the dependencies between the project teams.

v. How to evaluate performance of Software Teams?

In current days, the software organizations are too much worried about

- How to improve individual as well as team productivity,
- How to compare one team with another team to take decision of whether to continue the team in the organization or to dissolve the team.

Many researchers found different ways of measuring software development team productivity.

*Productivity* is the number of units produced per unit of input time. Similarly test teams’ productivity can be compared by number of test cases executed per unit of time. Similarly support teams’ productivity can be compared by number of customer requests or calls attended during a specified time by the competing teams. These are basically the *quantitative* measures.

However, *qualitative* measures such as customer satisfaction, project, product or service quality, stakeholder satisfaction, or top management satisfaction levels can be used for evaluating performance of different teams in software organizations. Sometimes, audits (both internal and external) and reviews are also used as performance measure instruments for software teams. Based on this team’s performance appraisal, top management should take corrective actions. There are many factors affecting the productivity and performance of software teams in Indian. Those factors include
As one famous saying said unless you measure, you can’t improve on it. Thus, one can definitely evaluate the productivity of software teams in the organization and can compare and take necessary actions on the teams based on the organizational needs, strategy and vision. Using these measures organizations can strive for continuous improvement and make the teams more productive in Indian IT industry, which is very much needed for the economy and well being of the great Indian Programmer.

3.5. LEADERSHIP:

i. Introduction:

Leaders are required to set direction and achieve results. Leaders should not be confused with managers. Leaders and managers, both have distinct but complimentary roles. Each role has its own set of characteristics, duties and responsibilities. Both leadership and management abilities are required within an enterprise in order to succeed in today's highly complex and competitive global environment. Management is primarily about dealing with complexity while leadership is concerned with change. The potential for an organization's success is greatly enhanced when both strong leadership and strong management capabilities are combined in a balanced yet synergistic manner within the
Competency Mapping

organization.

Technologies, such as computers, software tools, and global networking, have contributed to the globalization of business and have created the potential for unprecedented volatility and change. Trying to cope with increasing change always generates an increasing demand for more leadership.

The need for leadership skills is not confined to only a few executive officers. It is possible for many persons to play an important leadership’s role within an organization. Many organizations do not simply wait for leaders to come along but actively try to develop them by seeking out persons with leadership potential and exposing them to career experiences that are designed to develop their leadership skills. With a proper program of providing leadership learning opportunities combined with a nurturing and mentoring environment many persons can develop and exercise leadership skills effectively within the organization.

There are many definitions of leadership, but the most common elements that appear in leadership definitions are to show direction and achieve results in a changing environment, creating a Vision for the organization.

A Vision is a short, concise, often heroic, statement that infuses people with a sense of purpose by providing long term direction and forms the basis for a more expansive mission statement.

A mission statement is more comprehensive than the vision statement in stating what to do and become. An excellent mission statement will challenge and inspire everyone to personal dedication and effort by generating enthusiasm for the future.

While achieving results is dependent upon many factors, a mission statement that is elaborated in terms of a formal set of objectives can enhance the potential to get results by guarding against internal confusion, drift and status quo performance.

Measurable events or goals must be associated with the objectives. Goals serve as milestones or strategic targets for tracking an individual's or an organization's performance and progress in realizing their objectives.
Achieving results also requires that a strategy, or commitment to undertake one set of actions as opposed to another, is necessary to achieve targeted performance goals and produce successful organizational performance. Crafting a strategy is an entrepreneurial action as some degree of venture and risk taking is inherent in choosing among alternate approaches. The strategies proposed must be consistent with the realization of the goals and with available resources. Statements of the vision, mission, objectives and goals are usually found in a strategic plan.

Not surprisingly, strong leadership is at the core of the formulation and implementation of any robust strategic plan. If we can agree that the primary tasks of leadership are to set direction and to get results, then it is possible to try to determine the characteristics of leaders together with the styles or methods of leadership, so as to ultimately create a learning environment that provides the opportunity for the development of leadership skills.

While leadership is most often analyzed in terms of leading an organization, it really means developing a better and stronger person. Leaders have self-esteem, initiative, a commitment to excellence and empathy skills that can be advantageous in not only a business context, but also in all personal aspects of life.

ii. Characteristics of Leaders:

There is often a debate as to whether leaders are born or made. In either case it is advantageous to identify those properties or characteristics that seem to be common to many persons that have demonstrated an effective leadership role. A number of personal characteristics, attributes and skills have been identified for those persons who typically perform in a leadership role. These traits do not appear to be gender-specific and have been summarized in the following three categories.

- **Personal Characteristics:** Leaders have the type of self confidence that is usually derived from a positive sense of self-esteem and worth. They have the ability to exercise self-control over potentially counterproductive emotional volatility and

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related actions. Leaders can sense the emotions and feelings of others and act accordingly to achieve results.

**Attributes:** Leaders are able:

- To have the initiative to take advantage of windows of opportunity;
- To be performance oriented and understanding of the importance of establishing performance metrics in the evaluation of goals and objectives;
- To be adaptable as it is in a rapidly changing environment that leadership are in the highest demand;
- To have the ability to sense other person's emotions and to react in an appropriate manner;
- To be able to adopt a client focus to ensure that the needs of the "customers' are being meet.

Leaders understand that without a proper reward system in place the chances for success are greatly diminished.

**Skills:** Leaders have developed and used the following abilities and skills:

- Abilities to take charge and create a compelling vision that leads people in a new direction by inspiring confidence and commitment
- Communication skills that let a leader both listen and send inspiring and well-defined messages with a purpose
- Skills to create and maintain a support network of persons
- Conflict management and resolution skills that lead to a negotiated consensus among adversarial parties
- Abilities to develop the full potential of others by means of coaching and mentoring skills
- Abilities to reduce people's fear and uncertainty while concurrently increasing their hope for a better future

In a very real and fundamental context leadership is about reducing fear and uncertainty while increasing hope for a better future. People see risk, uncertainty and volatility all
Competency Mapping

around themselves. This leads to fears\(^{26}\), of losing their jobs, their fiscal savings, status, friendships and other aspects of life that they have come to value and depend upon. A leader's contribution is most significant when they are leading people, not just an organization, through a difficult and changing environment to a more secure and beneficial future.

iii. Styles of Leadership:

A number of studies have conducted on identifying leadership styles and the type of environments where they work the best. The most commonly identified leadership styles\(^{27}\), include:

& **Dictatorial Leadership:** This leadership style is based on demanding immediate compliance with the leader's instructions. There is no opportunity for discussion; the leader expects you to do what you are told instantly. This type of leadership style can usually be initiated by persons with a very high degree of self-motivation to succeed coupled with initiative and self-control. This type of style can usually only be sustained for short periods of time and is generally unfavorable to an organization's working environment. However, during a crisis, or to force an immediate turn around, or to deal with problem employees this type of style may have to be employed, at least in the short term.

& **Authoritative Leadership:** This leadership style is based on creating a compelling vision that will mobilize people into action so as to realize the vision. A culture of ownership for the vision is established throughout the organization. This type of leadership style can usually be initiated by persons with a very high degree of self-confidence, empathy for stakeholders and who see themselves as catalysts for change. This type of leadership has the potential to have the most positive influence on the organization's working environment. This style is especially appropriate when a changing environment imposes the need for a new vision or when very clear direction is necessary to remove uncertainty about an organization's objectives. The Authoritative leadership style derives much of its


power from the knowledge base of the leader. This approach would thus fail when
the leader is working with a team of experts or peers that may see the leader as
not having current knowledge or as one who is only interested in self-
grandisement.

**Affinitive Leadership:** This leadership style values people and their emotions
more than specific tasks or goals. This type of leader believes that people come
first, builds strong emotional bonds with individuals throughout the organization
and then is able to take advantage of the high degree of loyalty. This type of
leader offers recognition and reward for work well done and provides a great deal
of positive feedback to individuals. This style can usually be initiated by persons
with empathy for others having the necessary interpersonal and communication
skills to build loyal relationships and have a positive influence on the
organization's working environment. This style is especially appropriate to
motivate individuals during difficult circumstances or to resolve conflicts among
team members.

**Democratic Leadership:** This leadership style forges consensus by asking
questions and allowing participation on a democratic basis. By letting individuals
have a voice in the decisions that set goals and how they work a higher level of
commitment and responsibility may evolve. Persons in an organization with a
democratic leadership style tend to establish realistic, if not too conservative,
expectations as to what can be accomplished. This type of leadership style can
usually be initiated by persons with collaborative, team building and
communication skills. This type of leadership does not in general have as positive
influence on the organization's working environment as other positive styles. A
totally democratic style could lead to endless meetings with the effect that people
feel confused and leaderless. It works best when the leader is uncertain about the
best direction to take and needs advice from knowledgeable employees.

**Pacesetting Leadership:** This leadership style sets high performance standards by
example. The leader is driven by doing things better and faster and asks the same
of all subordinates. Those who cannot maintain the pace are replaced. This type of
leadership style requires a person with initiative and highly developed drive to
achieve. This pacesetting leadership style is not sustainable and has an overall
negative influence on the organization's working environment as many employees
are resentful of the continuing demand for excellence and increased output when they perceive that they do not have the same reward system as the leader. This type of leadership style can work effectively in special circumstances, such as where a highly skilled and self-motivated research and development team is in place and the competitive individuals feel they can outperform the leader. This can lead to very important results being available in a short time period.

Coaching Leadership: This leadership style is used to develop an individual or team's performance to their full potential to contribute to organizational goals. This type of leader is always asking others to try new approaches and often acts more like a counselor than a traditional leader by motivating rather than instilling fear or apathy. This coaching leadership style requires a person with empathy, self-awareness and a desire to develop others. Coaching leaders delegate authority so as to emphasize long-term learning over immediate enhanced results. While having a positive impact on the organization's working environment, the coaching leadership style is used the least due to the pressure for leaders to produce immediate bottom-line results. The style can be very important when individuals are being groomed for important longer-term roles in the organization and the level of commitment necessary to support the mentoring and nurturing associated with coaching is justifiable.

An Organization's Working Environment:

The type of leadership style works best in a given situation depends upon the working atmosphere or environment in the organization. Research has been carried out in an attempt to characterize the factors that influence the nature of an organization's working environment. These factors\(^\text{28}\) include:

- **Flexibility** - how free employees feel to innovate;
- **Responsibility** - peoples feeling of responsibility to the organization;
- **Standards** - the level of standards people set;
- **Reward** - is the reward system appropriate;
- **Clarity** - is there a clear understanding of the organization's mission and values;
- **Commitment** - the level of commitment within the organization.

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iv. Leaders and Their Qualities:

LEADERS: An outstanding leader can provide the leadership style best suited to the needs of the organization. Those leaders who have mastered the Authoritative, Democratic, Affinitive and Coaching styles of leadership have the potential to make the greatest positive impact on both the organization's working environment and the organization's performance. Outstanding leaders can sense their impact on people and the organization and can make a seamless transition from one leadership style to another in order to get the best results. For a leader to expand their repertoire of leadership styles it is important that they know what underlying characteristics are associated with the various styles and then first develop and/or enhance the necessary personal attributes and skills.

Leadership deals with change, so obviously the leader with widest range of leadership skills has the best potential to provide the right style at the right time, with right intensity and duration. Since leadership at its most fundamental level is about reducing people's fear and uncertainty while increasing their hope for a better future, the ability to sense how people are feeling on a continuing basis is a great advantage. The ability to respond to people in a manner that is congruent with their emotions offers the potential to build a symbiotic environment that will foster results being achieved.

The 21 Indispensable Qualities of a Leader:

1. **Character: Be a Piece of the Rock:** "Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence." – Bernard Montgomery, British Field Marshal

What must everyone know about character?

- Actions are the Real Indicator of Character
- Talent is a Gift, but Character is a Choice
- Character Brings Lasting Success with People
- Strong Character is the Foundation on which to Build Success

2. **Charisma: The First Impression Can Seal the Deal:** "How can you have charisma? Be more concerned about making others feel good about themselves than you are making them feel good about you." – Dan Reiland, Vice President of Leadership
Development, INJOY

“When it comes to charisma, the bottom line is other mindedness. Leaders who think about others and their concerns before thinking of themselves exhibit charisma.” – John C. Maxwell

1 Commitment: It separates Doers from Dreamers:

- To the boxer, it’s getting off the mat one more time than you’ve been knocked down.
- To the marathoner, it’s running another ten miles when your strength is gone.
- To the soldier, it’s going over the hill, not knowing what’s waiting on the other side.
- To the leader, it’s all that and more because everyone you lead it is depending on you.

Improve your Commitment:

- Look at how you spend your time, are you really committed or do you just say you are?
- Know what’s worth dying for.
- Practice the Edison method. Make your plans public, then you might be more committed to follow through.

2 Communication: Without It You Travel Alone:

- Simplify your Message – It’s not what you say, but also how you say it.
- Really Care about your Audience
- Show the Truth- Believe what you say, Live what you say
- Seek a Response – the goal of all communication is action

“Developing excellent communication skills is absolutely essential to effective leadership. Leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can’t get a message across clearly to motivate others to act on it, then having a message doesn’t even matter.” – Gilbert Amelio

1 Competence: If you build it, they will come: “Competence goes beyond words. It’s the leader’s ability to say it, plan it, and do it in such a way that others know that you know how- and know that they want to follow you.” – John. C. Maxwell

Keys to Cultivate High Competence:

- Show up Every Day & Come Ready to Work
Keep Learning, Growing, and Improving
Follow Through with Excellence
Accomplish More than Expected
Inspire and Motivate Others

Courage: One Person with Courage is a Majority:
"Courage is fear that has said its prayers." – Karl Barth, Swiss Theologian
"Courage is doing what you’re afraid to do. There can be no courage unless you’re scared." – Eddie Rickenbacker
"You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, ‘I lived through this horror. I can take the next thing that comes along.’ You must do the thing you cannot do.” – Eleanor Roosevelt

Discernment: Put an End to Unsolved Mysteries: “Smart leaders believe only half of what they hear. Discerning leaders know which have to believe.” – John. C. Maxwell
Effective leaders need discernment, although even good leaders don’t display it all the time.
“I think there is a world market for about five computers.” – Thomas J. Watson, chairman of IBM. (1943)
“I don’t need bodyguards.” – Jimmy Hoffa, one month before disappearance (1975)

Focus: The Sharper It Is; The Sharper You Are:
The Keys are Priorities and Concentration
A leader who knows what his priorities are but lacks concentration knows what to do but never gets it done.
If he has concentration but no priorities, he has excellence without progress.
But when he harnesses both, he has potential to achieve great things.
Competency Mapping

How should you focus your time and energy?

▲ Focus 70 Percent on Strengths
▲ Develop them to their fullest potential
▲ Focus 25 Percent on New Things; Growth = Change
▲ Focus 5 Percent on Areas of Weakness
▲ Minimize weaknesses as much as possible, delegate

Generosity: Your Candle Loses Nothing When It Lights Another: “No person was ever honoured for what he received. Honour has been the reward for what he gave.” – Calvin Coolidge, American President

“All that is not given is lost.” – Rabindranath Tagore, Indian Poet

Cultivate the Quality of Generosity in Your Life:

▲ Be Grateful For What You Have
▲ Put People First
▲ Don’t Allow the Desire for Possessions to Control You
▲ Regard Money as a Resource
▲ Develop the Habit of Giving

Initiative: You Won’t Leave Home Without It: “Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.” – Conrad Hilton, Hotel Executive

Qualities Leaders Posses To Make Things Happen:

▲ They Know What They Want
▲ They Push Themselves to Act
▲ They Take More Risks
▲ They Make More Mistakes

Listening: To Connect With Their Hearts, Use Your Ears:

▲ You have to be silent to listen.
▲ Both words are formed from the same letters.
"The ear of the leader must ring with the voices of the people." – Woodrow Wilson, American President.

“A good leader encourages followers to tell him what he needs to know, not what he wants to hear.” – John C. Maxwell

Passion: Take This Life and Love It: “Concentrate on what you do well, and do it better than anybody else.” – John Schnatter, founder of Papa John’s Pizza

What makes it possible for people who might seem ordinary to achieve great things?

Fact: More than 50% of all CEOs of Fortune 500 companies had C or C- averages in college

Fact: Nearly 75% of all U.S. Presidents were in the bottom half of their school classes

Fact: More than 50% of all millionaires entrepreneurs never finished college

They All Had Passion, It Makes A Difference!

Positive Attitude: If You Believe You Can, You Can:

Your Attitude Is a Choice

Your Attitude Determines Your Actions

Your People Are a Mirror of Your Attitude

Maintaining a Good Attitude Is Easier Than Regaining One

Words of Wisdom – Thomas Edison:

“Genius is 99% perspiration and 1% inspiration.”

“If we did all the things we were capable of doing, we would literally astound ourselves.”

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”

Problem Solving: You Can’t Let Your Problems Be A Problem: “You can measure a leader by the problems he tackles. He always looks for ones his own size.”
Competency Mapping

– John C. Maxwell

Leaders With Good Problems Solving Abilities Demonstrate Five Qualities:

• They Anticipate Problems
• They Accept the Truth
• They See the Big Picture
• They Handle One Thing At a Time
• They Don’t Give Up On a Major Goal When They’re Down

¶ Relationships: If You Get Along, They’ll Get Along: “The most important single ingredient in the formula of success is knowing how to get along with people.” – Theodore Roosevelt, American President

All people have some things in common:

• They like to feel special, so sincerely compliment them.
• They want a better tomorrow, so show them hope.
• They desire direction, so navigate for them.
• They are selfish, so speak to their needs first.
• They get low emotionally, so encourage them.
• They want success, so help them win.

¶ Responsibility: If You Won’t Carry the Ball, You Can’t Lead the Team:
“Success on any major scale requires you to accept responsibility. . .In the final analysis, the one quality that all successful people have is the ability to take on responsibility.” – Michael Korda, Editor-in-chief of Simon & Schuster

Are You On Target When It Comes To Responsibility?

“When an archer misses the mark he turns and looks for fault within himself. Failure to hit the bull’s-eye is never the fault of the target. To improve your aim, improve yourself.” - Gilbert Arland

¶ Security: Competence Never Compensates For Insecurity: “No man will make a great leader who wants to do it all himself or get all the credit for doing it.” – Andrew
Competency Mapping

Carnegie, Industrialist

Margaret Thatcher, world leader:

▲ “You don’t follow the crowd; you make up your own mind.” ~Words of encouragement from her father
▲ She stood for conviction in leadership.
▲ The “Iron Lady” was elected three consecutive terms as prime minister.
▲ The ONLY British leader of modern era to achieve that great honour.

¶ Self-Discipline: The First Person You Lead Is You: “A man without a decision of character can never be said to belong to himself... He belongs to whatever can make captive of him.” – John Foster, author

“Don’t quit, because once you in that mode of quitting, then you feel like it’s okay.” – Jerry Rice, Best Ever Wide Receiver

¶ Servant hood: To Get Ahead, Put Others First: “I don’t know what your destiny will be, but one thing I know: The ones among you who will be really happy are those who have sought and found how to serve.” – Albert Schweitzer, Philosopher & Humanitarian

“The true leader serves. Serves people. Serves their best interests, and in so doing will not always be popular, may not always impress. But because true leaders are motivated by loving concern rather than a desire for personal glory, they are willing to pay the price.” – Eugene B. Habecker, Author

¶ Teachability: To Keep Leading, Keep Learning: “It’s what you learn after you know it all that counts.” – John Wooden, Hall of Fame Basketball Coach

Why Should You Keep Growing?

▲ Your growth determines who you are.
▲ Who you are determines who you attract.
▲ Who you attract determines the success of your organization.
▲ If you want your organization to grow, you have to remain teachable.
Vision: You Can Seize Only What You Can See: “A great leader’s courage to fulfill his vision comes from passion, not position.” – John C. Maxwell

Vision is everything for a leader.

- It leads the leader.
- It paints the target.
- It sparks and fuels the fire within, and draws him forward.
- It is also the fire lighter for others who follow that leader.

Remember: “If you can dream it, you can do it.” – Walt Disney.

3.6. PERSONAL QUALITIES:

Personal qualities that employers want:

- Here are some personal qualities that employers typically rate highly:

  - Adaptability and Flexibility: Nearly half of employers in a recent survey gave a high rating to “openness to new ideas and concepts.” They also like candidates who can work independently or as part of a team, changing gears when required, whether multitasking or adapting working hours and locale.

  - Professionalism and Work Ethic: Employers seek productive workers with positive work ethics who stick with challenges until they meet them.

  - Positive Attitude and Energy: The last to be picked and promoted are candidates who show gloomy outlooks and emotional immaturity. Exhibit a sunny outlook and energetic, organized behavior.

PERSONAL QUALITIES CHECK LIST: The following checklist has been developed to help you evaluate personal qualities, which might be significant to an employer. Check those qualities that you feel apply to you. If you are not sure, reading the questions following each of the qualities should help you to decide.

ABLE TO WORK ALONE.

Do you plan your own work?

Can you work by yourself when there are no other people around?
Competency Mapping

❖ AMBITIOUS.
   Do you keep up with the current literature in the area of work you do?
   Do you take on extra assignments that will help you get ahead?
   Do you plan your career advancement?

❖ ANALYTICAL.
   Do you perceive relationships easily?
   Have you ever solved a problem that had baffled others?

❖ COMPETENT.
   Are you able to meet deadlines?
   Is your work generally accepted “as is”? 
   Have you ever accomplished some feat of speed or skill in your chosen field?

❖ CONGENIAL.
   Do you work well with others?
   Have you served on committees at school? At work? In the community?

❖ CONSCIENTIOUS.
   Do you do an honest day’s work for a day’s pay?
   Can you name some unpleasant task you have done because it had to be done and no one else would do it?

❖ COOPERATIVE.
   Do you always do your part in a team assignment?
   Do you often volunteer to help?

❖ COURAGEOUS.
   Do you undertake challenges readily?
   Have you ever had to stand firm on your principles despite opposition?

❖ DECISIVE.
   Are you able to make clear-cut decisions under pressure?
Competency Mapping

Do you stand behind them later?
Have you ever had to take a firm stand and accept responsibility for it?

**DIPLOMATIC.**
Can you cope with difficult situations involving other people?
Have you restored harmony where there was friction?
Settled a difficult personnel problem?

**DISCREET.**
Are you able to keep a secret?
Do you guard confidential material carefully?
Do you respect other people’s right to privacy?

**EFFICIENT.**
Do you plan your time well?
Do you consciously try to improve your work habits?

**ENTHUSIASTIC.**
Are you interested in your work? Or studies?
Do you inspire others with your own interests?
Have you ever done extra work because of your interest?

**HONEST.**
Have you ever served as the treasurer of an organization? Been bonded?
Are you careful with trade secrets?
Do you pass along praise when credit belongs elsewhere?
Accept blame for your own mistakes?

**IMAGINATIVE.**
Do you often or occasionally come up with new ideas?
Have you ever contributed an idea, which proved both workable and profitable?
Competency Mapping

**INDUSTRIOUS.**

Can you be your own self-starter?

Do you work steadily on a task until it is done?

Do you resist interruptions whenever possible?

**LEADERSHIP ABILITIES.**

Do people willingly follow your suggestions?

Have you held positions of responsibility at work? In school? In clubs or community activities?

**LEVEL-HEADED.**

Do you feel in control of yourself most of the time?

Can other people count on your day-to-day mood to be generally agreeable?

Do you generally feel good will toward other people?

**LOYAL.**

Can you set aside petty grievances to get a job done?

Have you ever been in a situation where you stayed with a project or organization because of a sense of responsibility despite disagreement?

**OBSERVANT.**

Do you remember names easily? Places?

Do you recall facts and figures accurately? Find your way in a new locale?

**OPEN-MINDED.**

Are you able to accept ideas contrary to your own?

Do you adapt well to change?

**ORDERLY.**

Do you keep things where they belong?

Have a knack for arranging things in a logical way? Enjoy detail work?
Competency Mapping

PATIENT.

Can you keep your temper?
Are you able to train other workers calmly even when you have to explain some procedures over and over again?

PERSISTENT.

Can you stick to a task even when your enthusiasm and patience are thin?
Have you ever accomplished something in spite of seemingly insurmountable obstacles?

PERSUASIVE.

Are you successful in bringing others to your point of view? In selling things and ideas?

PUNCTUAL.

Do you consistently arrive on time?

RESOURCEFUL.

Do you see what needs to be done and do it without being told?
Do you explore every possible means of solving a problem?
Have you ever worked your way out of an impossible situation?

SINCERE.

Are you honest in your attitude toward yourself and other people?
Whole hearted in your expressed interests and enthusiasms?

SYMPATHETIC.

Do you try to understand the problems of others?
Do people confide in you often?
Do you help them?