CAREER DEVELOPMENT NEWS

JULY 2022

FEATURED ARTICLES

LEADERS AND MANAGERS   TEAM LEADERSHIP   COACHING CHALLENGES

WHAT'S INSIDE?

Did You Know?
MCDA Monthly Webinar - Saturday, July 9, 2022 at 12noon est.
Take The 16 Personality Assessment

LEADERS AND MANAGERS

Leaders and managers are similar because they both work with people and they are also required to cause people to act. In addition, both leaders and managers serve as facilitators on certain levels. The author of Changing Minds (2012) argued that leaders and managers are both responsible for motivating others; however, their methods and approaches are different. While leaders inspire their followers with a vision that motivates them, managers give orders to execute plans or procedures and they do not have followers but subordinates.

According to Kotterman (2006) leaders are big picture and they macro manage, while managers are detail oriented and they micro manage by comparison. Although both qualities are important in the workplace the author of Big Dog and Little Dog's Performance Juxtaposition (2010) submitted that "pursuing excellence should not be confused with accomplishing a job task" (p. 1). Further, in the article produced by Changing Minds, it is suggested that leaders have followers, and the methods utilized to retain followers are different from those of managers. This is because people tend to follow because they want to, which is not the case for managers.

Kotterman also suggests that an effective leader may have the ability to develop others but not the task for which the individual is responsible. In other words, leaders are people-oriented. At the same time, an effective manager is task-oriented, yet this person may have the ability to motivate employees to be more productive, by implementing well planned processes and procedures.

The MCDA Mission
The Maryland Career Development Association's (MCDA) mission is to promote a forum where career professionals network and share resources to ensure the quality of career services to the standards of the National Career Development Association.

Newsletter Article Submissions
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TEAM LEADERSHIP

From the assessment of Burke,Shawn, Stagl, Klein,Goodwin, Salas, and; Halpin (2006) team leaders are individuals which are members of a group and serve the purpose of sufficiently keeping the team together so that it can function effectively and meet the goals of the team. In other words, team leaders manage the team so that it wins. This is important because Greenberg (2011) advised that poor team leaders can be the disadvantage of team performance or he or she can be the advantage. Therefore, team leaders play a very important part in "shaping collective norms, helping teams cope with their environments, and coordinating collective action" (Mehra, Smith, Dixon, & Robertson, 2006, p. 232). An example of this was during my employment with a government agency. I was appointed to lead the scholarship committee. It was my first year on the job, and based on the profile of the group, I was subordinate to most of the members. Therefore, I thought it might be challenging to lead current directors and managers while in a position of subordination, organizationally.

Using the definition presented in the beginning of this article, an effective leader is one who keeps the members together so that each can function and contribute efficiently to meeting the goals of the team. In this scenario, I was able to accomplish what this definition outlines as an effective team leader. Many times individuals assume that the role of leadership means to give orders and is "an exclusively top-down process between the leader and subordinates" (Mehra, Smith, Dixon, & Robertson, 2006, p. 232); however, the leadership style used was transformational, which encourages members to contribute and work together collectively while sharing the power. With this method, I was able to transform the group by cycling in new ideas with new members and encouraging them to contribute to the vision of our goal by presenting their own creativity. Hogan and Kaiser (2005) offered that "good leaders are able to project a vision [and] vision facilitates team performance by clarifying roles, goals, and the way forward" (p. 174).

Team performance is based on a shared effort. Creating an environment where members connect with each other on a level other than work related efforts is part of the elements necessary for process-based performance. These elements are based upon a process that Dionne, Yammarino, Atwater, and Spangler (2004) proposed to be "present in all teams, such as communication, conflict management and cohesion" (p. 179). To achieve cohesion, the team leader must establish a method that provokes members to want to be a part of the team. I used autonomy; allowing everyone to take the lead on a project of which he or she spoke passionately. Creating verbal/ nonverbal language that encourage members to interact effectively is important for the team to

DID YOU KNOW?

The more employees and employers have in common the more the work environment creates job satisfaction, longevity, and high job performance.

achieve goals regularly, as well as maintain a sense of cohesion. This is a strategy that can be used to avoid and also resolve issues, which may arise within the group, and is usually what comes to mind when thinking about conflict management; however, the term holds more of a creative power.

As a transformational leader, an individual can utilize the "Four I's" (Dionne, et al., 2004 p. 182) which include three components: "idealized influence,… individual consideration,…[and] intellectual stimulation" (p. 182-185). Idealized influences create a strong basis for cohesion, in that, it promotes cohesion through "rapport building and empathetic language" (p. 183). Effective communications skills for team building utilizes individualized consideration; addressing the needs of each member so that they are in continuity with the concerns of the team as a whole. Using the three components of the 'Four I's', conflict management is not exactly designed to avoid argument. Consequently, if conflict is avoided then so would the opportunity for creatively developing processes to introduce innovative solutions, which can be beneficial to strengthening the team and "leading to better performance" (Dionne, et al., p. 185, 2004).

COACHING CHALLENGES
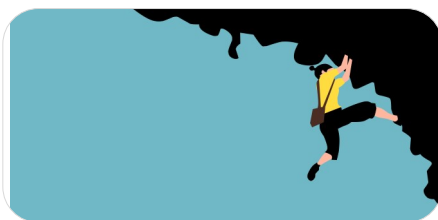
When there is lack of understanding of the group dynamics then it can be difficult for a coach to be effective. The challenge would be to establish an understanding of the roles of each member. This plays an important part for how each role influences the other in the organization from which they are based (Kets de Vries, 2005). Hackman and Wageman (2005) suggested that it is very important for individuals of teams to "get oriented to one another and to the task in preparation for the start of actual work" (p. 275). This is important because if the individuals in the group understand his or her role then the group can successfully execute the objective of the group. If this is not established, then the group can face social loafing and a lack of interest from some of the members.

Another challenge is coaching against a strong group history or structure. In this setting, Hackman and Wageman (2005) argued that "it is nearly impossible to coach a team to greatness in a performance situation that undermines rather than supports teamwork" (p. 282). Sometimes people like things to stay the way they are. Whether they work or not is irrelevant. Because of tradition, the situation often remains more comfortable than effective.

As a new Consultant at a job I was previously employed, clients had expressed to me that they had done things because they had been doing them for 20 years; never once questioning whether the process served their objective in the most efficient way. To overcome both challenges, I always suggested the 360^0 Feedback. In most cases, feedback is specifically from members of the group describing their roles (Diedrich R. C., 2007) and then letting the others communicate what they think the roles entailed by using surveys to anonymously rate each responsibility held. The twist of the 360^0 will help members

understand and appreciate the roles of others and even their own a little more.
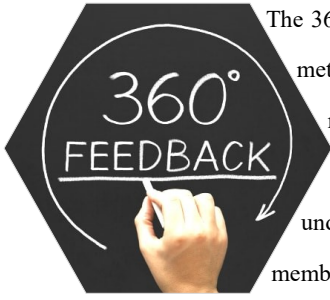
The 360^0 feedback can also help to show how more current and up-to-date methods can help an organization become more successful through the new perception of the members and by suggesting some of the benefits that changes can offer. Using the 360^0 feedback to understand the attitudes of the members, I would use it also for the members to understand each other by sharing the results. If the problem is that the group does not see the value of each member's role then the results of the 360^0 can assist the group to at least appreciate the roles of one another. Additionally, using appreciative inquiry, which "provides a method to discover what is important to members so that they feel that their contributions matter, (Cooperrider & Whitney, 2006) may help in providing a platform to the development of the group. Using appreciative inquiry creates a method for "positive revolution [and] enhances strategic cooperation for overcoming conflict", (Cooperrider & Whitney, 2006) for the group that has trouble letting go of some of the traditions holding it back.

To clarify further, the forming, norming, storming, and performing methods for group development, mentioned by Nmutadavid, Tuckman and Jensen (1977) advised that in the forming stage the major task functions concern orientation and the attempt of members to become oriented to the tasks as well as to one another. This is where roles are respected. Skipping to the third stage, the data collected during the 360^0 feedback is shared between group members so that it brings understanding of how the roles affect the group as well as the individual members. Once the group has reached the stage of performance then the function of the group can be fulfilled, which is to complete the tasks for which the group was formed.

Two of the goals, that a group member should uphold, are the values and beliefs of the group; however, if members are in conflict with one another, due to disagreement pertaining to their moral circle, then competition for dominance can arise (Hofstede, Hofstede, & Minkov, 2010). If the group members learn to function as one body, then conflict may not escalate to competition and resolve into collaboration.

In many cases, conflict can provoke competition that causes groups to produce. Consequently, according to Schein (2012a), if groups become too committed to the culture of their group then they become even more competitive. Sometimes the conflict is within the group, if the issue is connected to the details of the beliefs and values of the group. This type of conflict can lead to nonproductive competition and is known as a 'destructive intergroup' and is due to a communication breakdown about the goals members agreed to meet, or laws they fail to uphold.

To execute change, a coach must develop a method in which to implement intervention. Intervention, as it relates to the group, is a plan for which all parties affected in the relationship is assisted to create

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Maryland Career Development Association (MCDA)
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more effective methods to communicate, cooperate, and contribute (Bell & Zawacki, 2005) for the well-being of the group. Leadership development could be designed to build the social skills and aptitude of the leader to better equip him or her to handle conflict and employee productivity challenges (Landy & Conte, 2010). Additionally, the culture of the organization can serve as a guide for members to govern behaviors which have been successful in previous years (Rogelberg, 2007b, p. 559). It also illustrates the members' shared thinking towards issues consistent in their attitudes due to shared values and beliefs associated (Greenberg, 2011, p. 481) with the expectations of the organization.

TAKE THE 16 PERSONALITY ASSESSMENT
FUN FACTS

INFJ is the rarest of the 16 personality types is considered to be **INFJ** - this combination is only found in one to two percent of the population. Here we are dealing with introverts who think analytically but make decisions based on feelings and values - and ultimately act in a structured and planned manner.

For women, however, the rarest personality type is **INTJ and ENTJ**. Just **1% of women** type as INTJ and ENTJ respectively. Among women, INFJ is only the third rarest personality type with approximately 2% of women categorized as INFJ. Both INTJ women and ENTJ women are extremely rare in the general population. (Based on statistics from the MBTI)

WHICH PERSONALITY IS YOURS?

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

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