

Introduction

Consolidated Products a running case company, this is a medium-sized company of user merchandises with non-unionized manufacturing employees. Ben Samuels was a plant leader for Consolidated Products for 10 years, and he was well adored by the workers. They were appreciative for the wellness center he constructed for workers, and they relished the community events supported by the plant numerous periods in a year, comprising business picnics and holiday bashes. He recognised many of the employees by name, and he spent part of everyday walking around the plant to chat with them and ask about their families or interests.

Ben understood that it was imperative to treat workers suitably so they would have a sense of commitment to the establishment. He tried to circumvent any dismissals when production demand was drooping, presuming that the corporation could not give to lose experienced personnel who are so challenging to substitute. The workers knew that if they had a special difficulties Ben would try to help them. For example, when someone was incapacitated but wanted to continue working, Ben found alternative job in the plant that the person could do notwithstanding having a frailty. Ben supposed that if you treat people correct, they will do a good job for you without close direction or prodding. Ben used the same standard to his managers, and he mostly left them alone to run their sections as they saw fit. He did not set goals and criteria for the plant, and he never asked the managers to come up with plans for improving productivity and product value.

Thesis Statement: To examine the leadership styles and their outcomes in Consolidated Product work settings as exemplified by Ben and Phil in managing their subordinates in view of performance determinants.

Purpose of Paper: To look into the multiplier effects and implications of task oriented leadership and people-centered leadership styles on the performance of the Organizations.

Overview of Paper: Under Ben, the plant had the smallest turnover among the business's five plants, but the second poorest record for costs and production levels. When the company was bought over by another company, Ben was asked to take premature retirement, and Phil Jones was brought in to take over from him.

Ben Samuel and Phil Jones, who have very, divergence dispositions and leadership styles, it is clearly pronounced that Ben Samuels is a relations-oriented manager, while Phil Jones is a task-oriented manager. With reference to Ohio State leadership study, it can also proposed that Ben Samuels is a thoughtful type of leader,

while Phil Jones is an Originating Structure one. Both leadership performances' effectiveness was described by stating their softness and power indirectly. Ben Samuels is a relations-oriented manager who is very understanding and very concern for the needs and feelings of his subordinates. He also tried to grow his subordinates' abilities by holding training platforms, which later was discontinued by his successor, Phil Jones. He also acknowledged his subordinates by remembering their names and often communicates or dialogues with them. He treated individuals equally.

Aside from the different leadership style as source of influence on team's performance, there are other determinants of team Performance

- i. Commitment to task objectives and strategies
- ii. Member skills and role clarity
- iii. Internal organization and coordination
- iv. External coordination
- v. Resources and political support
- vi. Mutual trust, cohesiveness, and cooperation
- vii. Collective efficacy and potency
- viii. Accurate, shared mental models
- ix. Collective learning
- x. Member Diversity

Commitment to Task Objectives and Strategies

Member commitment to task purposes and performance policies for attaining them facilitates collaboration, improvement, and extra effort to complete difficult tasks (Hulsheger et al., 2009; Mathieu & Rapp, 2009). Leadership behaviors that are particularly relevant for growing member commitment to shared goals include: (1) expressing an attractive revelation that links the task objectives to member values and principles; (2) elucidating why a project or new enterprise is significant; (3) setting task objectives that are flawless and inspiring; (4) organizing appropriate performance policies for accomplishing the objectives; and (5) allowing members to contribute in the development of the activities and formulating creative solutions to difficulties.

In overall, there is a constructive connection between member empowerment and group performance (Burke et al., 2006). Nevertheless, empowerment is not constantly effective, and many circumstances facilitate or prevent the effects of empowerment in groups (Cox, Pearce, & Perry, 2003). Instances include team size, diversity of members, the interpersonal skills and maturity of members, the nature of the task or undertaking, and opposing allegiances of members to outside components.

Member Skills and Role Clarity Team

performance will be greater when members have the information and skills needed to do the work, and they comprehend what to do, how to do it, and when it must be done (Morgeson, Reider, & Campion, 2005). Member skills and clear role prospects are more significant when the task is multifaceted and challenging to learn. A leader can do numerous things to progress member skills. When the group is being formed, or alternates are needed for leaving members, the leader can influence the choice of new members and confirm a suitable mix of harmonising skills (Klimoski & Jones, 1995). In a recently made group or when the team has a different kind of task to implement, the leader can clearly enlighten member accountabilities and relevant processes for accomplishing specific categories of activities. At suitable periods in the performance progression, leaders can measure the skills of existing members to recognize any deficiencies, provide productive criticism and coaching, and organize for members to receive required instruction in other ways (e.g., from more experienced members, or in workshops and courses).

Internal Organization and Coordination The performance of a team depends not only on the motivation and skills of members, but also on how members are planned to use their skills. The intention of work roles and the duty of people to them determine how competently the team carries out its work. Performance will suffer if a team has talented individuals but they are given tasks for which their skills are inappropriate, or if the team uses a performance approach that are not aligning with member skills. Team performance also depends on the extent to which the interdependent activities of different members are commonly consistent and coordinated.

A high level of organisation is especially important when the team performs a multifaceted task under briskly changing circumstances. Harmonization is determined by decisions made during the preparation stage prior to the start of a new task, and a team will typically perform a new task better if members design an explicit approach that takes into account potential difficulties and problems that could limit performance (Hackman & Morris, 1975). Organization is also expedited by modifications in member behavior during the team's performance of the task.

External Coordination The performance of a team also depends upon adjusting their undertakings to be dependable with the activities in other parts of the organization, and the significance of this external management increases as interdependence increases. It is important for leaders to enable communication and synchronization not only with other parts of the same organization, but also with foreigners whose decisions and actions affect the group.

Resources and Political Support: A central leadership responsibility is to obtain necessary resources,

assistance, and backing from outside sources. Examples of relevant leadership behaviors comprise: (1) scheduling the resources required for a special assignment or activity; (2) promoting with superiors or outsiders to provide supplementary resources; (3) persuading superiors to approve use of unusual equipment, supplies, or provisions; (4) encouraging and defending the character of the team with superiors; (5) inaugurating cooperative associations with outsiders who are a prospective source of essential resources and assistance; and (6) discussing favorable arrangements with suppliers and vendors.

Cooperation and Mutual Trust: Cooperation and mutual trust are important determinants of performance in groups where member roles are highly interdependent. A high level of cooperation and mutual trust is more likely when members identify with the team or work unit, value their membership, and are very cohesive (Barrick, Stewart, Neubert, & Mount, 1998; Watson, Kumar, & Michaelsen, 1993; Van der Vegt & Bunderson, 2005). It is more difficult to have a high level of cohesiveness and group identification in newly formed teams, in teams with frequent changes in membership, in teams with members who represent competing subunits of the organization, in teams with members who are culturally diverse, in teams with emotionally immature members, and in teams with members who must work in close proximity for long periods of time under stressful conditions (e.g., crew of a submarine).

Collective Efficacy and Potency: A leader can impact collective effectiveness in numerous ways (Bass, Avolio, Jung, & Berson, 2003). Behaviors that impact collective effectiveness comprise: (1) communicating confidence and self-assurance in the team; (2) setting convincing goals or objectives that will provide prospect to experience early success; (3) facilitating the team find ways to overcome hindrances; and (4) revelling improvement and significant accomplishments.

Accurate, Shared Mental Models: Leaders can support members recognise their expectations about cause-effect relationships, define ways to assess the precision of these assumptions, and jointly grow a more accurate mental ideal. Ways to advance understanding and arrangement about causes of problems and respectable resolutions include the following: (1) hold consultation to discuss member assumptions and opinions and identify any supporting suggestion; (2) scrutinize relevant periodicals on the subject; (3) implement more precise measures of team procedures and performance factors; (4) conduct measured experiments to evaluate cause-effect relationships; and (5) conduct after- activity reviews to advance learning from practice.

Member Diversity: The significance of diversity for group performance differs somewhat for different types

of teams and different situations (Horwitz & Horwitz, 2007). It is easier to change diversity into helpful problem solving when members are exceedingly interdependent for achievement of imperative common objectives, but making it happen is a foremost leadership challenge. A leader with ability to select members can try to select members who are varied in terms of their training and relevant understanding.

Group Process Dichotomies: Some scholars have projected a comprehensive two-factor grouping of team procedures that can affect the prominence of the performance determinants and the relevance of different leadership functions (Bales, 1950). The two dichotomies defined in this section can be used together to help understand operative leadership in a group or team. One difference is between changeover phase and performance phase of group activities. The transition stage involves defining who will be members of the group and making initial conclusions about performance policies, work projects, and member parts in the group. If the mission, objectives, and formal leadership characters for the group are not already determined by the parent business, then these decisions must be made as well. The change stage is very vital in a newly formed team, or when a current group is given accountability for a new type of assignment. The performance stage involves executing and implementing performance plans, maintaining member commitment and collaboration, monitoring and measuring performance, and resolving any problems in the work. Groups typically alternate between the two phases, and the phases can overlay when unexpected problems require amendment of earlier strategies and decisions.

Conclusion

Leader's confidence and optimism are crucial to influence others to support the leader's dream, but extreme optimism makes it more problematic for the leader to identify flaws in the vision or policy. Identifying too meticulously with a vision weakens the capacity of people to appraise it accurately. If other managers believe the leader has outstanding capability, they will be inhibited from pointing out faults or suggesting enhancements in the leader's policies and plans earlier achievements and adulation by many subordinates may cause the leader to

become arrogant about his or her conclusion. In a persistent pursuit to attain the vision, a charismatic leader may disregard or reject early signs that it is impractical.

References

- Bales, R. F. (1950) *Interaction Process Analysis: A Method for the Study of Small Groups*. Cambridge, Mass. Addison-Wesley.
- Bass B M.; Avolio B.J.; Jung, D I.; Berson, Y (2003) *Journal of Applied Psychology*, Vol 88(2), Apr, 207-218.
- Burke CS, Stagl KC, Klein C, Goodwin GF, Salas E, Halpin SM. (2006) What type of leadership behaviors are functional in teams? A meta-analysis. *Leadership Quarterly*. 17:288–307.
- Cox, J. F., Pearce, C. L., & Perry, M. L. (2003). Toward a model of shared leadership and distributed influence in the innovation process.
- Hackman JR, Morris CG. (1975) *Group tasks, group interaction process, and group performance effectiveness: Advances in experimental social psychology* (Vol. 8). New York: Academic Press.
- Horwitz S.K & Horwitz, I.B (2007). The effects of team diversity on team outcomes: *Journal of Management*, 33, 987-1015.
- Hülsheger, U. R., Anderson, N., & Salgado, J. F. (2009). Team-level predictors of innovation at work: A comprehensive meta-analysis spanning three decades of research. *Journal of Applied Psychology*, 94, 1128–1145.
- Klimoski RJ, Jones RG. *Team Effectiveness and Decision Making in Organizations*. Guzzo RA, Salas E, editors. San Francisco: Jossey-Bass; 1995. pp. 291–332.
- Mathieu, J.E & Rapp T.L. (2009) - *Journal of Applied Psychology*.
- Morgeson, F. P., Reider, M. H., & Campion, M. A. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology*, 58, 583-611.
- Yukl G (2005) *Leadership in Organizations* 6th edition.