COSIDERATIONS REGARDING THE COMPATIBILITY BETWEEN LEADERSHIP AND TEAMWORK SKILLS

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Abstract
The team leader is the author of vision, mentor, guide, motivator, source of encouragement and supportive team. The leader helps team members to focus on the big picture of the project, to give the best of them, to follow the right path and stay united. Leader qualities must necessarily include its ability to work together, to be folded on the processes that describe functional and structural developments in embedded team.
The issue of the leader development includes the necessity to concurrently form the skills of tem working. The working paper underlines that these two formative desiderate are compatible, correlative and complementary. So, in the study that we undertake we proposed to determine the degree of compatibility between the two demands of education, as follows: the training of leader capable to exercise also the specific activities of teamwork

Key words: *abilities, leadership, management potential scale, performance, teamwork.*

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I. INTRODUCTION

The issue of the leader development includes the necessity to concurrently form the skills of tem working. The working paper underlines that these two formative desiderate are compatible, correlative and complementary.

Studies have failed to move beyond the simplistic approaches of the early theories of personality traits; they found that there are certain characteristics that require systematic, and distinguished the leaders by the non-leaders. Most leaders have good skill sets in the following areas: personnel (motivation to succeed, self-confidence, dynamism and personal efficacy), social (ability to influence political discernment, empathy), cognitive (conceptual thinking) and some important skills effectiveness of the leader, closely linked to personality traits: impetuosity, sociability, sensitivity, agreeability, conscientiousness, analytical intelligence, emotional intelligence (Nicolescu, 2004). Looking at different models of leadership we see that in this increasingly globalize world, begin to crystallize several converging trends that the leaders would be useful: charisma, aptitude for teamwork, openness to change, interest in life public, etc. (Brannick and all, 2006)

There are a number of theories (among these are: major human theory, the theory of specific driver characteristics, driving styles theory, situational theory, etc.) that emphasizes what qualities should an effective leader, which are native and which are acquired, which can be formed or not. It requires more than the view that what matters most is the selection process itself (Kets de Vries, 2003). When choosing careers, for the most part, the training leader has already taken place, in large part, his personality is crystallized. Therefore an organization that is looking for people with "high potential" (often referred to as future leaders) would do well to begin by choosing the right people, not their training to go directly to the appropriate people (Zlate, 2004).

Even if the most good indicator of lead capacity (and the most prediction, in the same time, regarding the potential to lead) was the list of candidates' results and achievements – what is called „track record", when it taking about a long process, for training the leaders, became useful the studies realized by applying tests to assess their potential (Hackman, 2002).

Research in industry field (Lawler and all, 1992) show that firms actively using teamwork, obtained an increase of individual and organizational effectiveness of, the values beeing above average and involving, on the one side, management level: organizational processes and procedures improved by 75%, improved by 60% deployment of technologies, more efficient decision-making by 69%, and on the other hand, significant increases at the individual level in terms of products and services' quality (70%), quality of work (63%), labor productivity

(61%), satifacţia at work (66%), the impact regarding the involvement in teams beeing therefore positive both for employee and organization.

Teamwork has many advantages: first and most obvious are those related to positive emotional climate that is supposed to represent the team. Team members get to know each other very well, working to overcome the current difficulties. In addition, the diversity and variety of solutions offered increases, at least arithmetic, with each member.

Teamwork can be highly motivating because each project brings experience of contact with others and the joy to receive their support. If these connections come to be strong, the emotional comfort can replace and compensate, sometimes, other shortcomings, including payroll.

However, a variety of factors can affect team performance (Whetten & Cameron, 2005). The teams are not only efficient in that it exists. Just because a group of talented people are put to work together in a team, does not mean that it will get the default and great performance. Unfortunately, too often corporate managers read success stories and ask their companies to adopt and implement rapidly teams. But the team does not always work; they may even be the wrong solution to the problem faced at that time for management's organization. They (Whetten, D., K. Cameron, 2005) believe that the team's performance can be marked positive when team members play certain roles that facilitate tasks and group cohesion. In their view, work teams face two major challenges, namely: realization of the task that has been entrusted, building unity and collaboration among team members. From this perspective, there are two major types of roles that encourage team performance: roles of facilitation tasks and roles of building relationships (Abrudan, 2007). It is difficult for team members equally emphasize both roles, most people tend to be more focused on an area so some focus more on tasks while others tend to focus on relationships.

The leader is the engine of the team. There can be no team without a common goal, and one that provides this common goal is the leader. All plans and projects begin with a vision. Without an inspiring vision cannot take action to achieve goals. It requires a model that provides inspiration and motivation. From the perspective of becoming, a leader is a special way of being, ways that can be learn into cumulative way. It's a kind of being which is acquired every day through the description exercise of the objective reality that must be corrected through specific measures and actions in view to generate performance (Dudă-Dăianu, 2009).

The team leader is the author of vision, mentor, guide, motivator, source of encouragement and supportive team. The leader helps team members to focus on the big picture of the project, to give the best of them, to follow the right path and stay united. Leader qualities must necessarily include its ability to work together, to be folded on the processes that describe functional and structural developments in embedded team. It is a truism that an individual will never be able to lead if, perhaps, was never be lead wasn't taught to follow the others (West, 2005).

II.   METHODOLOGY OF THE RESEARCH

For checking the hypothesis were following few steps: determining leadership potential, identify characteristics of team behavior, interpretation of results.

A). To determine the potential leader we used California Psychological Inventory (CPI), designed and tested by Harrison G. Gough, one of the most popular tools for investigating personality. Although it was assured the full recovery of the facilities offered by the CPI, in this context emphasize the Managerial Potential Scale (Mp) whose relevance is highlighted by the following interpretation:

• High Scores: indicates individuals who make a good impression and are reliable, fluent in speech, social efficiency, emotionally stable, mature, clear thinking, realistic, optimistic, responsible, capable, well organized and ambitious, are oriented towards objectives, have initiatives and make valuable predictions are an effective leader and able to get cooperation from others, know how to complete activities, offer advice and have a great potential intellectual and cognitive;

• Low scores: individuals are characterized as lacking self-confidence, socially awkward, which made many mistakes in expression, are emotionally unstable, moody, cantankerous and anxiety, tend to be dissatisfied, rebellious, defensive, immature, apathetic, irresponsible , careless and inconsistent in pursuing long-term objectives, tend to behave as confined in a rut and became anxious to change and retreating in the face of adverse conditions.

B). To identify the characteristics of team behavior we used:

a) an questionnaire comprising 28 items, developed to ensure identification of the following seven dimensions: assertiveness (I1 – I5), mission analysis (I6 – I9), communication (I10 – I14), decision (I15 – I17), adaptability (I18 – I20), situational awareness (I21 – I23) leadership (I24 – I28).

b) an interview guide focused on the following dimensions: organizational capacity, accountability in decision-making capacity and competence in communication, ability to adapt to changes and self-evaluation capacity.

III. **RESULTS OF THE RESEARCH**

Interpretation of data and correlations made between the results obtained lead us to validate the hypothesis formulated at the beginning of the study: the high level of leadership potential is compatible with the requirement of teamwork skills training. Compatibility of the two goals is a requirement of doctrinal nature, to which are devoted significant resources of time.
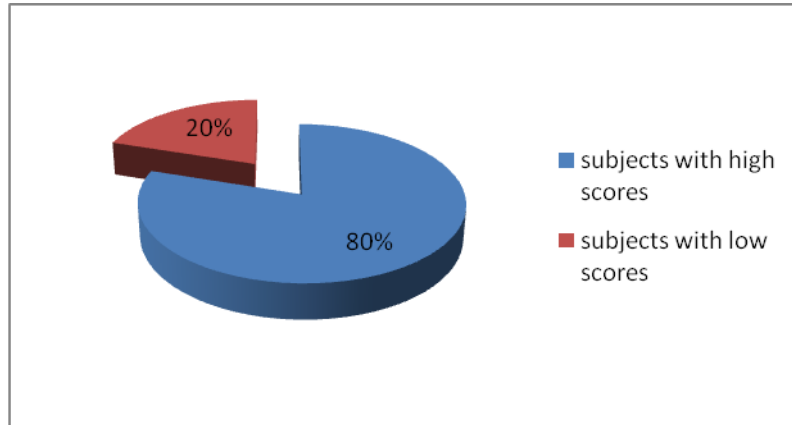
Figure 1 – Statistical analysis of the results on the scale of "Management Potential"

Statistical analysis of the results on the scale of "Management Potential" (Figure 1) reveals the follows:

- 80% of the subjects under investigation are high scores, which indicates that they have a great intellectual and cognitive potential and make a good impression, being reliable, fluent in speech, social efficiency, emotionally stable, mature, clear thinking, realistic, optimistic, responsible, well organized and ambitious.

- This percent of 80% of the subjects also are focused on achieving goals and values, have initiative and predictions, are valuable and effective leaders, are able to get cooperation from others to complete activities and to advise other team members.

- Subjects with low scores are persons who lack self-confidence, with many errors of expression, emotionally unstable, moody, peevish and anxious. These individuals tend to be dissatisfied, rebellious, defensive, immature, apathetic, irresponsible, and inconsistent in pursuing long-term objectives. In terms of reaction to change, it is worth noting that become anxious or insecure, tend to retreat in the face of adverse situations problematic. Some personality characteristics of the latter can be reconstructed by the institutionalized socialization achieved.

Analysis of scores on each investigated dimension show an distribution over average of the possibilities for their subjects to join the work team (Table 1).

- **Table 1. Analysis of scores on each subjects and investigated dimension**

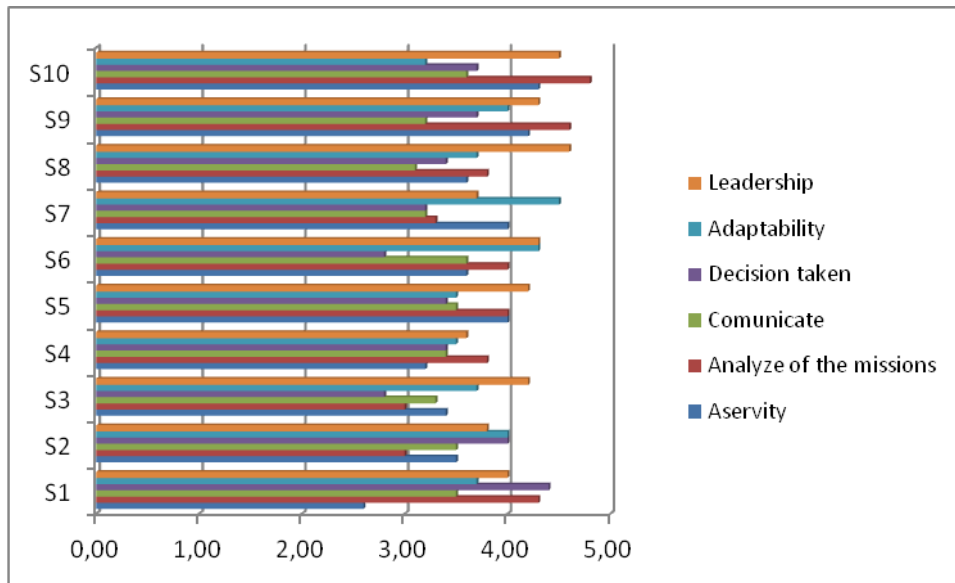| Dimensions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Aservity	2.6	3,5	3.4	3.2	4.0	3.6	4.0	3.6	4.2	4.3
Analyze of the missions	4.3	3	3.0	3.8	4.0	4.0	3.3	3.8	4.6	4.8
Comunicate	3.5	3.5	3.3	3.4	3.5	3.6	3.2	3.1	3.2	3.6
Decision taken	4.4	4.0	2.8	3,4	3.4	2.8	3.2	3.4	3.7	3.7
Adaptability	3.7	4.0	3.7	3.5	3.5	4.3	4.5	3.7	4.0	3.2
Leadership	4.0	3.8	4.2	3.6	4.2	4.3	3.7	4.6	4.3	4.5

Figure 2 – Analysis of scores on each subjects and investigated dimension

Correlating the results obtained on these scales with sex of subjects, it was concluded that both boys and girls demonstrate qualities and skills that enable them to perform with the same effective leadership in the teams they belong.

IV.   CONCLUSIONS AND PROPOSALS

Theme undertaken by the issues the paper has, as follows from the theory and institutional practice, a particular importance, given the immediate implications in the functioning of social organizations, regardless of the social field in which they exists. From the theoretical point of view every social entity concerned, leader and team, has seized and shaped enough issues, despite their concerns to clarify ubiquitous. The separate approach can identify useful and relevant issues, but really efficient solutions can only come from a comprehensive approach to social reality.

The team is a complex social organization that characterizes the mechanism of processes reveal sometimes contradictory, always complicated. The purpose of the formation, operation and support team and state management cohesion or conflict within the team, represents aspects which under investigation process became challenges. Clearly the issue of leadership, leadership by practicing it has no way to not attract interest, because on the one hand it has a direct impact on team performance and, on the other hand, is still coveted goal of the first stages of its social becoming.

Customizations on various issues are useful and necessary situational contexts, from both theoretical perspective and experimental perspective.

Interpretation of data and correlations made between the results obtained lead us to validate the hypothesis formulated at the beginning of the study: the high level of leadership potential is compatible with the requirement of teamwork skills training. Compatibility of the two goals is a requirement of doctrinal nature, to which are devoted significant resources of time.

Theme issues undertaken in the paper has, as follows from the theory and institutional practice, a particular importance, given the immediate implications in the functioning of social organizations. From the theoretical point of view, every social entity concerned, team and leader, present no enough seized and shaped issues, despite their concerns to clarify them. The separate approach allows identifying the useful and relevant issues, but the really efficient solutions can come only from a comprehensive approach to social reality.

It should be noted that not all people exhibit these personality characteristics that facilitate their formation as leaders and their optimal integration in teams. It follows that for a governor is very important to know his subordinates so that, since the design of network statuses and roles specialization specific team, to ensure the interpersonal compatibility that enhances the cohesion and synergy of the team (Dudă-Dăianu, 2007).

A team leader will have the following roles:

•Will do so as goals, objectives and approaches are relevant for all. Teams must enter their own goals, objectives and approaches. Although a leader, team member will have their own contribution to this process, in virtue of their positions, other members expect that person to have an overview, a broader perspective that will help the team to define, clarify and commitment to determine the set. A leader should not be afraid to lead by

example, but at the same time, we must not forget any time mission: to provide an objective of team work and help to develop.

•Determine commitment and build trust. As leaders will need to determine the commitment and build confidence, both at the individual and the whole team. Effective team leaders will be very attentive to the personal skills of team members; their goal is to have people who have very good technical quality, functional, problem solving, decision making, interpersonal and team interaction. To get there you have to constantly encourage the team to assume the risks necessary in any development process. You can cause the development by changing tasks or roles within the team. "Get them out" of your comfort zone and urged them to learn new and new things. As long as we are in comfortable stance learning, personal development is not possible because we adhere to the happy situation. If out of this area then we will have to accumulate additional knowledge that will help us to cope with new situations in which we will certainly be made. But neither should be exaggerated to reach where we are overwhelmed by the tasks undertaken. "Calibration" should therefore be made carefully.

• Will manage relationships with others. Both inside and outside the team expects to be leaders who manage most of the contacts and relationships with other organizations / institutions, individuals, etc (Seitel, 2013). It will have, therefore, to be able to effectively communicate goals, objectives and approaches team and will have to have the courage to act on behalf of the team when there are obstacles in its path.

• Creates opportunities for others. Another challenge for a leader is that he will have to find ways in which team members can refine may assume new positions within the team, etc. The leader is not the only one who has the right to benefit from best arising opportunities; they should be directed to other team members for the leader to fulfill one of the main tasks: developing team.

• Creates a vision. Vision is one important aspect that can make a team to be successful. Any team will disappear sooner or later if there is a vision. Why is there that team? Why does what it does? Motivation is essential for any man who takes something. The only way to reach success is to propose an end and then work to get there (Abrudan, 2006).

The roles of facilitation tasks are those that help the team to work more effectively in achieving its objectives or goals to achieve desired results. These roles are important when the team departs her pregnancy when there is pressure when the charge is complex or ambiguous and it is unclear what to do, or when the team it difficult to carry out their duties. In most performance teams, there are members who play these roles to facilitate tasks.

High performance teams are characterized also by a strong cohesion and interpersonal and close cooperation among team members. This cohesion, interdependence generates a positive impact on team members. Roles of building relationships focus on interpersonal aspects of the team, foster a positive organizational climate, stress-free, is oriented towards helping team members to feel comfortable with each other, to work together. These roles are especially important in situations where there is power, there is disagreement or team members do not contribute to team performance.

With these roles to build relationships, group chemistry is much improved as a team and this is because the roles of building relationships are not designed to distract attention from the tasks to be done, but helps the team to work more effectively together. In a team there is a certain magnetism and positive energy. Through relationship building roles, team members tend to assume more responsibility, to collaborate better and try to find more consensual results. Because at some point, some roles become more dominant than the other teams becoming one-dimensional, team performance level may be flawed teams not recording any notable results. To eliminate this shortcoming should be a balance between the two types of roles: task-oriented roles and relationship building.

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