

Leadership Role

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Objectives

- To define leadership
- To understand the different characteristics, behaviours and styles of leaders
- To differentiate management and leadership
- To develop awareness of the use of leadership in necessary situations.

Introduction

In this session on 'Management for Teacher Educators' we will concentrate on the topic 'Leadership'. This is a topic of current importance. You hear about Student Leadership Training, Political and Religious Leadership and so forth. Can any person in any place exhibit leadership at any time under any situation where people work together? You may even ask yourself the question- 'Am I a leader?'

Another aspect of interest will be to know the components of leadership. Why should we study concepts of leadership? Once we understand the dynamic processes of leadership one will be able to adopt and use the knowledge and skills in a suitable manner in the respective careers.

If the question '*do you respect any one in particular as a leader?*' was asked and if your answer is in the affirmative, the next question is likely to be '*what makes you respect him /her?*' You will have many reasons to express. They may be either the person's characteristics, qualities or even his skills and the unparalleled expertise or knowledge the person possesses.

Can a leader who succeeds in one situation continue to be so in a different situation, or will one who succeeds in one place fail in another? An example is that of Lee Iaccoca, former President of the Ford Motor Company, who was fired by Ford and was subsequently hired by Chrysler Corporation as Chairman-where he lead the company to success and fame with its performance. When one fails in one situation how and why does another succeed? This tells us that leadership is dynamic and relates to the organization. Another interesting discussion that we could focus our attention is to ask whether the leaders are born or can people be trained to take up leadership'? This is one area that we should look for an answer.

Literature on leadership is so vast and evolving that one cannot specifically pinpoint and say that a particular area is the most important aspect that should be given place in a study on leadership. Have you so far reflected on the requirements for further learning to meet the various demands and how to overcome the constraints in your job situation? So here is an opportunity for you to develop in an area on which you may have not touched or had very little association up to the present. As you are a person who provides leadership to a generation of teacher trainees it may become useful to widen horizons on the topic of Leadership.

1.1 Leadership Defined

The word 'Leadership' is found in every language. It can be traced back at least as far as ancient Egypt. In Egyptian hieroglyph the word leadership is found. Leadership is defined in terms of traits, behaviour, influence processes, power, politics, authority, change, goal achievement, management and transformation among other concepts.

Definitions found in literature are traced below.

It is "both a personality phenomenon; it is also a social process involving a number of persons in mental contact in which one person assumes dominance over the others. It is the process in which activities of the many are organized to move in a specific direction by one. It is the process in which the attitudes and values of the many may be changed by one. It is the process in which at every stage the followers exert influence, often a changing counter-influence, upon the leaders." (Bogardus, p.5).

It can be said that a Leader is one who exhibits the ability to influence the behaviour of others or functions to motivate a change in behaviour of the rest of the people in a positive manner. Perhaps unknowingly you may have done the same as a student at school, a teacher or a teacher educator. Person with power may own the physical resources as well as some followers. Thus he is in a position to get an output by using these resources.

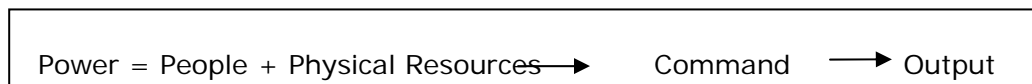


Diagram I

Diagram I shows that if a person has power or been given power he/she has People and Resources at his command. Since you have power you can get people to obey and to work. You will succeed in the short run but your success is at doubt in the long term. To

ensure long-term returns the power of persuasion, reasoning power will be more effective to a great extent as shown in Diagram 2.

It can be shown as in the following diagram.

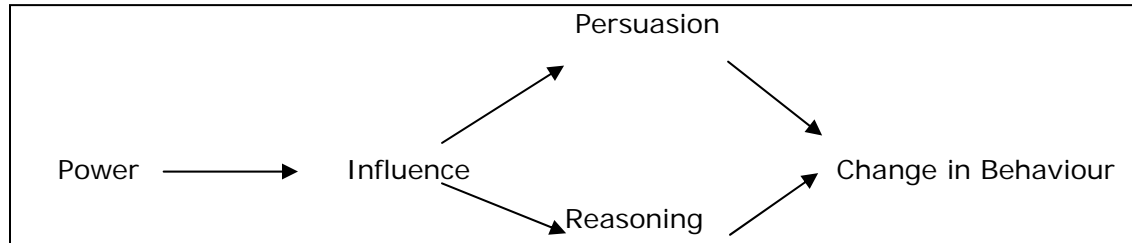


Diagram 2

As compared in the two diagrams the style exhibited are not the same. The situation in diagram 2 is closer to a style that a leader would use rather than that of diagram 1.

John Adair a leadership expert observes, "Leadership is about a sense of direction" (1983). The literal meaning of the word 'lead ' is given in several ways in the Oxford Dictionary:

- to direct the actions or opinion
- to guide by persuasion or example or argument
- to bring to a certain position
- to be ahead in a race
- the amount by which a competitor is ahead of the others"

As shown by Stuart Crainer in 'Leaders on Leadership' (1996, pg. 5), two Americans – James Kouzes and Barry Posner – have identified characteristics of 'exemplary' leaders. They are:

- "1. Leaders challenge the process. Leaders search for opportunities. They experiment and take risks, constantly challenging other people to exceed their own limitations.
2. Leaders inspire a shared vision. Leaders envision an ennobling future and enlist people to join in that new direction.
3. Leaders enable others to act. Leaders strengthen others and foster collaboration
4. Leaders model the way. Leaders set the example for people by their own leadership behaviour and they plan small wins to get the process moving.

5. Leaders encourage the heart. Leaders regard and recognize individual contributions and they celebrate team success"

When all these characteristics are put together we see that a leader is one who is able and ahead of others in a group, who is capable of guiding and appreciating the work of the rest.

Leadership has been defined in other ways too.

'An activity or set of activities observable to others that occurs in a group, organization or institution involving a leader and followers who willingly subscribe to common purposes and work to achieve them.' (Professor Kenneth Clark)

'The process of persuasion or example by which an individual (or a leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.' (John Gardner)

'The reciprocal process of mobilizing, by persons with certain motives and values, various economic political and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers.' (James McGregor Burns)

'Leadership involves influencing task objectives and strategies, influencing commitment and compliance in task behavior to achieve these objectives, influencing group maintenance and identification and influencing the culture of an organization.' (Gary Yuke)

'An activity-an influence process - in which an individual gains the trust and commitment of others and without reliance on formal position or authority, moves the group to the accomplishment of one or more tasks.' (Walter F. Ulmer, Jr.)

(Leadership, Philip Sadler)

'A particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behaviour patterns for the former regarding his activity as a group member.' (Janda, 1960, p.358)

'An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.' (Rost, 1991, p.102)

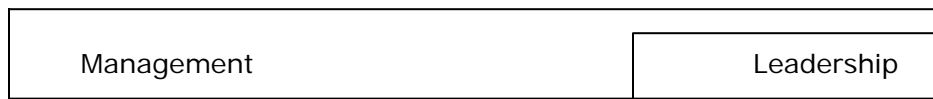
1.2 Leadership and Management

To some the difference between leadership and management are not distinguishable. For them the two are almost the same. To others differences can be distinguished. Sir Raymond Lygo maps out the nature of the divide between the two further, "...while management is a Science..." Lygo believes that leadership is an Art, "...It is an exercise in inculcating the management process with humanity..." (Stuart Crainer, Editor 1996, pg.190) According to Lygo the two concepts are not the same. Leadership is really providing the management process with a condition of being human.

Sir Peter Parker is against the separation of the two. (Stuart Crainer, Ed.1996, p.190). "Managing means leading, making things happen through people". The observation of Valerie Strachan is that "leadership is a human Science". (Stuart Crainer Ed.1996, p. 191)

If one wishes to distinguish leadership from management or administration, one can argue that leaders create and change cultures, while managers and administrators live within them (Edgar Schein) quoted by Philip Sadler (Leadership 1998, p. 38). Handy, one time Professor and now writer and educator state that when talking about organizations, terms such as culture and shared values are used. He argues that these terms are used in the language of leadership and not of management.

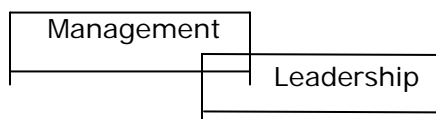
Cunningham identifies the presence of three different viewpoints on the relationship between leadership and management. One is that leadership is one essential component of management. Philip Sadler illustrates it in the following way.



The second view, held by Bennis and Nanus, identifies the two concepts as separate but related. Philip Sadler (p.39) presents this in the following manner:



The third is a partial overlap:



As stated earlier in the previous paragraph according to Bennis and Nanus, management and leadership are two separate concepts. According to Bennis the following differences have been identified:

- The manager administers, the leader innovates
 - The manager is a copy, the leader is an original
 - The manager maintains, the leader develops
 - The manager focuses on systems and structures, the leader focuses on people
 - The manager relies on control, the leader inspires trust
 - The manager has a short-range view, the leader has a long range perspective
 - The manager asks how and when, the leader asks what and why
 - The manager has his eyes on the bottom line, the leader has his eyes on the horizon
 - The manager accepts the status quo, the leader challenges it
 - The manager is the classic good soldier, the leader is his own person
 - The manager does things right, the leader does the right thing
- (Stuart Crainer, Editor. 1996, p.191- 192)

1.3 Leadership Theory

Every situation in which leadership occurs is a combination of at least five variables: the leader, his or her followers, the time, the place, and the circumstances. Causality is assigned to leadership based on the notion that leaders are in control of the organizations they lead.

Thoughts on leadership theory have been emerging from time to time. Some of those theories developed by Crainer are given below.

1.3.1 Great Man Theory

This theory believes that the leader is right. These early thoughts should now include women too, as many countries have women leaders like in Sri Lanka in the political, banking, higher education sectors, etc,. There are examples in the Asian countries as well as in the West as that of former Prime Minister Margaret Thatcher of the United Kingdom.

1.3.2 Trait Theory

The traits found in leaders are however not common to all. According to the trait approach, it was assumed that leaders possess certain physical and psychological traits that determined their rise to power and leadership position. In other words, the traits associated with effective leadership were inborn qualities. The physical traits are height, weight, energy and appearance, while intelligence is a mental ability and assertiveness, self-confidence, emotional control and adaptability are personality traits.

1.3.3 Power and influence theory

The leader generates power and influence. All networks lead to the leader. Strengths of the organization are not considered.

1.3.4 Behaviourist Theory

Rather than relying on innate mental and personality traits as prerequisites of successful leadership, the behavioural approach assumed that leadership is learned by acquiring a set of behaviours or leadership style necessary for effective leadership. In this regard extensive research programmes were conducted at Ohio State University and the University of Michigan. They identify two broad dimensions of leader behaviours known as 'initiating structures' and 'consideration'. Consideration includes leader behaviours "indicative of friendship and mutual trust, respect for subordinates' needs and warmth" and initiating structure refers to "behaviours in which the supervisor organizes and defines group activities and his relations to the group." (Halpin and Winer, 1957)

Some other researchers like Likert (Likert, 1967) created similar behaviour typologies by distinguishing between a job-centered leadership style, which relies on close supervision, coercion, and reward to influence the behaviour and performance of followers, and an employee-centered leadership style, that focuses on the needs of followers by creating a supportive work environment. This exposes what actually leaders do. Advocates are Blake and Mouton.

1.3.5 Situational Theory

It is specific to a situation and to the people.

1.3.6 Contingency Theory

This is appropriate to the circumstances. Critical factors are member relations, task structures, and position power of the leader. Both personality and leader behaviour or leadership styles failed to provide definitive perceptions for leadership success across situations. Consequently, various contingency and situational theories were developed. These theories emphasize the interaction between certain leader attributes and the characteristics of specific situations. According to this approach, the effectiveness of leadership will depend on relevant facets of the situation in which leadership occurs. The contextual factors, such as the nature of the task, the availability of human and material resources, organizational characteristics, and attributes of followers are important to determine the effectiveness of the leadership.

1.3.7 Transactional Theory

It is developed on the relationship between leader and follower. This is also an exchange relationship. This occurs when managers take the initiative in offering some form of incentive in return for something valued by employees such as promotion, pay or recognition.

1.3.8 Attribution Theory

Here the emphasis is on the power of the followers and the factors, which cause them to attribute leadership to a particular person.

1.3.9 Transformational Leadership

This is a process of engaging the commitment of employees in the context of shared values and shared vision. Bennis and Nanus (1985) described this approach to leadership as: "Leadership is causative, meaning that leadership can invent and create institutions that can empower employees to satisfy their needs. Leadership is morally purposeful and elevating, which means, if nothing else, which leaders can through deploying their talents, choose purposes and visions that are based on key values of the work force and create the social architecture that supports them. Finally, leadership can move followers to higher degrees of consciousness, such as liberty, freedom, justice, and self-actualization ...The end result of the leadership we have advanced is

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empowerment and an organizational culture that helps employees generate a sense of meaning in their work and a desire to challenge themselves to experience success".(p. 218)

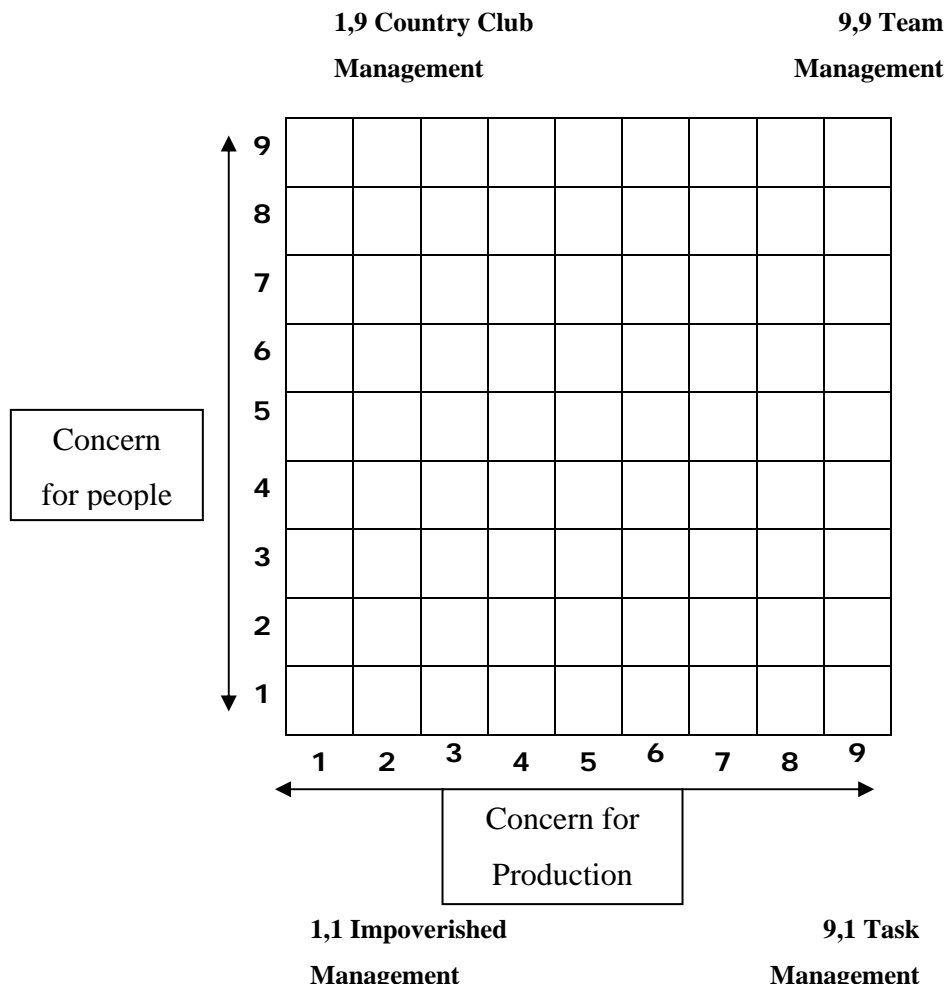
1.4 Leadership Style

Studies done on leadership have revealed that they exhibit several styles.

White and Lippit - This is a classical experimental study done in 1940 in Social Psychology. They reveal that there are two main styles namely autocratic and democratic. A third style was also added which has been named as Laissez-faire. This type of leader plays a passive role in group affairs, and interacts with group members on their initiative.

Tannenbaum and Schmidt - The different styles defined are Autocratic, Persuasive, Consultative, and Democratic.

Blake and Mouton - Concern for production and Concern for People. They state that there are five main types of styles. They have used a grid to measure to which type one belongs. One axis is to measure Concern for people and the scale is from 1-9. Similarly the other axis is to measure Concern for Production. The leader will fall at any place in the grid. (*See below for The Managerial Grid*)



The grid scores are:

9-1 Maximum concern for production and minimum for people

1.9 Minimum concern for production and maximum for people

5.5 Halfway concern for both production and people

1.1 Minimum for production minimum for people

9.9 Maximum for production and maximum for People

9.1 There is high efficiency at the expense of low morale of workers

1.9 People are kept happy at the expense of low production

5.5 Midway situation between production and people

9.9 High morale of workers and high performance

There is no single style, which will be effective in all circumstances. It will vary according to the situation. The leader should be flexible to adjust the style to suit the situation. The leader should know under what conditions people could be motivated. The way style is exercised will influence the behaviour of people and their performance either in a positive or in a negative manner.

1.5 Managerial Roles

Mintzberg has identified three categories of roles depending on the behaviour of managers shown on their jobs. They are: Interpersonal roles, Informational roles, and Decisional Roles.

All managers are expected to perform duties that are ceremonial, and symbolic in nature. If a group of school children visit your college you welcome and take them around the campus and explain what happens in the college. Here you are acting as a figurehead. You too have a leadership role. You are expected to train, motivate and discipline your students. There you act as a leader.

In the informational role the manager collects and distributes necessary information. In the decisional role there is the making of choices. As managers you initiate new projects that will improve the performance of the organization.

Mintzberg's Managerial Roles

Role	Description	Identifiable Activities
<i>Interpersonal</i>		
Figurehead	Symbolic head: obliged to perform a number of routine duties of a legal or social nature	Greeting visitors; signing legal documents
Leader	Responsible for the motivation and activation of subordinates; responsible for staffing, training, and associated duties	Performing virtually all activities that involve subordinates
Liaison	Maintains self-developed network of outside contacts and informers who provide favors and information	Acknowledging mail; doing external board work; performing other activities that involve outsiders

Informational		
Monitor	Seeks and receives wide variety of special information (much of it current) to develop thorough understanding of organization and environment; emerges as nerve center of internal and external information about the organization	Reading periodicals and reports; maintaining personal contacts
Disseminator	Transmits information received from outsiders or from other subordinates to members of the organization-some information is factual, some involves interpretation and integration of diverse value positions of organizational influencers	Holding informational meetings; making phone calls to relay information
Spokesperson	Transmits information to outsiders on organization's plans, policies, actions, results, etc., serves as expert on organization's industry	Holding board meetings; giving information to the media
Decisional		
Entrepreneur	Searches organization and its environment for opportunities and initiates "improvement projects" to bring about change; supervises design of certain projects as well	Organizing strategy and review sessions to develop new programs
Disturbance handler	Responsible for corrective action when organization faces important, unexpected disturbances	Organizing strategy and review sessions that involve disturbance and crises
Resource allocator	Responsible for the allocation of organizational resources of all kinds-in effect, making or approval of all significant organizational decisions	Scheduling; requesting authorization; performing any activity that involves budgeting and the programming of subordinates' work
Negotiator	Responsible for representing the organization at major negotiation	Participating in union contract negotiations

Source: Robbins & Coulter, Management (Prentice Hall of India Private Ltd., 2000), pp 12- adapted from Henry Mintzberg, *The Nature of Managerial Work*(New York: Harper & Row, 1973), pp.93-94

1.6 An overview of leadership

Vision is an important if not an essential component of leadership. It gives direction and can enhance the motivation and sense of empowerment of members of the organization. Instilling of values in members is another aspect of leadership. Vision becomes a reality only once it is communicated. The leaders do not work alone. Thus the place attributed to teams and their participation has also become important. There is great attention as to what leaders do and at what level they perform and what people in organizations expect from the leaders.

Summary

In this reading an attempt is made to trace the importance of studying current concepts on leadership which can bear an impact on your role as a teacher educator. Some definitions of leadership only are discussed, as in a brief lesson as this every aspect cannot be included. The similarities and differences between management and leadership were shown. Styles of leadership were brought out.

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