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Chapter I

What Is A Leader?

A. What is a Leader?

Everyone asks the simple question: What is a leader?

Is he a person who runs things? No, he is a boss.

The irreducible minimum definition of a leader can be given as someone with followers, but that bare bones formulation prompts the question: Are all people having followers leaders?

If so, the dacoits, smugglers, thieves, bootleggers etc all have followers. Are they all leaders?

Leadership theorists often discriminate between power, authority, and leadership. A man with a gun has power, but that's not leadership. A supervisor has authority, but that's not leadership either.

About the importance of followers for a leader, John C. Maxwell, in his book, "The 21 Irrefutable Laws of Leadership" writes:

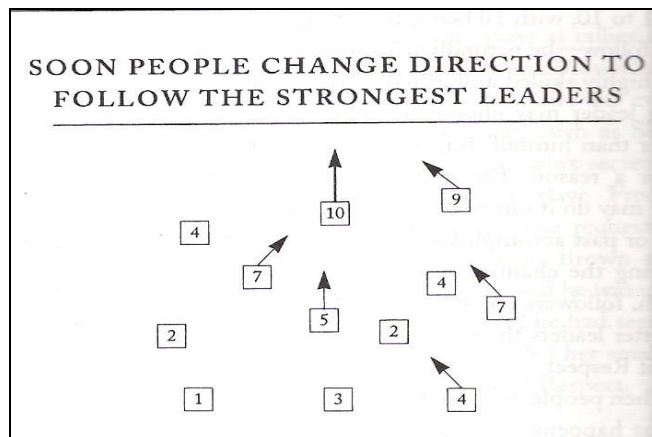
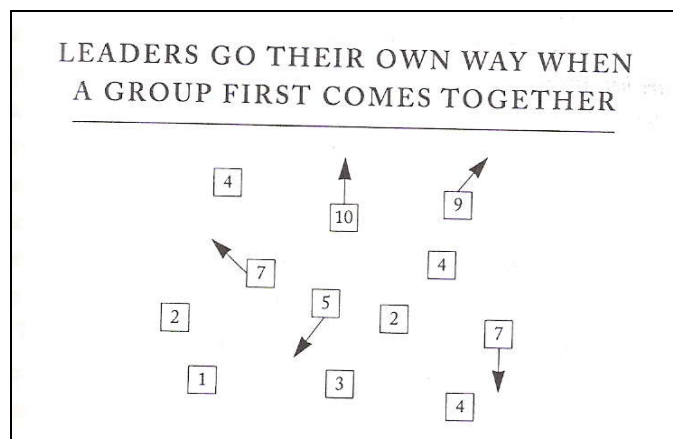
"Here is my favorite leadership proverb: "He, who thinks he leads, but has no followers, is only taking a walk." If you can't influence others, they won't follow you. And if they won't follow, you're not a leader. That's the Law of influence. No matter what anybody else tells you, remember that leadership is influence – nothing more, nothing less"

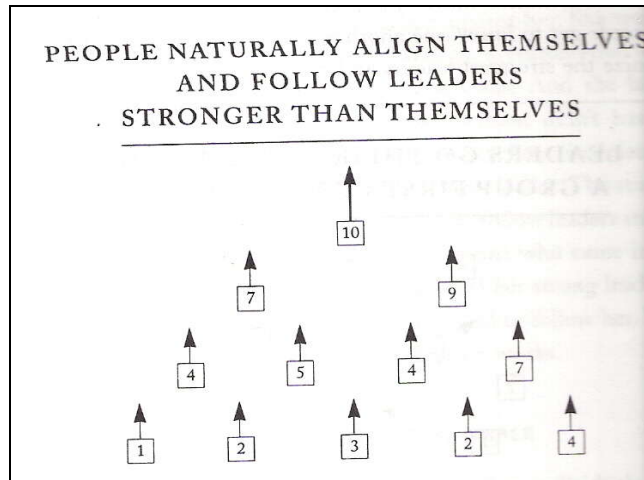
In one of his speeches, N.Vittal, the then Chief Vigilance Commissioner of India said, "The fundamental requirement for any leader is that there should be followers. A leader without a follower is like a peacock without its tail which gives all the beauty"

Another important question arises at this point whether leaders have to look for followers or people naturally follow the leaders?

An illustration under the heading, “The Law Of respect” offered by John C. Maxwell, in his above referred book, provides an appropriate answer to this question. The illustration goes as under:

“When people get together for the first time as a group, they take a look at what happens. As they start interacting, the leaders in the group immediately take charges. They think in terms of the direction they desire to go and who they want to take with them. At first, people may make tentative moves in several different directions, but after the people get to know one another, it doesn’t take long for them to recognize the strongest leaders and to follow them.





Maxwell also mentions, “People don’t follow others by accident. They follow individuals whose leadership they respect.” His Law of Respect says, “People naturally follow leaders.”

History has seen a parade of theories under which leadership has been defined differently. For example:

- **The Great Man Theory:** *Leadership is a mysterious force that some people are just born with.* Sociologist Max Weber called it "charisma."
- **The Traits Theory:** *Certain personality traits predispose a person for leadership.* If you have (and develop) enough of them, you'll be a leader. For example, tall, strong, brave, and smart all help. Short, weak, cowardly, and stupid--not so good. In the end it all goes back to genes.
- **The Behavioral Theory:** *Leaders are what leaders do.* This isn't so much a theory as an approach. It spills over from psychologist B. F. Skinner, who said scientists should forget about inner states and focus on what can be recorded and measured which, in the human sciences, is behavior. Accordingly, some leadership scholars set out to categorize leaders' behavior patterns, so that people who wanted to be leaders could simply do those same things. But leadership behavior is embedded in countless, unique situations, making

useful general principles hard to come by. Still, these studies led to....

- **The Situational Theory:** *Leadership isn't in a person but in a whole situation and how any given person fits into it. A leader in one context can be a loser in another. In fact, given the right situation, anyone can be a leader. Picture, for example, a group hiking through the woods. If they meet a bear, the short, weak, stupid, coward-guy might well be the first to bolt, followed by the others, making him suddenly--briefly--the leader!*

Theorists have injected different notes into their definition of leadership.

"Leadership is "the behavior of an individual . . . directing the activities of a group toward a shared goal." -Hemphill & Coons

"The servant-leader is servant first...It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead..." -Greenleaf,

Leadership is "the influential increment over and above mechanical compliance with the routine directives of the organization." - Katz & Kahn

Leadership is "the process of influencing the activities of an organized group toward goal achievement." - Rauch & Behling

"Leadership is the process of making sense of what people are doing together so that people will understand and be committed." - Drath & Palus

"Leadership is the activity of influencing people to strive willingly for group objectives" (George R. Terry)

Another theorist has said, "Leadership is influencing people to follow in the achievement of a common goal"

Leadership has also been defined by some leaders from time to time and an idea of the same can be had from the definitions given below:

My definition of a leader . . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it. - Harry S. Truman, 1884-1972, Thirty-third President of the United States

The superior leader gets things done with very little motion. He imparts instruction not through many words but through a few deeds. He keeps informed about everything but interferes hardly at all. He is a catalyst, and though things would not get done well if he weren't there, when they succeed he takes no credit. And because he takes no credit, credit never leaves him. – Lao Tse, Tao Te Ching

Leadership is the ability of a superior to influence the behavior of a subordinate or group and persuade them to follow a particular course of action. – Chester Bernard

Very simply put, a leader is interpreted as someone who sets direction in an effort and influences people to follow that direction. They set direction by developing a clear vision and mission, and conducting planning that determines the goals needed to achieve the vision and mission. They motivate by using a variety of methods, including facilitation, coaching, mentoring, directing, delegating, etc. Infact, one of the four key functions of management is leading (along with planning, organizing and controlling). Leaders carry out their roles in a wide variety of styles, e.g., autocratic, democratic, participatory, laissez-faire (hands off), etc. Often, the leadership style depends on the situation, including the life cycle of the organization. There are many views about what characteristics and traits leaders should have. There are also numerous theories about leadership, or about carrying out the role of a leader, e.g., servant leader, democratic leader, principle-centered leader, group-man theory, great-man theory, traits theory, visionary leader, total leader, situational leader, etc.

Leaders don't push, they pull. They don't enforce, they inspire. Leaders lead, which implies a destination, someplace to be that isn't here. They attract followers by flashing a light ahead.

That's what finally separates leaders from managers. Leaders start things; managers keep things going. Leaders trigger and shape change. Managers keep disorder and change at bay.

Then, who is a leader?

A leader is one who has a vision he believes in and the ability to influence others to believe in it, who is innovative, fearless in action, clear in thought and original in thought and action, who focuses on people, questions the status quo, inspires trust in others and has a long term perspective.

B. Development of Leadership Concepts

Introduction

Leadership is a very fascinating subject. In fact, it is the most important aspect of human behaviour. It gives a positive direction to the use of human resources and brings out the best in a man. Leadership is also a natural phenomenon of a man's work life. It is related to the principle of gradation and hierarchy, which is a universal order of things created by God and man. Whenever a few persons get together for some purpose or other of common interest, more or less automatically, a *pecking order* emerges among them. That means, more often than not, one of the group members proves more able and starts striving harder than others for the achievement of the group goal. This gives birth to the practice quite advantageous to his personal and social life. It helps him in achieving his life's goals quickly and smoothly. He, therefore, keeps refining and augmenting the theory and practice of leadership.

A study of the history of mankind reveals that though the practice of leadership has been in vogue since the origin of man, yet the terms used for describing it have been different. In the earlier stages of man's development as a civilized person, the terms used for describing a leader were king, chief, head, captain, etc. Similarly, in the earlier days the practice of leadership was called kingship, chiefship, headship, etc. Stogdil (1974) has reported. Though the word leader appeared in the English language as early as the year 1300, yet the word leadership did not appear in English language until about the

1800.' Moreover, functions of the king of yore included not only military leadership but also the exercise of administrative and judicial authority. In the Middle Ages, some of the kings went to the extent of exercising even religious authority. This created considerable difficulties for them. However, by the middle of nineteenth century when Europe produced a number of adventurers, explorers, captains of the navy and military commanders, the use of term leadership had become quite popular and acquired a distinct meaning. But for a long time thereafter the concept of leadership remained person-oriented and was understood more in terms of the leader's background and his in-born personal qualities than, what could be acquired by him through training and development. Probably that is the reason why most of the definitions of leadership concentrate on describing the personal qualities of the leader.

C. Definition of Leadership

Many books and research papers have been written on the subject of leadership. Military strategists, behavioral scientists, captains of industry, administrators, philosophers, politicians, educationists, etc, all have discussed the subject of leadership in various forms and from their own perspectives. They have related it to different types of human problems and complex situations. Almost all of them have seen the leader as the key man in the group imbued with super human qualities, consistent in his pattern of behaviour, and more or less driving the group members towards the goal. Bernard (1926) saw leadership only in the form of a leader and said. 'Any person who is more than ordinarily efficient in carrying successful psychological stimuli to others and is thus effective in conditioning collective responses may be called a leader.' There is no mention of the characteristics of the group or situation here. The main emphasis is on the efficiency of the leader. Knickerbockers (1948) goes a step further in the same direction when he says, 'The functional relation in leadership exists when a leader is perceived by a group, as controlling means for the satisfaction of their needs.' Conversely speaking, according to this definition, the needs of the group members exercise little influence on the behaviour of the leader. Gerth and Mills (1953) discussed leadership in terms of power relations. They do not elaborate upon the nature of a leader's power and how he acquires it, but in their definition of leadership there is some scope for interaction

between the leader and his group members. According to them, 'Leadership, most broadly conceived, is a relation between leader and led in which the leader influences more than he is influenced; because of the leader, those who are led, act or feel differently than they otherwise would.' Koontz and O'Donnell (1955), however, moved quite close to the behavioral aspect of leadership when they defined leadership as, 'the activity of persuading people to co-operate in the achievement of a common objective. 'This process was augmented by Fiedler (1967) who observed, 'by leadership behaviour we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. This May involve such acts as structuring the work relations, praising or criticizing the group members and showing consideration for their welfare and feelings.' In this definition of leadership, it would be observed that the emphasis is on the *particular actions* of a leader and not on the leader as such. One can, therefore, draw an inference from this definition that these actions can be performed by any member of the group depending upon the relationship between his abilities on one hand and the characteristics of group members and nature of the situation on the other.

In all these definitions of leadership, the emphasis is on the leader in one form or the other. However, after the *Second World War* a definite shift took place wherein leadership was perceived more as a three-pronged interactive process between the leader, the group and the situation rather than as merely the role and activities performed by the leader. Pursuing this line of thought, Hemphill (1954) said, 'To lead is to engage in an act that initiates a structure in the interaction as part of the process of solving a mutual problem.' This definition of leadership was taken forward by Henry Harris in his book, *The Group Approach to Leadership Testing*, when he wrote, 'Leadership is a collective function: collective in the sense that it is the integrated synergized expression of the group's efforts: it is not the sum of individual dominance and contributions; it is their relationship. In so far as a man contributes to the collective leadership function..... he will realize that the ultimate authority and true sanction for leadership, at every point where it is exercised, resides not in the individual, however dominant, strong or efficient he may be, but in the *total situation* and in the demands of the situation. It is the situation that creates the imperative, not the individual.' It would be appreciated that

this definition considers leadership as a dynamic process and balances the importance of the leader, the group and the situation in it.

Leadership can be beautifully described by deriving meaning of each of its letter, as under:

L- Learn. When you cease to learn, you cease to lead.

E- Engage. Smart Leaders engage people in four ways a consistent ethic, a contagious enthusiasm, a course of excellence, and continual empowerment.

A- Anticipate. Leaders are always asking two questions: “What happens next?” and “What happens after what happens next?”.

D- Demonstrate. You attract what you reflect, but you reproduce what you are.

E- Evolve. Smart Leaders realize that yesterday’s approaches, attitudes and attributes do not always help in today’s climate. Stop changing and you die.

R- Reproduce. Leaders reproduce other leaders. A leader’s successors determine his success.

S- Solve. Your ability to successfully solve problems will determine your stability

H- Hope. Napoleon rightly quipped, “A leader is a dealer in hope.” But remember, the Smart Leader must have a vision in which all hope is focused. Hope without vision is aimless wandering.

I- Initiate. Leaders take action, they initiate, invent, adapt and improvise.

P- Persevere. When seized by a vision, Smart Leaders never give up! They persevere until completion. It is said that “Great works are performed not by strength but by perseverance.”

D. Differentiating Leader from Leadership

In the minds of most of us, the term *leadership* is equated with the term *leader*. But fact of the matter is that leadership is a process and leader is a person. That means leadership is the result of the interaction of three main factors: the leader, the group and the situation. No one has proved an effective leader in all types of situations; no two groups are similar with regard to their background and extant characteristics; and also no two problematic situations are alike. There are many characteristics of leader which functioning singly or in a combination with others come to the fore to meet the demands of a group or contingencies of a situation. Similarly, there are many characteristics of a group which operating singly or in combination with others make different types of behavioural demands on the leader. The same thing can be said about the situation also which is never static and rarely repeats itself. Leadership, therefore, is a function of leader's ability and style, group members' needs and values, and demands of the situation.

Understanding the "Boss," the "Buddy," and the "Leader."

There are three primary management styles: The "Boss," the "Buddy," and the "Leader."

"Bosses" manage employees with a domineering management style. They tend to focus on the negative and all too often take positive things for granted. This manager is hard to please, causes high employee turnover and productivity potential is not reached.

"Buddies" focus on being nice to their employees. They avoid confrontation and dealing with negative issues (such as, under performance and behavioral problems). Buddies often get taken advantage of by poor-performing employees and lose top performers because they are burdened with covering for poor-performing employees who aren't properly corrected by buddy managers. Often this is the source of what employees call favoritism. However it really is a lack of aptitude on the buddy's ability to deal with poor-performing employees.

"Leaders" are nice most of the time, but are firm when they need to be. Their ability to motivate and empower employees to excel is the key to their success. People enjoy working for leaders and they have the highest productivity and retention rates of all the management styles.

"Leaders" have the moral fortitude to act decisively because they have a clear conscience about acting in the best interest of *all* concerned. Leaders don't treat everyone the same. They think through issues and people's backgrounds to respond appropriately. Experience and training enables them to wisely respond to the unique circumstances they encounter. And, most important, they are proactive and lay the foundation for nurturing employees to bring out the best in them. Leaders do this, in part, by wisely addressing performance and behavioral problems. This develops the untapped potential in employees and increases profits for the long run!

E. Leadership Framework

If you are a leader who can be trusted, then those around you will grow to respect you. To be such a leader, a **Leadership Framework** has been given by Donald Clark to guide you:

BE, KNOW, DO

BE a professional. Examples: Be loyal to the organization, perform selfless service, and take personal responsibility.

BE a professional who possess good character traits. Examples: Honesty, competence, candor, commitment, integrity, courage, straightforwardness, imagination.

KNOW the four factors of leadership - follower, leader, communication, situation.

KNOW yourself. Examples: strengths and weakness of your character, knowledge, and skills.

KNOW human nature. Examples: Human needs, emotions, and how people respond to stress.

KNOW your job. Examples: be proficient and be able to train others in their tasks.

KNOW your organization. Examples: where to go for help, its climate and culture, who the unofficial leaders are.

DO provide direction. Examples: goal setting, problem solving, decision making, planning.

DO implement. Examples: communicating, coordinating, supervising, evaluating.

DO motivate. Examples: develop moral and esprit in the organization, train, coach, counsel.

Chapter II

Why Do We Need Leaders?

A. Why we need leaders

**“Amantram aksharam nasti, nasti moolam anaushadam
Ayogyo purusho nasti, yojakah tatra durlabah”**

The above noble sloka says that nothing is impossible. No letter is unworthy of being a mantra, no root is devoid of medicinal value and no person is useless, but to make this happen we need leaders or organizers (yojakas). Unfortunately these are very rare.

In his article 5 C’s of leadership, John Wright, an eminent coach on leadership, mentions that according to a survey by the marketing information company TSN, "Less than one-third of all supervisors and managers are perceived to be strong leaders." As a result, increasingly larger percentages of our workforce are disengaged. According to the survey,

- 40% of workers feel disconnected from their employers
- Two out of every three workers do not identify with or feel motivated to drive their employer's business goals and objectives
- 25% of employees are just "showing up to collect a paycheck"

Such a situation arises, basically because the employers/managers/supervisors are not effective leaders.

John C. Maxwell, in his book, “The 21 Irrefutable Laws of Leadership” writes, “Personal and organizational effectiveness is proportionate to the strength of leadership.” This means that organizational effectiveness always depends upon leadership ability. Weak leadership causes great damage to organizations. In this regard, Maxwell says, “That’s why in times of trouble, organizations naturally look for new leadership. When the country is experiencing hard times, it elects a new president. When a company is losing money, it hires a new CEO. When a church is floundering, it searches

for a new senior pastor. When a sports team keeps losing, it looks for a new head coach.”

The capacity or the contribution of one man i.e. the leader in an organization is often questioned. This doubt has been very appropriately cleared by Robert Kennedy, a U.S. Senator from New York at the time, in his now famous speech delivered at the University of Capetown in South Africa in June of 1966,. Kennedy reminded us, “Many of history’s greatest movements have flowed from the work of a single person. A young general who came to be called Alexander the Great extended an empire from Macedonia to the borders of the earth. A young woman named Joan of Arc reclaimed the territory of France from English invaders. A young monk named Martin Luther began the Protestant Reformation. It was a young Italian explorer named Christopher Columbus who discovered the New World, and thirty-two-year-old Thomas Jefferson proclaimed that all of us are created equal. ‘Give me a place to stand,’ said Archimedes, ‘and I will move the world.’ These men moved the world, and so can we all.”

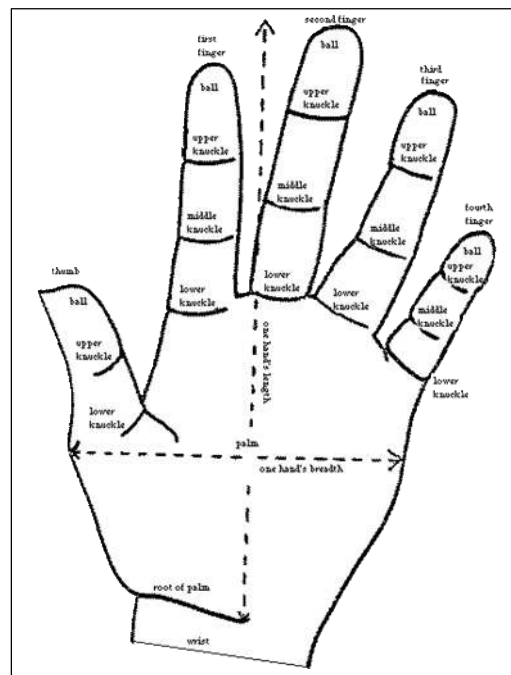
A leader is therefore required to perform the important act of influencing the followers to strive willingly for a common objective.

The need for a leader can be better understood from the following example of human palm where **Thumb** as a leader shows the importance and hence, need for leaders.

B. Leader in the Palm

Human Palm has the most effective and exemplary leader in the form of Thumb and one can learn leadership lessons from it without going to any business school or reading books on leadership.

A human palm has five fingers – in fact four fingers and one Thumb, where Thumb is a finger and also more than a finger. Now



let us consider a group of persons comprising members and a leader. Like Thumb is the finger plus, leader is member plus i.e. he is a member of the group and more than a member.

Let us equate the fingers with members and the Thumb with the leader of the group. Now we have a team leader (Thumb) and four fingers which can teach us many leadership lessons, some of which are mentioned hereunder:

1. Communicates and brings members together

The fingers have problem in touching each other or in other words in contacting each other, but the Thumb can easily touch all the fingers and when the Thumb is joined, all the four fingers come together easily. The leader in the palm, thus, can contact all its members easily and can bring them together with great ease.

Hence, an effective leader is in touch with each of the members and brings them together. He communicates with each and every member with equal ease.

2. Synergizes and adds value for a cause

Fingers cannot work without Thumb and Thumb cannot work without fingers. In other words, to do something, fingers need Thumb and Thumb needs fingers. In fact, Thumb help fingers to perform different functions/ actions such as holding, lifting or pulling an object, painting, writing etc. and adds value in many ways. Without a Thumb an artist will not be able to produce a piece of art, a surgeon will not be able to perform a surgery, a writer will not be able to write any literature and so on.



Members of a team cannot work without a leader and a leader cannot work without the members. Members need a leader and leader needs members. In fact, leader helps members to perform many tasks and adds value in many ways. The synergy in the team is brought about by the leader which increases quality, production as well as productivity.

3. Fosters flexibility

Neither Thumb nor the fingers can do anything without bending. When they stand rigid, no work can be done. It is only when they bend that they can perform many functions/operations.



Both leader and members have to be humble and flexible to do effective work.

All the four fingers have three joints each whereas the Thumb has got only two joints. If a joint is considered as skill, each finger individually has more skills than Thumb. But if we look at the flexibility of both, then the Thumb is more flexible than each of the fingers.

An effective leader, though may have less skills than the members, is more flexible than the members and utilizes their skills fully and more productively by motivating them.

4. Provides Protection to all

The four fingers in the palm can face only one way i.e. they are only externally directed. None of the fingers can be twisted to

face the other way i.e. inwardly. In case of Thumb, it can face outwardly like fingers (which it does when it makes the Mudra of “Blessings” with four fingers) as well as inwardly towards the fingers.

The effective leader, like the Thumb, cares for the team members as well as the work (or the goal of the organization for which the team works). An effective leader thus, protects the interest of both the members as well as the organization.

5. Trains for Team work

When all the fingers and Thumb joint together and form a fist, the strength of each of them increases. The strong fist can crush and hammer things which neither the Thumb nor the fingers can do alone.



When leader and members get together in unity, it makes a strong force which can face difficult situations and problems which none of them will be able to individually.

6. Deals with the difficult ones

The index finger is a trouble maker in the fingers. It points out again and again, expressing a threat or raising a question or calling something wrong.



But when the index finger joins Thumb, it forms a Mudra, welcome sign which has no aggression or disagreement or threat or questioning.



The members of a team may also have some one who disagrees, questions, accuses etc, but when the effective leader meets that member, he turns him into a creative and productive team

member. The leader changes the negative attitude of any member into positive attitude through his leadership skills.

7. **Shines up**

“Thumbs-up” i.e. four fingers closing together and thumb standing high denotes victory. When a leader shines with a smile in the company of members, it shows an achievement of the team.



Thus, the important leadership lessons such as cooperation, concern for team members as well as organization, flexibility, humbleness, communication, motivation, building team work etc. can be learnt by looking at the Palm.

Chapter III

Difference Between Leader And Manager

Leadership has been practiced since time immemorial whereas the emergence of the term management is relatively new. In fact, it is a post industrial revolution phenomenon not only in the service but also in civil life. Management literature considered leadership as integral part of management while some others believe that they are different and advocate pre-eminence of leadership over management. In fact the emphasis is perhaps turning a full circle as is evident from the latest management literature, and from following quote of Peter Drucker :

The problem with many organization and especially the ones which are failing is that they tend to be over managed and underled.

A. Dichotomy Between Leadership and Management

Those who advocate dichotomy between the two terms like to quote McNamara as a good manager but a bad leader; General Patton as a good leader but as bad manager and Montgomery as a combination of both. Implicit in these statements is the assumption that management deals primarily with management science (quantitative aids, material resources and logistic support systems), whereas leadership emphasizes the human dimension.

It is suggested that the following attributes of the leader further highlight the distinction between leadership and management:

- Managers supervise people; if their people are not willing to accept and follow the supervisory authority, the managers are not leaders. Subordinates may comply with supervisory authority out of fear but such compliance is not a response to leadership. Similarly, not all leaders are managers. Some leaders may have followers but no formal authority to manage, hence they are not managers. For example, informal leaders in a work group are leaders but may not be managers.

- Zelenik points out the difference in our expectations of the behaviour of managers and leaders. Managers are expected to use their analytical minds in establishing and achieving organisational goals, problem solving and decision making whereas leaders are expected to be charismatic people with great vision who can alter the mood of their followers and raise their hopes and expectations.
- Both managers and leaders are responsible for meeting the organizational demand, as well as those of its members. However, managers are more concerned with achieving organisational goals and achieve these in an impersonal manner while leaders are expected to be more deeply involved with their followers in doing so.

Warren Bennis (1989) further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups:

- Managers administer, leaders innovate
- Managers ask how and when, leaders ask what and why
- Managers focus on systems, leaders focus on people
- Managers do things right, leaders do the right things
- Managers maintain, leaders develop
- Managers rely on control, leaders inspire trust
- Managers have a short-term perspective, leaders have a longer-term perspective
- Managers accept the status-quo, leaders challenge the status-quo
- Managers have an eye on the bottom line, leaders have an eye on the horizon
- Managers imitate, leaders originate
- Managers emulate the classic good soldier, leaders are their own person
- Managers copy, leaders show originality

Paul Birch (1999) also sees a distinction between leadership and management. He observed that, as a broad generalization, managers concerned themselves with tasks while leaders concerned themselves with people. Birch does not suggest that leaders do not focus on "the

task." Indeed, the things that characterise a great leader include the fact that they achieve. The difference lies in the leader realising that the achievement of the task comes about through the goodwill and support of others, while the manager may not.

This goodwill and support originates in the leader seeing people as people, not as another resource for deployment in support of "the task". The manager often has the role of organizing resources to get something done. People form one of these resources, and many of the worst managers treat people as just another interchangeable item. A leader has the role of causing others to follow a path he/she has laid out or a vision he/she has articulated in order to achieve a task. Often, people see the task as subordinate to the vision. For instance, an organization might have the overall task of generating profit, but a good leader may see profit as a by-product that flows from whatever aspect of their vision differentiates their company from the competition.

Leadership does not only manifest itself as purely a business phenomenon. Many people can think of an inspiring leader they have encountered who has nothing whatever to do with business: a politician, an officer in the armed forces, a Scout or Guide leader, a teacher, etc. Similarly, management does not occur only as a purely business phenomenon. Again, we can think of examples of people that we have met who fill the management niche in non-business organisations. Non-business organizations should find it easier to articulate a non-money-driven inspiring vision that will support true leadership. However, often this does not occur.

Differences in the mix of leadership and management can define various management styles. Some management styles tend to de-emphasize leadership. Included in this group one could include participatory management, democratic management, and collaborative management styles. Other management styles, such as authoritarian management, micro-management, and top-down management, depend more on a leader to provide direction. Note, however, that just because an organisation has no single leader giving it direction, does not mean it necessarily has weak leadership. In many cases group leadership (multiple leaders) can prove effective. Having a single leader (as in dictatorship) allows for quick and decisive decision-

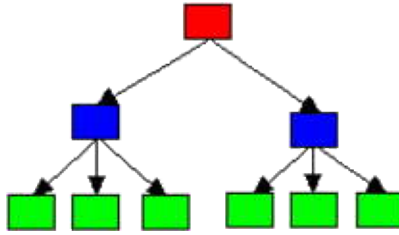
making when needed as well as when not needed. Group decision-making sometimes earns the derisive label "committee-itis" because of the longer times required to make decisions, but group leadership can bring more expertise, experience, and perspectives through a democratic process.

Patricia Pitcher (1994) has challenged the bifurcation into leaders and managers. She used a factor analysis technique on data collected over 8 years, and concluded that three types of leaders exist, each with very different psychological profiles. She characterises one group as imaginative, inspiring, visionary, entrepreneurial, intuitive, daring, and emotional, and calls them "artists". In a second grouping she places "craftsmen" as well-balanced, steady, reasonable, sensible, predictable, and trustworthy. Finally she identifies "technocrats" as cerebral, detail-oriented, fastidious, uncompromising, and hard-headed. She speculates that no one profile offers a preferred leadership style. She claims that if we want to build, we should find an "artist leader"; if we want to solidify our position, we should find a "craftsman leader"; and if we have an ugly job that needs to get done (like downsizing), we should find a "technocratic leader." Pitcher also observed that a balanced leader exhibiting all three sets of traits occurs extremely rarely: she found none in her study.

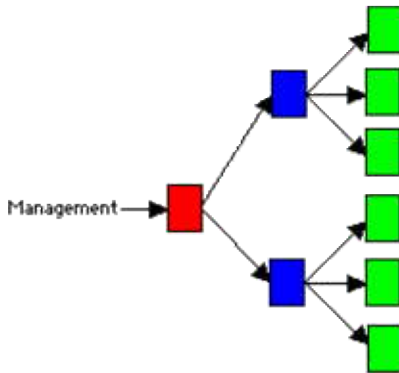
B. Management a Push Operation while Leadership a Pull Operation

This idea involves a perception that management is essentially a **push operation** while leadership is a **pull operation**. The following elaboration adapted from the idea given by Gene Bellinger further clarifies that leadership and management are different concepts.

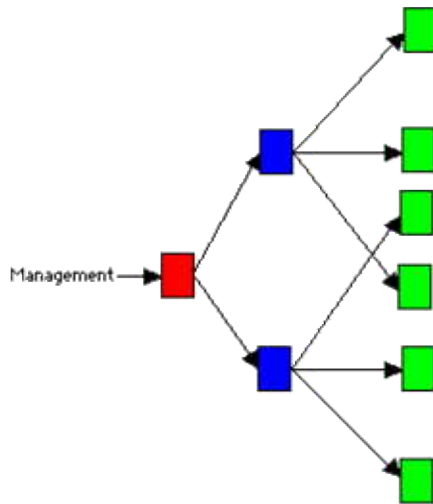
Organizations generally tend to pursue objectives of one type or another and apply various management principles such as, planning, organizing, directing, and controlling, in conjunction with hierarchical structure to achieve these objectives and this structure appears as under:



If this structure is rotated 90 degrees and viewed with a management implication, it may look as shown below:

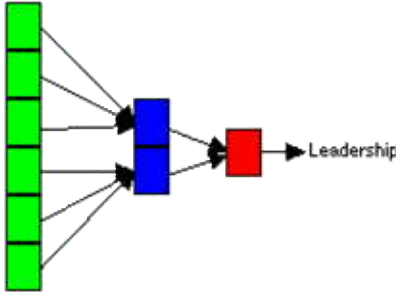


Now this part may be a bit difficult but imagine that this structure is made out of toothpicks and gumdrops. Hence, as the management emphasis is applied the structure has a natural tendency to fan out.



As a result of this fan out the organization will have a tendency to be less focused on its objective(s) and less effective in achieving them.

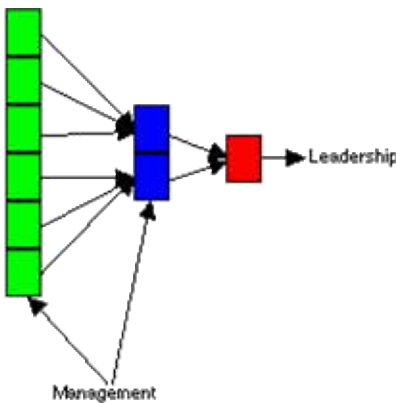
Think about this structure again made out of toothpicks and gumdrops and consider what happens when you turn it around and pull on it, rather than push on it. The natural tendency is for the structure to attempt to come into alignment focused on the direction of the leadership.



Now it would appear that you have been led down a path to consider leadership and management as mutually exclusive alternatives.



If the pursuit of leadership and management is considered in an integrated fashion where management were a supportive function rather than a directive function the diagram might look somewhat like the following. In this context it seems that management would be a service providing function offering training, development, coaching, mentoring, and the like, rather than performing the traditional planning, organizing, directing and controlling functions.



One should think of a leader as a bus driver. If you don't take people where they want to go they get off the bus.

C. Leadership-Management Integrated

A clear distinction between management and leadership may nevertheless prove useful. This would allow for a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader should demonstrate management skills.

In an organizational context where a superior must work with and through people to achieve organizational goals, regardless of whether he is called a manager or a leader, if he is to achieve results of a high order he needs to not only manage resources available to him effectively but also influence his subordinates in such a way as to obtain their willing obedience, confidence, respect and co-operation. In essence, leadership is a broader concept than management.