LEADERSHIP UNDER PRESSURE

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| Introduction

Ability to work as a team is vital for performance, and leadership is an essential factor in team effectiveness (Belbin 2010). In an organization, a team is given various responsibilities and as a result, its dynamics often change significantly. It is realized when a team has to operate under pressure to meet deadlines or get solutions (Yammarino, Mumford, Connelly & Dionne 2010). It is vital for a team leader to recognize pressure and find ways of making a team deliver the intended results. A team leader has the responsibility of identifying when his or her team is acting under pressure. Leaders should identify warning signs that members are either stressed or working under pressure (Klein, Ziegert, Knight & Xiao 2006). Team performance can increase with the input of proper leadership. Numerous factors lead to the increased pressure in teams. There are many instances when people crumble under pressure, or they may not offer the best results. Therefore, understanding team leadership is vital. The differences among the team members makes it necessary to identify the different responses to pressure since the way they reaction has a massive impact on the team's performance. Furthermore, it is necessary to identify the approaches taken by team leaders, as they deal with pressure among employees. Identification of approaches used by team leaders in pressurized situations will add to the available literature. It will also assist other team leaders in recognizing techniques used by other leaders successfully. Understanding such approaches will assist the leaders in providing solutions that will assist them in such situations. In addition, by recognizing the issues they face, they will be prepared to handle them.

PROBLEM DEFINITION

Pressure is a common problem among team members. Their ability to handle it affects their performance and ultimately the success or failure of the team to achieve its objectives. The leaders of such teams have a role to play in the way that their team members react to pressure. Therefore, the current problem related to the approaches that team leaders take in order to make sure that their team does not crumble under pressure.

QUESTION

How do leaders lead in pressurized situations and what effects does it have on team members?

OBJECTIVES

1. To conduct critical review of literature on team work and leadership;

2. To gather and analyze information on leadership skills and practices that motivate team members in pressurized situations to:

   a. Work together

   b. Motivate team members to take responsibility and leadership

3. Recommendations to leaders on how to act to get better results from your team.

| Literature Review

TEAMWORK

The term "team" denotes two or more individuals who focus on the achievement of a mutual goal or objective. Individuals who make up a team are people who, to a given extent, have common goals, and share a social identity (Klein, Ziegert, Knight, & Xiao 2006). They depend on one another to complete tasks properly and realize goals as well as take up diverse roles in a team. They are embedded in a large societal or institutional context, which influences them (Reynolds 2012). Team members take up different roles to ensure that different duties are undertaken concurrently. Teams have to utilize elaborate communication and coordination systems to foster competitiveness and offer competitive advantage (Buchanan & Huczynski 2010). In recent past, there has been increased use of teamwork in organizations, to improve performance outcomes. Teams assist in the reduction of costs and improvement of productivity and quality. Team members also get psychological benefits, including intrinsic motivation and self-belief (Meyer 2011).

Sanchez and Yorrebaso (2009) discuss teamwork and state that among the key elements of a team is the empowerment that they receive from their organization. They get empowered to attain organizational goals and conform to goals of business units in which they operate. They are accorded relevant skills, knowledge, resources, power, and information to conduct their activities in a manner that will make a difference (Sanchez & Yorrebaso 2009). Stare (2012) has a focus on performance in team definition. As teams have a mutual purpose, performance is integrated into purpose, and every member of a team is held mutually accountable.

Stare (2012) also stresses that a team should have a small number of individuals who possess complimentary skills, and have a direct interaction. It assists in differentiating teams from work groups. In work groups, members conduct similar tasks as groups, but coordination and integration is not necessary.

Ocvirk and Trunk (2009) focus on a group as a more inclusive term than a team. Although there are differences, the terms are often interchanged. Teams are used in organizations in numerous ways. However, a team has a purpose that it aims to accomplish, and it is a part of the organizational strategic goal. The purpose behind the creation of a team relates to the challenges associated with its design and management. In organization, teams can be formal and part of the organizational chart or they can be informal structures made up of individuals from different formal structures in the organization (Manz, Pearce & Sims 2009). Maginn (2003) discusses various aspects of making efficient teams. Teams have numerous challenges that lead to increased pressure and stress among team members. Since most teams have representatives from different fields of expertise, it is vital to ensure they coordinate. At times, some members may feel as though they are superior to others. It leads to pressure and stress in a team, which has adverse effects on performance and output (Maginn 2003).

LEADERSHIP

Team leadership is the ability to synchronize and control the actions of individuals in a group, make assessment, and improve skills, competency and knowledge (Edmondson 2003). It is an indispensable determiner of its

performance. It is becoming a requirement for groups to operate in multifaceted situations where leadership and performance are interrelated (Day, Gronn & Salas 2004). In addition, relationship between a team's performance and its leadership impacts on its evolution and future. Therefore, team leadership is a team input that affects mediating variables and results in productivity, which impacts future inputs. Morgeson, Derue and Karam (2010) focus on the importance of team leadership in relation to the satisfaction of team needs with the ultimate goal of fostering its effectiveness. Leadership has to motivate team members, and ensure that the atmosphere is positive (Morgeson, Derue & Karam 2010). Schaffer, Lei and Reyes (2008) make an integration of frameworks to develop a framework, which relates to the leadership and dynamics in teams. The model is similar to the one developed by Zaccaro, Heinen and Shuffler (2009), the influence of efficient leadership depends on fostering integration, connection, and coherence within a team. The leadership develops conditions, which permits team members to collaborate.

The effect of leadership on the efficiency and performance of a team is expedited by its effects on the relationships of a team. Williams (2014) reviews the leadership theory in four approaches, which include trait, behavioral, contingency, and situational approaches. It assists in the identification of the kinds of leaders that are likely to be successful and the factors that control the effectiveness of leadership. Team leadership also emanates from various bases, and there are structures of team leadership (Morgeson, Derue & Karam 2010). Team leadership exists in two scopes. First, there is formal, which relates to the official leadership of a team, and casual leadership. Second, there is locus, which entails a

leader's post, internally or externally from a team. The behavior, actions and mind set of a leader are essential to a team's performance. Effective leadership involves promotion of team erudition, alteration, and team leaders. It is also necessary to comprehend how traditional leaders, such as transformational leaders, operate in a team context. Team leaders engage in various activities to ensure effectiveness among team members (Sims, Lazzara, Salas, & Burke 2009).

APPROACHES OF LEADERSHIP IN TEAMS

A leader is a person who influences the associates. As specified by Prabhakar (2008), there are five vital responsibilities of a team leader. A leader needs to be an initiator, model, negotiator, listener, and coach. As earlier indicated, Williams (2014) focuses on leadership in various aspects. The trait approach of leadership is founded on the conviction that good leaders possess the given characteristics. The focus is on the traits of operative leaders. They are deemed to possess qualities, such as rectitude, self-confidence, flexibility, ingenuity, and astuteness (Williams 2014). The behavioral approach assumes that successful leaders behave in a similar manner. It is possible to change the behavior of an individual. Hence, behavioral approach focuses on leader training. The behavior of a leader focuses on the jobs and responsibilities, or people and interpersonal relationships (Williams 2014). The contingency perspective combines situational and behavioral characteristics. It determines the situational variables that favor the effectiveness of leadership. It has been identified that being a team member has a role in the determination of individuals' confidence, and fosters motivation (Meyer 2011).

When a team works under pressure, the leadership should handle the situation carefully to avoid failure. Mathieu et al. (2008) recommends that team leaders should undertake various roles when their team is under pressure. It is essential for a team to see a leader acting calm when there is pressure. They imitate their leader. A leader should know team members so as to understand their abilities and skills (Mathieu et al. 2008). It permits the leader to have realistic prospects and targets from a team. It also enables employees to be guided appropriately in relation to the completion of a team. Regular feedback relating to performance assists members to understand their requirements. Therefore, they perform optimally to avoid failure to meet the deadlines (Ocvirk & Trunk 2009). It is vital for a team leader to ensure that there is cohesion among team members. It reduces anxiety and fosters unity to avoid unnecessary competition.

The approach, taken to complete the tasks, should support teamwork. As a preliminary step, prior to having stressful situations, team members should be trained in simulated stress and pressurized situations. It prepares them for the actual pressurized conditions. Therefore, team leaders should ensure that their members are ready to operate in such situations (Ocvirk & Trunk 2009). Morgeson, DeRue and Karam (2010) reflect on the effective of leaders under pressure. They should not panic and should express confidence, so as to improve the confidence of a team. Positive response from a leader influences positivity among employees. It binds a team to ensure that they do not submit into the pressure. Such leaders can also use pressure effectively, so as to challenge the associates to their limit. When a leader enables employees to understand how to act under pressure, they make their best

contribution (Morgeson, DeRue & Karam 2010).

MOTIVATION

Guay, Chanal, Ratelle, Marsh, Larose, and Boivin (2010) define motivation as the reasons underlying the behaviors of individuals. The word *motivation* is derived from the Latin word *motere*, which literally means "to move." The word was developed in ancient times as people sought to understand how they would move towards the achievement of desired goals. The word *motivation* implies that a person is moving themselves and others towards desired goals in order to fulfil the needs of self, team or organization, which makes it a primary concern among the leaders. Hence, a member of a team has motivation to accomplish a given task when they feel the desire to move towards the desired direction. They also have the energy and persistence for the undertaking. Aguinis, Joo & Gottfredson (2013) states that motivation emanates from numerous sources and it is a powerful determiner of team success. In an organization, motivation assists in the sharing of knowledge and understanding through an intra-organizational social media platform, which can assist the organization in the achievement of its goals and objectives (Vuori & Okkonen 2012).

Motivation has varied angles as it can come from within a person or externally. Internal motivation is the desire that a person has in doing something because they truly want to do so, and they enjoy and understand the value of doing it. External motivation is defined as the desire to achieve or do something not because a person necessarily enjoys doing it, but mainly because doing so produces results (Murray

2011). Murray (2011) also states that it is possible for a person's motivation to involve a combination of both internal and external factors. Four dimensions of motivation include competence, autonomy, interest and relatedness. Competence entails the individual having the capability to undertake the outlined roles. Autonomy involves having control of over their actions and interest involves seeing value in the actions that one does. Relatedness entails what others think about the actions of an individual. In essence, a person may get rewards from their actions and it can be a source of motivation.

TEAM EFFECTIVENESS

The composition of people that formulate independent team identity requires organization in order to meet the desired outcome within the allocated time, and using the available resources. It has an essential responsibility for speeding up organizational or team development and it has a net impact of satisfaction on all the constituents in the process of collecting and transforming inputs into outputs in an efficient way. The effectiveness of a team is described through different models, which involve diverse approaches to the descriptions. The goal model measures effectiveness in terms of the extent to which the team attains the objectives. The legitimacy model regards team effectiveness in relation to a background evaluation of the different components for the performance and natural limits on the performance from an exterior setting viewpoint (Salas, Goodwin, & Burke 2009). There is also the constituency model that considers the effectiveness of teams as the set of various statements where each of them reflects on the evaluative criteria that is applied on different elements, which are involved in the team

under evaluation. It places an emphasis on the means criteria. The sources resource model defines team effectiveness in terms of the team's bargaining situation, as seen it its ability in either absolute or relative terms to make environmental exploitations for the acquisition of scarce and highly valued and needed resources, and its ability to use them (Salas, Goodwin, & Burke 2009).

In numerous circles, there is a continuous debate regarding whether leaders learn and develop, or they are born. Making a reflection on the discussions of the motivation by different parities, it is seen that human beings have numerous diversities and are made up of different traits (Salas, Goodwin, & Burke 2009). Through motivation, they are able to inherit and acquire these influences from others and even the environment (Lussier 2013). Teams are diverse in that they may be formed by a few members, or a large number of employees in a multinational organization. In addition, the roles, responsibilities and motivations of these teams vary and so do the operational methods of their leaders. In organizations, the policies undertaken by effective leaders should include incentives for the team and making sure that the expected results are achieved. A motivated team member is one who feels the urge to meet the convinced goals and objectives; thus, he or she directs their efforts in the right direction. It is vital for the leader to use persuasive motivational tactics on the team members as it formulates a team to success. The team members seek to improve the work of their leader in situations where they support the leader's approach (Kamalian, Yaghoubi & Moloudi 2010). The leaders have numerous challenges and among them include making sure that the team is able to achieve the goals even when working under strenuous conditions. Such achievements

can only take place once the team members are motivated.

TEAM MOTIVATION

The success of any team is dependent on the drive of the team members in terms of their commitment, efforts, engagement, persistence and practice. Consequently, it is of utmost significance to understand the role of the leaders of teams on the motivation of its members as it is one of their crucial roles and responsibilities (Lussier 2013). Leadership starts with the first effort to make sure that the team members possess the required skills to meet the goals of the team. The leader has to ensure that new members of the team are well trained and continue learning while a member of the team. The process gets cultivated by the leader by motivating new team members and it highlights the essentiality of the leaders in a team. The most powerful factor in motivating team members or employees concerns their relationship with the leaders. When the relationship is good, it promotes the creation of a positive, respectful and professional attitude and the team members will have a high likelihood of adopting similar approaches with other team members and enjoy being part of the team (Lussier 2013). It is clear that the approaches taken by the team leader determines the level of incentive, morale and job satisfaction of the team members. However, the connection between leadership style applied and the motivation level is debatable in different industries and teams.

FACTORS THAT IMPACT TEAM MOTIVATION

Everyone who participates on a team expects to receive some form of

benefit from it. In most instances, monetary gains are highly valued as motivators in teams and organizations. In fact, it is more influential than any other well established source of motivation for employees and team members. However, the leadership approach is also seen as a vital source of motivation or lack thereof in any team. It is also the leader's role to seek the best approach towards the motivation of the team. Monetary compensation has the ability to entice, maintain and motivate team members towards the improvement and attainment of high performance (Kamalian, Yaghoubi & Moloudi 2010). The management of rewards contributes to the effectiveness of teams as it stimulates the behavior of the members. The leaders have to determine which structure to use when rewarding and remunerating team members depending on their roles and responsibilities as well as performance. Team leadership means getting everything done in the most effective way. In order to succeed, a leader requires the team members to follow his or her directives, and the leaders have to earn their employees' trust. In order to achieve this, the team members need to be motivated. There are theories that propose that the leaders and followers are able to elevate each other on ethics and motivation (Rukhmani, Ramesh & Jayakrishnan 2010). Team motivation is a reflection of the leader's behavior. It comes from the desire to do the right thing for the employees as individuals and as a team, and it is a dynamic procedure.

The empowerment of team members creates a sense of pride and belonging. It is a win-win situation as the team or organization attains its goals and the team members achieve personal improvement. Empowered members of a team focus on their responsibilities and work life with extra importance and it leads to consistency in the progress and

coordination as well as work procedures. In addition, they complete their responsibilities and choose benefits of the teams to theirs (Yazdani, Yaghoubi & Giri 2011). Trust is the perception of an individual about others and the choice to act based on the actions of others. If an organization want succeed, trust must be cultivated and preserved. It has the capability to make intrapersonal and interpersonal impacts and influences the relationships within and outside the team operations. Regardless of a team's automation, the productivity of its members depends on their effectiveness and motivation levels. Among the different effective approaches is through leaders providing feedback and offering advice by communicating with their team. Therefore, the ability of a leader to interact with the team has a significant impact on team motivation and effectiveness.

TEAM LEADERSHIP THROUGH FEAR

The leader has the major responsibility to motivate his or her team and at times, they use all available approaches to make sure that the right results are achieved. In doing so, some leaders will instil fear in the team members, who will in turn make sure that they meet the demands of their roles (Snyder 2013). Fear is a well-recognized emotional state, but it is also unwelcome and it is caused by the threat of danger and, as a result, it is seen as an obstacle to success (Snyder 2013). However, it is important to acknowledge it as a life-saving force because in many instances, the fear of failure motivates some people to achieve the intended results (Lockyer & McCabe 2011). It is seen as a tactic to survival as applied by many leaders and the courage to get over the fear creates motivation. It is difficult to define fear as two individuals in similar situations experience or

react differently. However, the word fear is can be traced to the old English word "faer" meaning "sudden danger or calamity" (Lockyer & McCabe 2011). Unlike a phobia, which is irrational, it is recognized as a normal response to threat, which may be active or imaginary (Ghaemi 2011).

However, the extent to which fear can motivate team members is a point that can be argued. It is true that when a leader instils fear in the team members, they will most likely force themselves into accomplishing the results. Nevertheless, it may not be a lasting or sustainable approach for motivating the team. As highlighted by Meyer (2011), motivation can be either internal or external, and internal motivation is the more sustainable of the two. When individuals are motivated through fear, it can get to a point where they succumb to it and opt out. This is seen when team members defy the instructions of their leaders and decide to use other means of operation in addition to quitting. When such scenarios occur, the team is affected as it has to be restructured in order to meet the demands and objectives that have been set. In the leadership context, the management of fear is a challenging affair. However, effectiveness in leadership entails learned behavior and experience, and much of what individuals fear while in a team or an organization is learned (Lockyer & McCabe 2011).

It is only after team members challenge the fears that they are able to diminish them. There is also a key relationship between failure and trust, which indicates that individuals have to develop trust in order to fight the fear. As a result, leaders use fear as the only way of motivating the team (Lockyer & McCabe 2011). In sports, when the coach uses fear to motivate

the team, it is often as a result of their past experiences. For instance, if a coach grew up under the leadership of fear-instilling coaches, they may also use similar tactics on their teams. However, even though to some extent fear works as a motivator, the people who get motivated through fear often become resentful of the leader and also get discouraged easily (Stewart, Dylan, Anthony, Dana, & Thomas 2014). In teams where fear is used as a motivating element, the individual team members tend to absolve themselves from responsibility in order to avoid making mistakes (Stewart et al. 2014).

TEAM LEADERSHIP THROUGH COMMON GOALS

Even though leading through fear can lead to the desired results in the short term in some scenarios, it is not a successful way of motivating teams in the contemporary world. Improvement in the technology has changed the approaches taken by teams to accomplish tasks. As such, the team goals are achieved by having leaders who possess the necessary skills to provide direction for the team members (Northouse 2012). The successful approach to leadership is seen best in having the team members focused towards common goals. Daft and Pirola-Merlo (2009) found that leadership is the influential relationship that exists between the leaders and their followers with an intention of fostering real changes that reflect on shared purposes. As such, there the need to achieve the common goals that exist among the team members as motivating factors. The leaders have the responsibility of setting up clear visions and missions that will enable the realization of common goals (Gill 2011).

The leaders should also use communication and encouragement

methods to assist their followers in improving their performance within the team. Northouse (2012) also identifies various traits that leaders require in order to persuade and induce team members towards the accomplishment of the common goals. Inspiration and motivation are some of the competencies that leaders should possess. These competencies assist in encouraging the team members to believe in their ability to accomplish the assigned objectives. Whenever the team is motivated and inspired towards the engagement of team goals, the individuals have positive enthusiasm to complete their objectives. As such, the leader's influence is vital through instructions and motivation. The approach of motivating individuals through common goals requires the creation of trust and satisfaction by the leader by the members of the team. In addition, such leaders inspire and challenge the performance of the team members and so various workers are given the opportunity to innovate and feed off the enthusiasm of the leader (Gill 2011).

| Methodology

This section deliberates and presents several choices of methodology selected for the study. The principal reason is to summarize the method applied in the paper. Sometimes methodological issues make it difficult to identify particular aspects of leadership that are essential in determining the reactions of leaders when leading teams under pressure. As a result, the practical implications of leadership approaches to teamwork are limited. There are debates on the best approaches to ensure that teams remain motivated. As a result, it is essential to use methodologies that will promote the gathering of all vital information to get to a conclusive result.

The applied methodology aims to improve the understanding of the team leadership approaches used, especially when operating under pressure. The contemporary team environment requires leaders who can develop new ideas and act with the dynamics of their sector. Various methods have been considered that identify the challenges that society and the ever-changing world are facing. In turn, they form the basis for the problem statement and several recommendations that best fit the current situation. This implies that the methodology focuses on both "what has been and what can be." Thus, the research first emphasizes on the leadership approaches of different individuals in normal and pressure-filled situations. Improving existing ideas is as important as coming up with new ones as the past helps people recognize their weaknesses and reconstruct their implementation techniques. At the same time, innovation helps create new ideas that make the process unique and also improves its effectiveness.

The study's methodology is based on semi-structured interviews. The results collected are qualitative, and they have been systematized and analyzed, and some proper classifications have been derived, as have the development of possible recommendations.

RESEARCH DESIGN

Common research designs include descriptive, explanatory, analytical, predictive and exploratory. The descriptive design requires a clear investigation phenomenon before the collection of data in order to thoroughly describe a given event or situation (Hassett & Paavilainen-Mantymaki 2013). It can be used in identifying and grouping of the elements and features of a given subject. For instance, it can calculate the number of days that have been lost due to an industrial accident. In such a design, the quantitative research techniques are used in the analysis and summarization of the data. It is however criticized by some people as just a mere description. It is vital to understand that a good description is fundamental in the field of research and has added immeasurably to the knowledge of the nature and shape of the society.

The explanatory design focuses on explaining the link between common variables with quantitative methods for the collection of data (Hassett & Paavilainen-Mantymaki 2013). It is focused on answering the "why" question. For instance, whereas research can describe the economic or crime rates in a given country, explanatory research offers the reasons for these statistics, such as why the crime rate is increasing or falling. Getting to answer the why questions entails the development of causal explanations. Causal explanations offer an argument on how a given

phenomenon A is impacted on by another phenomenon B. Such causal explanations may be simple or complex depending on the level of explanations required for the research.

Analytical research extends the descriptive approach to make suggestions or explanations on how or why an occurrence is taking place. For instance, it may offer additional information by analyzing all the factors in an industrial action. One important feature of the research type relates to the location and identification of the various variables involved (Levratto 2013). There is also the predictive research design that aims at accurately predicting the future possibilities based on close analysis of the available evidence of cause and effect. For instance, it can be applied in the prediction in a situation where a future industrial action may occur based on the analysis of previous events. It moves beyond the explanation to the prediction of the precise relationships between different dimensions or characteristics of a given phenomenon (Levratto 2013). It can also offer a precise prediction on the differences between groups. For example, it can be applied in the explanation of the risk factors for postoperative pulmonary complications following a total abdominal hysterectomy (Levratto 2013).

However, the current study used the exploratory design since it involves exploring the leadership approaches that team leaders use in order to keep their followers motivated, especially when the team is experiencing pressure. Its aim is normally the search of patterns, hypothesis or ideas that can be tested and those that will form the basis for further research. Typical exploratory research includes case studies, observations and reviews of previous related data and studies (Levratto 2013). The current

study has reviewed previous literature, and data has been collected from a sample of the leaders. It focuses on comprehending the situation in the team leadership, and it will establish the basis of future research and analysis on the topic. The research applies various techniques in order to identify weaknesses, and offer recommendations, solutions and application methods that explain how team leaders deal with pressure within their teams, and how they motivate their followers during such times. The approach applied is related to the certain principles indicated below.

RESEARCH PHILOSOPHY

The applied research philosophy is based upon human beliefs and values that exist in natural environments (realism), management and those that affect managerial, social interpretations and behavior. Humans tend to be vigorously responsive to any change in behavior or the environment. The study is comprised of an intentional change in the mode of response from leaders and team members during different situations, especially pressure. The changes guide the identification of the approaches taken by leaders when their teams are facing pressure, and have to achieve their goals. It explores the reality of the reactions of these people to deal with pressure. It may be through creating fear for the team to attain the goals, or through common goals. The research also describes the reaction of the participants to situations in real life and any changes that they observe, whether positive or negative.

RESEARCH APPROACH

There are various options available for approaching the research. The inductive approach entails theory building; moving from reality to theory. The deductive approach involves testing a theory, advancing from the theory and the creation a hypothesis to test under real conditions (Levratto 2013). The subjective perspective based on the study participants is taken using the inductive form, which means that the research begins with particular observations, formulating a hypothesis, and evaluating the data to draw conclusions (Levratto 2013). The applied systematic model means that the procedure does not consume as much time compared to other procedures because it has specified time frames as well as allocated slots for each process. It is applicable as it starts with a specific sample and theories to prove it and emerges with general theories and a model conclusion that represents the entire population. The current study adopted the deductive approach is more objective in nature, where the main idea is that the social world exists externally, making it possible to measure it through objective methods.

DATA COLLECTION METHODS

To have a good understanding of the subject this paper will gather data using the qualitative approach. Qualitative research is important in order to understand the attitude, perception and emotions of leaders and team members. Saunders et al. (2009) described this source of data as 'non-standardized' and 'based on meanings'. Dingwall et al. (1998) believed that qualitative approach is to study human realities and experiences through constant contact in their natural environment. Secondary data involves the review, analysis and discussion of obtainable

information that had been collected from previous research. On the other hand, primary data consists of data that has been collected for the following research aim and questions. Secondary data also plays an essential role in the research. It happens that there are other studies that might have been conducted on the same topic or closely related to it. These sources are helpful because it is easy to analyze the data that has already been compiled, and this makes it possible to go straight to what the researcher wants rather than contacting a large number of study participants for their responses. However, the fact that they do not give first-hand information does not mean that they are compromised or should be avoided. There are several books and documents that have also been of great assistance in the understanding of the leadership approaches that team leaders take when under pressure.

The study involved the interviewing of eight leaders in the field of competitive sport, either team managers or captains, and high ranking officers in the armed forces that also made a successful transition to the business world and now acting as CEOs. Semi-structured interviews are the most common tool and valuable to carry out a qualitative research (Cooper & Schindler 2008). Although there were a limited number of interviewees, the number was good number to get real data from highly experienced and successful people. The interviews were scheduled with the interviewees and were based on open questions. It gave the opportunity for the interviewee to give full meaningful answers and not just 'yes' or 'no' responses. It also gave the opportunity to ask more questions and develop on the conversation. Due to the nature of the interviewees, full confidentiality and anonymity was offered for participants. The aim was to use a tape recorder to record the interviews,

but this was only done where the interviewees agreed to the process. The interviews were also recorded through short-notes to ensure that all the information was on record and could be easily accessed in the future to enable the analysis and presentation of the findings. Saunders et al. (2009) therefore analysis was done by going through the interviews by the researcher looking for common themes and similarities.

DELIMITATIONS AND VALIDITY

The current study provides an overview of various approaches taken by team leaders when their teams are dealing with pressure. It focuses on different approaches to pressure in teams, for instance, through motivation via fear or through shared goals. The study will assist in providing up-to-date literature on the topic to the existing work. Additionally, the paper points out relevant areas that require further assessment in detail. Analysis of the approaches used by various leaders will assist in ensuring that it is possible for the readers and researchers to understand the subject from a different approach. In addition, the study only involved participants who had been engaged as team leaders for a significant period.

| Results

This section presents the findings and analysis of the study results. It also includes descriptions of the general results. The study involved phrasing some interview questions in an open manner in order to enable the respondents to answer them in their own way. As such, it would be possible to get diverse answers from the different interviewees depending on their views. In addition, it would enable the researcher to gather any similarities from the responses given. The responses enabled the gathering of information in a way that would assist in understanding different perspectives of leaders when acting under pressure. Although the interview questions varied from one interviewee to another, they had similar themes, and the focus was on getting a flow from the responses that an individual gave. The findings section will only discuss the research questions and responses that relate to the research question and objectives.

The interviewees responded to a question that sought to understand what characteristics make for an effective leader, and what common problems they faced in teaching leadership. Diverse responses were given to the question, but there were numerous similarities in the underlying themes. It became evident that among the different problems that leaders face, one major issue was how to motivate their team members. Most respondents indicated that once a leader motivates their team, most of the other problems can be solved. As such, it became apparent that motivation held a high and significant point in the leadership roles and responsibility. The interviewees stressed that they had faced problems as team leaders and some of the problems were personal to

individual team members. However, after their teams became motivated, the personal problems also subsided. It showed that individuals may prioritize the needs of the team over their own personal wants when they are motivated, and they are willing to sacrifice a lot for their team. Therefore, the main problem is team motivation; and this is where the role of team leadership is most important.

The second question sought to understand how the respondents made it possible for their team members follow them, or do as they were asked. It is a question that gathered a large array of responses from the different respondents. This was mainly due to the different professions presented in the study. In the case of the respondents who work in the armed services, it was not a major problem to get individuals to do as instructed because discipline is part of the military. Team members have to respect and do as they are told. However, in other career fields, the team leaders had to do a lot in order for their team members to follow their instructions. Most respondents stated that the leader has to demonstrate professionalism, and should fully know and understand the operation that he or she leads. If a leader lacks professionalism and is prone to making mistakes, the team will follow his or her instructions until the point where they realize that the leader is incompetent. From that instance, they will defy the leadership and it will be difficult to get them back on track.

Another question sought to understand the interviewees' perception of motivation and what they thought was the key to motivating teams. The first issue that came up from most of the leaders was fear and punishment. One of the interviewees gave an analogy of the way children

are brought up and taught using fear and punishment. When a child does something wrong, they get punished. In order to avoid the punishment or due to the fear of the repercussions, the child will think twice before engaging in negative behaviors. It became evident that numerous teams in the army, sports, schools and work are led through fear. The fear creates innovativeness among the team members. For instance, in a work environment, if an individual is not innovative and they cannot develop new ideas, they may lose their job. In addition, the fear of failure to meet demands helps lead individuals out of stressful situations. Another respondent stated that fear is the initial factor that prompts human beings into taking action. He also added that it is a quick approach to gaining control over a team.

However, the respondents also stated that using fear and punishment is not the ultimate solution to motivation. Most respondents stated that when a leader uses fear and punishment, the team acts because the leader is the biggest threat. Therefore, if a bigger threat emerges, they may fail to comply with the instructions of the leader. For instance, in the military when a leader orders an offense and he leads through fear and punishment, the team may defy the orders because the biggest threat in that instance is the bullets that may kill them, and not the leader. In such a scenario, the leader loses their leadership status and it is a common occurrence, especially, in stressful situations.

Another relevant question was in regards to what the interviewees considered the ultimate approach to leadership that worked most effectively. The answers to that question were similar. First, the team members have to identify with their leader. Once the team shares the

same values, goals and identifying with the leader, the problem of leadership can be be solved. Once the team seeks to meet the goals set by the leader, they become the team's goals as well. One of the respondents stated that the process of identifying and following an individual begins at childhood, and it can be seen in the way that children follow and identify with their parents as well as the community around them.

In addition, some of the interviewees brought up the concept of preaching values and acting on them. It would be difficult for a leader to have the team motivated and willing to act as instructed if he or she does not lead by example. For instance, it would be difficult for the leader to instruct the team members to avoid various habits, such as being punctual, if he or she is always late. The respondents gave three different levels of personal example. First, the most basic personal example is that there is always a higher authority than the leader, such as the law. It is vital for the leader to show respect to authority if they want others to respect their authority. The second situation is a situation where the leader is the high authority. In such instances, like in the first example, the leader has to act the way they expect others to act.

The third instance involves the leader attempting to identify with subordinates by placing themselves in their positions once in a while. For instance, the leader may go onto the factory floor and do the tasks typically expected of the subordinate team members. In essence, the team members must identify with the mission and vision of the team in a way that even if the leader left; they would be able to continue with their mission. It is a situation that was well narrated by one of the respondents who was a commanding officer. He stated that during a battle, the

commander may be killed, but the team has to be motivated so that it continues until it achieves its objectives.

The final question sought to understand the interviewees' perception of leadership under pressure. Pressure in a team, as most of the interviewees stated, derives from the need to achieve the goals under tough conditions. However, they also indicated that it is not the pressure that matters, but what the team did prior to getting into that situation. It became apparent that once the team is prepared and built on mutual respect and identification as opposed to fear and punishment, they will follow the leader in such situations. The team feels motivated to work under the pressure. Another respondent stated that when a team is under pressure, it often serves as a test to its leadership. If the leader is unable to deal with the pressure, it shows that the leader did not prepare them enough for such situations. Furthermore, it is vital to for the leader to stay composed and have trust in the team. The interviews indicated that all members should know their roles in addition to the roles of other members of the team. When the individuals understand their roles, the possibility that they will complete a mission even when under high pressure. However, changes may be needed when the team is under pressure. In so doing, the leader has to decide when allocating new tasks to individuals. It shows the importance of the leader understanding each of the team members.

| Analysis

The current section of the study will analyze the results of the data collected based on the research question and objectives. In addition, it will align the findings with the reviewed literature. In so doing, it will be possible to state whether the findings are consistent with existing literature.

The research question for the study stated, *"How do leaders lead in pressure-filled situations and what effects does it have on team members?"* The data collected contained ample information regarding the question and the approaches taken by leaders in order to prepare their teams for high pressure situations and the actual actions that they take in such situations. Pressure situations are common among the teams. Depending on the kind of team, these situations require various approaches by the leaders in order to make sure that the team can cope. A team needs to be built on strong and solid ground as opposed to fear and punishment. The findings indicate that most leaders use pressure and punishment most of the time in order to make sure that their teams meet the intended results. However, the respondents also agreed that the fear and punishment approach is only successful as long as the leader is the highest threat. Once there is another higher threat than the leader, the team becomes uncontrollable and the leader loses his or her legitimacy leader. This is in agreement with the findings of Stewart et al. (2014) where they stated that a team can be led through fear and punishment, but it may get to a point where they no longer fear the consequences of defiance.

Leaders have to start preparing their team for pressurised situations in

advance. The best approach to dealing with pressure situations is where the leader uses common goals to motivate the team. Rather than inflicting fear, the leader learns about the team, and makes sure that each member of the team is aware of the vision, missions and objectives. The ability of a leader to understand their team is also vital because it becomes essential during the times when the team members have to take new roles during times of pressure. The leader is aware of each member's strengths and weaknesses. As such, he or she can easily allocate new roles to individuals and get the intended results. In addition, the shared goals approach of motivation as seen in the results agrees with the Gill (2011) where a team requires little guidance from the leader once they understand what they need to achieve. As such, even if there is pressure, the shared goals act as motivators for the team and everyone focuses all their efforts towards the realization of the mission. In the case given by one of the interviewees regarding soldiers in a war, when they are motivated through fear, they might prefer punishment over getting hit by an enemy's bullet. However, if they are fighting because they believe in the course, and even if their commander dies, they will continue forward in their pursuits.

It is also vital for the leader to make certain that the team members identify with him or her. In the long run, it is what all the individuals in the team have in common that increases the chances of the members identifying with the leader. Before a leader gives an order, they have to make sure that it aligns with the values and goals of the team. When the leader gives orders that are not in line with the vision of the team, the members may cease to identify with the leader. The information collected provided three core elements for the identification of the team with the goals, values and the leader. First, the orders given by the leader must serve a common goal. The goal is a critical link between the members and

the leadership. In most cases, leaders fail because they give orders that only serve their personal goals. In addition, when there is failure, they blame others and avoid taking responsibility. It leads to reduced support by the team members, and finally a loss of leadership status. Second, there should be similar issues in the team. The leader has to practice what they preach. It shows a level of similarity in the team and it acts as a way of motivating the team. Third, there has to be mutuality or symmetry. It is expressed through the leader showing that he or she identifies with the team as much as they identify with him. It creates a bond in the team that acts as a source of motivation.

The study had three objectives which revolved around conducting an extensive review of literature on the research topic and finding out the best approaches that leaders take in order to motivate their teams especially when working under pressure. In addition, there was an additional objective that involved making appropriate recommendations to the team leaders on how to prepare their teams for pressure. These objectives were met and it became evident that most leaders take up two main approaches when leading and motivating their followers. They either instil fear or they use common goals. The use of fear is common especially in schools and the army. However, it gets to a point that the team members no longer fear the punishment and the leader loses his or her leadership power. Therefore, the ideal approach is to make sure that the team members are part of the goals of the team. They should own these goals and visions in order to pursue them even in the absence of the leader. In addition, the leader should use appropriate approaches to make sure that the team is ready to sacrifice all they can in order to complete the team's mission.

Conclusion, Reflection and Recommendations

A team's capability to function is dependent on its leadership. Teams work in numerous organizations and it is a good way of ensuring that work is divided among the people and that goals are met in time. In order for a team to meet its objectives, it has to deal with pressure effectively. In order to understand the concept of teamwork and leadership, the current study focused on individuals who are or have been leaders in various institutions. Through semi-structured interviews, the leaders answered various questions regarding their perception on leadership and motivation of team members, especially in pressurized situations. Teams in the sports, military, schools and workplaces engage in similar ways and the intended results are meeting the purpose of the team. All the teams look up to the leaders for guidance and motivation. The study sought to understand the approaches taken by leaders in order to keep their teams motivated throughout. In order to meet the objectives of the study and answer the research question, there was a thorough analysis of relevant literature. In addition, a qualitative study was conducted by interviewing individuals who had acted as team leaders or were still leaders in teams. Their responses assisted in the collection of data that was analyzed and compared to the literature reviewed. The data collected from the interviews agreed with the information analyzed in the literature review.

In general, two approaches of team motivation appeared to be most commonly used by team leaders. The first approach is use of fear. Ample literature exists on the use of use of fear by leaders to make sure that their teams meet the demands and are able to achieve the mission. The

leader instils fear among the team members and they work as required in order to avoid failing, which will lead to punishment. The consequences, especially in the workplace, may include the loss of a job. Some authors suggest that it motivates the team members to be innovative in order to retain their jobs (Lockyer & McCabe 2011; Stewart et al. 2014; & Meyer 2011). However, they also agree that the fear only exists as long as the leader is the highest threat that the member faces, or the punishment is great and the follower is not willing to receive it. However, it may get to a point where the team member faces a greater fear or gets fed up and is willing to face the punishment. Once it gets to that point, the member defies leadership and other members follow, which makes the leader lose control. Similar issues were raised by the interviewees.

After making the analysis, the second approach of motivation and dealing with teams under pressure is the use common or shared goals and visions. It is the most appropriate approach that the current study recommends. It is an approach that entails the leader learning about the team members and enabling them to identify with the vision and goals set. Such goals, even if set by the leader, become team goals and the followers become motivated by the need to achieve them. In addition, they are identifying with their leader, who also becomes their role model. When a team is motivated by common goals, they can succeed even in the absence of they remain focused towards achieving the goals. The current study achieved its objectives, but there are still opportunities for future studies to focus on other issues relating to the topic. For instance, there can be a quantitative study that can compare the effectiveness of motivation using fear and motivation through common goals. Additionally, a similar study using a higher number of participants can be used to confirm current results or reach different conclusions.