



Elements leaders need to nurture to improve team productivity

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Lokaverkefni til BA-prófs
Íþróttá-, tómsunda- og þroskaþjálfadeild



HÁSKÓLI ÍSLANDS
MENNTAVÍSINDASVIÐ

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Lokaverkefni til BA-prófs í tómsunda- og félagsmálafræði

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Menntavísindasvið Háskóla Íslands

Júní 2017

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Ritgerð þessi er 10 eininga lokaverkefni til BA-prófs
í tómstunda- og félagsmálafræði við Íþróttá-, tómstunda og
þroskaþjálfadeild, Menntavísindasviði Háskóla Íslands

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Abstract

From a leader's perspective, teams are a combination of three living elements, which are the leader, the team as a whole, and members as individuals. This thesis hypothesis is that all these elements need to be nurtured equally, by the leader, to ensure efficiency and productivity. To support this hypothesis, the thesis will include coverage for all three elements with emphasis on leadership competence, group dynamics, and variety in personality. With help of studies and theories, indications are that all elements need to be nurtured. This means that leaders need to nurture:

- Themselves; because of the impact they can have on the team and the qualities they need to possess
- The team as a group; because of the power of the whole
- The members as individuals because of their diversity

This thesis demonstrates how leaders should approach, in fact, any kind of groups to get the best out of them. But all this depends on the self-nurture opportunities leaders get to grow their ability to live and act at every different moment.

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Formáli

Þetta lokaverkefni er skrifað á ensku og eru ástæðurnar nokkrar. Hugmyndin um að skrifa á ensku má rekja til fluttninga okkar fjölskyldunnar erlendis en þessir fluttningar voru nokkuð óvæntir. Fjórum mánuðum eftir að sú ákvörðunin var tekinn að flytja vorum við mætt til Svíþjóðar. Á sama tíma og ég undirbjó fluttninga, kláraði ég næst-síðustu önnina og lagði höfuðuð í bleyti til þess átta mig á því hvað ég vildi skrifa um í lokaverkefninu mínu. Teymi á vinnustöðum fannst mér mjög heillandi viðfangsefni og ákvað ég því að setja stefnuna á að skrifa um það. Ég var alltaf búinn að sjá fyrir mér að lokaverkefnið mitt myndi vera eitthvað sem gæti nýst mér persónulega og ætti að hjálpa mér að taka næsta skref í lífinu, í hvaða átt sem það skref væri. Þess vegna tók ég þá ákvörðun að skrifa um verkefnið á ensku þar sem að ritgerð á íslensku kæmi ekki að miklum notum annarstaðar en á Íslandi. Ég sá fyrir mér að ég gæti notað ritgerðina sem fylgjiskal þegar ég myndi byrja að sækja um vinnur en aðal ástæðan fyrir valinu að skrifa á ensku var til þess að auka hæfni mína til þess að tala um efnið og auka skilning á því á öðru tungumáli en íslensku.

Að skrifa lokaverkefni á sama tíma og maður kemur sér fyrir í nýju landi getur verið krefjandi en að vera með gott fólk í kringum sig hjálpar mikið. Sérstakar þakkir fara til foreldra og tengdaforeldra sem hjálpuðu mér meira en þau gera sér grein fyrir. Bjarni frændi minn fær sérstakar þakkir fyrir að hafa leyft mér að gista í heila viku á Íslandi þegar ég fór þangað vegna skóla. Jakob Frímann leiðbeinandinn minn gerði ferlið auðveldara og skemmtilegra en ég þorði að vona að það yrði vegna fluttninga og fyrir það er ég mjög þakklátur. Í þokkabót tók hann vel í það að ég myndi skrifa á ensku og hjálpaði mér mikið með það. Mestu þakkirnar fara samt sem áður til Eddu og Ernís fyrir það að gera alla daga betri. Sama hversu illa eða vel það gekk að skrifa, voru þau til staðar fyrir mig.

Þetta lokaverkefni er samið af mér undirrituðum. Ég hef kynnt mér *Síðareglur Háskóla Íslands* (2003, 7. nóvember, <http://www.hi.is/is/skolinn/sidareglur>) og fylgt þeim samkvæmt bestu vitund. Ég vísa til alls efnis sem ég hef sótt til annarra eða fyrri eigin verka, hvort sem um er að ræða ábendingar, myndir, efni eða orðalag. Ég þakka öllum sem lagt hafa mér lið með einum eða öðrum hætti en ber sjálf(ur) ábyrgð á því sem missagt kann að vera. Þetta staðfesti ég með undirskrift minni.

Reykjavík, _____. _____ 20__

1 Introduction

In a modern society, where everything happens at fast pace, it might occur that individuals forget to nurture themselves and reflect on their own life. This could easily transfer to companies where the focus could be on producing as much as possible as fast as possible. Individuals within these companies could be forgotten and all employees brought under the same hat. The focus is only on the group as a whole, or in some cases the teams as a whole.

Dividing employees into teams and having them work together is a certain work-method that some companies choose to work by. These groups are often called teams because of their characteristics. Rather than just being collection of individuals that are aware they belong to the same unit, they are a collection of individuals working together and are connected in that way that they need one each other, to solve tasks and complete projects (Jónasson & Ingason, 2012). With teams often comes a leader and his role entails to provide direction for the team and motivate it to fulfill the project's objectives (IPMA, 2006). Nurturing the team is a rather fair description for the leaders responsibility. The leader must realize that when he's nurturing the team, the team is a combination of three living elements; (1) himself as the leader, (2) the team as a group and (3) the members as individuals.

This thesis hypothesis is that leaders must foster and nurture all of these three elements equally to ensure productive and successful teams. This should mean that, both companies and individuals, need to slow down and give further attention to human factors, because doing so, efficiency and productivity should automatically promote.

To make an attempt to demonstrate this hypothesis the subject will be divided into three main pillars. Each pillar will cover each element. First pillar will include *the leader*, what defines them, how they should approach teams, how they should behave and how they can grow as leaders. Second pillar will be about *the team*, what defines productive teams and what it means that they're fundamentally a group. Third and last pillar will cover *the members' differences'* when it comes to their characteristics.

2 The Leader

The key to a team success is good leadership (Stacey, 2009). "Leadership involves providing direction and motivating others in their role or task to fulfil the project's objectives" (IPMA, 2006, p. 86). Being a leader and providing that leadership is more than „just being a leader“, its a certain ability or furthermore a leadership competence. Leadership competence involves seeing a certain vision, maintaining that vision with all ways necessary, to achieve it at one point. Leaders do so by gaining the trust of their followers. By gaining their trust they can motivate them to achieve that goal along side them (Jónasson & Ingason, 2011). Leadership competence is a vital element for one to become a leader. It involves motivating individuals and groups to achieve certain goal. According to leadership theories these three competence are crucial for a leader to posses. The ability to:

1. Create a vision.
2. Create the need and motivation for it and
3. Maintain the vision until it has been achieved (Jónasson & Ingason, 2011).

To put things in bigger perspective and gain a better understanding regarding leadership competence it can be useful to reflect on historical leaders. Adolf Hitler was undeniably a capable leader. He created a certain vision, the need for it and motivated others to follow his ideas and share is passion. Fortunately he didn't fully achieve his visions but as this examples can demonstrate, theses visons can viscous. The power of leaders can't be undervalued.

Leadership competence consists of two kinds of competence. First is the objective leadership competence. That particular competence involves things that are observable, such as; files, plans, schedules and also the environment itself. The environment its self is for example the space that the team operates in. These are things that other members of the team can also see, use, and talk about (Jónasson & Ingason, 2011). Objective leadership competence is therefore the leaders ability to use resources to boost own competence

Second we have the subjective leadership competences. These are the things that none can see or touch, not even the leader. He can however feel these things. This is the leaders state of mind involving his ambitions, opinions and feelings (Jónasson & Ingason, 2011). Subjective leadership competence is therefore the leaders ability to use his personal qualities to boost his own leadership competence

Leadership competence can therefore be visualised as a rope made out of two strings where one string is the objective competence and another the subjective competence. Combining both strings gives you a wholesome leader.

2.1 Adequate leadership behavior

There are certain ways a leader should behave towards his team and there are certain ways he shouldn't behave. The International Project Management Association (IPMA, 2006) have listed some adequate leadership behaviours for a good leader and also for a bad leader. For starters do skilled leaders lead accordingly to their team and are open regarding their own leadership behavioural (IPMA, 2006).

A good leader must act as an example and delegate tasks to the members of the team (IPMA, 2006). That's easier said than done since delegating tasks can often be one of the biggest challenges for leaders (Andolsen, CRM & CMC, 2008).

A good leader believes in his team and helps members to develop their own leadership skills. A bad one wouldn't encourage development and would also be self-absorbed, without a vision and not supportive (IPMA, 2006) However he has to be motivational regarding his team giving constant, but critical, encouragement and motivation to be a good one (Andolsen, CRM & CMC, 2008).

People listen to a good leader so he shouldn't have to prove his point repeatedly. He's inspiring with his charm and power. Making the members of the team proud to work with him. Instead of blaming team members or losing the grip of the project he secures the objectives and takes on full responsibility rather than passing it down the line. He also makes time for conversation and knows when to reward team members (IPMA, 2006). To fulfil these things he must pay attention to the members and recognise the individuals within the team (Andolsen, CRM & CMC, 2008).

A good leader thinks about his team by keeping the team informed, which includes engaging them in discussions and decisions (IPMA, 2006). That is however not enough since he must also foster the team spirit (Andolsen, CRM & CMC, 2008).

Composure is a fundamental quality since; acting, speaking and keeping calm are all valid qualifications for an adequate leadership behaviour (IPMA, 2006, Andolsen, CRM & CMC, 2008).

All these leadership competences above are subjective which shows the importance of them. However there are also certain objective leadership competences. A good leader creates a specific, measurable, achievable, realistic, time-bound (SMART) work packages for team members. These work packages can't be handed to anybody but instead they

must go in the hands of the most qualified person (IPMA, 2006). To do so it's crucial to recognise the team and the abilities that each member individually possess (Andolsen, CRM, CMC, 2008). Getting these packages to the right person is the leaders responsibility. If the leader fails to do so all is subjective abilities are almost useless. Delegating insufficiently results that the team will never show its full potential.

2.2 Leadership styles

In the chapter above it's stated that skilled leaders; lead accordingly to their team. They can do so by acquiring certain, or even various, leadership styles. A leader that can do so is a contingent leader. That is someone that believes a leader is supposed to adjust to the team rather than adjusting the team to his likeness. Being a contingent leader is often a choice someone makes. However the ability to adopt new leadership styles can also be from an unconscious state of mind (Jónasson & Ingason, 2011). Explanation for various leadership styles can be found in annex 1 and therefore there wont be any further or deeper explanation regarding specific styles. The focus will rather be on the impact leadership styles can have on teams and individuals and how important it is for leaders to be adaptable to what's going on.

Liu, Liu and Zeng (2011) study showed that the transactional leadership style could be a very effective style when teams are working on projects where emotional labour is low. However the results showed that when emotional labour is high this particular leadership style could decrease teams productivity. Therefore "[t]eam efficacy mediated the interactive effects of transactional leadership and emotional labour on team innovativeness" (p. 283).

Tafvelin thesis from 2013 showed that transformational leadership "increase[d] both the productivity and well-being of employees" (p. 60). Along with that the results show that this style is dependant on the followers because the leaders need a committing attitude from them if this style is supposed to be effective. Leaders do also hold their share of responsibility when it comes to this style since role clarity is really important if this style is supposed to function. Delegating tasks correctly is a vital factor among this style.

Leaders need to acknowledge what industry they belong to according to Cunningham, Salomone and Wielgus (2015) Their study from late 2015 showed that it depends on industries what leadership styles are well-liked. Along side that, results also showed that there's a "leadership style preference when broken down by gender. Males favoured democratic while females favoured strategic, showing alignment with the overall preferred styles across industries" (p. 27).

Certain leadership styles involve giving more power to the members. Leaders can either fully involve members in decision-making and discussions or lay low by giving a looser leash. These styles involve giving power to the members and shared leadership responsibility. Wang, Waldman and Zhen (2014) meta-analysis study of shared leadership resulted that “shared leadership shows unique effects in relation to team performance” (p. 182) and “findings reveal[ed] an overall positive relationship” (p. 181) between shared leadership and team effectiveness. This is however only possible if the members are capable of stepping into the leadership role.

These various results above show that there isn't some perfect style that always works. Some styles might be suitable in certain situations while others wouldn't. Some styles might even be suitable for certain members but not others. A leader might even have to approach the team with a certain style and then the members individually with another style to bring out the best in them. Attempt for further explanation can be seen in figure 1.

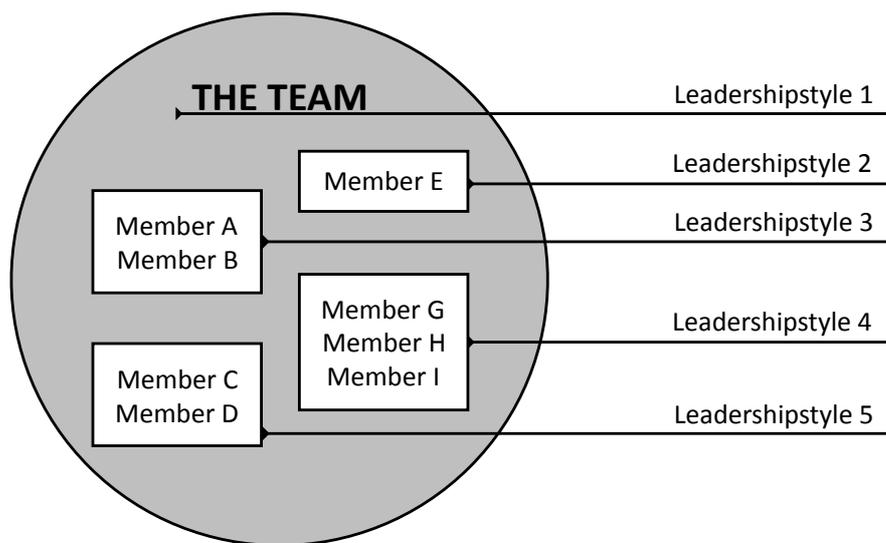


Figure 1. Diagram for leaders choice of leadership styles

Figure 1 shows how leaders could choose various styles to approach the team, and the members. Studies like mentioned above have shown that leadership-style suitability depends on the members. Figure 1 shows how a leader could approach the team as a whole with a certain style while approaching member differently. Rather than choosing one style for everybody he adapts to the team and the members.

2.3 Leadership growth

Since it's important for leaders to be adaptable and for the fact that team members can also possess leadership competence follows a discussion about how individuals can grow and develop as leaders.

A simple first step to assimilate leadership skills is to take a look at the people in your life and ponder what role models you can find. If those role models were or are leaders it's important to consider the things that define them as a leaders (Jónasson & Ingason, 2011). That is if the readiness is at place to become a leader since "people begin to become leaders at that moment when they decide for themselves ... to be" (Bennis, 2009, p. 49).

Being a leader is a great responsibility given that a leader takes people on certain a journey and self-knowledge is required to go on that journey (Jónasson & Ingason, 2011), which is also essential for great leaders (Bennis, 2009) (Wennis & Goldsmith, 2010). Having self-knowledge involves understanding own; feelings, strengths and weaknesses, values and situations (Goleman, Boyatzis & Mckee, 2002) and results better management over own life (Jakube, Jasiene, Taylor & Vandebussche, 2016). "The starting point is the truth is hidden (within the self) and needs to become enlightened" (Jakube, Jasiene, Taylor & Vandebussche, 2016, p. 8). That's where reflection comes in hand.

A leader must be ready to learn from difficult times and failures. He must have the curiosity to do so and the ability to step out of situations to avoid conflict of interest. The first step is to acquire this so-called self-knowledge. To do so the leader must be ready to reflect on situations (Jónasson & Ingason, 2011), which is the way to turn experience into learning (Boud, Keogh & Walker 1985) and in this case "reflection is a method or technique in order to acquire knowledge (of oneself)" (Jakube, Jasiene, Taylor & Vandebussche, 2016, p. 8-9).

One of the reason reflection is needed is because of the term "inner readiness", which can be explained as "the ability to express a personal potential in a specific time and space, in a concrete 'here and now'" (Jakube, Jasiene, Taylor & Vandebussche, p. 73). So even though there is potential, and in this case the potential would be leadership competence, then without inner-readiness there can be a missing link between that potential and the acting-out moment.

There are some theories, ideas and opinions on the matter "how to reflect" and two are Kolb's reflective learning cycle and another one is the onion model. While Kolb's ideas (1983) focus on the progress the onion model (Evelein & Korthagen, 2014) emphasizes more on the importance that individuals dig deep on their emotions while reflecting.

Combining both models might be a good option and might result an emotional and effective reflection.

Reflection is therefore a tool to improve leadership skills, acquiring self-knowledge and leadership competence by gaining inner-readiness. Giving individuals an opportunity to use their potential to the fullest. Reflection can be simple like reflecting on other leaders and consider what defines them. It can also be more demanding like going through Kolb's learning circle or the onion model.

2.4 Summary

The leader's role when it comes to teams is no doubt important. He is responsible for creating a vision and maintaining that vision by motivating the members to achieve the goals that lay ahead. The leader can motivate the team with various styles and must be capable to adapt to the needs of the team at the same time he adapts to individual needs. He must realize what fits best for the team and for the members. Sometimes he might have to step back if the team is capable but also be ready to step in when he is needed. By gaining self-knowledge and using reflection he might be increasing the chances of choosing the right style each time.

3 The Team

Despite good leadership being the key to a team success, successful leaders are dependent on their followers (Stacey, 2009). No matter what the leader does he's always defined by the team success. The reason for that is most likely because the team does the tangible job. The leader doesn't create the product or solve task but the team does. Therefore it's important for leaders to create a good and effective team.

According to Shaw (1976) definitions for groups can be divided into two. First there is the comprehensive definition and secondly there is the specific one Pictorial representation for Shaw's group definitions can be seen in figure 2.

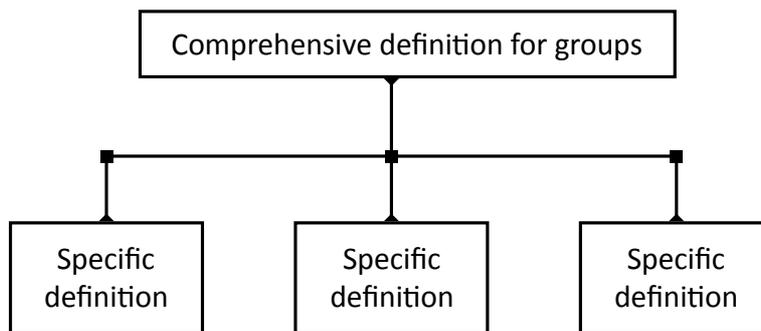


Figure 2. Pictorial representation of Shaw's definitions for groups

Jónasson and Ingason (2012) describe the comprehensive definition as a definition that covers everything that can be classified as a group, which is a collection of individuals that are aware they belong to the same unit. They then describe the specific definition as when the focus is more on the groups' characteristics. Since a team is more than just group of individuals that belong to the same unit teams need a specific definition. Jónasson and Ingason describe teams as "a group of individuals that work together (and) are connected in that way that they need one each other, to solve tasks and complete projects" (p. 16).

As figure 2 shows the comprehensive definition covers all groups while the specific definitions are more precise and therefore give a deeper explanation for certain types of groups. It must be noted that there are far more specific definitions for groups than shown in figure 2. Forsyth (2006) has for example specific definitions for more than ten

types of groups. His definitions include teams, which he would categorise as a task group. But what figure 2 shows mostly is that all groups have something in common.

According to Jónasson and Ingason (2012) all groups no matter their differences do have mutual characteristics. These characteristics involve communication, group members' activity, structural foundation and cohesion. Jónasson & Ingason (2012) argue that the first thing that all groups have in common is that they're built on communication. That is an interaction between individuals that can then either be task-based communication or connection based. In task-based communication the focus is on the task at hand but in connection based the focus is to create a better connection and relationship between the members of the group. The second thing covering all groups is that they need all members to take part and be active to strive. The third thing is that all groups have some kind of basic structural foundation regarding members, their roles, and what norms are within the group. The last thing that defines all groups is cohesion. Cohesion can be explained as special force that belongs to the group rather than the individuals within it. Making the group a stronger force than the individuals individually.

Cohesion is a lot like the expression that goes "a single arrow is easily broken, but not ten in a bundle." A better cohesion results a better group, or in this case a better team. It's the glue that keeps everything together.

Since these characteristics apply to all groups' means they also apply to teams. However teams are a specific type of group and that means there are certain things that separate them from other groups. What separates teams from other groups fundamentally is the great emphasis on objectives and members need for each other to finish that objective.

Team is therefore fundamentally a group and with its certain characteristics it gets its specific definition. To understand the concept of teams even further the rest of this chapter will be divided into two. First will things that characterize productive teams be covered and with that follows a coverage what it means that a team is a group.

3.1 Productive team

Knowing the definition for a team only explains the purpose of it. However it doesn't say much about what defines productive teams and how they operate. Teams can be effective and they can be ineffective but nonetheless they're a team. For instance there could be two teams doing similar tasks. Lets give these teams the names Team-B and Team-A. If Team-B takes a week longer than Team-A to finish a certain task it doesn't change the reality that they're both teams, however they're just not as productive. It's

safe to say that everyone wants that A-team. There are certain things that define productive and effective teams, which should leaders focus on building and improving.

Practical things like the size of the group can play role. The bigger the team the less connection is between members. That can sometime help the productivity but if it's important for the team to be connected it will have negative effects. For example there are six connections in a group of four, while there are sixty-six connections in a group of twelve (Jónasson & Ingason, 2012).

Besides size and other practical things, there are certain things that characterise productive teams. There are certain ingredients and factors that can separate 'okay' teams from good teams and even good teams from great teams.

Several things that define productive teams involve communication. Scholes, Joiner and Streibel (2003) emphasise the importance of clear communication between members of the team and good flow of information. What characterizes those communications they mention is transparency because according to Scholes, Joiner and Streibel (2003) there are certain things that characterise productive teams that involve mutual knowledge between team members. For instance clarity regarding team goals, which means that all members realise what the goal is. Another thing involving clarity is members' role-clarity where all members know what is expected of them. It's also important that everyone know how decisions are carried out and that's to prevent any confusion. To prevent confusion and tension even further it's important for teams to create some ground rules, which includes deciding what behaviours are appropriate and which aren't.

Communication is therefore important for teams in order to ensure this transparency. Members realise what's expected from them as a group, them as individuals and they know what they can expect from others. They also know how things are carried out and what behaviour is acceptable. These are all things that must be discussed.

Transparency isn't enough for teams to be productive. Scholes, Joiner and Streibel (2003) also emphasise the importance of several practical things, like the importance that team, work by recognised and accepted work methods. Another thing is the importance of member's awareness regarding progress, which involves that everyone's aware how the team is closing in on the goal. The third thing is that team needs some plan for improvement. That's a plan that helps the team to hold grasp of how extensive the project is and how extensive it could become. The plan should also contain what resources might be needed to solve the project.

A successful team doesn't go forward without caution and awareness. It prepares for what is ahead and what might occur down the road by working with recognised and accepted work methods, keeping everyone up to date and making a plan for improvement.

The things that Scholes, Joiner and Streibel argue are rather practical. Leaders, and perhaps anybody, could use these things as guidance and actually focus on ensuring them. There's however one thing that they argue that characterise productive teams that might be a little trickier to ensure, and that's empowering momentum. That means that there must be a certain atmosphere at place that encourages individuals to use their skills and knowledge to the fullest (Scholes, Joiner and Streibel, 2003). Leaders leadership competence could perhaps be the most important factor when it comes to ensuring empowering momentum and perhaps the reason that leaders are needed. This brings us to the "The Big Five Model".

The Big Five Model is the creation of Salas, Sims and Burke (2005) and was evolved from a meta-analysis study where the three of them tried to find out if there were some things that characterize productive teams and whether it was harmony in researches regarding teams. And they found five big things that characterize productive teams. The first important thing is leaders leadership competence involving all members no matter their role within the team. Second is mutual performance monitoring, which is when the teams works like a well-oiled machine. Third is backup behavior and that's when the team responds to a situation where one member might be falling behind schedule. Rather than leaving that member alone in the dirt the teams does what needs do be done to get him back on track. Fourth is the ability to respond to changeable circumstances and situations to minimize the impact on the project and the objective. Productive teams can withstand hard times and there must a lot occur to chance that. Fifth and final thing that's supposed to characterize productive team is when members no longer think about them as individuals working with other people but begin to think about themselves as a part of a group that shares the same goals and values and is a bigger force than themselves.

Team is therefore a group of individuals that need each other to complete tasks and projects. The leader shares a great responsibility when it comes to ensuring productivity and successfulness among teams.

To ensure productivity and success he should focus on several things. In the beginning he could make sure the team doesn't contain to few or too many members. When the team has assembled he must ensure members role clarity, clear team goals, team ground rules and a plan for improvement. He must create an encouraging environment that

might encourage communication between members, cooperation between members, trust between members and cohesion. If the team fulfils these requirements it should be productive and successful resulting the individuals to think about them being part of something bigger than just themselves. The team becomes a living being.

3.2 Group dynamics

As it's been stated many times before groups are a collection of individuals that are aware they belong to the same unit. In this chapter the aim is to demonstrate what happens when individuals group together and why those things happen.

Something special often takes place when individuals are gathered or paired together. One very interesting thing is conformity, which Elliot Aronson (2011) defines as "a change in a person's behaviour or opinions as a result of real or imagined pressure from a person or group of people" (p. 19) This means that individuals behave in accordance with socially accepted conventions within the group. One or more members creating a certain pressure for individuals to behave accordingly can establish this accepted behaviour.

Daniel Levi (2015) sheds a bright light on various studies regarding conformity. These studies have shown that individuals are willing to make bad judgment even though there is no obvious group pressure regarding punishments or rewards. Group sizes and cohesion can determent how likely group pressure is to take place whereas group of fives show most of the conformity. Levi brings these results into the perspective of teams and they show that the team as a whole has a certain power over the members as individuals. Resulting productive teams, might be more vulnerable for conformity.

Conformity might sound like a bad thing since it involves individuals changing their behaviour because of a group pressure. It can however go both ways. Conformity can both be stimulating and empowering for individuals as it can be repressive and restrictive.

According to Elliot Aronson (2011, p. 12) individuals "live in a state of tension between values associated with individuality and values associated with conformity" and that's the reason why individuals are so easily influenced by others. Making the human begin a social animal. Aristotle might have been one of the first to ever to address the human being as an social animal in written issue when he stated that the "man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something in nature that precedes the individual" (Aronson, 2011, xiv).

The reason human beings are social animals is most likely related to the term belongingness, which is a psychological need to be accepted as a member of a group. Baumeister and Leary proposed their hypothesis in 1995 regarding belongingness and they thought it fair to conclude that:

(H)uman beings are fundamentally and pervasively motivated by a need to belong, that is, by a strong desire to form and maintain enduring interpersonal attachments. People seek frequent, affectively positive interactions within the context of long-term, caring relationships...The desire for interpersonal attachment may well be one of the most far-reaching and integrative constructs... available to understand human nature. (Baumeister and Leary, 1995, p. 522)

So far the coverage has been about why individuals group together and what they are willing to do, to fulfil their need to belong. But what happens when individuals are gathered? The process when people in a group interact is often known as group dynamics. Group dynamics properly caught the interest of scholars in the mid 50's. Kurt Lewin (1947), who is often recognised as the father of social psychology, introduced the term "group dynamics" in the year 1947, which is the study or use of the processes involved when people in a group interact.

Here follows a discussion of two different theories regarding group dynamics. First Tuckman's ideas regarding group development and with that follows Arne Sjölund's ideas about individual's choices in groups and social status.

3.2.1 Group development

In the year 1965 Bruce Tuckman presented his group development theoretical model whereas small groups are supposed to go through four stages when growing as a group. The four stages are (1) forming, (2) storming, (3) norming and (4) performing.

The first stage is the *forming* stage. At this stage individuals within the group go with caution while they value other members and try to make grasp of the group. They slowly stop thinking about themselves as individuals and start to think about them as a part of the group. They also try to "identify the boundaries of both interpersonal and task behaviours" (Tuckman, 1965, p. 396). At this stage the members of the group can experience various feelings all mixed up, such as excitement for upcoming tasks, pride for being picked out for this particular group and optimistic regarding the group and what lies ahead. However these feelings can also be influenced by less positive

thoughts like anxiety and fear regarding the task, hesitation to relate to the group and doubt towards other members and the group in whole (Jónasson & Ingason, 2012). Some groups underestimate this stage and would rather want to get straight work. However it's an important stage according to Scholes, Joiner and Streibel (2003) if groups don't want to end up with poorly finished tasks where all members aren't equally happy with the results.

The second stage is the *storming* stage. This stage is characterised by conflicting behaviours between the members of the group. "These behaviours serve as resistance to group influence and task requirements" (Tuckman, 1965, p. 396). This can lead to competition between member regarding power and social status within the group. These conflicts can be positive for the group growth as long as it doesn't get out of hand (Jónasson & Ingason, 2012). Since storming is one of the most challenging stages its important to structure meetings and tasks in that way that there is equal opportunity regarding decision making for all members if the group is to move successfully trough this stage (Scholes, Joiner and Streibel, 2003).

The third stage is the *norming* stage. In that stage "[r]esistance is overcome... in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted." At this time communication between the members should be characterised by intimate and personal opinions (Tuckman, 1965, p. 396). On this stage the members of the group become more loyal to it and accept what it has become regarding ground rules of the group, their own roles and the individuals within it. The members of the team "realize they are not going to drown, they stop thrashing about and start helping each other to stay afloat" (Scholes, Joiner and Streibel, 2003, p. 6-7). Stability has been achieved and at last the focus can be on the task at hand.

The fourth and the final stage is the *performing* stage. In this stage "interpersonal structure becomes the tool of task activities." The focus is now more than ever on the task at hand and roles are now flexible and functional. "Structural issues have been resolved, and structure can now become supportive of task performance" (Tuckman, 1965, p. 396). If groups go through the first three stages, as they should have, they should've developed norms and social relations making it easier for them to handle stressful situations and deliver on time. However it's not certain for groups to reach this stage and that might occur from conflict in earlier stages (Levi, 2015). Reaching this stage is vital for team since studies show that in this stage groups show most performance and deliver most efficiency (Hare, 1982).

Twelve years after Tuckman introduced his four-stage group development model he paired up with Ann C. Jensen and together they added the fifth stage to Tuckman group development model. That stage was named the *adjourning* stage (Tuckman & Jensen, 1977). All good things must come to an end, and the same goes for most groups. This is the stage whereas that happens. Groups can part ways for several reasons. It can happen because of conflicts or disagreement. It can also happen when the group has completed the objective that it was created for, and therefore its no longer needed (Levi, 2015). This stage should be used to evaluate the group performance so far and with the usage of feedback it could prepare member for future tasks (Wheelan, 2005). However some group don't do so. Rather than learning from the experience, they either celebrate the things that went well, or find excuses for their own failures (Wagerman, Hackman & Lehman, 2005).

Even though Tuckman group development theory can be a helpful tool in the process of understanding how groups and teams are formed it must be kept in mind that this model isn't written in stone. Human behaviour isn't always easily explained and the same goes for the behaviours of several individuals working together. It's no guarantee that groups go trough these stages one by one.

Wheelan (2005) took Tuckman ideas regarding group development and gave them a little twist. Wheelan proclaimed that groups wouldn't simply go thought these stages step by step. Instead they might have to repeat stages, skip steps, and even get stuck on them due to problems encountered.

Wheelan approach might be more suitable for teams since they have variable lifespan and changes regarding team members might be regular. Teams are likely to contain members that have worked together before and therefore know each other. That could result that the *forming* stage could simply be skipped at some points. Unexpected problems might occur several times on the way and force the team to go back to the *storming* stage, which would involve the team to make rearrangements in the *norming* stage to finally reach the *performing* stage. This could go back-and-forth while the team is trying to reach it goals. However each stage shouldn't take forever to get over. Wheelan, Davidson and Tilin (2003) researched the connection between the lengths of time that work groups had been meeting and the verbal behaviour patterns. Results showed that "members of groups that had been meeting longer made significantly less dependency and fight statements and significantly more work statements" (p. 223).

3.2.2 Group psychology

Arne Sjölund interest regarding groups was about how groups operate and how they function. He had great interest in individuals that belong to groups and how they affect each other. Sjölund talked about how groups needed goals to survive and they would be born, flourish and then they'd perish (Guðmundsson, 2007).

Arne Sjölund group psychology ideas might not be the best-known ideas when it comes to groups that contain adults, let alone teams, in general. That's not because they're bad or don't belong there, but it's simply because his own focus was never on that kind of groups. His ideas and interest was built around group-work including youngsters and adolescence. Arne Sjölund (1965) book *Gruppepsykoligi* contains for example most of the fundamental concepts regarding youth-centres in Iceland (Guðmundsson, 2007). Some of those concepts are; group importance and effect on individuals behaviour, group pressure, group forming and interplay, individuals social position within the group and leaders, their character and their roles within groups (Guðmundsson, 2007). Sjölund covers even more aspect regarding groups than that. He also emphasise external influence on the group, group structure, group process, managing group and group management, disciplinary, the influence the group can have on individuals and least but no least the influence groups can have on other groups (Sjölund, 1965).

One interesting statement that Sjölund (1965) presented in his book was that groups could have so much influence on individuals that they might be ready to sacrifice their own values for the sake of the group. He also believed that individuals only had four actual options regarding behaviour toward groups they belong to. They were:

- Adapt to group norms.
- Try to change group norms.
- Be different from the group.
- Leave the group.

Even tough Sjölund believed that individuals had four options it didn't mean that individuals actually had four options. Individuals possibility would however be connected to individuals social status. Social status is a person's standing or importance in relation to other people within a group.

Strong social status and clear role within the groups makes it more possible for individuals to change norms within the team rather viable, rather than leaving the group, which would probably be the fate for individuals, that neither have strong social status or clear role within the group.
(Guðmundsson, 2007, p. 37)

Sjölund didn't come forward with his ideas without helpful tools. One spectacular tool he introduced was a cognitive map he called "sociogram". This cognitive map is a tool that can be used to analyze individual social status within groups. Giving all members few questions that involve picking another member, as an answer is the first step. These questions can either be positive or negative.

Here are two questions-examples that could be given to members of a team. One positive and one negative.

- A. Who in this team empowers you the most?
- B. Who in this team holds you back?

The answers are gathered and the analysing begins. The connections are written down. In other words every time a certain individual is the answer there is a connection between him and the one that answered. These connections are then put together into a cognitive map as seen in figure 3 and figure 4. Figure 3 shows made up responses to question A and figure 4 to question B.

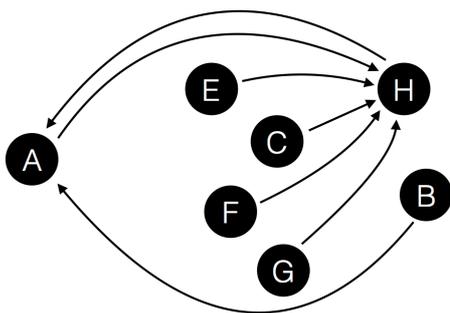


Figure 3. Results from question A

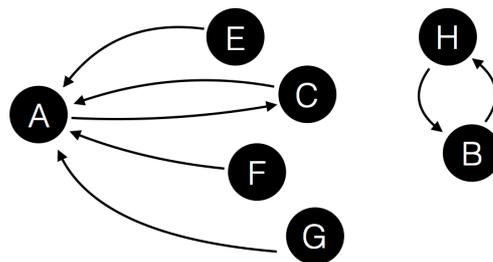


Figure 4. Results from question B

By looking at both figures its clear that the group is divided in half. Person 'A' in these figures clearly has a strong social status while persons 'H' and 'B' do not. Those two individuals are on their own. They empower each other but feel like 'A' holds them back, which is exactly the opposite of the other members.

Arne Sjölund theories can therefore be helpful to understand the social aspects of groups and teams. Rather than explaining what defines effective teams his ideas can give a better insight how important team cohesion is and the power of groups. Also it can be helpful to understand the norms within groups and how they influence the progress. Individuals and their social status within the group can also have great effect on the team as figures 3 and 4 demonstrate.

4 The Members

“Quot homines, tot sententiae” is an old Latin expression that can be translated in two ways. Either as “many men, so many opinions” or “there are as many opinions as there are people.” This expression simply means that people are as different as they are many and therefore no two persons should be the same.

In the end, like it's been mentioned before, a team is simply a group of individuals working together. They are connected in that way that they need one another, to solve tasks and complete projects. Every single one of these individuals therefore has something special to bring to the table. These individuals are the foundation for the team and the team's success depends on how they achieve to connect and work together (Jónasson & Ingason, 2012).

According to Jónasson & Ingason (2012) it's extremely important to acknowledge this great diversity of individuals that form teams. Individuals can have different backgrounds, different experiences and different personal characteristics. These characteristics that an individual possesses is his personality and that's what makes them unique (Weinberg & Gould, 2014). Allport (1961, p. 28) defines personality in his book *Pattern and growth in personality* as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought.”

Some have tried to classify these personalities into certain categories. One certain attempt is the Myers & Briggs model, better known as MBTI. It might not be as extreme as the Latin expression but instead it has limited the possibilities of personality types down to sixteen (Myers, McCaulley, Quenk & Hammer).

These sixteen personality types are a combination of four letters, which then define individual's personality type. It works like this:

- There are eight letters available and four dichotomies.
- Every dichotomy includes two letters like portrayed in figure 5.
- All individuals should incline towards one letter on every dichotomy.
- These four letters then define the individual personality type.

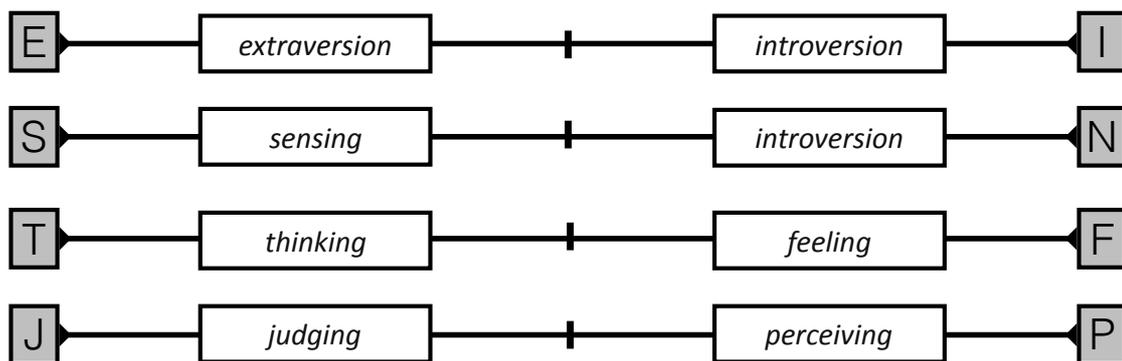


Figure 5. Myers & Briggs personality letter dichotomy

According to Myers & Briggs the first dichotomy involves individuals favourite world. If someone prefers to focus on the outer world he is likelier to show *extraversion* (E) behaviour symptoms but when the focus is on inner world behaviour is more *introversion* (I). The second dichotomy is about the process of information. Individuals can either show *sensing* (S) or *intuition* (N) behaviour. *Sensing* individual focus on basic information while *intuition* one prefers to interpret and add meaning to information. The third dichotomy involves decision-making. The two poles are *thinking* (T) and *feeling* (F). Individuals that could be classified as *thinking* ones would first look at logic and consistency when making decision. Those that would look at special circumstances and people would however be classified as a *feeling* type. The last dichotomy in Myers & Briggs model involves structure where *judging* (J) individuals prefer to decide things while *perceiving* (P) one prefer to stay open to new information and option (The Myers & Briggs foundation, n.d.).

As stated before individuals should incline towards one letter on every dichotomy, which results a four-letter outcome. For instance could an individual incline toward *introversion, sensing, thinking and judging* behavioural characteristics. This individual would then be classified as an ISTJ type. That would for example mean that this individual should be organised, logical, responsible, stable and efficient. ISTP type would however

be practical, adaptable, a problem-solver and realistic (The Myers & Briggs foundation, n.d.).

Capraro & Capraro (2001) meta-analysis study showed that using the MBTI model to categorise personality has both been demonstrated as a reliable way, but also unreliable. And that criticism is often rather loud, that four letters can't define an individual (Grant, 2013)(Krznicaric, 2013). It seems like the MBTI model can be a helpful tool but it has to be criticized and used with caution. There are some ideas that seem to be accurate while the big picture might be a little too simple. However it's this supposed simplicity that's interesting. For example if this particular model was 100% accurate, and there were only sixteen personality types, a group of six individuals could be 8008 different combinations when it comes to personality types.

It can't be denied that there's a great diversity of individuals. To understand why individuals are so different from each other and why they need to be approached differently the rest of this chapter will cover individuals; psychological development, their needs and how to utilize their skills.

4.1 Psychological development

Why are individuals so different from each other? According to some development theories we form our personality throughout life itself. One well-known development theory that tries to explain individual's psychological development is Erik Erikson (1959) psychological development theory. Erikson divided the path of life into eight stages and in each stage; the person confronts, and hopefully masters, new challenges. Every stage therefore has a certain challenge and the results of those challenges affect the individual. These challenges are like a conflict of two poles. One of the poles has a good outcome while the other one has a bad one. The stages, the conflict in them, the positive and the negative results from those conflicts can be seen in table 1.

Table 1. Erik Erikson stages of psychological Development (Davíðsdóttir, 2006b)

Stages	Crisis	Positive outcome	Negative outcome
1 st year of life	Trust vs. mistrust	Faith in the environment and future events.	Suspicion, fear of future events.
2 nd year	Autonomy vs. doubt	A sense of self-control and adequacy.	Feelings of shame and self-doubt.
3 rd year through 5 th	Initiative vs. guilt	Ability to be a “self-starter”, to initiate one’s activities.	A sense of guilt and inadequacy to be on one’s own.
6 th year to puberty	Industry vs. inferiority	Ability to learn how things work, to understand and organize.	A sense of inferiority at understanding and organizing
Adolescence	Identify vs. confusion	Seeing oneself as a unique and integrated person.	Confusion over whom and what one really is.
Early adulthood	Intimacy vs. isolation	Ability to make commitments to others, to love.	Inability to form affectionate relationship.
Middle age	Generatively vs. self-absorption	Concern for individuals around them and society in general.	Concern only for self-one’s own well being and prosperity.
Old age	Integrity vs. despair	A sense of integrity and fulfillment; willingness to face death	Dissatisfaction with life; despair over prospects of death

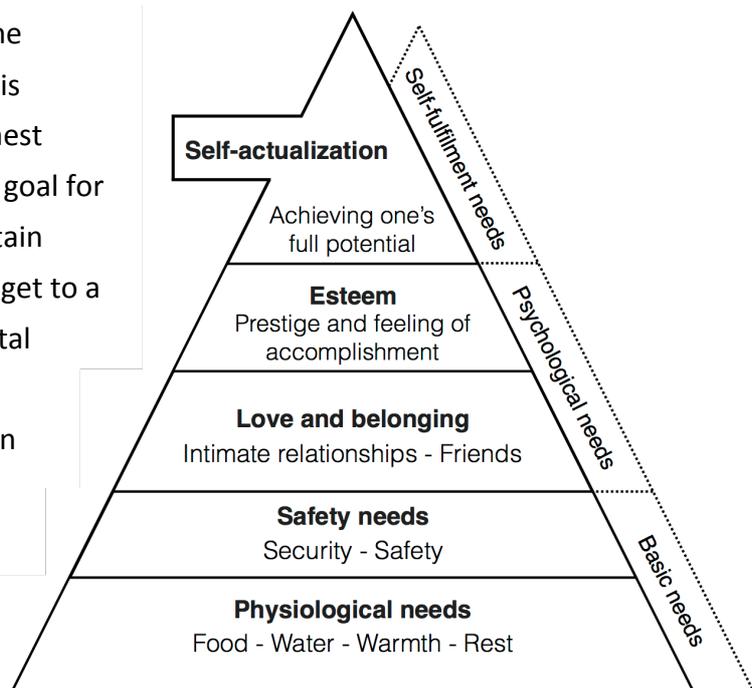
Fixing missteps in psychological development might be a little more than what’s expected from leaders. However it can be very helpful to, or at least try to, understand why individuals are the way they are. An individual that has gone through these stages with positive outcome might be more manageable than an individual than someone that hasn’t. However that is no guarantee. The sole purpose is simply to try to understand, by some means, why individuals are the way they are. Using Erikson Psychological Development Theory might even be useful for the leader when he’s making up his mind how he should approach certain individuals. Does he approach someone that’s adolescence the same way he approaches someone that middle aged? According to Erikson he shouldn’t since these individuals should be dealing with different psychological challenges.

4.2 Self-actualization

Abraham Maslow is the man behind the hierarchy of needs' theory. In his theory he tried to explain what it is that individuals need to strive and acquire self-actualization. (Davíðsdóttir, 2006a).

According to Sadri and Bowen (2011, p. 44) this “theory can help organizations design programs to motivate their employees, retain employee loyalty, reduce turnover, recruit quality individuals and ultimately increase productivity and net income.”

The theory is often portrayed as the pyramid seen in figure 6. The pyramid is divided into five stages where the highest stage is self-actualization, which is the goal for every individual. All stages involve certain needs that individuals need to fulfil to get to a higher stage. These needs are congenital and can be seen right after birth. The first two stages are basic needs and can be explained as survival instinct. First there is the need for food, water, warmth, rest and et cetera. Next up comes the need for security and safety. When these needs have



been fulfilled individuals can move onward to the two stages of

Figure 6. Maslow's hierarchy of needs

psychological needs. The first psychological stage involves love and belonging and at that stage individuals seek intimate relationships and friendship. Next up is about one's esteem where the aim is to experience prestige and feeling of accomplishment. Fulfilling these four stages entails individuals achieving their full potential by reaching the fifth and final stage, self-actualization (Davíðsdóttir, 2006a).

Above Maslow ideas are explained from life in general point of view. They can however be more specific and from working point of view. It was portrayed so by Vito, Brown, Bannister, Cianci & Mujtaba (2016) when they were looking at the connection between the Hierarchy of Needs by Maslow and employee motivation where results showed that by ensuring these need companies can predispose productive employees:

[T]he bottom ... hierarchy contains physiological needs, such as receiving a decent salary to support oneself. The second... constitutes insurance and a safe work environment...The third... constitutes having an efficient work environment with supportive employers and co-workers. Fourth ... is the need [for]. ... receiving awards or promotions to show recognition for hard work. The top ... of Maslow's Needs Hierarchy [involves] ... the employee[s] giving back to others what they have learned either by mentoring or using their business savvy in a new fashion. (Vito, Brown, Bannister, Cianci & Mujtaba, 2016, p. 21)

What this means is that employees needs must be fulfilled if they are to become the dream employees. If employees don't get enough salary or safe work environment it will be difficult to get them to bond with other people, or even get them to take a complement since the basic needs are stronger than the psychological needs. Therefore should companies and leaders ensure that basic needs are fulfilled, so they can focus on the psychological needs. When the basic needs have been fulfilled individuals are ready to bond with others and that's when leaders could focus on working with the team as a whole and create an efficient work environment with supportive employers and co-workers. When individuals have satisfied that need they can begin to take complements and that's when leaders should focus more than never on giving awards, promote and show recognition for hard work. Then individuals should finally reach the top of Maslow's hierarchy of needs', which means they are finally ready to give back to others what they have learned by mentoring and helping others. Getting all employees to the top level should be the goal for leaders.

Maslow's hierarchy of needs' has never been proofed to be 100% accurate and is probably far away from it. Some individuals might have those characteristics that they are ready to help others no matter what their own situation is. Maslow's hierarchy of needs' shows nonetheless that sometimes the focus must be on the individual. Because those that are always ready to help others without having their own needs fulfilled, might not be as happy as they could be, or the best version of themselves. Maslow's hierarchy of needs' is about fulfilling individual's needs but the interesting thing is that individuals need each other to fulfill these needs. Either to bond with others, receive recognition or mentor others.

4.3 Utilizing skills

On page 195 in the book *Oxford Handbook of Positive Psychology* flow is described as “the experience of complete absorption in the present moment” (Nakamura & Csikszentmihalyi, 2009). Flow is therefore a certain state of mind. Being “in flow” is “the subjective experience of engaging just-manageable challenges by tackling a series of goals, continuously processing feedback about progress, and adjusting action based on this feedback” (Nakamura & Csikszentmihalyi, 2014, p. 240). Entering this state of mind has also been acknowledged as “the zone” and involves following characterizes listed below, originally by Nakamura and Csikszentmihalyi (2014, p. 240) himself who’s the creator of the flow theory:

- Intense and focused concentration on what one is doing in the present moment
- Merging of action and awareness
- Loss of reflective self consciousness (i.e., loss of awareness of oneself as a social actor)
- A sense that one can control one’s actions: that is, a sense that one can in principle deal with the situation because one knows how to respond to whatever happens next
- Distortion of temporal experience (typically, a sense that time has passed faster than normal)
- Experience of the activity is intrinsically rewarding, such as that often the end goal is just an excuse for the process.

This results individuals operating at full capacity (Nakamura & Csikszentmihalyi, 2009). Corresponding result where found in a study regarding team members’ flow experiences and their influence on project performance (Chu, Lee, Wu & Hsu, 2012). Results also included the importance of leader and their choice of style. By ensuring quality teamwork leaders increase the likelihood of members entering “flow”.

How does an individual enter this state of mind? How can someone acquire flow? According to Nakamura and Csikszentmihalyi (2009, p. 201) “flow is experienced when perceived challenges and skills are above the (individual) average levels; when they are below, apathy is experience. Intensity of experience increases with distance from the (individual) average levels of challenge and skill.” Figure 7 shows one representation of the current model of flow state as it’s portrayed in the book Oxford Handbook of Positive Psychology (Nakamura & Csikszentmihalyi, 2009, p. 201).

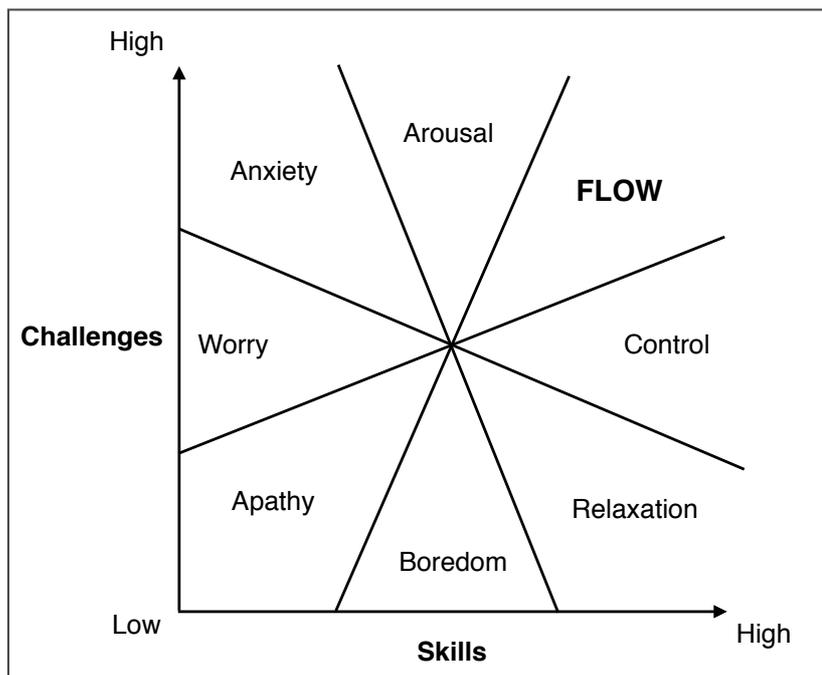


Figure 7. Representation of the flow model

The flow model in figure 7 is both practical and unpractical. What’s unpractical is how difficult it is to rate challenges and skills, since it’s very varied between individuals. Therefore it can’t be used statistically. What’s practical is that it can be used to see what needs to be done to get individuals to enter flow. If there is lack of interest, enthusiasm, or concern toward the task, the task isn’t demanding enough at the same time there’s a lack of skills. If a rather skilled individual would undertake the same task he would experience boredom and even more skilled one would experience relaxation. In that case the most skilled individual would need a much more demanding challenge to enter flow. Therefore does the flow model give a practical tool to understand if individuals rather need more or less challenging tasks to enter flow. This is one of the reasons leaders must delegate tasks accordingly and focus on each individual to make sure they’re not experiencing anxiety, boredom, worry and so on.

5 Discussion

The three elements have now been covered. This discussion will gather the things that support the hypothesis that leaders need to nurture themselves, the team as a whole and members individually to improve productivity. To do so the discussions will be divided into four. Including following topics:

- Why leaders need self-nurturing
- Why leaders must nurture teams a whole
- Why leaders need to nurture members as individuals
- What leaders need to nurture with regards to group development, and how.

5.1 Self-Nurturing

Why is self-nurture important to leaders? Interpersonal qualities, self-knowledge and adaptability that leaders need to possess makes it rather safe to conclude that they need to nurture and take care of themselves, if they're to be able to foster teams.

Leaders are no doubt an important factor when it comes to teams, so important that according to some they are the key to team success (Stacey, 2009). They're responsible for creating a certain vision and maintaining the vision until it's been achieved (Jónasson & Ingason, 2011). They do so by giving constant, but critical, encouragement and motivation towards the team (Andolsen, CRM & CMC, 2008). They simply have to foster the team, from cradle to grave. By doing this leader are taking people on a certain journey and with that follow great responsibility (Jónasson & Ingason, 2011).

There are high expectations towards leaders and they must have a lot of qualities. Leaders need to act as an example for the team as well as be inspiring with their powerful presence (IPMA, 2006). Therefore it's expected that they show their best qualities at all times. Leaders need to do so with their charm and their supposed to possess such composure that they can; act, speak and keep calm regardless of the situation (IPMA, 2006) (Andolsen, CRM & CMC, 2008). Nurturing these subjective leadership competencies isn't however enough since leaders must also possess objective leadership competencies (Jónasson & Ingason, 2011). Being a leader, and fulfilling these qualities needed to strive in that role, is no doubt challenging.

Self-knowledge is another essential leadership competence that leaders must possess (Bennis, 2009) (Wennis & Goldsmith, 2010) (Jónasson & Ingason, 2011), which is one of

the biggest reason leaders must nurture and take care of themselves. Using reflection is a very effective tool for leaders to increase their self-knowledge since it's a method or technique to acquire knowledge of oneself (Jakube, Jasiene, Taylor & Vandebussche, 2016) and a way to turn experience into learning (Boud, Keogh & Walker 1985).

A leader self-nurture doesn't only involve nurturing their own skills and knowledge but also how they approach teams and their members. They can do so by choosing certain leadership styles or with their own ways. Studies have shown that there are certain things that matter when leader approach teams, such as:

- Members' emotional labour towards the project (Liu, Liu & Zeng, 2011).
- Members' level of commitment (Tafvelin, 2013).
- Members' role-clarity (Tafvelin, 2013).
- Profession (Cunningham, Salomone & Wielgus, 2015).
- Gender (Cunningham, Salomone & Wielgus, 2015).
- Members' leadership competence (Wang, Waldman & Zhen, 2014).

Without a doubt there are more factors that could play a role in leaders suitability approaching style towards teams and its members. This means that leaders can't choose one certain way to approach all teams but they must adapt to it at each time.

When and where should leaders find time and space to take care of them? Do companies give their leaders time and opportunities for self-nurture where they can foster and reflect on their own skills? Some might offer the time and space and others not. Those that don't should consider giving their own leaders the opportunity for self-nurture. Otherwise, companies end up with leaders that aren't the best version of them, making them unqualified to bring out the best in their teams.

5.2 Nurturing the team

Why do leaders need to nurture the team as a whole? Why can't they simply focus on empowering the members individually? The first traces to the statement can be found by looking at what defines teams. Teams are a group of individuals that are connected in a way that they need each others to reach their goals and their success is dependant on how they achieve to connect and work together (Jónasson & Ingason, 2012).

By looking at the fact that a team is a certain type of a group makes it clear that there are certain characteristics involved. The bases for groups are communication that are both task-based and connection-based (Jónasson & Ingason, 2012). Task-based communications that characterise productive teams include; clarity regarding team goals,

clear communication regarding flow of information, ground-rules regarding behaviour and predetermined ways regarding decision-making (Scholes, Joiner & Streibel, 2003). When it comes to connection-based communication the biggest factor to increase productivity probability is creating an empowering atmosphere, which encourages individuals to use their skills and knowledge to the fullest (Salas, Sims & Burke, 2005). Another thing that defines all groups is cohesion, which is a force that makes the group a stronger force than the members alone (Jónasson & Ingason, 2012). Cohesion could lead to further mutual performance monitoring, which involves the team work smoothly together like a well-oiled machine (Salas, Sims & Burke, 2005).

Team cohesion can have a lot of impact on teams since cohesion increases conformity (Levi, 2015). Conformity is when individuals change their behaviour because of a real or imagined pressure from others (Aronson, 2011) and might be one of the biggest reasons leaders must take care of teams and approach them as a whole. Conformity happens because individuals supposedly live in a state of tension between their own values and the values of others (Aronson, 2011). This is very likely related to the human emotional need; belongingness, which is the human emotional need to be an accepted member of a group and a desire for interpersonal attachment (Baumeister & Leary, 1995).

The biggest reason why leaders need to foster teams as a whole might therefore be because of psychological reasons. Even though the things that define productive teams indicate that it must be done, there is something that happens within individuals when they become a part of a group. What happens is that the team becomes something bigger than the individuals forcing them, unconsciously, to change their behaviours, opinions and thoughts for the greater good, in the hopes of belonging to the group.

5.3 Nurturing the members

But, then why is it not enough for leaders to focus on nurturing teams as a whole? Why bother nurture members individually? The reason why leaders must nurture members individually is almost the same as why they must nurture teams as whole. It's because of the power of cohesion and conformity. Along side that, there certain things that characterise productive teams that leaders need to realize.

If leader is to ensure productivity he must fulfil certain things. Quality leaders must be able to ensure role clarity (Scholes, Joiner & Streibel, 2003) and delegate tasks to the most capable individuals (IPMA, 2006). Team members can't be uncertain of their role and their skills can't be poorly utilised (Andolsen, CRM & CMC, 2008). To do so it's crucial to recognise the abilities that each member individually possess (Andolsen, CRM & CMC, 2008), which can be done simply by making time for conversation and know when to

reward team members (IPMA, 2006). Delegating task to the most capable individual might increase the chances of him entering flow, which would make him operate at full capacity (Nakamura & Csikszentmihalyi, 2014).

Since teams are a collection of individuals that need each other to finish certain projects it means that they are all important for the team. Each of these individuals possesses certain characteristics behaviours and thoughts, which makes up their personality (Weinberg & Gould, 2014). Personality is formed throughout life according to Erik Erikson (1959) and it depends both on past and present life experience what kind of personality individuals possess. According to Myers & Briggs (The Myers & Briggs foundation, n.d.) individuals can have following, personality behaviour characterises; extraversion or introversion, sensing or intuition, thinking or feeling and judging or perceiving. This means that leaders might have to approach individuals differently based on their personality.

One personality trait that leaders should nurture is members' leadership competence since shared leadership among team-members can increase teams effectiveness (Wang, Waldman & Zhen, 2014). Leaders could do that the same way they're supposed to nurture their own leadership competence. They could give members space and time for self-nurturing. Leaders could then assist them on their journey to gain self-knowledge through reflection.

Things mentioned above are rather fair in the argument why leaders need to nurture the members as individuals, but they might not be the best arguments available. The best arguments why leaders need to nurture members of team are because of cohesion and conformity. Because as Elliot Aronson (2011, p. 19) defines conformity it's "a change in a person's behaviour or opinions as a result of real or imagined pressure from a person or group of people." This pressure can therefore come from one individual just like it can come from several. This isn't far from Arne Sjölund (1965) ideas about individuals' choices in groups, which were; adapting to group norms, try to change them, be different from the group or leave the group. He believed that if individuals were going to change group norms they needed too have a strong social status. Individuals with weak social status would therefore rather adapt to the group norm because of their inability to have impact on the group. This results that leaders could change everything in teams by simply changing one individual thoughts and behaviours.

Those individuals that can have strong social status within groups don't necessarily have to have good impact on it. They could always be negative and see everything as an impossible challenge. That attitude could spread out to other members and couldn't be

changed until these socially strong members would change their own attitude. Therefore the leader could focus on changing one individual that would eventually change the team in whole.

5.4 Nurturing through group development.

In the hopes of supporting the arguments and justifying the hypothesis even further the hypothesis will now be fitted to Tuckman group development theory. Making an attempt to show; how, when and why leaders should:

- Focus on the team as a whole
- Focus on the members individually

In the forming stage group-members take their first steps together (Tuckman, 1965). All individuals experience various feeling towards this journey they're about to embrace. These feelings can be positive and negative towards the group as a whole and towards individuals themselves (Jónasson & Ingason, 2012). For instance could individuals feelings towards the group be either optimism or doubts, while toward themselves they could experience proudness or anxiety. Leaders should try to create a positive atmosphere within the group, which should hopefully result that all members would feel optimistic towards the group. To do so they need to work with the group as a whole. Making individuals experience proudness rather than anxiety should however be more individualised. Members' first steps together could therefore be characterised by doubts and anxiety, or, optimism and proudness making it rather obvious what experience would benefit the team more when moving to the next stage.

Next stage is the storming stage, which is characterised by conflicting behaviours between the members of the group (Tuckman, 1965) creating a competition between members' within the group towards power and social status (Jónasson & Ingason, 2012). In this stage leader could focus on getting the team through these conflicts by working with the whole group and improving the group cohesion. Then he could empower those individuals that could have a good impact on the team later in the group development and try to give them a strong social status. By working both with the team as whole and individuals a leader could help the team move through this stage successfully towards the next stage.

Getting successfully through the storming stage should take groups to the norming stage. At that stage resistance has been overcome and communication between the members should be characterised by intimate and personal opinions (Tuckman, 1965). The members of the team "realize they are not going to drown, they stop thrashing about

and start helping each other to stay afloat” (Scholes, Joiner & Streibel, 2003, p. 6-7). The leader should keep up the momentum and foster these intimate and personal communications and what teamwork is forming by focusing on the group as a whole. Hopefully creating a stronger cohesion before going to the fourth stage.

The fourth stage is the performing stage and finally the focus is now more than ever on the task at hand (Tuckman, 1965). Now the group should've developed norms and social relations between the members (Levi, 2015). Leader could therefore focus more on the member individually trying empowering them to make them more productive. In this stage the group should finish the tasks at hands, which would take them too the last stage.

The final stage is the adjourning stage and that when the group part ways (Tuckman, 1965). This stage should be used to evaluate the group performance (Wheelan, 2005). Here leaders could bring some closure to the journey by making the group reflect on their performance as a whole and make individuals reflect on their own performance. Preparing them for future projects.

6 Conclusion

All indicates that a leader must foster and nurture all of the three elements that were introduced in the introduction chapter, which were:

- Himself as a leader: because of the impact he can have on the team and the qualities he needs to possess.
- The team as a group; because of the power of the whole.
- The members as individuals; because of their diversity.

This conclusion should first of all be useful for those that lead teams and leaders in general. By dedicating to self-nurture and by approaching teams as a whole and as individuals, efficiency and productivity should automatically promote. But what opportunities to leaders have to focus on these human factors? The responsibility lies perhaps in the hand of the companies that need to give both time and space for leaders to figure out how they should approach teams at every moment. What's suitable one time might not be suitable another time.

This conclusion should also be useful for those that work with other kinds of groups. Sometimes groups are a stronger force than the individuals, but sometimes individuals are stronger than the whole. Those that work with groups therefore need to nurture themselves in the hopes of being capable to live and to act at every different moment

Lokaorð

Að skrifa um leiðtogafærni, hópa og einstaklinga og öllu sem því fylgir, á ensku var mjög skemmtileg áskorun. Helsta markmiðið var alltaf að auka skilning minn á efninu á öðru tungumáli en íslensku og það gekk vel. Á sama tíma og það var gaman að skrifa á ensku var það oft krefjandi og stundum langaði mig einfaldlega til þess að skipta yfir á íslensku. En í dag sit ég uppi með BA-lokaverkefni á ensku sem ég er nokkuð sáttur með. Ekki geri ég mér grein fyrir því hversu gott verkefnið er á enskum skala en eins og kom fram þá er ég nokkuð sáttur. Ferðalagið hefur verið mjög lærdómsríkt.

Þegar ég byrjaði að skrifa verkefnið hugsaði ég mikið um það hvort ég væri mögulega að fara út fyrir viðfangsefni tómsunda- og félagsmálafræðinnar, þar sem ég lagði áherslu á hópa af fullorðnu fólki innan fyrirtækja. Sú hugsun breyttist hinsvegar þegar það leið á verkefnið. Ég var vissulega að skrifa um teymi á vinnustöðum en ég byggði upp verkefnið að mestu leyti á því sem hefur verið notast við í náminu. Það var mjög áhugavert að sjá hvað námsefni í tómsunda- og félagsmálafræði á heima á mörgum vettvöngum. Eftir að hafa lesið um hópa í fyrirtækjum upplifi ég að tómsunda- og félagsmálafræðingar eigi vel heima í því hlutverki að vinna með þess háttar hópum. Í raun er mín upplifun sú að tómsunda- og félagsmálafræðingar geti unnið með fólki í hvaða aðstæðum sem er svo lengi sem að áherslurnar eru á hið mannlega eðli. Hugmyndir Arne Sjölungs eru líklega það eina sem ég tók úr náminu mínu og yfirfærði á hópa eins og teymi. Flest annað virtist hafa verið notað í því samhengi eins og kenning Tuckman, hugmyndin um flæðið (e. flow) og hugmyndir Maslow um þarfir einstaklinga svo eitthvað sé nefnt. Ég tel að það væri mjög áhugavert að notast við hugmyndir Arne Sjölungs innan fyrirtækja og það væri gaman að sjá hvernig, og hvort þær ættu heima á þeim vettvangi. Er hægt að kortleggja hópinn með *sociogram* og skiptir félagsleg staða svona miklu máli hjá fullorðnu fagfólki?

Áhugavert er að skoða þá fræðimenn og kenningar sem stuðst er við í þessu verkefni en mikill hluti þeirra er hugmyndasmíði karlanna. Ég tel það vera vegna aldurs þeirra en fyrir á tíð virðist sem karlar hafi verið meira í því að skrifa um leiðtogafærni, hópa og einstaklinga. En gaman er að sjá að nýrri heimildir innihalda fleiri konur. Til dæmis má sjá þróun í kenningu Tuckman með hjálp kvenna. Mikið af upprunnalegum kenningum eru því ef til vill byggðar á körlum en svo virðist sem konur séu að koma sterkar inn með því að gagnrýna og betrumbæta þær kenningar.

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Annex 1: Leadership styles

The sixteen leadership styles listed below can be found in Jónasson and Ingason (2011) book. This is a brief explanation for these various styles just to give a slight insight into the diversity of leadership styles:

Laissez-faire: This kind of leadership style is good when the members of the team are experienced and have good control of what's going on. This style involves giving the team freedom to do things as they please. The leader tries to lay low and only helps when necessary.

Managerial leader: Biggest focus is on management. Creating policy, scheduling, project management et cetera. Its an objective leadership style were objective leadership competence gets to shine.

Bureaucratic leader: Institutions such as governments, university and hospitals rely on this kind of leadership style. Law and order is the main focus along with transparency. This is done to minimize the chances of corruption. That insures equal access for everyone.

Charismatic leader: Subjective leadership competence is crucial if this leadership style is to be chosen. It relies only on charisma and charisma alone. This style can be very affective and shown good result. However it can quickly fall apart since it relays so greatly on personal trust and nothing else. This style works best for leaders that have experience with those they work with.

Autocratic leader: The first impression regarding this style might be that its over controlling and threatening. It doesn't necessarily fall under most of the adequate leadership behaviors since it involves taking full control of the situation. With that follows not taking value of the teams opinions so easily. Taking this style too literally can create tension and create distance between the team and the leader. However this style can be affective in desperate times and in emergency situations when actions must be taken quickly.

Transaction leader: "if you scratch my back I'll scratch yours" is a simple explanation for this style. It involves rewarding team members for job well done

as well as punishing them for poorly one. It can be a dangerous game to play because the team members might be unmotivated to follow the leaders commands if they don't feel like there is anything in it for them. This style therefore only works when the members of the team can benefit from the project in one-way or another.

Support leader: Encouraging and fair style where the leader shares power and reasonability. He tries to bring out the best in his team by giving them a chance to go new and informal ways to achieve their goals. Its important for the leader to trust his instinct and use it to guide the team forward.

Participatory leader: We as a team is the way the leader thinks. He is a apart off the team and works with its members instead of controlling them from the sideline. He gives equal access to decision making regarding all team members. This style works well with teams that are enthusiastic and qualified for the job. It works only if the team trusts the leader.

Consultative leader: This style is all about keeping all members of the team involved in the decision making, no matter what. He keeps communicating with the team until there is an mutual agreement between everyone even though he knows that the final saying is his. This can be challenging when there is much at-stake and big decisions are to be made. On top of that it doesn't help how time-consuming this work-method is. Combining big decision and little time, this style isn't likely to deliver. Despite that this style is not all bad new. Giving team-members responsibility can bring out more in them and make the team more effective.

Service leader: This leadership style keeps the customers at highest value and motivates the team accordingly. That involves motivating the team so the members feel they matter and are doing something that matters for those costumers.

Servant leader: The leader is the team servant and does what he can to please it. Instead of being the one telling others what to do he spreads the reasonability. Doing so can be time-consuming however the upside is that it can bring out more from the members of the team. Similar to the *consultative leadership style*.

Democratic leader: This style isn't far different from the one above. Its build upon

giving power to the people. The members of the team take the final decision with democratic ways. Which can have the result of the team being more open for changes that can occur.

Transformation leader: As the name suggests this style is all about transformation. When things aren't going well enough, or just simply going bad, this style can come in handy. Focus is on creating a vision, the need and the motivation for it and at last maintaining the vision until it has been achieved. To do so the leader must become fully aware what the situation is and what it is that needs to be changed. When he has done so he must know when to take a step back, out of the situation, and give the team its space to flourish.

Cultural leader: Is awake and well aware of the cultural norms within the team and focuses on changing those if necessary. By being a role model and constantly developing his own skills can be one way to do so.

Environment leader: In this case the objective leadership competences are vital. This leadership style uses the environment to drive the team forward by shaping the environment to the teams needs.

Transparent leadership: To assimilate this style a leader must perform introspection to get his followers to support him. He does so with straightforward and open communication where there is nothing to hide. The only way to become this kind of a leader is having a great deal of self-knowledge.