

Chapter 1

Theories of Leadership & Leadership Styles

James MacGregor Burns wrote in his book, *Leadership*, "that we know all too much about our leaders, but far too little about leadership." As a matter of fact, the term "leader" has been traced back to around 1300 A.D., but the term "leadership" didn't emerge until around 1800. The development of leadership has taken place over a long period of time and in the process the researchers and writers have given several theories on the subject. An outline of the historical evolution of leadership theories is given below. The list below is not exhaustive, but it highlights the most significant approaches to leadership over time.

Historical evolution of Leadership

1776 - Adam Smith - **A Wealth of Nations**

- exchange will not occur voluntarily unless both people benefit
- "I will follow you as long as I get some benefit in return."

1807 - Hegel - **first book on leadership**

- focused primarily on leadership as it related to the political process

1847 - Thomas Carlyle - **"Great Man Theory"**

- the capacity for leadership is inherent – that great leaders are born, not made
- only those men who are blessed with heroic qualities could ever emerge as leaders
- portrays great leaders as heroic, mythic, and destined to rise to leadership when needed

1910 - 1920 - **first research on leadership** conducted

- gave rise to trait theories - natural born leaders possess certain physical traits and personality characteristics which differentiate them from non-leaders
- Similar in some ways to "Great Man" theory

- People inherit certain qualities and traits that make them better suited to leadership.
- Trait theories often identify particular personality or behavioral characteristics shared by leaders.

1947 - **Jenkins** - review of traits of military leaders

- concluded that traits were important but that the situation determined which traits were important and that expertise in the business at hand separated leaders from followers

1948 - **Stogdil** - review of traits of non-military leaders

- found that most important trait to possess was the trait most closely related to the task at hand
- Max Weber - **charismatic leadership**
- descendant of thought from Hegel
- leaders emerge in a time of crisis due to their inherent charisma

Situational Theory

Stogdil - proposed that leadership is a matter of situational demands
emergence of a leader is a result of time, place, and circumstance

Behavioral Theories

The behavioral theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

Theory X and Theory Y - McGregor - each represents different way in which the leaders view followers.

- *Theory X* - assumes people are lazy, uncooperative, and motivated only by extrinsic rewards
- *Theory Y* - assumes people work hard, are cooperative, and want to do a good job

Path-Goal Theory – Robert House

- the successful leader shows followers the rewards available by meeting a goal and illustrates the path (behaviors) by which rewards may be obtained

Contingency Theory – Fiedler

- dominated much of research in 1970's
- suggested that there are two types of leaders - those who focus on tasks and those who focus on relationships
- situation will determine which type of leader will be most effective

Situational Leadership Model - Hersey & Blanchard

- there is no one best way to lead
- leaders must be able to adapt to situation and modify their leadership style (task-oriented or relationship-oriented) to be most effective
- maturity of group or individual will determine most effective leadership style

Leader-Participation Model - Vroom, Yetton, & Jago

- provides a set of sequential rules to determine the extent to which followers participate in the decision making process in different situations

Process Theories

a) *Transformational Leadership - James MacGregor Burns*

- leader asks followers to put aside personal interests for the good of the group
- leaders focuses on followers' needs and input in order to transform everyone into a leader by empowering and motivating them

b) *Relational Model of Leadership - Komives, Lucas, & McMahon*

- leadership is a relational process designed to accomplish a common goal to benefit all
- leader must be inclusive, empowering, purposeful, ethical, and process-oriented to bind group together and achieve goal

c) *Servant Leadership Theory - Robert Greenleaf*

- successful leaders influence others as a result of dedicating their lives to serving others - individuals, groups, and organizations

d) *Social Change Model of Leadership*

- leadership is a process by which individuals and groups work toward the common goal of improving the quality of life for all by developing and promoting seven basic values

A. The Great Man Theory

Assumptions

- Assume that the capacity for leadership is inherent – that great leaders are born, not made.
- Portray great leaders as heroic, mythic
- Great leaders will arise when there is a great need.

Description

This theory is often linked to 19th century philosopher and historian Thomas Carlyle, who commented that "The history of the world is but the biography of great men." This theory is usually contrasted with a theory that talks about events occurring in the fullness of time, or when an overwhelming wave of smaller events cause certain developments to occur. The Great Man approach to history was most popular with professional historians in the 19th century

Early research on leadership was based on the the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding.

The idea of the Great Man also strayed into the mythic domain, with notions that in times of need, a Great Man would arise, almost by magic. This was easy to verify, by pointing to people such as Churchill Adolf Hitler, Benito Mussolini, Franklin Delano Roosevelt, Stalin, Hirohito, Mahatma Gandhi etc, let alone those further back along the timeline, even to Jesus, Mohammed , Buddha and Mahavir.

A staunch opponent of the great man theory in its own time was Leo Tolstoy, who devoted the entire (non-fictional) beginning of the third volume of *War and Peace* to debunking it, using Napoleonic wars as an example. Today the great man theory is out of favour as a singular explanation for why things happened.

Discussion

Gender issues were not on the table when the 'Great Man' theory was proposed. Most leaders were male and the thought of a Great Woman was generally in areas other than leadership. Most researchers were also male, and concerns about andocentric bias were a long way from being realized.

B. Trait Theory

Assumptions

- Assumes that people inherit certain qualities and traits that make them better suited to leadership.
- Often identifies particular personality or behavioral characteristics shared by leaders.

- People who make good leaders have the right (or sufficient) combination of traits.

Description

In the 1920's and 1930's, leadership research focused on trying to identify the traits that differentiated leaders from non-leaders. These early leadership theories were content theories, focusing on "what" an effective leader is, not on 'how' to effectively lead. The trait approach to understanding leadership assumes that certain physical, social, and personal characteristics are inherent in leaders. Sets of traits and characteristics were identified to assist in selecting the right people to become leaders. Physical traits include being young to middle-aged, energetic, tall, and handsome. Social background traits include being educated at the "right" schools and being socially prominent or upwardly mobile. Social characteristics include being charismatic, charming, tactful, popular, cooperative, and diplomatic. Personality traits include being self-confident, adaptable, assertive, and emotionally stable. Task-related characteristics include being driven to excel, accepting of responsibility, having initiative, and being results-oriented.

Trait theories intended to identify traits to assist in selecting leaders since traits are related to leadership effectiveness in many situations. The trait approach to understanding leadership supports the use of tests and interviews in the selection of managers. The interviewer is typically attempting to match the traits and characteristics of the applicant to the position. For example, most interviewers attempt to evaluate how well the applicant can work with people.

Jenkins reviewed traits of military leaders and concluded that traits were important but that the situation determined which traits were important and that expertise in the business at hand separated leaders from followers

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
<ul style="list-style-type: none"> • Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility 	<ul style="list-style-type: none"> • Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive • Socially skilled

Researcher Warren Bennis concludes that there are four common traits or areas of competence he observed in many leaders as a part of his study of various leaders.

- a. Management of attention: The ability to communicate a sense of outcome, goal and direction that attracts followers.
- b. Management of meaning: The ability to create and communicate meaning with clarity and understanding
- c. Management of trust: The ability to be reliable and consistent so people can count on them
- d. Management of self: The ability to know one's self and to use one's skills within limits of strengths and weaknesses.

Bennis suggests leaders empower their organisations to create an environment where people feel significant, learning and competence matter, people are part of the community or team, and the work is

exciting. It is also an environment where quality matters and dedication to work energizes.

A research was conducted on what were the differences between people who went on to become leaders and people who failed to become leaders. Individuals who failed to become leaders suffered from the following weaknesses:

1. Insensitive to others: abrasive, intimidating, bullying style.
 2. Cold, aloof and arrogant
 3. Betrayal of trust
 4. Over ambitious: thinking of next job, playing politics
 5. Specific performance problems with the business
 6. Over managing – unable to delegate or build a team
 7. Unable to staff effectively
 8. Unable to think strategically
 9. Unable to adapt to boss with different style
 10. Over dependent on advocate or mentor.
- (By McCall and Lambardo on their research on executives)

Out of the list the worst sins for leaders were-

1. Betrayal of trust
2. Insensitivity to others.

McCall and Lombardo (1983) researched both success and failure identified four primary traits by which leaders could succeed or 'derail':

1. *Emotional stability and composure*: Calm, confident and predictable, particularly when under stress.
2. *Admitting error*: Owning up to mistakes, rather than putting energy into covering up.
3. *Good interpersonal skills*: Able to communicate and persuade others without resort to negative or coercive tactics.
4. *Intellectual breadth*: Able to understand a wide range of areas, rather than having a narrow (and narrow-minded) area of expertise.

However, the traits approach to leadership has failed to find favour with the assessors of leadership for three reasons.

Firstly, it is linked with the assumption that a leader is born - if a person has certain traits, he is a leader; if he does not have those traits, he is not a leader. This goes against the dynamic nature of human personality and underestimates, the role of behaviour modification and trainability.

Secondly, behavioral scientists in their extensive researches could not identify even a few traits which could be common to all leaders. In fact, the more common observation in this regard is that each leader has a unique personality with one or two dominant traits which constitute the central point of his personality. For example, Frederick the Great was a frightful bully. Alexander the Great was full of youthful buoyancy, Nelson was known for his affection for junior officers and sailors, Napoleon was highly assertive and egotist, Montgomery was conservative and Patton was a show-man, while Mountbatten achieved his successes through personal charm and magnetism. Thus, no two leaders were alike; each had his own strengths and weaknesses.

Thirdly, the list of human traits is too long to prove of any practical use for assessing or developing leadership. The Webster's dictionary lists some 18,000 adjectives which define various aspects of human behaviour. These differences, in reality, refer to the varied types of situational requirements of human behaviour, and indicate the limitation of straitjacketing the personality of a leader in terms of traits.

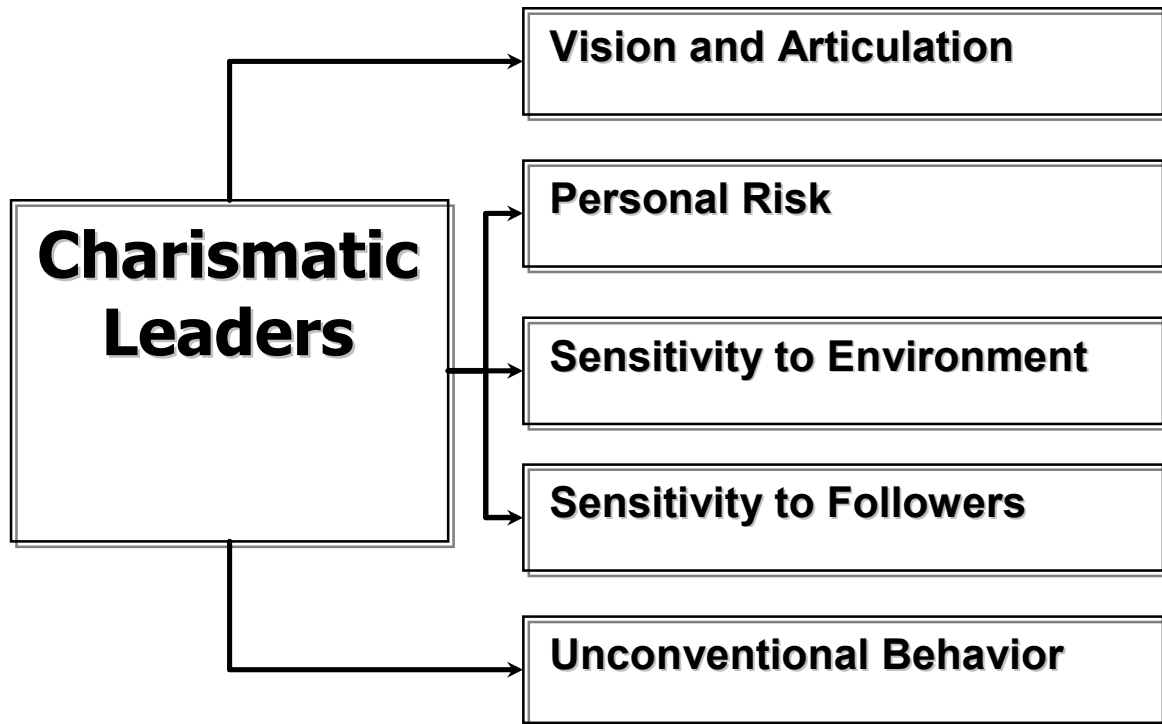
C. Charismatic Leadership

Assumptions

- Charm and grace are all that is needed to create followers.
- Self-belief is a fundamental need of leaders.
- People follow others that they personally admire.

Style

The Charismatic Leader gathers followers through dint of personality and charm, rather than any form of external power or authority.



The searchlight of attention

It is interesting to watch a Charismatic Leader 'working the room' as they move from person to person. They pay much attention to the person they are talking to at any one moment, making that person feel like they are, for that time, the most important person in the world.

Charismatic Leaders pay a great deal of attention in scanning and reading their environment, and are good at picking up the moods and concerns of both individuals and larger audiences. They then will hone their actions and words to suit the situation.

Pulling all of the strings

Charismatic Leaders use a wide range of methods to manage their image and, if they are not naturally charismatic, may practice assiduously at developing their skills. They may engender trust through visible self-sacrifice and taking personal risks in the name of their beliefs. They will show great confidence in their followers. They are very persuasive and make very effective use of body language as well as verbal language.

Deliberate charisma is played out in a theatrical sense, where the leader is 'playing to the house' to create a desired effect. They also make effective use of storytelling, including the use of symbolism and metaphor.

Many politicians use a charismatic style, as they need to gather a large number of followers. If you want to increase your charisma, studying videos of their speeches and the way they interact with others is a great source of learning. Religious leaders, too, may well use charisma, as do cult leaders.

Leading the team

Charismatic Leaders, who are building a group, whether it is a political party, a cult or a business team, will often focus strongly on making the group very clear and distinct, separating it from other groups. They will then build the image of the group, in particular in the minds of their followers, as being far superior to all others.

The Charismatic Leader will typically attach themselves firmly to the identity of the group, such that to join the group is to become one with the leader. In doing so, they create an unchallengeable position for themselves.

Alternative views

The description above is purely based on charisma and takes into account varying moral positions. Other descriptions tend to assume a more benevolent approach.

Conger & Kanungo (1998) describe five behavioral attributes of Charismatic Leaders that indicate a more transformational viewpoint:

- Vision and articulation;
- Sensitivity to the environment;
- Sensitivity to member needs;
- Personal risk taking;
- Performing unconventional behaviour.

Musser (1987) notes that charismatic leaders seek to instill both commitment to ideological goals and also devotion to themselves.

The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader.

Discussion

The Charismatic Leader and the Transformational Leader can have many similarities, in that the Transformational Leader may well be charismatic. Their main difference is in their basic focus. Whereas the Transformational Leader has a basic focus of transforming the organization and, quite possibly, their followers, the Charismatic Leader may not want to change anything.

Despite their charm and apparent concern, the Charismatic Leader may well be somewhat more concerned with themselves than anyone else. A typical experience with them is that whilst you are talking with them, it is like being bathed in a warm and pleasant glow, in which they are very convincing. Yet afterwards, ask the sunbeam of their attention is moved elsewhere, you may begin to question what they said (or even whether they said anything of significance at all).

The values of the Charismatic Leader are highly significant. If they are well-intentioned towards others, they can elevate and transform an entire company. If they are selfish and Machiavellian, they can create cults and effectively rape the minds (and potentially the bodies) of the followers.

Their self-belief is so high, they can easily believe that they are infallible, and hence lead their followers into an abyss, even when they have received adequate warning from others. The self-belief can also lead them into psychotic narcissism, where their self-absorption or need for admiration and worship can lead to their followers questioning their leadership.

They may also be intolerant of challengers and their irreplaceability (intentional or otherwise) can mean that there are no successors when they leave.

Thus, the research on trait approach says that leadership is a dynamic process that varies from situation to situation with changes in leader, the follower and the situation. Because of this, there may be helping or hindering traits in a given situation. One important conclusion of

the research on this approach to leadership is that there is no fixed set of traits that ensures leadership success.

Discussion

There have been many different studies of leadership traits and they agree only in the general saintly qualities needed to be a leader.

For a long period, inherited traits were sidelined as learned and situational factors were considered to be far more realistic as reasons for people acquiring leadership positions.

Trait theory has not been able to identify a set of traits that will consistently distinguish leaders from followers. Trait theory posits key traits for successful leadership (drive, desire to lead, integrity, self-confidence, intelligence, and job-relevant knowledge) yet does not make a judgment as to whether these traits are inherent to individuals or whether they can be developed through training and education. No two leaders are alike. Furthermore, no leader possesses all of the traits. Comparing leaders in different situations suggests that the traits of leaders depend on the situation. Thus, traits were de-emphasized to take into account situational conditions (contingency perspective).

D. Situational Theory

Assumptions

The best action of the leader depends on a range of situational factors.

Discussion

The traits approach to leadership laid emphasis on the inborn qualities of a leader and the behavioural approach gave importance to his behaviour. The situational approach to leadership, however, gives overriding importance to the situation. It maintains that it is always the situation which determines who will emerge as the leader. Jenkins (1947) writes, 'Leadership is specific to the particular situation under investigation. Who becomes a leader of a particular group engaging in a particular activity and what the characteristics are in the given case are a function of the specific situation....'

The situational approach to leadership, in reality challenges the implied omnipotence of the born leader, It stresses that the leader's role is played by a human being, and all human beings have limitations and imperfections. Many leaders of proven ability and effectiveness have failed to adapt to the dynamics and demands of new situations. This may have been due to their insensitivity to the situation or rigidity of style. The erection of Churchill's leadership in the post-war period, Wavell and Auchinleck in North Africa and MacArthur in Korea are vivid examples of situational considerations overtaking highly reputed leaders. Thus we see that if the characteristics of a leader are not matching with the requirements of the situation, these may become his demerits and come in the way of his proving effective. However, it does not mean that change in situation requires a physical change in the leader - it also means the leader changing his style of functioning to meet the requirements of the new situation.

Stogdil proposed that leadership is a matter of situational demands and concluded that emergence of a leader is a result of time, place, and circumstance

When a decision is needed, factors like motivation and capability of followers affect the situational decisions. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.

The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior.

Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation, the forces in then follower and also forces in the leader. This recognizes that the leader's style is highly variable, and even such distant events as a family argument can lead to the displacement activity of a more aggressive stance in an argument than usual.

Maier (1963) noted that leaders not only consider the likelihood of a follower accepting a suggestion, but also the overall importance of getting things done. Thus in critical situations, a leader is more likely to be directive in style simply because of the implications of failure.

E. Behavioral Theories

Assumptions

Leaders can be made, rather than are born.

- Successful leadership is based in definable, learnable behavior.

Description

Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually *do*.

If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn than to adopt the more ephemeral 'traits' or 'capabilities'.

The behavioral theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

Theory X and Theory Y

Douglas McGregor described Theory X and Theory Y in his book, *The Human Side of Enterprise*. Theory X and Theory Y each represent different ways in which leaders view employees. Theory X managers believe that employees are motivated mainly by money, are lazy, uncooperative, and have poor work habits. Theory Y managers believe that subordinates work hard, are cooperative, and have positive attitudes.

Theory X is the traditional view of direction and control by managers.

1. The average human being has an inherent dislike of work and will avoid it if he or she can.
2. Because of this human characteristic of dislike of work, most people must be controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory X leads naturally to an emphasis on the tactics of control - to procedures and techniques for telling people what to do, for determining whether they are doing it, and for administering rewards and punishment. Theory X explains the consequences of a particular managerial strategy. Because its assumptions are so unnecessarily limiting, it prevents managers from seeing the possibilities inherent in other managerial strategies. As long as the assumptions of Theory X influence managerial strategy, organizations will fail to discover, let alone utilize, the potentialities of the average human being.

Theory Y is the view that individual and organizational goals can be integrated.

1. The expenditures of physical and mental effort in work are as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y's purpose is to encourage integration, to create a situation in which an employee can achieve his or her own goals best by directing his or her efforts toward the objectives of the organization. It is a deliberate attempt to link improvement in managerial competence with the satisfaction of higher-level ego and self-actualization needs. Theory Y leads to a preoccupation with the nature of relationships, with the creation of an environment which will encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them.

Ohio State and University of Michigan

Studies conducted at the Ohio State University and the University of Michigan identified two leadership styles and two types of leader behaviors. The Ohio State study identified two leadership styles: *considerate* and *initiating* structure. The University of Michigan study classified leaders' behaviors as being production or employee-centered. The primary concern of leaders with considerate and employee-centered style is the employee's welfare. The primary concern of leaders with initiating-structure and a production-centered style is achieving goals. Research findings on which dimension is most important for satisfaction and productivity are inconclusive. However, employee oriented leaders appear to be associated with high group productivity and job satisfaction.

University of Iowa

Another approach to leader behavior focused on identifying the best leadership styles. Work at the University of Iowa identified democratic (participation and delegation), autocratic (dictating and centralized) and laissez-faire styles (group freedom in decision making). Research findings were also inconclusive.

The Managerial Grid

The dimensions identified at the University of Michigan provided the basis for the development of the managerial grid model developed by Robert Blake and Jane Mouton.

It identifies five various leadership styles that represent different combinations of concern for people and concern for production. Managers who scored high on both these dimensions simultaneously (labeled team management) performed best. The five leadership styles of the managerial grid include impoverished, country club, produce or perish, middle-of-the road, and team.

Concern for People	High	Country Club management		Team management
	<i>Medium</i>		Middle of the road management	
	<i>Low</i>	Impoverished management		Authority-compliance
		<i>Low</i>	<i>Medium</i>	<i>High</i>
Concern for Production (Task)				

Impoverished management

The impoverished style is located at the lower left-hand corner of the grid, point (1, 1). Minimum effort to get the work done. It is characterized by low concern for both people and production. A basically lazy approach that avoids as much work as possible.

The primary objective of the impoverished style is for managers to stay out of trouble.

Authority-compliance (The Produce or Perish style)

The authority-compliance (produce or perish style) is located at the lower right-hand corner of the grid, point (9,1). A high concern for production and a low concern for people characterize it. The primary objective of the produce or perish style is to achieve the organization's goals. To accomplish the organization's goals, it is not necessary to consider employees' needs as relevant.

Strong focus on task, but with little concern for people. Focus on efficiency, including the elimination of people wherever possible.

Country Club management

The country club style is located at the upper left-hand corner of the grid, point (1, 9). It is characterized as a high concern for people and a low concern for production. The primary objective of the country club style is to create a secure and comfortable atmosphere and trust that subordinates will respond positively. But a low focus on task may give questionable results.

Middle of the road management

The middle-of-the-road style is located at the middle of the grid, point (5, 5). A balance between workers' needs and the organization's productivity goals characterize it. The primary objective of the middle-of-the-road style is to maintain employee morale at a level sufficient to get the organization's work done. Doing enough to get things done, but not pushing the boundaries of what may be possible.

Team management

The team style is located at the upper right-hand of the grid, point (9, 9). It is characterized by a high concern for people and production. The primary objective of the team style is to establish cohesion and foster a feeling of commitment among workers.

Firing on all cylinders: people are committed to task and leader is committed to people (as well as task).

Discussion on Managerial grid

This is a well-known grid that uses the Task vs. Person preference that appears in many other studies, such as the Michigan Leadership Studies and the Ohio State Leadership Studies. Many other task-people models and variants have appeared since then. They are both clearly important dimensions, but as other models point out, they are not all there is to leadership and management.

The Managerial Grid was the original name. It later changed to the Leadership Grid.

Discussion on Behavioral Theories

Behavioral is a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance.

A behavioral theory is relatively easy to develop, as you simply assess both leadership success and the actions of leaders. With a large enough study, you can then correlate statistically significant behaviors with success. You can also identify behaviors which contribute to failure, thus adding a second layer of understanding.

F. The Path-Goal Theory

Assumptions

Path-Goal theory assumes that leaders are flexible and that they can change their style, as situations require.

Leader's job is to assist followers in attaining their goals that are compatible with the overall objectives of the group or organization.

Leader behavior is:

1. acceptable to the degree that group views it as a source of immediate or future satisfaction
2. motivational to the extent that it:
 - makes satisfaction of subordinates' needs contingent on effective performance
 - provides the coaching, guidance, support, and rewards necessary for effective performance

Description

The path-goal theory developed by Robert House is based on the expectancy theory of motivation. The manager's job is viewed as

coaching or guiding workers to choose the best paths for reaching their goals. "Best" is judged by the accompanying achievement of organizational goals. It is based on the precepts of goal setting theory and argues that leaders will have to engage in different types of leadership behavior depending on the nature and demands of the particular situation. It's the leader's job to assist followers in attaining goals and to provide direction and support needed to ensure that their goals are compatible with the organizations.

In particular, leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks that are stopping them from going there.
- Increasing the rewards along the route.

Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold.

This variation in approach will depend on the situation, including the follower's capability and motivation, as well as the difficulty of the job and other contextual factors.

House and Mitchell (1974) described four styles of leadership:

Supportive leadership

Considering the needs of the follower, showing concern for their welfare and creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous.

Directive leadership

Telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be

increased as needed and role ambiguity decreased (by telling them what they should be doing).

This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

Participative leadership

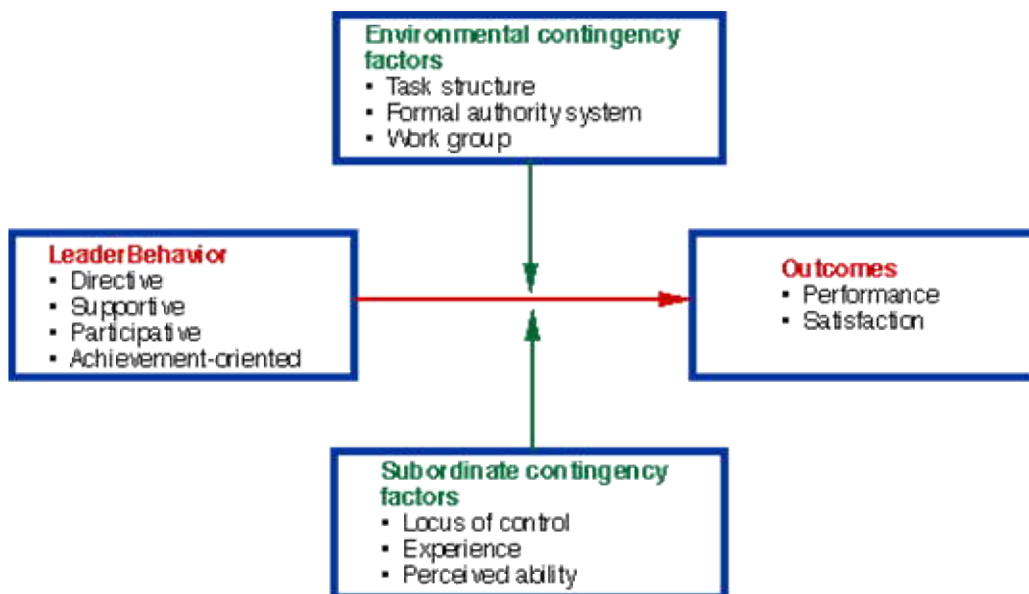
Consulting with followers and taking their ideas into account when making decisions and taking particular actions. This approach is best when the followers are expert and their advice is both needed and they expect to be able to give it.

Achievement-oriented leadership

Setting challenging goals, both in work and in self-improvement (and often together). High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best when the task is complex.

This theory assumes that a leader can display any or all of the behaviors depending on the situation

Path-Goal Theory



The theory proposes two contingency variables (environment and follower characteristics) that moderate the leader behavior-outcome relationship. Environment is outside the control of followers-task structure, authority system, and work group. Environmental factors determine the type of leader behavior required if follower outcomes are to be maximized. Follower characteristics are the locus of control, experience, and perceived ability. Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve their goals and make the journey easier by reducing roadblocks and pitfalls. Research demonstrates that employee performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee or the work setting.

The theory also says that leader behavior will be ineffective when:

- it is redundant with sources of environmental structure
- it is incongruent with follower characteristics

Discussion

Leaders who show the way and help followers along a path are effectively 'leading'.

This approach assumes that there is one right way of achieving a goal and that the leader can see it and the follower cannot. This casts the leader as the knowing person and the follower as dependent.

It also assumes that the follower is completely rational and that the appropriate methods can be deterministically selected depending on the situation.

Most evidence supports the logic underlying the model.

G. Contingency Theory

Assumptions

The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.

Description

Contingency theories are a class of behavioral theory that contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others.

An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.

Discussion

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors (often about follower behavior), whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation.

Fiedler's Contingency Model

Assumptions

- Leaders prioritize between task-focus and people-focus.
- Relationships, power and task structure are the three key factors that drive effective styles.

Description

In *Leadership Theory and Research: Perspectives and Directions*, Martin M. Chemers and Roya Ayman, write of Fiedler's contribution: "The realization that leadership effectiveness depends on the interaction of qualities of the leader with demands of the situation in which the leader functions, made the simplistic "one best way" approach of earlier eras obsolete."

Fred E. Fiedler's contingency theory postulates that there is no best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routinized (mechanistic) environment where repetitive tasks are the norm, a certain leadership style may result in the best performance. The same leadership style may not work in a very dynamic environment.

Fiedler looked at three situations that could define the condition of a managerial task:

- *Leader-Member Relations*: The extent to which the leader has the support and loyalties of followers and relations with them are friendly and cooperative.
- *Task structure*: The extent to which tasks are standardised, documented and controlled.
- *Leader's Position-power*: The extent to which the leader has authority to assess follower performance and give reward or punishment.

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation.

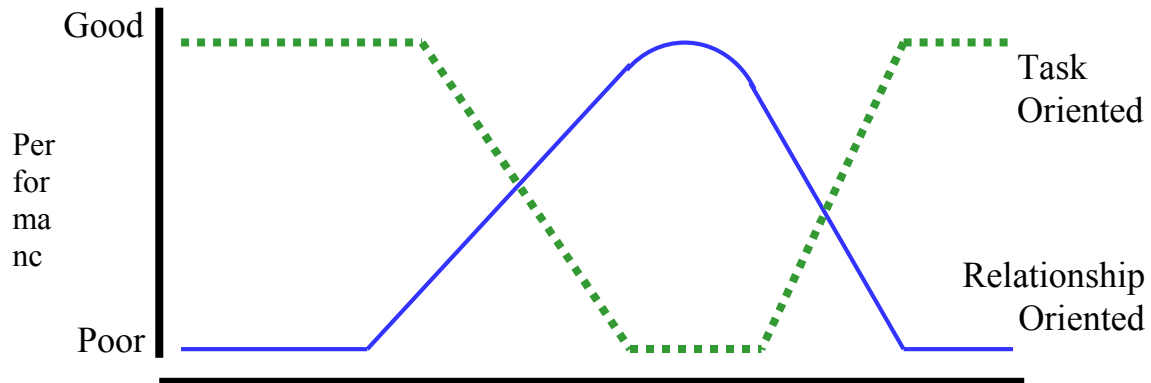
These environmental variables are combined in a weighted sum that is termed "Favorable" at one end and "unfavorable" at the other. Task oriented style is preferable at the clearly defined extremes of "favorable" and "unfavorable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style.

Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives he or she and the group of employees is getting along together. In a favorable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavorable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favorable) of what is required of subordinates affects task structure.

Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favorable) or increasing (unfavorable) the decision-making power of employees.

The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style. Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established

Findings of The Fiedler Model



Category	I	II	III	IV	V	VI	VII	VIII
Leader-Member Relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task Structure	High	High	Low	Low	High	High	Low	Low
Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak

Discussion

This is another approach that uses task- vs. people-focus as a major categorization of the leader's style.

H. Hersey and Blanchard's situational Leadership

Assumptions

- Leaders should adapt their style to follower development style (or 'maturity'), based on how ready and willing the follower is to perform required tasks (that is, their competence and motivation).
- There are four leadership styles (S1 to S4) that match the development levels (D1 to D4) of the followers.
- The four styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between

the leader and the follower, depending on the development level of the follower.

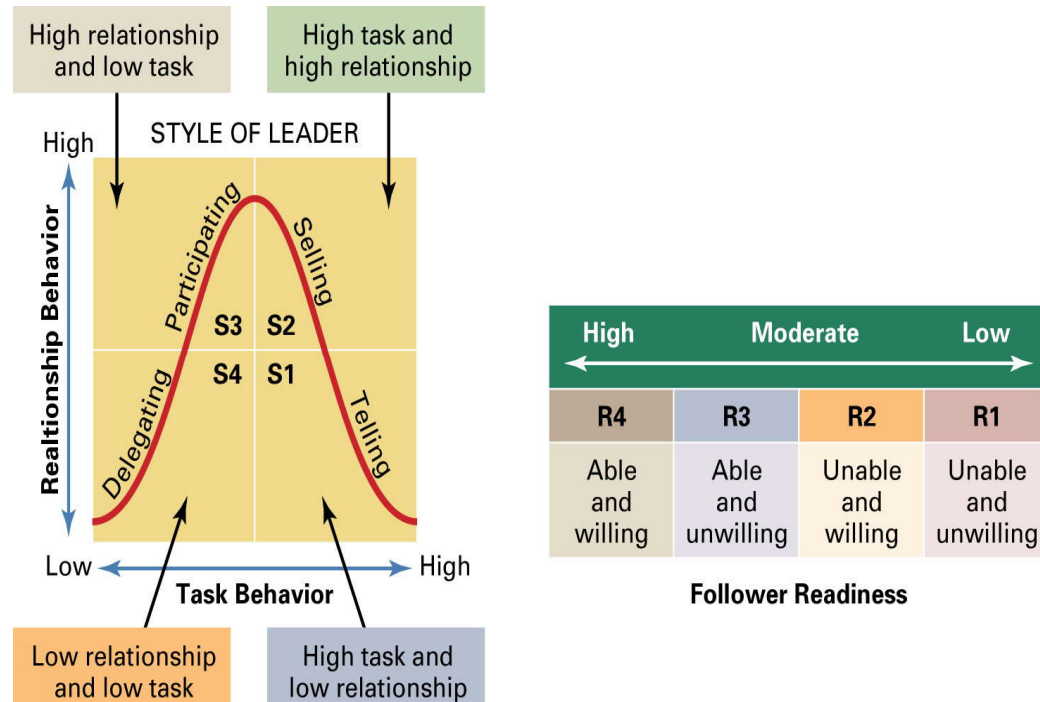
Description

The Hersey-Blanchard Situational Leadership theory is based on the amount of direction (task behavior) and amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers. Task behavior is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior the leader engages in one-way communication. Relationship behavior is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior the leader engages in two-way communication by providing socio-emotional support. Maturity is the willingness and ability of a person to take responsibility for directing his or her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts.

To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior.

Once the maturity level is identified, the appropriate leadership style can be determined.

Hersey and Blanchard's Situational Leadership Model



The four leadership styles are telling, selling, participating, and delegating.

S1: Telling / Directing

Follower: R1: Low competence, high commitment / Unable and unwilling

Leader: High task focus, low relationship focus

High task/low relationship behavior (S1) is referred to as "telling." Telling style is best matched with a low follower readiness level.

When the follower cannot do the job and is also unwilling to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled.

If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear 'do this' position to ensure that all required actions are clear.

S2: Selling / Coaching

Follower: R2: Some competence, low commitment / Unable and willing

Leader: High task focus, high relationship focus

High task/high relationship behavior (S2) is referred to as "selling." When the follower can not do the job but is willing to try then the leader must turn attention to the human aspects.

The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods.

S3: Participating / Supporting

Follower: R3: High competence, variable commitment / Able and unwilling

Leader: Low task focus, high relationship focus

High relationship/low task behavior (S3) is referred to as "participating." With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.

When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about

showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment.

S4: Delegating

Follower: R4: High competence, high commitment / Able and willing

Leader: Low task focus, low relationship focus

Low relationship/low task behavior (S4) is labeled "delegating." This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, trusting them to get on with the job.

Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome.

Discussion

It is limited in application and is based on assumptions that can be challenged, for example the assumption that at the 'telling' level, the relationship is of lower importance.

I. Vroom, Yetton, Jago Leader-Participation Model

Assumptions

Decision acceptance increases commitment and effectiveness of action.

Participation increases decision acceptance.

Description

The Vroom, Yetton, Jago leader-participation model relates leadership behavior and participation to decision making. The model provides a set of sequential rules to determine the form and amount of participative decision making in different situations. It is a decision tree, requiring yes and no answers incorporating contingencies about task structure and alternative styles.

The following contingency questions must be answered to determine the appropriate leadership style in the leader-participation model:

1. Quality Requirement: How important is the technical quality of this decision?
2. Commitment Requirement: How important is subordinate commitment to the decision?
3. Leader's Information: Do you have sufficient information to make a high-quality decision?
4. Problem Structure: Is the problem well structured?
5. Commitment Probability: If you were to make the decision yourself, are you reasonably certain that your subordinates would be committed to the decision?
6. Goal Congruence: Do subordinates share the organizational goals to be attained in solving this problem? · Subordinate Conflict: Is conflict among subordinates over preferred solutions likely?
7. Subordinate Information: Do subordinates have sufficient information to make a high-quality decision?

Decision quality is the selection of the best alternative, and is particularly important when there are many alternatives. Decision acceptance is the degree to which a follower accepts a decision made by a leader.

Vroom and Yetton defined five different decision procedures. Two are autocratic (A1 and A2), two are consultative (C1 and C2) and one is Group based (G2).

A1: Leader takes known information and then decides alone.

A2: Leader gets information from followers, and then decides alone.

C1: Leader shares problem with followers individually, listens to ideas and then decides alone.

C2: Leader shares problems with followers as a group, listens to ideas and then decides alone.

G2: Leader shares problems with followers as a group and then seeks and accepts consensus agreement.

Situational factors that influence the method are relatively logical:

- When decision quality is important and followers possess useful information, then A1 and A2 are not the best method.
- When the leader sees decision quality as important but followers do not, then G2 is inappropriate.
- When decision quality is important, when the problem is unstructured and the leader lacks information / skill to make the decision alone, then G2 is best.
- When decision acceptance is important and followers are unlikely to accept an autocratic decision, then A1 and A2 are inappropriate.
- When decision acceptance is important but followers are likely to disagree with one another, then A1, A2 and C1 are not appropriate, because they do not give opportunity for differences to be resolved.
- When decision quality is not important but decision acceptance is critical, then G2 is the best method.
- When decision quality is important, all agree with this, and the decision is not likely to result from an autocratic decision then G2 is best.

Discussion

Vroom and Yetton (1973) took the earlier generalized situational theories that noted how situational factors cause almost unpredictable leader behavior and reduced this to a more limited set of behaviors.

The 'normative' aspect of the model is that it was defined more by rational logic than by long observation.

The model is most likely to work when there is clear and accessible opinions about the decision quality importance and decision acceptance factors. However these are not always known with any significant confidence.

J. Transactional Leadership

Assumptions

- People are motivated by reward and punishment.
- Social systems work best with a clear chain of command.
- When people have agreed to do a job, a part of the deal is that they cede all authority to their manager.
- The prime purpose of a subordinate is to do what their manager tells them to do.

Style

The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate.

When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

The transactional leader often uses *management by exception*, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation.

Whereas Transformational Leadership has more of a 'selling' style, Transactional Leadership, once the contract is in place, takes a 'telling' style.

Discussion

Transactional leadership is based in *contingency*, in that reward or punishment is contingent upon performance.

Despite much research that highlights its limitations, Transactional Leadership is still a popular approach with many managers. Indeed, in the Leadership vs. Management spectrum, it is very much towards the management end of the scale.

The main limitation is the assumption of 'rational man', a person who is largely motivated by money and simple reward, and hence whose behavior is predictable. The underlying psychology is Behaviorism, including the Classical Conditioning of Pavlov and Skinner's Operant Conditioning. These theories are largely based on controlled laboratory experiments (often with animals) and ignore complex emotional factors and social values.

In practice, there is sufficient truth in Behaviorism to sustain Transactional approaches. This is reinforced by the supply-and-demand situation of much employment, coupled with the effects of deeper needs, as in Maslow's Hierarchy. When the demand for a skill outstrips the supply, then Transactional Leadership often is insufficient, and other approaches are more effective.

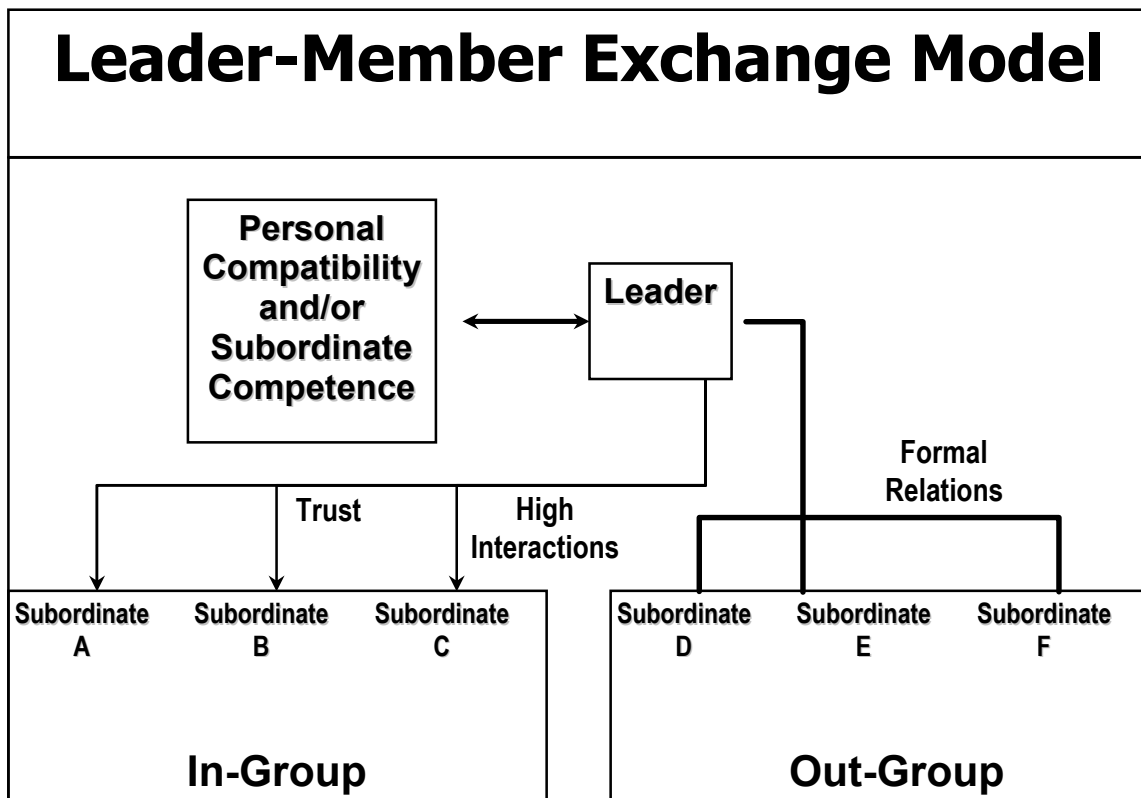
K. Leader-Member Exchange Theory

Description

Leader-Member Exchange Theory, also called *LMX* or *Vertical Dyad Linkage Theory*, describes how leaders in groups maintain their position through a series of tacit exchange agreements with their members.

In-group and out-group

In particular, leaders often have a special relationship with an inner circle of trusted lieutenants, assistants and advisors, to whom they give high levels of responsibility, decision influence, and access to resources. This in-group pay for their position. They work harder, are more committed to task objectives, and share more administrative duties. They are also expected to be fully committed and loyal to their leader. The out-group, on the other hand, is given low levels of choice or influence.



This also puts constraints upon the leader. They have to nurture the relationship with their inner circle whilst balancing giving them power with ensuring they do not have enough to strike out on their own.

The LMX process

These relationships, if they are going to happen, start very soon after a person joins the group and follow three stages.

1. *Role taking*

The member joins the team and the leader assesses their abilities and talents. Based on this, the leader may offer them opportunities to demonstrate their capabilities.

Another key factor in this stage is the discovery by both parties of how the other likes to be respected.

2. *Role making*

In the second phase, the leader and member take part in an unstructured and informal negotiation whereby a role is created for the member and the often-tacit promise of benefit and power in return for dedication and loyalty takes place.

Trust-building is very important in this stage, and any felt betrayal, especially by the leader, can result in the member being relegated to the out-group.

This negotiation includes relationship factors as well as pure work-related ones, and a member who is similar to the leader in various ways is more likely to succeed. This perhaps explains why mixed gender relationships regularly are less successful than same-gender ones (it also affects the seeking of respect in the first stage). The same effect also applies to cultural and racial differences.

3. *Routinization*

In this phase, a pattern of ongoing social exchange between the leader and the member becomes established.

Success factors

Successful members are thus similar in many ways to the leader (which perhaps explains why many senior teams are all white, male, middle-class and middle-aged). They work hard at building and sustaining trust and respect.

To help this, they are empathetic, patient, reasonable, sensitive, and are good at seeing the viewpoint of other people (especially the leader). Aggression, sarcasm and an egocentric view are keys to the out-group wash-room.

The overall quality of the LMX relationship varies with several factors. Curiously, it is better when the challenge of the job is extremely high *or* extremely low. The size of the group, financial resource availability and the overall workload are also important.

Process Theories

L Transformational Leadership

Assumptions

- People will follow a person who inspires them.
- A person with vision and passion can achieve great things.
- The way to get things done is by injecting enthusiasm and energy.

Style

Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.

Developing the vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it, hook, line and sinker.

Selling the vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The Transformational Leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon.

In order to create followers, the Transformational Leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision.

Finding the way forwards

In parallel with the selling activity is seeking the way forward. Some Transformational Leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the promised land.

The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the *direction* will always be known. Thus finding the way forward can be an ongoing process of course correction, and the Transformational Leader will accept that there will be failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

Leading the charge

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The

Transformational Leader seeks to infect and re-infect their followers with a high level of commitment to the vision.

One of the methods the Transformational Leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation.

Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a believe in themselves rather than a believe in others.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone *believes* they are right, it does not mean they *are* right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

Transformational Leadership - James MacGregor Burns

Assumptions

- Association with a higher moral position is motivating and will result in people following a leader who promotes this.
- Working collaboratively is better than working individually.

Description

Burns defined transformational leadership as a process where leaders and followers engage in a mutual process of 'raising one another to higher levels of morality and motivation.'

Transformational leaders raise the bar by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader.

Transformational leadership blends the behavioral theories with a little dab of trait theories. Transactional leaders, such as those identified in contingency theories, guide followers in the direction of established goals by clarifying role and task requirements. However, transformational leaders, who are charismatic and visionary, can inspire followers to transcend their own self-interest for the good of the organization. Transformational leaders appeal to followers' ideals and moral values and inspire them to think about problems in new or different ways.

Leader behaviors used to influence followers include vision, framing, and impression management. Vision is the ability of the leader to bind people together with an idea. Framing is the process whereby leaders define the purpose of their movement in highly meaningful terms. Impression management is a leader's attempt to control the impressions that others form about the leader by practicing behaviors

that make the leader more attractive and appealing to others. Research indicates that transformational, as compared to transactional, leadership is more strongly correlated with lower turnover rates, higher productivity, and higher employee satisfaction.

A transformational leader instills feelings of confidence, admiration and commitment in the followers. He or she is charismatic, creating a special bond with followers, articulating a vision with which the followers identify and for which they are willing to work. Each follower is coached, advised, and delegated some authority. The transformational leader stimulates followers intellectually, arousing them to develop new ways to think about problems. The leader uses contingent rewards to positively reinforce performances that are consistent with the leader's wishes. Management is by exception. The leader takes initiative only when there are problems and is not actively involved when things are going well. The transformational leader commits people to action and converts followers into leaders

Burns' view is that transformational leadership is more effective than transactional leadership, where the appeal is to more selfish concerns. An appeal to social values thus encourages people to collaborate, rather than working as individuals (and potentially competitively with one another). He also views transformational leadership as an ongoing process rather than the discrete exchanges of the transactional approach.

Discussion

Using social and spiritual values as a motivational lever is very powerful as they are both hard to deny and also give people an uplifting sense of being connected to a higher purpose, thus playing to the need for a sense of meaning and identity.

Ideals are higher in Maslow's Hierarchy, which does imply that lower concerns such as health and security must be reasonably safe before people will pay serious attention to the higher possibilities.

Transformational leaders are relevant to today's workplace because they are flexible and innovative. While it is important to have leaders with the appropriate orientation defining tasks and managing interrelationships, it is even more important to have leaders who can

bring organizations into futures they have not yet imagined. Transformational leadership is the essence of creating and sustaining competitive advantage.

Bass's transformational leadership

Assumptions

- Awareness of task importance motivates people.
- A focus on the team or organization produces better work.

Description

Bass defined transformational leadership in terms of how the leader affects followers, who are intended to trust, admire and respect the transformational leader.

He identified three ways in which leaders transform followers:

- Increasing their awareness of task importance and value.
- Getting them to focus first on team or organizational goals, rather than their own interests.
- Activating their higher-order needs.

Charisma is seen as necessary, but not sufficient, for example in the way that charismatic movie stars may not make good leaders. Two key charismatic effects that transformational leaders achieve is to evoke strong emotions and to cause identification of the followers with the leader. This may be through stirring appeals. It may also may occur through quieter methods such as coaching and mentoring.

Bass has recently noted that authentic transformational leadership is grounded in moral foundations that are based on four components:

- Idealized influence
- Inspirational motivation
- Intellectual stimulation
- Individualized consideration

...and three moral aspects:

- The moral character of the leader.
- The ethical values embedded in the leader's vision, articulation, and program (which followers either embrace or reject).
- The morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue.

This is in contrast with pseudo-transformational leadership, where, for example, in-group/out-group 'us and them' games are used to bond followers to the leader.

Discussion

In contrast to Burns, who sees transformational leadership as being inextricably linked with higher order values, Bass sees it as amoral, and attributed transformational skills to people such as Adolf Hitler and Jim Jones.

M. Relational Leadership

Leadership has to do with relationships, the role of which cannot be overstated. Leadership is inherently a relational, communal process. "Leadership is *always* dependent on the context, but the context is established by the *relationships* we value" (Wheatley, 1992, p. 144). Although a person could exert leadership of ideas through persuasive writings or making speeches, most leadership happens in an interactive relational context. We emphasize once again: we view leadership as *a relational process of people together attempting to accomplish change or make a difference to benefit the common good.*

Relational leadership involves a focus on five primary components. This approach to leadership is *inclusive* of people and diverse points of view, *empowers* those involved, is *purposeful* and builds commitment toward common purposes, is *ethical*, and recognizes that all four of those elements are accomplished by being *process-oriented*.

The model provides a frame of reference or an approach to leadership in contemporary organizations. With these foundational philosophies and commitments, an individual can make a meaningful contribution

in any organization. This model is not a leadership theory in itself, and it does not address the change outcomes for which leadership is intended. It is a framework connecting five key elements that can serve as a responsive approach to leadership. Figure below gives a visual image of the elements of the model. The components of relational leadership are complex concepts. Exhibit given below identifies some important knowledge, attitudes, and skills that are embedded in each element. These reflect the knowledge, attitudes, and skills that would be helpful in understanding relational leadership. Brief applications of the core elements to the knowing-being-doing model conclude each section.

Figure: Relational Leadership Model

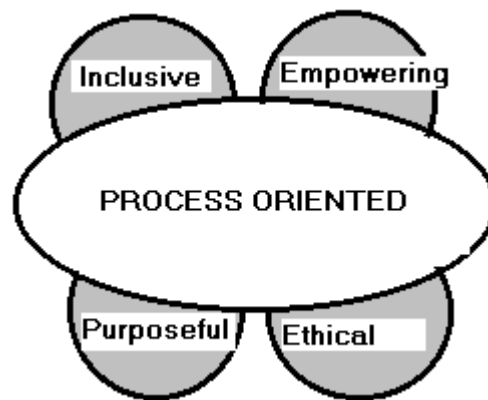


Exhibit: Relational Leadership Model

<i>Leadership Component</i>	<i>Knowing (Knowledge/ Understanding of...)</i>	<i>Being (Belief that...)</i>	<i>Doing (Skills in...)</i>
<p>Inclusive- of people and diverse points of view.</p>	<p>self and others</p> <p>citizenship frames and multiple realities</p> <p>world views</p> <p>organizational cultures</p>	<p>differences in people are valuable</p> <p>fairness and equality are important in the treatment of all people</p> <p>everyone can make a difference</p> <p>need to conceptualize groups and organizations as web-like in structure</p>	<p>developing talent</p> <p>listening</p> <p>building coalitions</p> <p>framing/re-framing</p> <p>engaging in civil discourse</p>
<p>Empowering- of others who are involved</p>	<p>power</p> <p>empowerment</p> <p>impact of power on policies and procedures</p> <p>self esteem</p>	<p>everyone has something to offer</p> <p>concern for the growth and development of others is necessary and important</p> <p>contributions of others are to be solicited and valued</p> <p>power, information, and decision making are to be shared willingly</p>	<p>gate-keeping</p> <p>sharing information</p> <p>learning at individual and team levels</p> <p>encouraging or affirming others</p> <p>building capacity of others</p> <p>promoting self-leadership</p> <p>practicing renewal</p>
<p>Purposeful- means having an individual commitment to a</p>	<p>change process and models</p> <p>role mission/vision</p>	<p>an attitude that is hopeful, positive, and optimistic helps everyone</p>	<p>identifying goals</p> <p>envisioning</p>

<p>goal or activity. It is also the individual ability to collaborate and find common ground with others to establish a common purpose, a vision for a group, or work toward the public.</p>		<p>individuals, groups and organizations can improve</p> <p>individuals, groups, and organizations can make a difference</p>	<p>making meaning</p> <p>thinking creatively</p> <p>involving others in vision-building process.</p>
<p>Ethical-</p> <p>driven by values and standards and leadership which is "good" or moral in nature.</p>	<p>development of values</p> <p>influence of systems on justice and care</p> <p>models of valuing of self and others</p> <p>ethical decision making</p>	<p>socially responsible behavior is to be encouraged in all people</p> <p>character development happens through participation in groups and organizations</p> <p>high standards of behavior for each person helps everyone</p> <p>actions which benefit others are preferred over actions which are pursued for self gain</p>	<p>behaving congruently</p> <p>trusting others and being trustworthy</p> <p>being reliable and responsible</p> <p>acting courageously</p> <p>identifying issues as needing an ethical decision</p> <p>confronting inappropriate behavior in others</p>
<p>Process-Oriented-</p> <p>how the group goes about being a group, remaining a group, and accomplishing the group's purpose.</p>	<p>community</p> <p>group process</p> <p>relational aspect of leadership</p> <p>systems perspective</p>	<p>process is as important as outcome</p> <p>effort of a high quality is to be encouraged</p> <p>good things happen when people trust the process</p>	<p>collaboration</p> <p>reflecting</p> <p>making meaning</p> <p>challenging</p> <p>engaging in civil confrontation</p> <p>Learning giving and receiving feedback</p>

Conditions in our rapidly changing world require that each of us become effective members of our groups and communities in order to work with others toward needed change and for common purpose. The way we relate to each other matters and is symbolic of our social responsibility. Taking the time needed to build a sense of community in a group acknowledges that relationships are central to effective leadership. Relational leadership is inclusive, empowering, ethical, process oriented, and purposeful. Attention to those practices builds a strong organization with committed participants who know they matter.

N. Servant Leadership

Assumptions

- The leader has responsibility for the followers.
- Leaders have a responsibility towards society and those who are disadvantaged.

People who want to help others best do this by leading them.

Style

The servant leader serves others, rather than others serving the leader. Serving others thus comes by helping them to achieve and improve.

There are two criteria of servant leadership:

- The people served grow as individuals, becoming 'healthier, wiser, more autonomous and more likely themselves to become servants' (Greenleaf, 1977).
- The extent to which the leadership benefits those who are least advantaged in society (or at least does not disadvantage them).

Principles of servant leadership defined by the Alliance for Servant Leadership are:

- *Transformation* as a vehicle for personal and institutional growth.
- *Personal growth* as a route to better serve others.

- *Enabling environments* that empower and encourage service.
- *Service* as a fundamental goal.
- *Trusting relationships* as a basic platform for collaboration and service.
- *Creating commitment* as a way to collaborative activity.
- *Community building* as a way to create environments in which people can trust each other and work together.
- *Nurturing the spirit* as a way to provide joy and fulfillment in meaningful work.

Spears (2002) lists: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community.

An excellent example of a servant leader is Ernest Shackleton, the early 20th century explorer who, after his ship became frozen in the Antarctic ice, brought every one of his 27 crew home alive, including an 800 mile journey in open boats across the winter Antarctic seas. It took two years, but Shackleton's sense of responsibility towards his men never wavered.

Description

The idea of the servant as leader came partly out of Greenleaf's half-century of experience in working to shape large institutions. However, the event that crystallized Greenleaf's thinking came in the 1960s, when he read Hermann Hesse's short novel *Journey to the East*--an account of a mythical journey by a group of people on a spiritual quest.

After reading this story, Greenleaf concluded that its central meaning was that the great leader is first experienced as a servant to others, and that this simple fact is central to the leader's greatness. True leadership emerges from those whose primary motivation is a deep desire to help others.

In his works, Greenleaf discusses the need for a better approach to leadership, one that puts serving others--including employees, customers, and community--as the number one priority. Servant-leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in

decision making. The words *servant* and *leader* are usually thought of as being opposites. When two opposites are brought together in a creative and meaningful way, a paradox emerges. So the words *servant* and *leader* have been brought together to create the paradoxical idea of servant-leadership.

Who *is* a servant-leader? Greenleaf said that the servant-leader is one who is a servant first. In "The Servant as Leader" he wrote, "It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant--first to make sure that other people's highest-priority needs are being served. The best test is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"

At its core, servant-leadership is a long-term, transformational approach to life and work--in essence, a way of being--that has the potential for creating positive change throughout our society.

Characteristics of the Servant-Leader

The following set of characteristics is central to the development of servant-leaders:

1. *Listening.* Leaders have traditionally been valued for their communication and decision-making skills. While these are also important skills for the servant-leader, they need to be reinforced by a deep commitment to listening intently to others. The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader.
2. *Empathy.* The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as

people, even if one finds it necessary to refuse to accept their behavior or performance.

3. *Healing.* One of the great strengths of servant-leadership is the potential for healing one's self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to "help make whole" those with whom they come in contact. In "The Servant as Leader" Greenleaf writes: "There is something subtle communicated to one who is being served and led if implicit in the compact between servant-leader and led is the understanding that the search for wholeness is something they share."
4. *Awareness.* General awareness, and especially self-awareness, strengthens the servant-leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. As Greenleaf observed: "Awareness is not a giver of solace--it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity."
5. *Persuasion.* Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince others rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant-leadership. The servant-leader is effective at building consensus within groups.
6. *Conceptualization.* Servant-leaders seek to nurture their abilities to "dream great dreams." The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities. For many managers this is a characteristic that requires discipline and practice. Servant-leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.
7. *Foresight.* Foresight is a characteristic that enables the servant-leader to understand the lessons from the past, the realities of

the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. Foresight remains a largely unexplored area in leadership studies, but one most deserving of careful attention.

8. *Stewardship*. Peter Block has defined stewardship as "holding something in trust for another." Robert Greenleaf's view of all institutions was one in which CEOs, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society. Servant-leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.
9. *Commitment to the growth of people*. Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As a result, the servant-leader is deeply committed to the growth of each and every individual within the institution. The servant-leader recognizes the tremendous responsibility to do everything possible to nurture the growth of employees.
10. *Building community*. The servant-leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant-leader to seek to identify some means for building community among those who work within a given institution. Servant-leadership suggests that true community can be created among those who work in businesses and other institutions. Greenleaf said: "All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his own unlimited liability for a quite specific community-related group."

These ten characteristics of servant-leadership are by no means exhaustive, but they serve to communicate the power and promise that this concept offers to those who are open to its invitation and challenge.

Discussion

Greenleaf says that true leadership "emerges from those whose primary motivation is a deep desire to help others." Servant leadership is a very moral position, putting the well-being of the followers before other goals.

It is easy to dismiss servant leadership as soft and easy, though this is not necessarily so, as individual followers may be expected to make sacrifices for the good of the whole, in the way of the servant leader.

The focus on the less privileged in society shows the servant leader as serving not just their followers but also the whole of society.

Servant leadership is a natural model for working in the public sector. It requires more careful interpretation in the private sector lest the needs of the shareholders and customers and the rigors of market competition are lost.

A challenge to servant leadership is in the assumption of the leader that the followers want to change. There is also the question of what 'better' is and who decides this.

Many individuals and organizations have adopted servant-leadership as a guiding philosophy. For individuals it offers a means to personal growth--spiritually, professionally, emotionally, and intellectually. A particular strength of servant-leadership is that it encourages everyone to actively seek opportunities to both serve and lead others, thereby setting up the potential for raising the quality of life throughout society.

O Social Change Model of Leadership

Assumptions

- Leadership is viewed as a process rather than as a position.
- The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.

Description

A leader is not necessarily a person who holds a formal leadership position or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders.

The process of leadership cannot be described simply in terms of the behavior of an individual; leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change.

The notions of a leader as a change agent and of leadership as collective action to effect social change suggest that a conscious focus on values should be at the core of any leadership development effort.

The model examines leadership development from three different perspectives or levels:

The Individual:

What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

The Group:

How can the collaborative leadership development process be designed not only to facilitate the development of the desired, individual qualities (above), but also to affect positive social change?

The Community/Society:

Toward what social ends is the leadership development activity directed? What kinds of service activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

The 7 C's Model:

In addition to Change, the model was developed around the following seven other critical values:

- Collaboration
- Consciousness of self
- Commitment
- Congruence
- Common Purpose
- Controversy with Civility
- Citizenship

Since it happens that there are seven values on this list and they all begin with the letter "C," they are dubbed the "7 C's" of leadership development for social change. These values, in turn, can be organized within the three levels of the model (Figure 1), as follows:

Individual Values

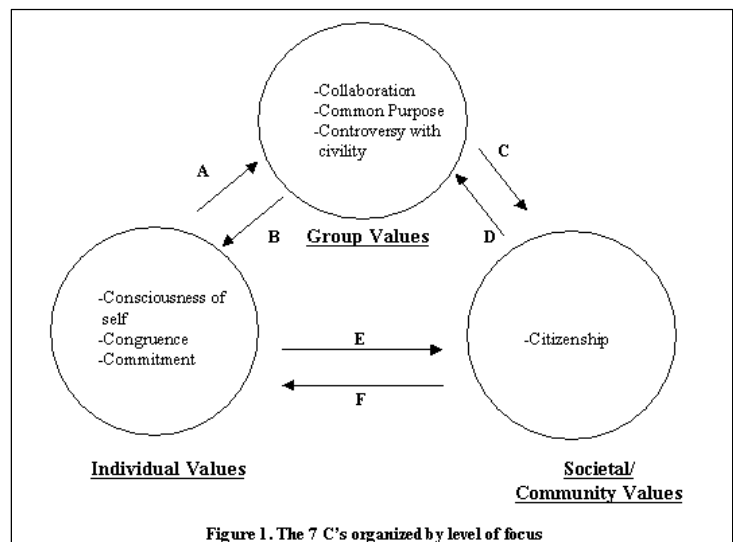
- Consciousness of self
- Congruence
- Commitment

Group Process Values

- Collaboration
- Common Purpose
- Controversy with Civility

Community/Societal Values

- Citizenship Change



Change, of course, is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for ourself and others.

Individual Values Societal / Community Values

Following are brief definitions of each of the "Seven C's."

- Consciousness of self means being aware of the beliefs, values, attitudes, and emotions that motivates one to take action.
- Congruence refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.
- Commitment is the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed towards both the group activity as well as it's intended outcomes. Without commitment, knowledge of self is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.
- Collaboration is to work with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions. Collaboration empowers each individual best when there is a clear-cut "division of labor."
- Common Purpose means to work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken. Common purpose is best achieved when all of the members in the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity. Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires.
- Controversy with Civility recognizes two fundamental realities of any creative group effort- that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the

views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new, creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.

- Citizenship is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.

P. Participative Leadership

Assumptions

- Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.
- People are more committed to actions where they have involved in the relevant decision-making.
- People are less competitive and more collaborative when they are working on joint goals.
- When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.
- Several people deciding together make better decisions than one person alone.

Style

A Participative Leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Often, however, as it is within the managers' whim to give or deny control

to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation is possible, as in the table below.

< Not participative		Highly participative >		
	Leader		Team	
	proposes		proposes	
Autocratic	decision,		decision,	Joint
decision by	listens to		leader has	decision
leader	feedback,		with team	delegation
	then		as equals	of decision
	decides		decision	to team

There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives').

The level of participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by the manager.

Discussion

There are many potential benefits of participative leadership, as indicated in the assumptions, above.

This approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management By Objective (MBO) and power-sharing.

Participative Leadership can be a sham when managers ask for opinions and then ignore them. This is likely to lead to cynicism and feelings of betrayal.

Q. Lewin's Leadership Styles

Description

Kurt Lewin and colleagues did leadership decision experiments in 1939 and identified three different styles of leadership, in particular around decision-making.

Autocratic

In the autocratic style, the leader takes decisions without consulting with others. The decision is made without any form of consultation. In Lewin's experiments, he found that this caused the most level of discontent.

An autocratic style works when there is no need for input on the decision, where the decision would not change as a result of input, and where the motivation of people to carry out subsequent actions would not be affected whether they were or were not involved in the decision-making.

Democratic

In the democratic style, the leader involves the people in the decision-making, although the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group.

Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed. It can be problematic when there are a wide range of opinions and there is no clear way of reaching an equitable final decision.

Laissez-Faire

The laissez-faire style is to minimize the leader's involvement in decision-making, and hence allowing people to make their own decisions, although they may still be responsible for the outcome.

Laissez-faire works best when people are capable and motivated in making their own decisions, and where there is no requirement for a central coordination, for example in sharing resources across a range of different people and groups.

Discussion

In Lewin et al's experiments, he discovered that the most effective style was Democratic. Excessive autocratic styles led to revolution, whilst under a Laissez-faire approach, people were not coherent in their work and did not put in the energy that they did when being actively led.

These experiments were actually done with groups of children, but were early in the modern era and were consequently highly influential.

R. Likert's Leadership Styles

Description

Rensis Likert identified four main styles of leadership, in particular around decision-making and the degree to which people are involved in the decision.

Exploitive authoritative

In this style, the leader has a low concern for people and uses such methods as threats and other fear-based methods to achieve conformance. Communication is almost entirely downwards and the psychologically distant concerns of people are ignored.

Benevolent authoritative

When the leader adds concern for people to an authoritative position, a 'benevolent dictatorship' is formed. The leader now uses rewards to encourage appropriate performance and listens more to concerns lower down the organization, although what they hear is often rose-tinted, being limited to what their subordinates think that the boss wants to hear. Although there may be some delegation of decisions, almost all major decisions are still made centrally.

Consultative

The upward flow of information here is still cautious and rose-tinted to some degree, although the leader is making genuine efforts to listen carefully to ideas. Nevertheless, major decisions are still largely centrally made.

Participative

At this level, the leader makes maximum use of participative methods, engaging people lower down the organization in decision-making. People across the organization are psychologically closer together and work well together at all levels.

Discussion

This is a classic 1960s view in that it is still very largely top-down in nature, with the cautious addition collaborative elements towards the Utopian final state.

S. Cognitive Resource Theory

Assumptions

Intelligence and experience and other cognitive resources are factors in leadership success.

Cognitive capabilities, although significant are not enough to predict leadership success.

Stress impacts the ability to make decisions.

Description

Cognitive Resource Theory predicts that:

1. *A leader's cognitive ability contributes to the performance of the team only when the leader's approach is directive.*

When leaders are better at planning and decision-making, in order for their plans and decisions to be implemented, they

need to tell people what to do, rather than hope they agree with them.

When they are not better than people in the team, then a non-directive approach is more appropriate, for example where they facilitate an open discussion where the ideas of team can be aired and the best approach identified and implemented.

2. *Stress affects the relationship between intelligence and decision quality.*

When there is low stress, then intelligence is fully functional and makes an optimal contribution. However, during high stress, a natural intelligence not only makes no difference, but it may also have a *negative* effect. One reason for this may be that an intelligent person seeks rational solutions, which may not be available (and may be one of the causes of stress). In such situations, a leader who is inexperienced in 'gut feel' decisions is forced to rely on this unfamiliar approach. Another possibility is that the leader retreats within him/herself, to think hard about the problem, leaving the group to their own devices.

3. *Experience is positively related to decision quality under high stress.*

When there is a high stress situation and intelligence is impaired, experience of the same or similar situations enables the leader to react in appropriate ways without having to think carefully about the situation. Experience of decision-making under stress also will contribute to a better decision than trying to muddle through with brain-power alone.

4. *For simple tasks, leader intelligence and experience is irrelevant.*

When subordinates are given tasks which do not need direction or support, then it does not matter how good the leader is at making decisions, because they are easy to make, even for subordinates, and hence do not need any further support.

Discussion

CRT arose out of dissatisfaction with Trait Theory.

Fiedler also linked CRT with his Least Preferred Co-worker (LPC) Theory, suggesting that high LPC scores are the main drivers of directive behavior.

A particularly significant aspect of CRT is the principle that intelligence is the main factor in low-stress situations, whilst experience counts for more during high-stress moments.

T. Strategic Contingencies Theory

Description

Intra-organizational power depends on three factors: problem skills, actor centrality and uniqueness of skill.

If you have the skills and expertise to resolve important problems, then you are going to be in demand. And by the law of supply and demand, that gives you the upper hand in negotiations. It also gives you power from the reciprocity created.

If you work in a central part of the workflow of the organization, then what you do is very important. This gives you many opportunities to be noticed. It also means you are on the critical path, such that if your part of the company fails, the whole show stops. Again creating attention and giving you bargaining power.

Finally, if you are difficult to replace, then if you do make enemies up the hierarchy, then they cannot just move you out or sideways.

Example

A production manager in an organization is in charge of a key manufacturing operation (centrality), and understands its complexities very well (uniqueness). From a long experience, when things go wrong, he is very good at fixing things, both mechanically and with the unions.

The Leadership Challenge

James Kouzes and Barry Posner developed a survey (The Leadership Practices Inventory) that asked people which, of a list of common characteristics of leaders, were, in their experiences of being led by others, the seven top things they look for, admire and would *willingly* follow. And over twenty years, they managed ask this of seventy five thousand people.

The results of the study showed that people preferred the following characteristics, in order:

- Honest
- Forward-looking
- Competent
- Inspiring
- Intelligent
- Fair-minded
- Broad-minded
- Supportive
- Straightforward
- Dependable
- Cooperative
- Determined
- Imaginative
- Ambitious
- Courageous
- Caring
- Mature
- Loyal
- Self-controlled
- Independent

The main part of the book discusses the five actions that Kouzes and Posner identify as being key for successful leadership:

Model the way

Modeling means going first, living the behaviors you want others to adopt. This is leading from the front. People will believe not what they hear leaders say but what they see leader consistently do.

Inspire a shared vision

People are motivated most not by fear or reward, but by ideas that capture their imagination. Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own.

Challenge the process

Leaders thrive on and learn from adversity and difficult situations. They are early adopters of innovation.

Enable others to act

Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.

Encourage the heart

People act best of all when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers this with stories and passions of their own.

Overall, it is difficult to ignore the combined views of 75,000 people. The placing of honesty first is notable and highlights the importance of telling the truth to those they would lead. The overall process identified is clearly transformational in style, which again has a strong focus on followers.

U. Role Theory

Assumptions

People define roles for themselves and others based on social learning and reading.

People form expectations about the roles that they and others will play.

People subtly encourage others to act within the role expectations they have for them.

People will act within the roles they adopt.

Description

We all have internal schemas about the role of leaders, based on what we read, discuss and so on. We subtly send these expectations to our leaders, acting as *role senders*, for example through the balance of decisions we take upon ourselves and the decisions we leave to the leader.

Leaders are influenced by these signals, particularly if they are sensitive to the people around them, and will generally conform to these, playing the leadership role that is put upon them by others.

Within organizations, there is much formal and informal information about what the leader's role should be, including 'leadership values', culture, training sessions, modeling by senior managers, and so on. These and more (including contextual factors) act to shape expectations and behaviors around leadership.

Role conflict can also occur when people have differing expectations of their leaders. It also happens when leaders have different ideas about what they should be doing vs. the expectations that are put upon them.

Discussion

Role expectations of a leader can vary from very specific to a broad idea within which the leader can define their own style.

When role expectations are low or mixed, then this may also lead to role conflict.

V. The Quiet Leader

Assumptions

The actions of a leader speak louder than his or her words.

People are motivated when you give them credit rather than take it yourself.

Ego and aggression are neither necessary nor constructive.

Style

The approach of quiet leaders is the antithesis of the classic charismatic (and often transformational) leaders in that they base their success not on ego and force of character but on their thoughts and actions. Although they are strongly task-focused, they are neither bullies nor unnecessarily unkind and may persuade people through rational argument and a form of benevolent Transactional Leadership.

The 'Level 5' leader

In his book *Good To Great*, Jim Collins, identified five levels of effectiveness people can take in organizations. At level four is the merely effective leader, whilst at level five the leader who combines professional will with personal humility. The 'professional will' indicates how they are far from being timid wilting flowers and will march against any advice if they believe it is the right thing to do. In 'personal humility' they put the well-being of others before their own personal needs, for example giving others credit after successes but taking personal responsibility for failures.

Taoist writings

The quiet leader is not a modern invention and Lao Tzu, who, in the classic Taoist text *Tao Te Ching*, was discussing the same characteristic around 500 BC:

The very highest is barely known by men,

Then comes that which they know and love,

Then that which is feared,

Then that which is despised.

He who does not trust enough will not be trusted.

When actions are performed

Without unnecessary speech,

People say “We did it!”

Here again, the highest level of leadership is virtually invisible.

Discussion

To some extent, the emphasis on the quiet leader is a reaction against the lauding of charismatic leaders in the press. In particular during the heady days of the dot-com boom of the 1990s, some very verbal leaders got much coverage. Meanwhile, the quiet leaders were getting on with the job.

Being quiet, of course, is not the secret of the universe, and leaders still need to see the way forwards. Their job can be harder when they are faced with people of a more external character.

For people accustomed to an extraverted charismatic style, a quiet style can be very confusing and they may downplay the person, which is usually a mistake. Successful quiet leaders often play the values card to persuade others, showing selfishness and lack of emotional control as being unworthy characteristics. Again there is a trap in this and leadership teams can fall into patterns of behavior where peace and harmony are prized over any form of challenge and conflict.

W. Six Emotional Leadership Styles

Daniel Goleman, Richard Boyatzis and Annie McKee, in *Primal Leadership*, describe six styles of leading that have different effects on the emotions of the target followers.

These are styles, not types. Any leader can use any style, and a good mix that is customised to the situation is generally the most effective approach.

The Visionary Leader

The Visionary Leader moves people towards a shared vision, telling them where to go but not how to get there - thus motivating them to

struggle forwards. They openly share information, hence giving knowledge power to others.

They can fail when trying to motivate more experienced experts or peers.

This style is best when a new direction is needed.

Overall, it has a very strong impact on the climate.

The Coaching Leader

The Coaching Leader connects wants to organizational goals, holding long conversations that reach beyond the workplace, helping people find strengths and weaknesses and tying these to career aspirations and actions. They are good at delegating challenging assignments, demonstrating faith that demands justification and which leads to high levels of loyalty.

Done badly, this style looks like micromanaging.

It is best used when individuals need to build long-term capabilities.

It has a highly positive impact on the climate.

The Affiliative Leader

The Affiliative Leader creates people connections and thus harmony within the organization. It is a very collaborative style which focuses on emotional needs over work needs.

When done badly, it avoids emotionally distressing situations such as negative feedback. Done well, it is often used alongside visionary leadership.

It is best used for healing rifts and getting through stressful situations.

It has a positive impact on climate.

The Democratic Leader

The Democratic Leader acts to value inputs and commitment via participation, listening to both the bad and the good news.

When done badly, it looks like lots of listening but very little effective action.

It is best used to gain buy-in or when simple inputs are needed (when *you* are uncertain).

It has a positive impact on climate.

The Pace-setting Leader

The Pace-setting Leader builds challenge and exciting goals for people, expecting excellence and often exemplifying it themselves. They identify poor performers and demand more of them. If necessary, they will roll up their sleeves and rescue the situation themselves.

They tend to be low on guidance, expecting people to know what to do. They get short term results but over the long term this style can lead to exhaustion and decline.

Done badly, it lacks Emotional Intelligence, especially self-management. A classic problem happens when the 'star techie' gets promoted.

It is best used for results from a motivated and competent team.

It often has a very negative effect on climate (because it is often poorly done).

The Commanding Leader

The Commanding Leader soothes fears and gives clear directions by his or her powerful stance, commanding and expecting full compliance (agreement is not needed). They need emotional self-control for success and can seem cold and distant.

This approach is best in times of crisis when you need unquestioned rapid action and with problem employees who do not respond to other methods.