

# LEADERSHIP



## Leadership Definitions

- 'The activity of influencing people to strive willingly for group objectives' (Terry)
- 'Interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialised goal or goals' (Tannenbaum et al)
  - ☐ **Leading** –
  - ☐ **Motivating** –
  - ☐ **Communicating** –

## Key leadership skills

- (a) **Entrepreneurship**: the ability to spot business opportunities and mobilise resources
- (b) **Interpersonal skills**, such as networking, rapport-building, influencing, negotiating, conflict resolution, listening, counselling, coaching and communicating assertively
- (c) **Decision-making and problem-solving skills**, including seeing the big picture
- (d) Time management and personal organisation
- (e) **Self-development skills**: the ability to learn continuously from experience, to grow in self-awareness and to exploit learning opportunities

# THEORIES OF LEADERSHIP

School	Comment
Trait theories	
Style theories	
Contingency theories	

## Trait theories

Various studies have attempted to determine exactly which qualities are essential in a leader.

- ☐ Judgement ☐ Initiative ☐ Integrity ☐ Foresight ☐ Drive ☐ Human relations skill ☐ Decisiveness
- ☐ Dependability ☐ Fairness ☐ Ambition ☐ Dedication ☐ Objectivity ☐ Energy ☐ Emotional stability
- ☐ Co-operation

Trait theory has been more or less discredited.

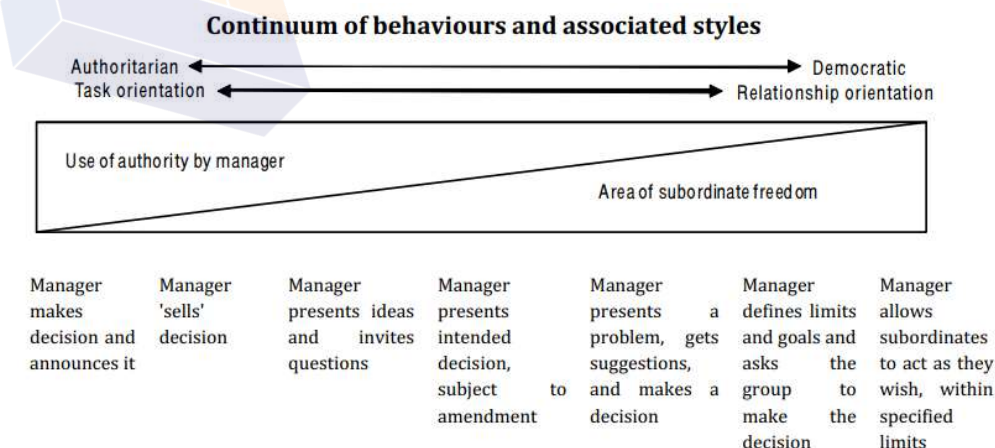
- (a) The premise that certain traits (or qualities) are absolutely necessary for effective leadership has never been substantiated.
- (b) The lists of traits proposed for leaders have been vast, varied and contradictory.
- (c) Trait theories ignore the complexities of the leadership situation, and not everybody with leadership 'traits' turns out to be a good leader.

## Behavioural theories of leadership

- (a) Wholly task-focused, directive leadership behaviours (representing high leader control) at one extreme
- (b) Wholly people-focused, supportive/relational leadership behaviours (representing high subordinate discretion) at the other

## Limitations of behavioural approaches

- The manager's personality (or 'acting' ability) may simply not be flexible enough to utilise different styles effectively.
- The demands of the task, technology, organisation culture and other managers constrain the leader in the range of styles effectively open to him.
- Consistency is important to subordinates.



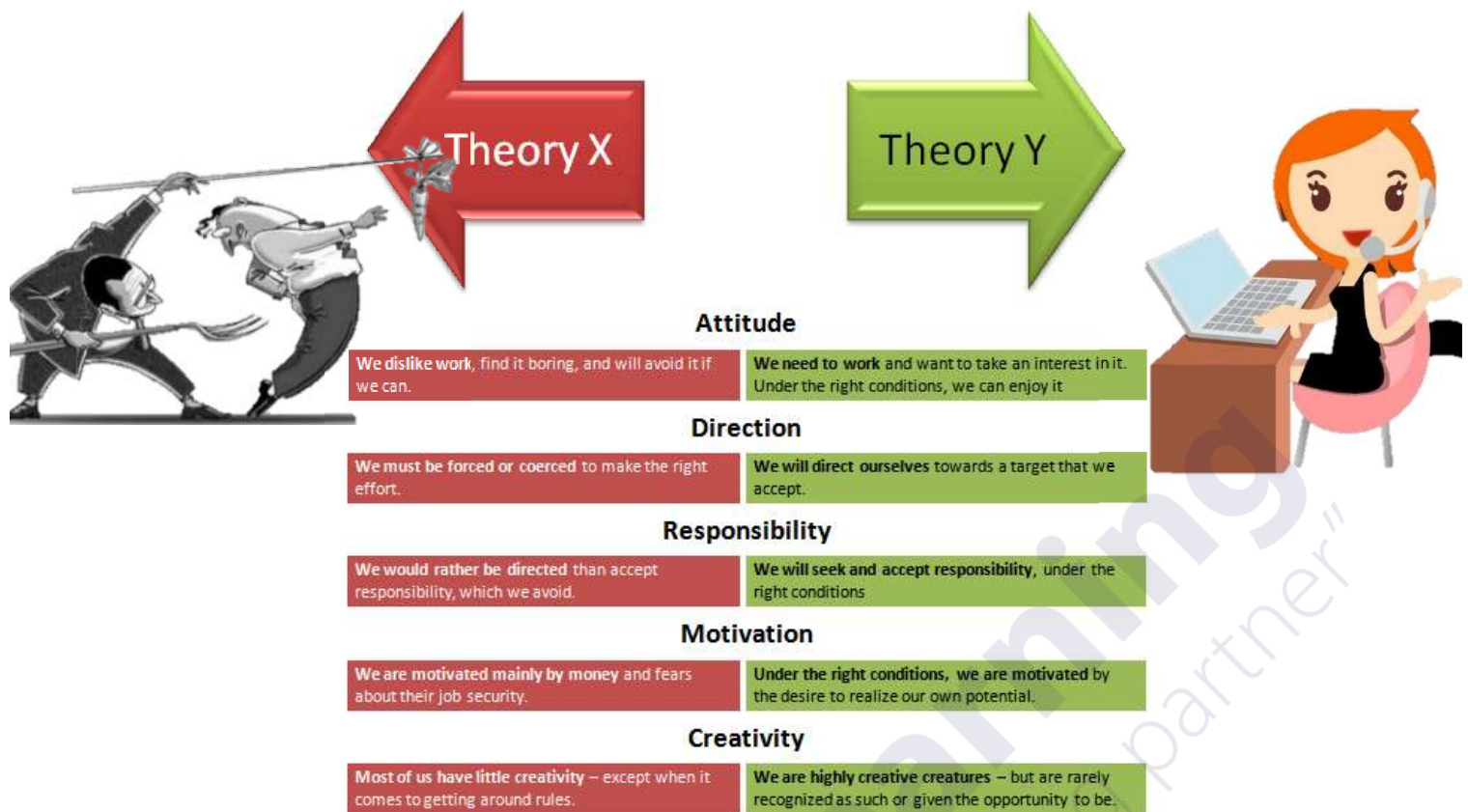
### **Blake and Mouton's Managerial Grid**

- **1.1 impoverished:** the manager is lazy, showing little interest in either staff or work.
- **1.9 country club:** the manager is attentive to staff needs and has developed satisfying relationships. However, there is little attention paid to achieving results.
- **9.1 task oriented:** almost total concentration on achieving results. People's needs are virtually ignored.
- **5.5 middle of the road or the dampened pendulum:** adequate performance through balancing (or switching between) the necessity to get out work with team morale.
- **9.9 team:** high work accomplishment through 'leading' committed people who identify themselves with the organisational aims


### **Theory X and Theory Y**

McGregor (1987) suggested that managers (in the US) tended to behave as though they subscribed to one of two sets of assumptions about people at work: Theory X and Theory Y.

- (a) Theory X suggests that most people dislike work and responsibility, and will avoid both if possible. Because of this, most people must be **coerced, controlled, directed and/or threatened with punishment** to get them to make an adequate effort. Managers who operate according to these assumptions will tend to supervise closely, apply detailed rules and controls, and use 'carrot and stick' motivators (Rewards & Punishments).
- (b) Theory Y suggests that physical and mental effort in work is as natural as play or rest. The ordinary person does not inherently dislike work: according to the conditions it may be a source of satisfaction or dissatisfaction. The potentialities of the average person are rarely fully used at work. People can be motivated to seek challenge and responsibility in their job, if their goals can be integrated with those of the organisation. (Develop Self – directed, self- control employee) A manager with this sort of attitude to his staff is likely to be a **consultative, facilitating leader, using positive feedback, challenge and responsibility** as motivators.



## CONTINGENCY APPROACHES TO LEADERSHIP

- In essence, contingency theory sees effective leadership as being dependent on a number of variable or contingent factors. There is no one right way to lead that will fit all situations. The ability of a manager to be a leader, and to influence his or her subordinate work group, depends on the particular situation and will vary from case to case

### 1. Adair

Adair's (1979) action-centred, or situational model sees the leadership process in a context made up of three main variables, all of which are interrelated and must be examined in the light of the whole situation. These are task needs, the individual needs of group members, and the needs of the group as a whole. The total situation dictates the relative priority that must be given to each of the three sets of needs. Effective leadership is identifying and acting on that priority to create a balance between the needs.

## 2. Fiedler

Fiedler (1967) found that people become leaders partly because of their own attributes and partly because of the nature of the situation they find themselves in. Leadership style depends on the personality of the leader, which is fixed. 2 Aspects in the theory

### 1. Leadership Style

- 1.
- 2.

### 2. Situation – Situational controllability

1. Position power.
2. Task structure. Work is easier to organise and accountability easier to determine when the task is clear, well defined and unambiguous. The quality of performance is difficult to control when the task is vague and unstructured.
3. Leader-subordinate relations. The leader's task is eased when subordinates have trust and confidence in him or her.

Fiedler found that a **task-oriented** approach was most productive when the situation was either **very favourable** to the leader or **very unfavourable**. In less extreme cases, a more **people-centred** approach was more effective

## 3 Hersey and Blanchard

Hersey and Blanchard (1993) developed a model of leadership which appears to map style theories on to the grid suggested by Blake and Mouton. The leader should determine the maturity of followers. Maturity has three components.

- (a)
- (b)
- (c)

Maturity in practice is divided into psychological maturity (eg attitude to work) and job maturity (eg problem solving ability). Where maturity is high, the manager need exert little effort in support of either task or relationships and may **delegate** to a great extent.

Where maturity is low, on the other hand, an **autocratic** approach may be required, with great attention to the task but little need for attention to relationships.

Followers of moderate maturity will probably respond well to a high degree of concern for relationships combined with a moderate degree of attention to the task. **Participative** approaches are useful here

### **Transformational theories**

Mullins (2002) highlights that transformational theories generally accept that the world is a much less stable place than it was and that changes of all kinds are frequent and far-reaching. It is necessary for leaders of all kinds to accept this and to provide leadership that will help their organisations to respond in creative and effective ways. Three main themes

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### **Transactional Vs Transformational Leadership**

1. Transactional leadership reacts to problems as they arise, whereas transformational leadership is more likely to address issues before they become problematic.
2. Transactional leaders work within existing an organizational culture, while transformational leaders emphasize new ideas and thereby “transform” organizational culture.
3. Transactional leaders reward and punish in traditional ways according to organizational standards; transformational leaders attempt to achieve positive results from employees by keeping them invested in projects, leading to an internal, high-order reward system.
4. Transactional leaders appeal to the self-interest of employees who seek out rewards for themselves, in contrast to transformational leaders, who appeal to group interests and notions of organizational success.
5. Transactional leadership is more akin to the common notions of management, whereas transformational leadership adheres more closely to what is colloquially referred to as leadership

## **MOTIVATION**

**Motivation** is 'a decision-making process through which the individual chooses desired outcomes and sets in motion the behaviour appropriate to acquiring them'. (Huczynski and Buchanan)

### **Characteristics of motivated staff**

- Conscientious and hardworking employees
- Employees are more likely to take initiative, without being asked
- Employees are more likely to challenge management to better the organisation
- A motivated workforce is supportive and helpful towards peers
- Lower levels of staff absenteeism
- Lower levels of conflict between individuals, teams or departments
- Employees possess a strong sense of accountability and responsibility
- Employees seek out feedback in order to continually improve
- The workforce is energetic and enthusiastic

### **Warning signs of a demotivated workforce**

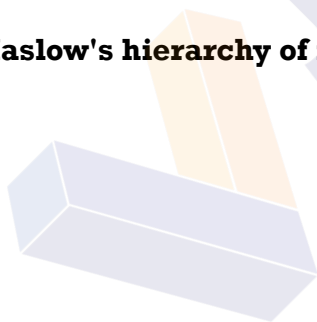
- Reduced or declining productivity
- Reduction in quality of work
- Lateness and absenteeism
- Avoidance of responsibility
- Increased levels of conflict within the organisation
- Personality or behaviour changes
- Increased rate of staff turnover

### **The basic assumptions of motivation**

- People behave in such a way as to satisfy their needs and fulfil their goals.
- An organisation is in a position to offer some of the satisfactions people might seek: relationships and belonging, challenge and achievement, progress on the way to self-actualisation, security and structure and so on.
- The organisation can therefore influence people to behave in ways it desires (to secure work performance) by offering them the means to satisfy their needs and fulfil their goals in return for that behaviour. (This process of influence is called motivation).
- If people's needs are being met, and goals being fulfilled, at work, they are more likely to have a positive attitude to their work and to the organisation, and to experience job satisfaction.

## **THEORIES OF MOTIVATION**

### **1. Maslow's hierarchy of needs**





# HERZBERG'S TWO-FACTOR THEORY

Herzberg's two-factor theory is based on two needs: the need to avoid unpleasantness, and the need for personal growth.

(a) The need to avoid unpleasantness is satisfied through hygiene factors. Hygiene factors are to do with the environment and conditions of work, including:

- ☐ ☐ ☐ ☐
- ☐ ☐

If inadequate, hygiene factors cause dissatisfaction with work.

(b) The need for personal growth is satisfied by motivator factors. These actively create job satisfaction and are effective in motivating an individual to superior performance and effort. These factors are connected to the work itself, including:

- ☐ ☐ ☐
- ☐ ☐ ☐

Three types of job design which would offer job satisfaction through enhanced motivator factors.

- Job enlargement
- Job rotation
- Job enrichment

## Vroom's expectancy theory

Victor Vroom stated a formula by which human motivation could be assessed and measured. He suggested that the strength of an individual's motivation is the product of two factors.

(a) The strength of his or her preference for a certain outcome.

(b) His expectation that the outcome will in fact result from a certain behaviour. Vroom called this 'subjective probability' or expectancy.

$$F = V \times E$$

F = the force or strength of the individual's motivation to behave in a particular way

V = valence: the strength of the individual preference for a given outcome or reward and

E = expectancy: the individual's perception that the behaviour will result in the outcome/reward.

In this equation, the lower the values of valence or expectancy, the less the motivation.



## **Adams Equity Theory**

Adams (1963) Equity Theory looks at the balance of inputs and outputs experienced by an employee in their work.

- Inputs relate to the .....
- Outputs are the rewards .....

Equity theory states that an employee will be motivated, and therefore productive, when the proper balance between inputs and outputs is maintained. Motivation will be lost if an individual perceives that their inputs are greater than their outputs.

The balance between inputs and outputs demonstrates why promotions or salary increases rarely have a longer term impact on motivation.

## **Theory X & Theory Y - Discussed**

**Communication** is a two-way process involving the transmission or exchange of information and the provision of feedback. It is necessary to direct and co-ordinate activities.

Effective managers will require strong communication skills to effectively motivate and lead their teams and they should be able to communicate through a variety of media and in a variety of settings, for example they may need:

- **Listening skills:** perhaps the most important of all communication skills, particularly for managers. They should be able to listen clearly, respectfully and compassionately to their staff, understand their concerns, complaints, issues, suggestions and opinions and use this information to formulate appropriate courses of action
- **Interviewing skills:** This will involve several skills, such as questioning, listening, and being aware of body language
- **Presentation skills:** to communicate messages to subordinates, mixed-level teams, and to superiors
- **Written communication:** such as in writing reports, and other official documents
- **IT skills:** to allow communication via email, skype, or conference calls
- **Verbal skills:** to communicate messages to the team, contribute to meetings or hold performance appraisals with members of the team

### **Communication in the organisation**

- Giving instructions
- Giving or receiving information
- Exchanging ideas
- Announcing plans or strategies
- Comparing actual results against a plan
- Rules or procedures
- Communication about the organisation structure and job descriptions

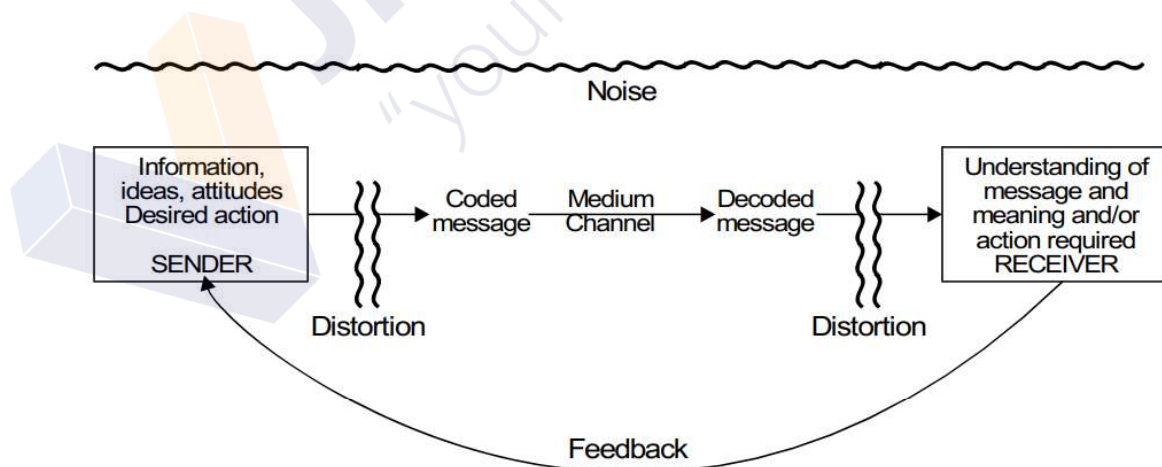
- **Formal communication** refers to the standard communication we would expect to take place between an organisation and its staff, such as formal meetings, appraisals, official e-mail and telephone calls, reports, briefings, face-to-face work conversations and so on.
- **Informal communication** relates to information that is not formally validated by the organisation. Often this refers to rumour and grapevine information. Informal communication is not 'official' and may not always be reliable, however it may be perceived as the truth that underlies the official communication. An example of this would be body language.

### Direction of communication

Communication links different parts of the organisation.

- (a) Vertical communication flows up and down the scalar chain from superior to subordinate and back.
- (b) Horizontal or lateral communication flows between people of the same rank, in the same section or department, or in different sections or departments.
- (c) Interdepartmental communication by people of different ranks may be described as diagonal communication. Departments in the technostructure

## COMMUNICATION PROCESS



- **Sender:** - The person who intends to convey the message with the intention of passing information and ideas to others is known as sender or communicator.
- **Ideas:** - This is the subject matter of the communication. This may be an opinion, attitude, feelings, views, orders, or suggestions.
- **Encoding** - Since the subject matter of communication is theoretical and intangible, its further passing requires use of certain symbols such as words, actions or pictures etc. Conversion of subject matter into these symbols is the process of encoding.
- **Communication Channel** - The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through certain channels which may be either formal or informal.
- **Receiver** - Receiver is the person who receives the message or for whom the message is meant for. It is the receiver who tries to understand the message in the best possible manner in achieving the desired objectives.
- **Decoding** - The person who receives the message or symbol from the communicator tries to convert the same in such a way so that he may extract its meaning to his complete understanding.
- **Feedback** - Feedback is the process of ensuring that the receiver has received the message and understood in the same sense as sender meant it.

#### **Desirable qualities of a communication system**

- **Clarity** - The coder of a message must bear in mind the potential recipient. Jargon can be used (and will even be appropriate) where the recipients share the same expertise. It should be avoided for those who do not.
- **Recipient** - The recipient should be clearly identified, and the right medium should be chosen, to minimise distortion and noise.
- **Medium** - The channel or medium should be chosen to ensure it reaches the target audience. Messages of general application (eg Health and Safety signs) should be displayed prominently.
- **Timing** - Information has to be timely to be useful.

#### **Effective Communication**

- Directed to appropriate people.
- Relevant to their needs
- Accurate and complete (within the recipient's needs).
- Timely.
- Flexible
- Effective in conveying meaning.
- Cost-effective.

- IT division is restricted area for the staff in the organization due to the confidentiality of the information system. However they organize open forum for all staff for the new system implementation training. So they prepared one notice which is placed inside the IT division and mentioned as below

New online system implementation – 2 hours training programme will be held on tomorrow.

Thanks

.....

IT Manager

Identify breaking points for the Characteristics of Information?

### **Barriers to communication**

- (a) Physical barriers such as background noise, badly controlled room temperatures, poor lighting and so on
- (b) Language barriers such as jargon, slang, regional colloquiums, and terms used by individuals from different generations
- (c) Physiological barriers such as poor hearing, poor eyesight or being in pain
- (d) Emotional barriers. Being angry, sad, or stressed for example can impact on objectivity and interfere with the way that messages are received and understood
- (e) Organisational issues such as an inappropriate or ineffective organisational structure, badly designed information systems, faulty equipment, insufficient training and so on, can hamper communication

### **Improving the communications system**

- Standing instructions should be recorded in easily accessible manuals which are kept fully up-to-date.
- Management decisions should be sent to all people affected by them, preferably in writing.
- Regular staff meetings, or formal consultation with trade union representatives, should be held.
- A house journal should be issued regularly.
- Appraisal interviews should be held between a manager and subordinates, to discuss the job performance and career prospects of the subordinates.
- New technology such as email should be used, but not so as to overload everybody with messages of no importance

