

Chapter 9

Leadership in work organisations

The leader–follower relationship is reciprocal and effective leadership is a two-way process that influences both individual and organisational performance.

Learning outcomes

After completing this chapter you should have enhanced your ability to:

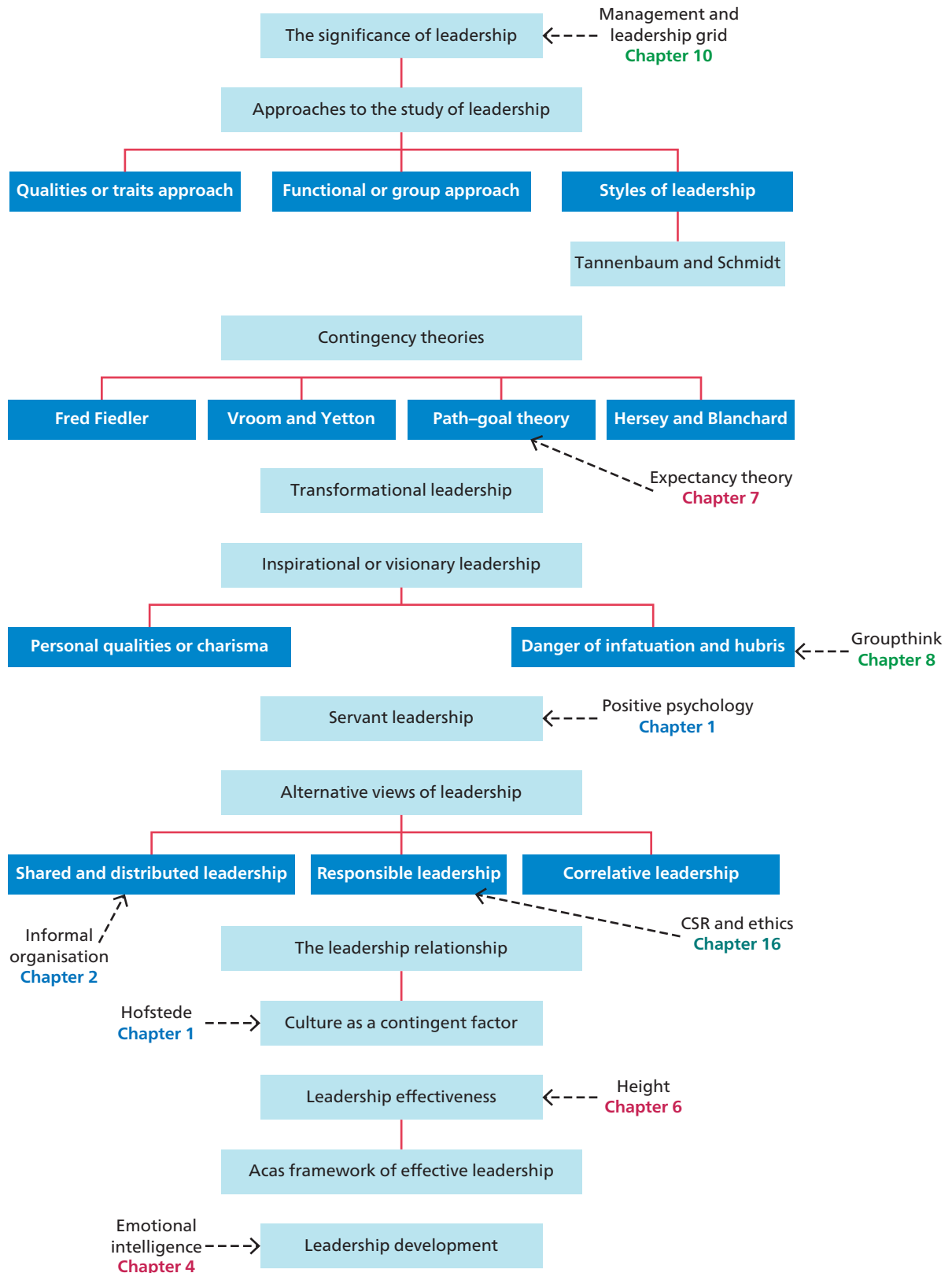
- explain the significance and nature of leadership in work organisations;
- contrast main approaches to, and studies of, leadership;
- explore different styles and forms of leadership;
- detail situational forces and variables in the leadership situation;
- explain the leadership relationship;
- examine the variables affecting effective leadership;
- review the nature and importance of leadership development.

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Overview topic map: Chapter 9 – Leadership in work organisations





Leading the way



Before commencing to read this chapter, what does the term 'leadership' mean to YOU and what image and/or situation springs immediately to mind?

The significance of leadership

An essential element of organisational behaviour is co-ordinating the activities of people and guiding their efforts towards the goals and objectives of the organisation. This involves the process of leadership and the choice of an appropriate form of behaviour and action. The changing nature of work organisations involves moving away from an emphasis on command and getting results by the close control of the workforce; and towards an environment of teamwork coaching, support and empowerment. This places an ever-growing importance on leadership. Leadership is related to motivation and interpersonal behaviour.¹ A CBI report makes the point that 'Effective leaders, who can inspire their people to realise personal and collective potential, are often the deciding factor between a company being good at what it does and achieving greatness.'²

Leadership and management

The successful manager needs to understand the nature and influence of leadership and factors that determine the effectiveness of the leadership relationship. But what is the relationship between leadership and management? Although the two terms are often used interchangeably, management may be viewed as relating to people working within a structured organisation and with prescribed roles, in order to achieve stated organisational objectives (**see Chapter 10**). The emphasis of

leadership is on interpersonal behaviour in a broader context. It is often associated with the willing and enthusiastic behaviour of followers.

Arguably there are differences between leadership and management. For example, *Zaleznik* explores difference in attitudes towards goals, conceptions of work, relations with others, self-perception and development.³ Summarising the views of scholars who have attempted to differentiate between leading and managing, *Kent* draws attention to the following characteristics:

- managers do things right; leaders do the right things;
- managing is an authority relationship; leading is an influence relationship; and
- managing creates stability; leading creates change.

Kent suggests that although the ideas are provocative and stimulating, they provide a basis for a deeper understanding of the dynamics behind the two processes.⁴

Leadership role not clearly defined

The key point about leadership is that it does not necessarily take place within the hierarchical structure of the organisation. It occurs at different levels and manifested in different ways. Many people operate as leaders without their role ever being clearly established or defined. *Radcliffe* maintains that leadership is not mysterious, it's a completely natural human activity that is part of all of us. Leadership is plain and simple. The only qualification to be a leader is the desire to grow. It absolutely doesn't matter where you are in an organisation. There are only three aspects to leading: Future, Engage, Deliver.

- First, leading always starts in the Future;
- Second, if you want the help of others to create that Future, you need to Engage them;
- Third, in Deliver, you make things happen.⁵

Different perspectives

Despite continuing debate on management and leadership it is not easy to separate them as distinct activities. Many methods of management training can also be used as a means of measuring leadership style. For example, the Leadership Grid® (**discussed in Chapter 10**) was until recently known as the Managerial Grid®.

Mintzberg does not accept a distinction between the manager or the leader nor what any distinction means in the everyday life of organisations and poses the questions: how would you like to be managed by someone who doesn't lead; or why would you want to be led by someone who doesn't manage?⁶ *Moorcroft* maintains there is little evidence to support one perspective over another but suggests overwhelming evidence that people like the idea of being a 'leader' and this may be the reason why the debate still rages, as it fulfils a need for differentiation.⁷



To what extent do YOU like the idea of being a leader? Could you be happy being managed by someone who doesn't lead?

Approaches to the study of leadership

There are many ways of looking at **leadership** and interpretations of its meaning. Leadership might be interpreted in simple terms, such as 'getting others to follow' or 'getting people to do things willingly', or interpreted more specifically, for example as 'the use of authority in decision-making'. It may be exercised as an attribute of position or because of personal knowledge or wisdom. Leadership might be based on a function of personality or it can be seen as a behavioural category. It may also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others. Leadership can also be discussed in terms of a form of persuasion or power relationship.

It is difficult, therefore, to generalise about leadership, but essentially it is a **relationship through which one person influences the behaviour or actions of other people**. This means that the process of leadership cannot be separated from the activities of groups and effective teambuilding. Due to its complex and variable nature there are many different interpretations and alternative ways of analysing leadership. It is helpful, therefore, to have some framework in which to consider different approaches to study of the subject.

One way is to examine managerial leadership in terms of:

- qualities or traits approach;
- functional or group approach, including action-centred leadership;
- styles of leadership;
- contingency theories;
- transitional or transformational leadership;
- inspirational or visionary leadership;
- servant leadership; and
- alternative views (see Figure 9.1).

Qualities or traits approach

This approach assumes that leaders are born and not made. Leadership consists of certain inherited characteristics, or personality traits, which distinguish leaders from their followers. The **qualities approach** focuses attention on the man or woman in the job and not on the job itself. It suggests that attention is given to the selection of leaders rather than to training for leadership. *Drucker* (writing originally in 1955) makes the point that:

Leadership is of utmost importance. Indeed there is no substitute for it. But leadership cannot be created or promoted. It cannot be taught or learned.⁸

However, attempts at identifying common personality, or physical and mental, characteristics of different 'good' or 'successful' leaders have met with little success.⁹ Investigations have identified lists of traits that tend to be overlapping, contradictory or with little correlation for most features. It is noticeable that 'individuality' or 'originality' usually features in the list. This suggests little in common between specific personality traits of different leaders. It is perhaps possible therefore to identify general characteristics of leadership ability, such as self-confidence, initiative,

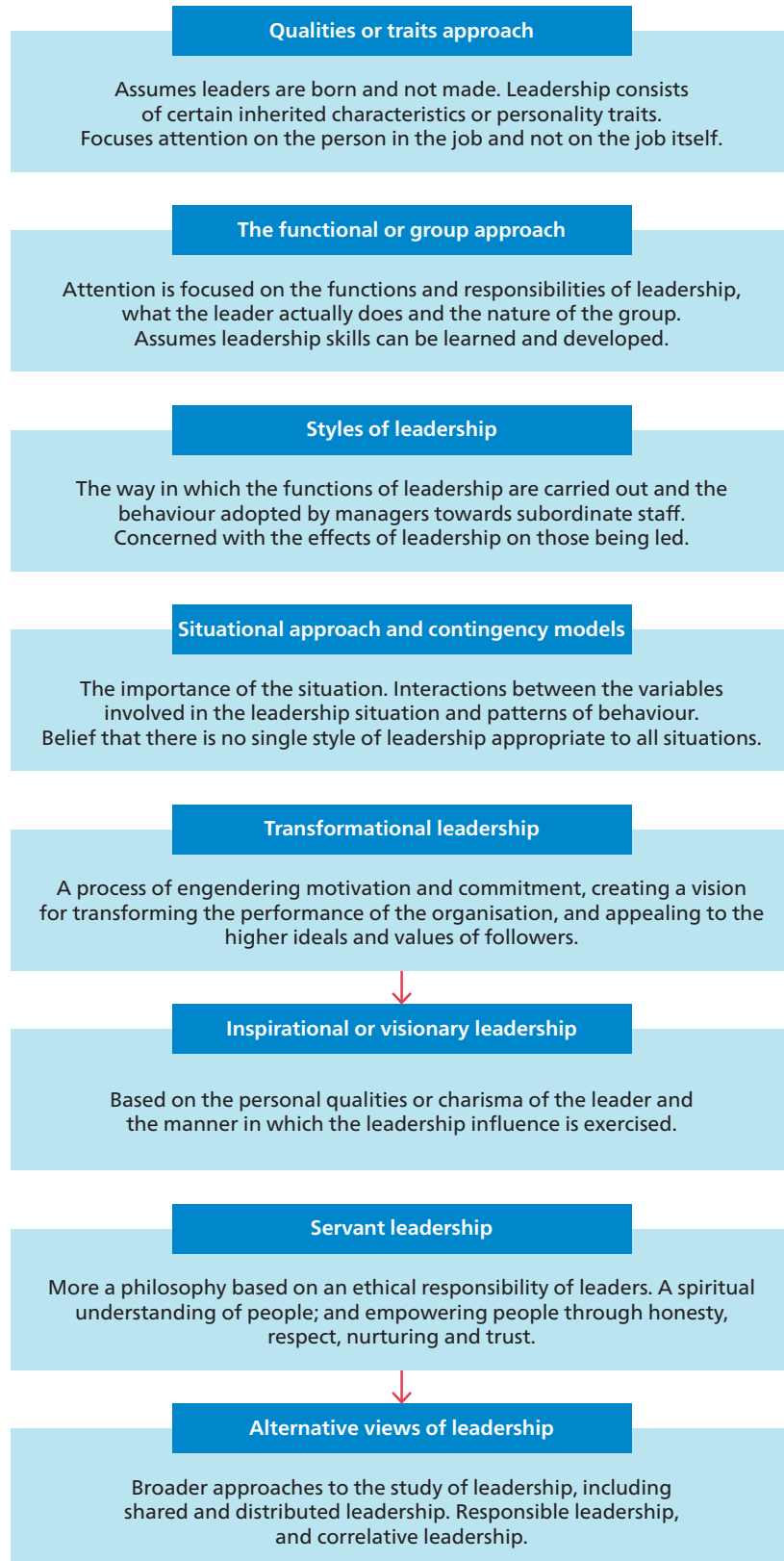


Figure 9.1 Framework for study of managerial leadership

intelligence and belief in one's actions, but research into this area has revealed little more than this.

Limitations of the traits approach

There are three further limitations with this approach.

- There is bound to be subjective judgement in determining who is regarded as a 'good' or 'successful' leader. (This can make for an interesting class discussion.)
- Lists of possible traits tend to be very long and often lack agreement on the most important.
- It ignores situational factors.

Even if it possible to identify an agreed list of more specific qualities, this would provide little explanation of the nature of leadership or development and training of future leaders. The qualities or traits approach gives rise to the questions of whether leaders are born or made and whether leadership is an art or a science. The important point, however, is that **these are not mutually exclusive alternatives**. Even if certain inborn qualities make for a good leader, these natural talents need encouragement and development. Even if leadership is something of an art, it still requires the application of special skills and techniques. Although there is still limited interest in the qualities, or traits, approach, attention has been directed more to other approaches to leadership. Discussions on 'great leaders' or examples of charismatic people who influence others is now more usually linked with transformational or inspirational leadership **discussed later in this chapter**.



What is it about people who YOU immediately think of as great leaders? How far do these people appear to share common personality characteristics?



Winston Churchill, Franklin D. Roosevelt and Joseph Stalin

Functional (or group) approach

This approach to leadership focuses attention not on personality nor the man or woman in the job, *per se*, but on the contents or **functions of leadership**. Leadership is always present in any group engaged in a task. The functional approach views leadership in terms of how the leader's behaviour affects, and is affected by, the group of followers. In contrast to the view of Drucker (referred to above) the functional approach believes the skills of leadership can be learned, developed and perfected. *Kotter* makes the point that successful companies do not wait for leaders to come along but actively seek out people with leadership potential and expose them to career experiences designed to develop that potential.¹⁰

Action-centred leadership

A general theory on the functional approach is associated with the work of *John Adair* and his ideas on **action-centred leadership** which focuses on what leaders actually *do*.¹¹ The effectiveness of the leader is dependent upon meeting three areas of need: to achieve the common **task**; for **team maintenance**; and **individual needs** of group members; symbolised by three overlapping circles (see Figure 9.2).

- **Task needs involve** achieving objectives and defining group tasks; organising the work, duties and responsibilities; controlling quality and performance.
- **Team maintenance needs** involve maintaining morale and team spirit; maintaining standards and discipline; training and communication within the group.
- **Individual needs** involve meeting needs of individual members and attending to personal problems; giving praise and status; reconciling conflicts between group needs and needs of the individual.



Figure 9.2 Interaction of needs within the group

Source: Adair, J. *Action-Centred Leadership*, Gower Press (1979), p. 10.
Reproduced with permission from John Adair.

Action by the leader in any one area of need will affect one or both of the other areas. The ideal position is where complete integration of the three areas of need is achieved. Adair's model of action-centred leadership is used as a basis for many leadership training courses.

Are leaders born or made?

There are times when leadership comes out of all of us. A few years ago, some of my team and I were caught up in the terrorist attack on the Taj Hotel in Mumbai. We were stuck inside, debris was falling and people were screaming. But a young member of staff rose to the situation and took care of us. This 22-year-old woman guided us through the hotel and led us to safety. Nothing in her training had ever taught her how to respond in a situation like that, but she was calm, composed and unflappable. The way she exerted her authority was amazing. She showed me a lesson in leadership – you can lead in a moment, with your heart.

Leena Nair, 'The Changing Face of the Leader', *Management Today*, June 2013, p. 53.

Styles of leadership

In the work situation it has become increasingly clear that managers can no longer rely solely on the use of their position in the hierarchical structure. To get the best results the manager must also have regard for the need to encourage high morale, a spirit of involvement and co-operation, and a willingness to work. This gives rise to consideration of the style of leadership and provides another heading under which to analyse leadership behaviour. There are many possible ways of describing leadership style, such as for example:

- abdicatorial
- benevolent
- bureaucratic
- charismatic
- consultative
- dictatorial
- inspirational
- participative
- servant
- unitary.

With so many potential descriptions of leadership styles it is useful to have a broad framework in which to focus attention and study. The style of managerial leadership towards subordinate staff and the focus of power can therefore be considered within a simplified three-fold heading.

- **Authoritarian (autocratic) style** – focus of power is with the manager and interactions within the group move towards the manager. The manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishments.

- **Democratic style** – focus of power is more with the group as a whole and leadership functions are shared with greater interaction within the group with the manager more part of a team. Group members have a greater say in decision-making, determination of policy, implementation of systems and procedures.
- **Laissez-faire (genuine) style** – when members of the group are working well on their own the manager consciously makes a decision to pass the focus of power to members, allow them freedom of action to do as they think best but is readily available if help is needed. There is often confusion over this style of leadership behaviour. The word 'genuine' is emphasised because this is to be contrasted with the manager who could not care, who deliberately keeps away from the trouble spots and does not want to get involved. Members are left to face decisions that rightly belong with the manager. This is more a non-style of leadership or it could perhaps be labelled as abdication.

Continuum of leadership behaviour

One of the best-known works on leadership style is that by *Tannenbaum and Schmidt* (see Figure 9.3).¹² Originally written in 1958 and updated in 1973, their work

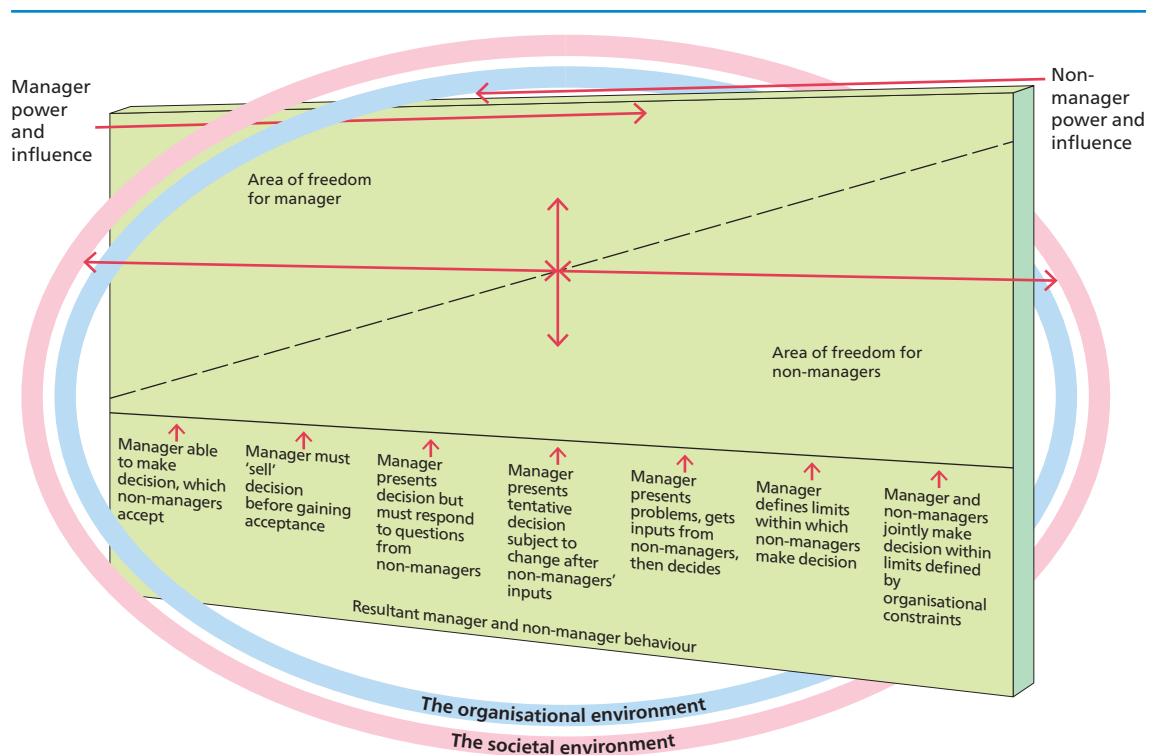


Figure 9.3 Continuum of manager/non-manager behaviour

Source: From Tannenbaum, R. and Schmidt, w. H. 'How to Choose a Leadership Pattern', *Harvard Business Review*, May/June 1973, p. 167. Copyright © 1973 by Harvard Business School Publishing Corporation; all rights reserved.

suggests a continuum of possible leadership behaviour available to a manager. The continuum presents a range of action related to the degree of authority used by the manager and to the area of freedom available to non-managers in arriving at decisions.

Neither extreme of the continuum is absolute as there is always some limitation on authority and on freedom. This approach can be seen as identifying four main styles of leadership by the manager: tells, sells, consults, joins.

- **Tells** – identifies a problem, makes decision and announces to subordinates, expecting them to implement without an opportunity for participation.
- **Sells** – makes decision but recognises possibility of some resistance and attempts to persuade subordinates to accept it.
- **Consults** – identifies problem, presents to the group and does not make a decision until having listened to advice and solutions suggested by subordinates.
- **Joins** – defines problem and limits within which the decision must be made, then passes to the group, with the manager as a member to make decisions.

Three main sets of forces

Tannenbaum and Schmidt suggest three factors, or forces, of particular importance in deciding what types of leadership are practicable and desirable. These are: forces in the manager, forces in the subordinate and forces in the situation.

- **Forces in the manager.** The manager's behaviour will be influenced by personality, background, knowledge and experiences. These internal forces include value-systems, confidence in subordinates, leadership inclinations, feelings of security in an uncertain situation.
- **Forces in the subordinate.** Subordinates are influenced by many personality variables and individual set of expectations about relationships with the manager. Characteristics of the subordinate include the need for independence, readiness to assume responsibility, tolerance for ambiguity, knowledge and experience to deal with the problem.
- **Forces in the situation.** The manager's behaviour will be influenced by the general situation and environmental pressures. Characteristics in the situation include type and size of organisation, group effectiveness, nature of the problem, pressure of time.

Tannenbaum and Schmidt conclude successful leaders are keenly aware of those forces most relevant to their behaviour at a particular time. They are able to behave appropriately in terms understanding themselves, individuals and the group, organisation and environmental influences.



To what extent would YOU support the contention that the Tannenbaum and Schmidt continuum is the most relevant framework for the study of leadership?



[Left] Directed leadership? [Right] Which style of leadership does this suggest?

Contingency theories of leadership

The continuum of leadership behaviour draws attention to forces in the situation as one of the main factors influencing the nature of managerial behaviour. The **contingency or situational approach** emphasises the situation as the dominant feature in considering characteristics of effective leadership. There are, however, limitations to this approach. There are people who possess the appropriate knowledge and skills and appear to be the most suitable leaders in a given situation, but who do not emerge as effective leaders. Also, in the work organisation, it is not usually practicable to allow the situation continually to determine who should act as the leader.

Despite limitations of the contingency approach, situational factors are clearly important. Contingency models focus on interactions between the variables involved in a leadership situation and patterns of leadership behaviour. Major contingency models of leadership include:

- Favourability of leadership situation – Fred Fiedler;
- Quality and acceptance of leader's decision – Vroom and Yetton;
- Path-goal theory – House, and House and Dessler;
- Readiness level of followers – Hersey and Blanchard.

Fiedler's contingency model

One of the first leader–situation models was developed by *Fred Fiedler* in his contingency theory of leadership effectiveness.¹³ In order to measure attitudes of the leader, Fiedler developed a 'least preferred co-worker' (LPC) scale. This measures the rating given by leaders about the person with whom they could work least well. The questionnaire contains up to 20 items. Examples of items in the LPC scale are pleasant/unpleasant, friendly/unfriendly, helpful/frustrating, distant/close, co-operative/unco-operative, boring/interesting, self-assured/hesitant, open/guarded.

Each item is given a single ranking of between one and eight points, with eight points indicating the most favourable rating. For example:

Pleasant	:	:	:	:	:	:	:	:	Unpleasant
	8	7	6	5	4	3	2	1	

The LPC score is the sum of numerical ratings on all items for the 'least preferred co-worker'. The original interpretation of the LPC scale was that the leader with a high LPC score derived most satisfaction from **interpersonal relationships**. The leader with a low LPC score derived most satisfaction from performance of **the task and achieving objectives**. However, the interpretation of LPC has changed a number of times and there is still uncertainty about its actual meaning.

Favourability of the leadership situation

Fiedler suggests leadership behaviour is dependent upon favourability of the leadership situation. There are three major variables which determine the favourability of the situation and which affect the leader's role and influence:

- Leader–member relations – degree to which the leader is trusted and liked by group members, and their willingness to follow the leader's guidance.
- The task structure – degree to which the task is clearly defined for the group and the extent to which it can be carried out by detailed instructions or standard procedures.
- Position power – power of the leader by virtue of position in the organisation, and the degree to which the leader can exercise authority to influence (for example) rewards and punishments, or promotions and demotions.

From these three variables, Fiedler constructed eight combinations of group–task situations through which to relate leadership style (see Figure 9.4).

When the situation is **very favourable** (good leader–member relations, structured task, strong position power), or **very unfavourable** (poor leader–member relations, unstructured task, weak position power), then a **task-oriented leader** (low LPC score) with a directive, controlling style will be more effective.

When the situation is **moderately favourable** and the variables are mixed, then the leader with an **interpersonal relationship orientation** (high LPC score) and a participative approach will be more effective.

Position power, task structure and leader–member relations can be changed to make the situation more compatible with the characteristics of the leader. Fiedler's work has been subject to much debate and criticism but it does provide a further dimension to the study of leadership.¹⁴ It brings into consideration the organisational variables that affect leadership effectiveness and suggests that in given situations a task-oriented, or structured, style of leadership is most appropriate. The 'best' styles of leadership will be dependent upon the variable factors in the leadership situation.



How far can YOU relate Fiedler's three sets of factors which influence favourability of the leadership situation to undertaking your course of study?

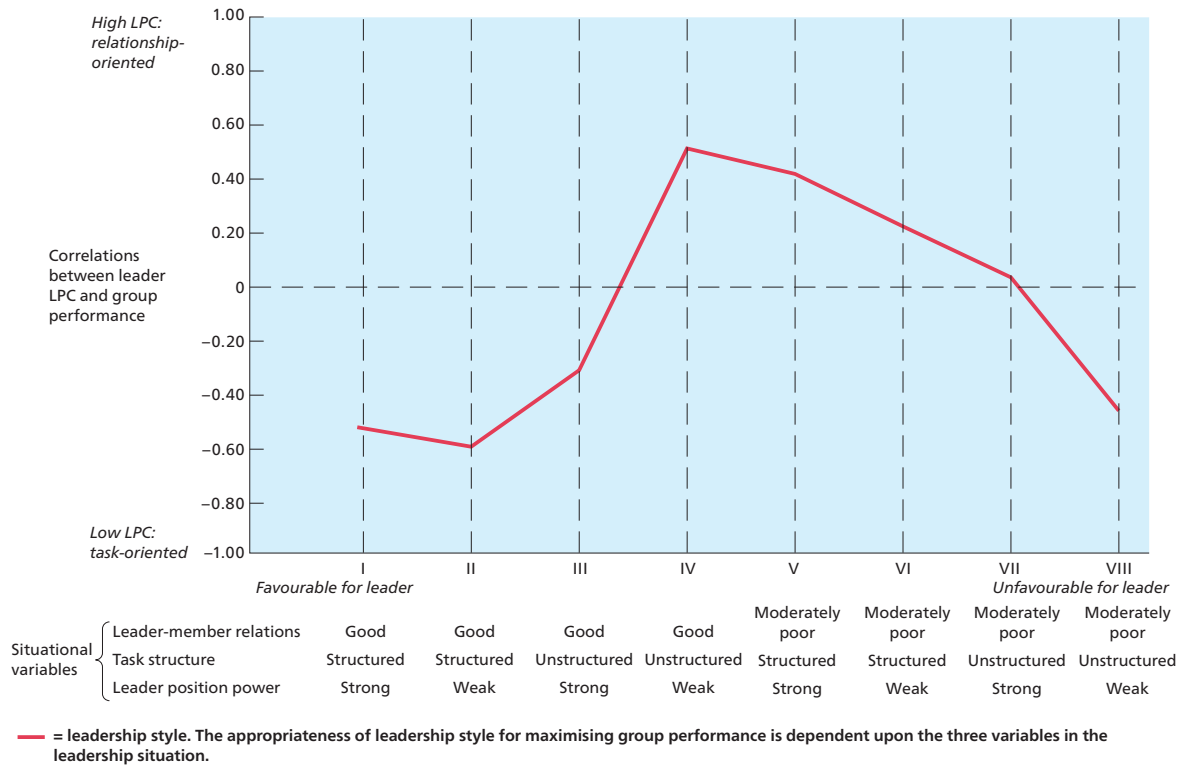


Figure 9.4 Correlations between leader's LPC scores and group effectiveness

Source: Adapted from Fiedler, F. E. *A Theory of Leadership Effectiveness*, McGraw-Hill (1967), p. 146. Reproduced with permission from Fred E. Fiedler.

Vroom and Yetton contingency model

Vroom and Yetton base their analysis on two main aspects of a leader's decision: its quality and its acceptance.¹⁵

- Decision quality, or rationality, is the effect that the decision has on group performance.
- Decision acceptance refers to the motivation and commitment of group members in implementing the decision.

A third consideration is

- the amount of time required to make the decision.

The Vroom and Yetton model suggests five main management decision styles and is sometimes viewed more as a model of decision-making and developed by *Vroom and Jago*.¹⁶

- Autocratic
 - A.I: Leader solves the problem or makes the decision alone using information available at the time.
 - A.II: Leader obtains information from subordinates but then decides on solution alone.

- Consultative
 - C.I: Problem is shared with relevant subordinates, individually. The leader then makes the decision that may or may not reflect the influence of subordinates.
 - C.II: Problem is shared with subordinates as a group. The leader then makes the decision that may or may not reflect the influence of subordinates.
- Group
 - G.II: Problem is shared with subordinates as a group. The leader acts as chairperson rather than an advocate. Together the leader and subordinates generate and evaluate alternatives and attempt to reach group consensus on a solution.

Seven decision rules

Based on two key underlying concepts of quality of decisions and acceptance of decisions, Vroom and Yetton suggest seven decision rules to help the manager discover the most appropriate leadership style in a given situation. The first three rules protect **quality of decisions**.

- 1 Is there a quality requirement such that one solution is likely to be more rational than another?
- 2 Is there sufficient information to make a high-quality decision?
- 3 Is the problem structured?

The last four rules protect **acceptance of decisions**.

- 1 Is acceptance of the decision by subordinates critical to effective implementation?
- 2 If you were to make the decision yourself, is it reasonably certain that it
- 3 Do subordinates share the organisational goals to be obtained in solving the problem?
- 4 Is conflict among subordinates likely in preferred solutions?

These rules indicate decision styles that the manager should **avoid** in a given situation and indicate the use of others. Decision-tree charts can be produced to help in the application of the rules and to relate the situation to the appropriate leadership style.

Path-goal theory

A third contingency model of leadership is the **path-goal theory**, the main work on which has been undertaken by House,¹⁷ House and Dessler¹⁸ and developed by Nadler and Tushman.¹⁹ The model is based on the belief that the individual's motivation is dependent upon expectations that increased effort to achieve an improved level of performance will be successful, and expectations that improved performance will be instrumental in obtaining positive rewards and avoiding negative outcomes. This is the 'expectancy' theory of motivation, **discussed in Chapter 7**. Subordinates see leadership behaviour as a motivating influence to the extent that it means:

- satisfaction of their needs is dependent upon effective performance; and
- the necessary direction, guidance, training and support, which would otherwise be lacking, is provided.

Main types of leadership behaviour

House identifies four main types of leadership behaviour:

- Directive leadership – subordinates are expected to follow rules and regulations, know exactly what is expected of them and given specific directions.
- Supportive leadership – friendly and approachable manner displaying concern for the needs and welfare of subordinates.
- Participative leadership – consulting with subordinates and evaluation of their opinions and suggestions before making the decision.
- Achievement-oriented leadership – setting challenging goals, seeking improvement in performance and showing confidence in subordinates' ability to perform well.

Path-goal theory suggests different types of behaviour can be practised by the same person at different times in varying situations. By using one of the four styles of leadership behaviour the manager attempts to influence subordinates' perceptions and motivation, and smooth the path to their goals (**see Figure 9.5**).

Two main situational factors

Leadership behaviour is determined by two main situational factors: personal characteristics of subordinates and nature of the task.

- Personal characteristics of subordinates – how they react to the manager's behaviour and extent to which they see such behaviour as an immediate or potential source of need satisfaction.
- Nature of the task – relates to extent it is routine and structured or non-routine and unstructured.

Effective leadership behaviour is based, therefore, on both willingness to help subordinates and needs of subordinates for help. Leadership behaviour will be motivational to the extent it provides necessary direction, guidance and support, helps clarify path-goal relationships and removes any obstacles which hinder attainment of goals. For example, when a task is highly structured, the goals readily apparent and subordinates are confident attempts to further explain the job or to give directions are likely to be viewed as unacceptable behaviour. However, when a task is highly unstructured, the nature of the goals is not clear and subordinates lack experience a more directive style of leadership behaviour is likely to be welcomed by subordinates.

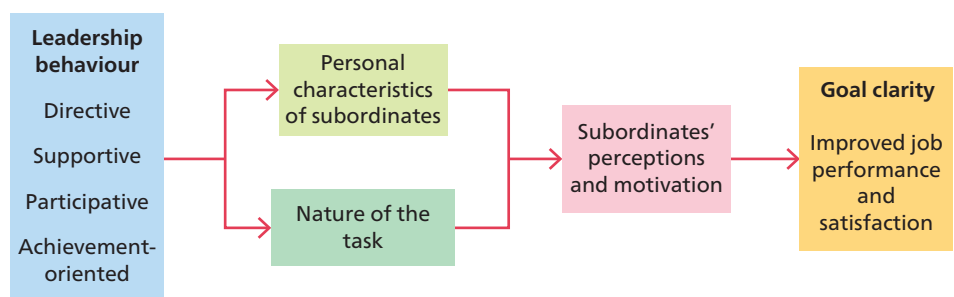


Figure 9.5 Representation of the path-goal theory of leadership



To what extent do YOU agree that although situational factors are a major determinant of leadership style, contingency models have little practical application?

Readiness of the followers or group

A major variable in the style of leadership adopted by the manager is the nature of subordinate staff. This view is developed by *Hersey and Blanchard* who present a form of situational leadership based on the 'readiness' level of the people the leader is attempting to influence. Readiness is the extent to which followers have the ability and willingness to accomplish a specific task. It is not a personal characteristic of the individual but how ready the individual is to perform a particular task.²⁰

Readiness (R) is divided into a continuum of four levels: R1 (low), R2 and R3 (moderate) and R4 (high).

- R1 – low follower readiness – followers both *unable and unwilling* and who lack commitment and motivation; or who are *unable and insecure*.
- R2 – low to moderate follower readiness – followers *unable but willing* and who lack ability but motivated to make an effort; or are *unable but confident*.
- R3 – moderate to high follower readiness – followers *able but unwilling*, and who have ability to perform but are unwilling to apply their ability; or who are *able but insecure*.
- R4 – high follower readiness – followers both *able and willing* and who have ability and commitment to perform; or who are *able and confident*.

Task behaviour and relationship behaviour

For each of the four levels of maturity, the appropriate style of leadership is a combination of task behaviour and relationship behaviour.

- Task behaviour is the extent to which the leader provides directions for the actions of followers, sets goals for them and defines their roles and how to undertake them.
- Relationship behaviour is the extent to which the leader engages in two-way communication with followers, listens to them and provides support and encouragement.

From the combination of task behaviour and relationship behaviour derive four leadership styles (S): telling (S1), selling (S2), participating (S3) and delegating (S4). The appropriate leadership style corresponds with the readiness of the followers (**see Figure 9.6**).

- S1 – telling – emphasises high amounts of guidance (task behaviour) but limited supportive (relationship) behaviour. This style is most appropriate for *low follower readiness* (R1).
- S2 – selling – emphasises high amounts of both directive (task) and relationship behaviours. This style is most appropriate for *low to moderate follower readiness* (R2).

S1 – TELLING – emphasises high amounts of guidance (task behaviour) but limited supportive (relationship) behaviour. This style is most appropriate for *low follower readiness (R1)*.

Leadership behaviour based on detailed instructions and close supervision

S2 – SELLING – emphasises high amounts of both directive (task) and relationship behaviours. This style is most appropriate for *low to moderate follower readiness (R2)*.

Leadership behaviour based on explanation and discussion of decision

S3 – PARTICIPATING – emphasises high amounts of two-way communication and supportive (relationship) behaviour but low amounts of guidance (task behaviour). This style is most appropriate for *moderate to high follower readiness (R3)*.

Leadership behaviour based on sharing ideas and facilitating decision-making

S4 – DELEGATING – emphasises little direction or support with low levels of both task and relationship behaviour. This style is most appropriate for *high follower readiness (R4)*.

Leadership behaviour based on delegation of responsibility for decisions

Figure 9.6 Hersey and Blanchard's four leadership styles

- S3 – participating – emphasises a high amount of two-way communication and supportive (relationship) behaviour but low amounts of guidance (task behaviour). This style is most appropriate for *moderate to high follower readiness (R3)*.
- S4 – delegating – emphasises little direction or support with low levels of both task and relationship behaviours. This style is most appropriate for *high follower readiness (R4)*.

Development of subordinates

Hersey and Blanchard suggest the key to using situational leadership is any leader behaviour may be more or less effective according to the **readiness of the person** the leader is attempting to influence. The model draws attention to the importance of developing the ability, confidence and commitment of subordinates. Subordinates should be helped to develop in readiness to the extent they are able and willing to go. This development should take place by adjusting leadership behaviour through the four styles of telling, selling, participating and delegating.

Transformational leadership

Increasing business competitiveness and need for the most effective use of human resources has resulted in attention on how leaders revitalise or transform organisations. Based on the work of writers such as *Burns* this has given rise to a distinction between two fundamental forms of leadership: transactional leadership and transformational (or creative) leadership.²¹

- Transactional leadership is based on legitimate authority within the bureaucratic structure of the organisation. The emphasis is on the clarification of goals and objectives, work task and outcomes, and organisational rewards and punishments. Transactional leadership appeals to the self-interest of followers. It is based on a relationship of mutual dependence and an exchange process of 'I will give you this, if you do that.'

- Transformational (or creative) leadership, by contrast, is a process of engendering higher levels of motivation and commitment among followers. The emphasis is on generating a vision for the organisation and the leader's ability to appeal to higher ideals and values of followers, and creating a feeling of justice, loyalty and trust. In the organisational sense, transformational leadership is about transforming the performance or fortunes of a business.

Components of transformational leadership

Applying the ideas of Burns to organisational management, *Bass* proposed a theory of transformational leadership that argues that the leader transforms and motivates followers by:

- 1 generating greater awareness of the importance of the purpose of the organisation and task outcomes;
- 2 inducing them to transcend their own self-interests for the sake of the organisation or team; and
- 3 activating their higher-level needs.²²

Transformational leadership is composed of four basic components:

- idealised influence – charisma of the leader, and respect and admiration of the followers;
- inspirational motivation – behaviour of the leader which provides meaning and challenge to the work of followers;
- intellectual stimulation – leaders who solicit new and novel approaches for the performance of work and creative problem solutions from followers; and
- individualised consideration – leaders who listen and give special concern to the growth and developmental needs of the followers.²³

Set of guidelines

Based on a summary of theories and research findings, *Yukl* provides a set of guidelines for transformational leadership:

- Articulate a clear and appealing vision of what the organisation could accomplish or become to help people understand the purpose, objectives and priorities of the organisation, and help guide the actions and decisions of members.
- Explain how the vision can be attained and establish a clear link between the vision and a credible conventional yet straightforward strategy for attaining it.
- Act confident and optimistic about likely success, demonstrate self-confidence and conviction, and emphasise positive aspects of the vision rather than the obstacles and dangers.
- Express confidence in followers and their ability to accomplish the vision, especially when the task is difficult or dangerous, or when members lack confidence in themselves.
- Use dramatic, symbolic actions to emphasise key values and demonstrate leadership behaviour through highly visible actions including risking personal loss, self-sacrifice or acting unconventionally.

- Lead by example by recognising actions speak louder than words, exemplary behaviour in day-to-day interactions with subordinates and demonstrating consistency in daily behaviour.²⁴



How would YOU distinguish between transactional and transformational leadership? Can you provide an example of each form of leadership and contrast the two styles?

Inspirational or visionary leadership

Successful transformational leaders are usually identified in terms of providing a strong vision and sense of mission, arousing strong emotions in followers and a sense of identification with the leader. Some writers see transformational leadership as the same thing as inspirational, visionary or charismatic leadership. Leadership today is increasingly associated with the concept of creating a vision with which others can identify, getting along with other people and the concept of inspiration. This might be considered as part of transformational leadership or arguably it has given rise to a new approach to leadership – that of **inspirational or visionary leadership**. Inspirational leadership is not concerned so much with the theory of leadership but more with the skills of motivating and inspiring people.

Goffee and Jones point out that the need for visionary leadership is becoming increasingly important. Traditional business hierarchies gave managers and workers a sense of their own position and what was expected of them. Now, as these hierarchies break down, it is leaders themselves who must fill the void, helping subordinates to understand their place and purpose. Personal leadership is beginning to replace organisational structure.²⁵

Personal qualities or charisma

Leadership may be based on personal qualities, or charisma, of the leader and the manner in which influence is exercised. The concept of charismatic or inspirational leadership is not new and has been applied in the organisational context by writers such as Max Weber (1864–1920).²⁶ The importance of charisma for effective leadership today is emphasised by *Conger*, who also believes that many of the traits that make a successful leader can be taught, including charisma.

What you simply cannot learn is how to be passionate about what you do. You have to discover that for yourself, and passion is a big part of what drives a charismatic leader. It is also what motivates and inspires those who work for the charismatic leader.²⁷

However, the extent to which charismatic or inspirational leadership helps bring about improvement in organisational performance is open to debate. *Conger* also draws attention to the danger that the leader's vision, dynamism and inspirational nature are highly attractive to followers, which leads to a natural dependence. Staff see this extraordinary figure as a model to be emulated and the leader's abilities become the yardstick by which they measure their own performance. This is a potential

source of leadership derailment. Dependence makes the followers more susceptible to deception.²⁸

Adair argues that to be a truly inspirational leader one must understand the spirit within. All people have the potential for greatness. The inspirational leader connects with the led, appreciates the capabilities of others and through trust will unlock the powers in others. Adair refers to 'the inspired moment' – a recognition and seizure of a brief window of opportunity that can act as a powerful catalyst that inspires both the leader and the led.²⁹



Important to trust this charismatic leader with dangerous conditions in Antarctica

Danger of infatuation and hubris

Kingsmill suggests that the belief that real change and transformation will come from a charismatic visionary may have an immediate appeal to some but all too often this can prove to be a shallow myth rather than a reality.

Grand strategies that never come to fruition, demoralised people whose voices are not heard and innovations that are stifled are all too often the real result of this preoccupation with the hero leader.³⁰

Tourish cautions infatuation with the myth of the great leader and suggests some scepticism is needed. Leadership clearly matters but it is only one ingredient of successful organisations. Whilst there are examples of charismatic individuals who exercise a profound positive effect on organisations and society there are also charismatic leaders who inflict enormous damage on people, organisations and society. There is a particular problem with people in positions of power in organisations who rarely receive sufficient criticism. Senior executives often shield themselves from interaction with others. Tourish points to the danger of hubris and need for greater humility and input from others.³¹

Lord Owen refers to the sense of invulnerability and hubris as an occupational hazard for leaders in all fields including business and questions whether hubris behaviour is a product of environment or a feature of personality. Lord Owen points out the need for boundaries against runaway leaders improving selection, education and evaluation by board members.

All too frequently, hubris – this dangerous mix of pride, ego, delusion, resistance to criticism and, in the case of a company or institution, groupthink – can create a culture capable of just about any mistake in the name of ‘we know best’.³²

(Groupthink was discussed in Chapter 8.)



How would YOU explain charisma? What examples can you give of charismatic people who have a profound positive and/or negative influence on your attitude and performance?

Servant leadership

In recent years renewed attention has been given to the idea of servant leadership originally proposed in 1970 by *Robert Greenleaf*.^{33, 34} Rather than use of position power, servant leadership is more a philosophy based on ethical responsibility of leaders; a spiritual understanding of people; and empowering people through honesty, respect, nurturing and trust. A servant leader gives attention to the needs of people and the promotion of their personal development. The focus of leadership is on a supportive and participative style. A test of servant leadership is the extent to which the followers, that is those served, benefit. It might therefore be particularly appropriate in service organisations such as in the hospitality industry.³⁵ Servant leadership can be associated with the idea of positive psychology with an emphasis on human strengths, how things go right and how to enhance people’s satisfaction and well-being, **discussed in Chapter 1**.

The focus of servant leadership

According to *Wong* the focus of leadership needs to shift from process and outcome to people and the future. **Servant leadership** represents a radical approach – it is humanistic and spiritual rather than rational and mechanistic. Command and control leadership no longer works because leaders must earn people’s respect and trust. New types of leaders are needed to create new futures, and the challenge for leadership education is to:

- develop workers and unleash their creative potential;
- create a positive workplace that will attract and retain knowledge workers; and
- reinforce innovations and risk-taking to adapt to an uncertain future.

However, *Wong* acknowledges common criticism of servant leadership including it is: too restrictive, too unrealistic and impractical and would not work in situations such as military operations or prison systems. It is too idealistic and naïve, too closely related to Christian spirituality; and too foreign to a preferred alternative leadership style.³⁶

Key values and examples

According to *Yukl* the values emphasised in servant leadership are primarily about helping people and fostering a relationship of trust and cooperation. Yukl lists seven key values and examples of how these might be expressed in a leader’s behaviour.

- **Integrity** – open and honest communications, keeping promises and commitments, accepting responsibility for mistakes.
- **Altruism** – helping others and putting their need before your own, willing to take risks and make sacrifices to benefit others.
- **Humility** – treats others with respect, avoids status symbols and privileges, modest about achievements, emphasises contributions of others.
- **Empathy and healing** – helps others cope with emotional distress, acts as mediator, encourages reconciliation.
- **Personal growth** – encourages development of individual confidence and ability, provides learning opportunities and mentoring and coaching.
- **Fairness and justice** – encourages and supports fair treatment, speaks out against unfair and unjust practices or policies.
- **Empowerment** – consults with others about decisions that affect them, provides autonomy and discretion, encourages expression of dissenting views.³⁷

A summary of leadership is set out in the concept map in Figure 9.7.

Alternative views of leadership

In recent years the changing nature of the work organisation has drawn attention to different, broader approaches to the study of leadership including, shared and distributed leadership, responsible leadership and correlative leadership.

Shared and distributed leadership

As with servant leadership, the original idea of distributed leadership can be traced back many years. For example, *Mary Parker Follet* writing in 1941 envisioned management responsibility not just concentrated at the top of the hierarchy but diffused throughout the organisation from the depersonalising of orders and obeying the law of the situation.^{38, 39}

Rather than a traditional view of a single, all powerful and visionary appointed leader; the underlying concept of **shared and distributed leadership** is of multiple leaders throughout the organisation. As opposed to hierarchical leadership, distributed leadership gives recognition to the sharing of the leadership function, power and decision-making among staff at all levels and positions including the role of the informal organisation (**discussed in Chapter 2**). *Day, Gron and Salas* suggest that collective leadership from many different members of the organisation is of more importance than the actions of any individual leader.⁴⁰ With continuing pace of change, developments in ICT and uncertain economic environment, leadership functions will evolve and leadership roles change according to the situation. With increasing emphasis on teamwork attention has been focused on the significance of the leadership function for team performance. Greater awareness of the benefits from a more diverse workforce has also encouraged distributed leadership. *Hewlett* draws attention to the wider community leadership roles of ethnic minority staff who may hold only junior positions in the organisation.⁴¹

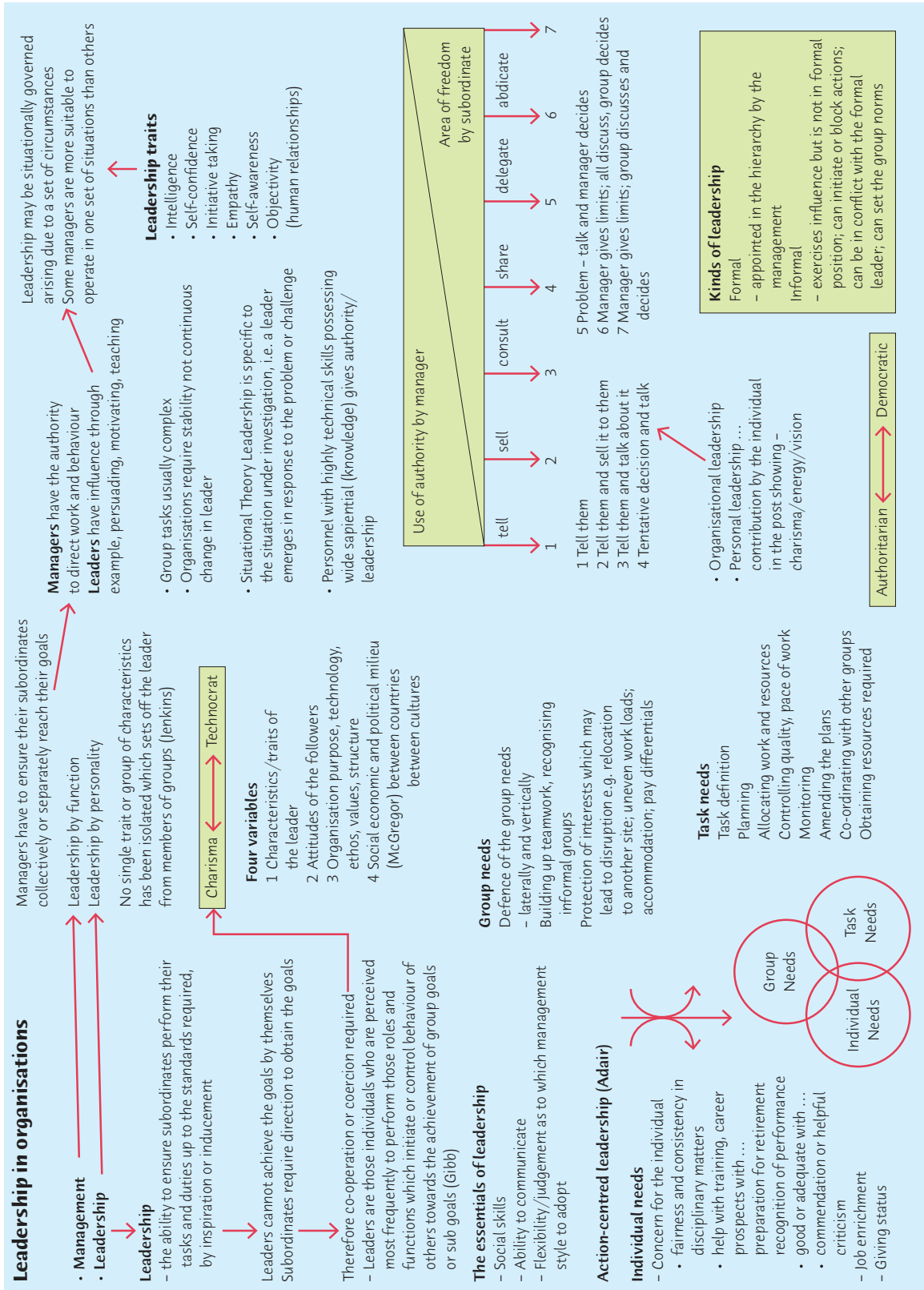


Figure 9.7 Leadership in organisations
Source: Copyright © 2008 The Virtual Learning Materials Workshop. Reproduced with permission.

Responsible leadership

The term **responsible leadership** has emerged as an organisation's approach to governance, social responsibilities and business ethics. According to *Business in The Community* the challenge for business leaders is to ensure the wider responsibilities of business are understood within their organisation and in society to demonstrate how a responsible approach to business will create value. Business leaders must demonstrate commitment to creating a fairer society and more sustainable future by fostering a culture that will encourage innovation, reward the right behaviours and regain trust.⁴²

However, as the *Financial Times* points out:

Responsible Leadership, as a business school subject area, is less about ethical theory and more about ethical practice based on case studies. The practice has a particular focus on an individual's values system and the pragmatic application of an individual's values in the real-life challenging dilemmas of business.⁴³

Corporate responsibility and ethics is the subject of Chapter 16.

Correlative leadership

With the shift towards younger people becoming the power base within the work culture and wanting a different work experience from earlier generations, *Jones* calls for a new style of leadership for business. To add new attributes to leadership style involves four components labelled correlative leadership.

- **Physical leadership** – including design of workplace, own physical well-being, understanding of neuroscience and groupthink.
- **Emotional leadership** – the development of emotional intelligence.
- **Digital leadership** – using digital platforms to connect and communicate with people inside and outside the workplace and also to attract talent.
- **Spiritual leadership** – seeing every element of human life, and having deep and more purposeful conversations.⁴⁴



Which *one* style or form of leadership are YOU most comfortable with from other people and which *one* style or form would you feel most happy practising?

The leadership relationship

Whatever the perceived approach an underlying feature of leadership is *the manner* in which the leader influences the behaviour and actions of other people. Leadership is a dynamic form of behaviour and there are a number of variables that affect the leadership relationship. For example, *Bass* reviews leadership influence in terms of persuasion, a power relation, an instrument of goal achievement, an emerging effect of interaction and the initiation of structure.⁴⁵ Four major variables are identified by *McGregor* as:

- the characteristics of the leader;
- the attitude, needs and other personal characteristics of the followers;

- the nature of the organisation, such as its purpose, its structure, and the tasks to be performed; and
- the social, economic and political environment.

McGregor concludes that 'leadership is not a property of the individual, but a complex relationship among these variables'.⁴⁶

According to *Kouzes and Posner*, 'credibility is the foundation of leadership'. From extensive research in over 30 countries and response to the question of what people 'look for and admire in a leader, in a person whose direction they would willingly follow', people have consistently replied they want

leaders who exemplify four qualities: they want them to be honest, forward-looking, inspiring and competent. In our research our respondents strongly agree that they want leaders with integrity and trustworthiness, with vision and sense of direction, with enthusiasm and passion, and with expertise and a track record for getting things done.⁴⁷

Culture: A contingent factor?

Contribution of contingency approaches to leadership suggest contrasting types and styles of may be more or less appropriate in different situations. A consistent view expressed within the literature is that a major variable influencing choice of leadership style may be national culture. We should be wary of stereotyping the behaviour of leaders or subordinates, and many myths appear to have grown around notions of 'orderly' German, 'undisciplined' Italian and even 'obstructive' British workers. However, there are reasons to suggest that there may indeed be national cultural differences that are relevant to an understanding of leadership.

Global leadership and organisational behaviour effectiveness (GLOBE)

Project GLOBE was a large-scale research project which sought to identify those leader behaviours and attributes which would be accepted and therefore effective in all societies and, contrastingly, those which would only be accepted and effective in some cultural contexts. This study was conducted by an international team of researchers led by *Robert House* and encompassed 62 countries across the world, including some which had not always featured in cross-cultural study – for example newly capitalist states in Eastern Europe. The GLOBE study commenced in 1991 and led to a series of publications in the early twenty-first century.⁴⁸

The results are some significant variations in leadership style, attributes and behaviour. Charismatic and team-oriented leaders were shown to be globally endorsed – and hence universally effective. Leaders who displayed high levels of trust, integrity and vision were supported by subordinates in all societies. It was also found that there were so-called universal impediments to success; for example, *self-protective* leaders characterised by malevolence and 'face-saving' were viewed negatively by subordinates in all cultures.

Some aspects of leadership varied between societies. In common with Hofstede (**see Chapter 1**) the GLOBE study identifies clusters of societies with important points of commonality. To take one example, in a situation which might imply a directive style of leadership, subordinates in the 'Anglo' cluster of societies (in effect the main

English-speaking countries) would prefer some degree of informality on the part of the leader and as much of a participative style as the situation allowed. The GLOBE study recognises that strategic organisational contingencies such as the sector an organisation operates in will affect leadership style and behaviour. However, researchers concluded that such factors would be moderated by the national cultural context. Leader effectiveness will be influenced by interaction between leaders and subordinates, which is dependent on the nature of power relations within the particular culture, and organisational contingencies applying in all societies.⁴⁹

According to *Walker* too much focus in recent decades has been in Western approaches to leadership and that a study of alternative methods can help inspire leaders – wherever they are. In the Far East, for example, face-to-face contact and relationship-building is prized more highly than here. Walker suggests that new thinking sees Asian business culture not as a challenge to be overcome but as a source of leadership inspiration.⁵⁰



What situations can YOU relate of national culture influencing the behaviour of leaders and followers?

Leadership effectiveness

Attention to style of leadership has come about through better understanding of the needs and expectations of people at work. It has also been influenced by such factors as: broader standards of education and training; advances in scientific and technical knowledge; pressure for a greater social responsibility towards employees, for example through schemes of participation in decision-making and work/life balance; and legislation, for example in the areas of employment protection. These factors have combined to create resistance against purely autocratic styles of leadership. There is an assumption that subordinates are more likely to work effectively for managers who adopt a certain style of leadership than for managers who adopt alternative styles.

Goleman reports the most effective executives use a collection of distinct leadership styles, each in the right measure, at just the right time. Although the authoritative style of leadership can be occasionally overbearing, it was found to be most effective and can motivate and inspire commitment to the goals of the organisation. The affiliative style has potential to create harmony within teams and can be used in conjunction with the authoritative style. The democratic approach was seen as positive, and encourages input from staff and helps build consensus through participation. The coaching style, although the least frequently used, can help staff identify their strengths and encourage long-term development goals. The study concludes that the most effective leaders rely on more than one leadership style, and were able to master a mixture of authoritative, democratic, affiliative and coaching styles. Leaders with the best results use most of the styles in a given week – seamlessly and in different measure – depending on the business situation.⁵¹

The shadow of leadership

Leadership is clearly a major feature of effective teamwork. Good leaders surround themselves with talented and capable members of staff, and their behaviour and

actions serve as a role model. McCabe suggests that leaders who want to transform their performance and the effectiveness of the team should look at how their own shadow could be getting in the way. Leaders focus on what they see as important and they are typically quite unconscious of the unintended but massive impact they are having on their colleagues, teams and clients. All leaders cast a shadow and whatever a particular leadership style, the shadow will affect others and can compromise people's engagement at work and business effectiveness. Leaders need to be fully aware of the shadow they cast and the impact they have on others.⁵²

Authority without arrogance

Reeves and Knell suggest being a successful leader is less about who you are or what you do than about what you know. This includes four pieces of knowledge: where the organisation is heading; what is going on; who they are; and how to build a strong team. Leaders in the most successful organisations are authoritative but their secret is that they use their authority without arrogance. Successful leaders:

- build a 'culture of discipline' and are about getting things done, controlling costs and marshalling resources;
- keep in touch with how people are feeling. They don't waste time worrying if everyone is happy but understand the emotional temperament of the organisation and emotional responses from people;
- know where they are strong but also know their weaknesses and display a fierce humility;
- are motivated by what they build, such as great teams and talent people, rather than what they get;
- have a clear sense of where the organisation is going, but very often this is the result of collective decision-making in a talent team.⁵³

Variables affecting leadership effectiveness

Clearly, there is no one 'best' form of leadership that will result in the maintenance of morale among group members and high work performance. We have seen that there are many alternative forms and styles of leadership and within an organisation different individuals may fulfil the functions of leadership. An effective manager will clearly recognise that different styles of leadership are called for in different situations. As an extreme example, emergency situations demand an assertive, directive style of action. **(Recall the actual example of the Mumbai hotel attack given earlier in this chapter.)** Different types of leadership may also be most appropriate at different stages in the development of a business organisation. Leadership can also vary between public and private sectors and depend upon the size of the organisation.

Three main aspects to be considered in determining the most appropriate style are the leader, the group and the work environment. However, there are many variables that underlie the effectiveness of leadership in work organisations. More specifically, these include the following:

- characteristics of the leader; personality, attitudes, abilities, value-system, and personal credibility;
- type of power and basis of the leadership relationship;

- characteristics of the followers; diversity, needs and expectations, attitudes, knowledge, confidence and experience, and motivation and commitment;
- type and nature of the organisation, organisation culture and structure;
- nature of the tasks to be achieved and time scales;
- technology, systems of communication and methods of work organisation;
- informal organisation, and the psychological contract;
- nature and influence of the external environment and national culture.

In addition there is an argument that physical attributes, such as height, can be associated with good leadership (**discussed in Chapter 6**).

Overuse of the term 'leader'

Owen argues that the increasing use of the leadership title for people who are not leading serves only to devalue both leadership and management. Once we start calling everyone a leader, we no longer know what real leadership is. There are people such as CEOs who are not leading and equally people lower in the organisation who may not have the title but are making change and leading people. This means leadership is about what you do not about your position. Owen suggests the skillset for leaders and managers is very similar but becoming more demanding as we move from a relatively simple world of command and control to one of influence and commitment.⁵⁴



To what extent do YOU believe the leadership title is misused and the only real indicator of who is a leader is about what a person actually does?

Acas 'framework for effective leadership'

This framework is intended to help both junior and senior managers identify the qualities in themselves, and those around them, that can build workplace relationships that are productive, trusting and mutually rewarding. The leadership triangle (**Figure 9.8**) is based upon four levels of understanding and action. It is not intended to be prescriptive, but sets out the skills, legal requirements and values that can help any leader be effective in their role. It also points to further advice that can be found in other Acas guidance. The triangle is informed by the millions of customer interactions Acas advisors have every year. The four levels are:

- 1 Know your stuff.** This refers to all the nuts and bolts of working life, everything from employment law to disciplinary policies and procedures.
- 2 Refine your skills.** Here the focus is on communicating, listening, telling, motivating and liaising – in essence, the ability to engage well with people.
- 3 Be aware of organisational responsibilities.** The hardest part of leadership is often balancing individual and group concerns, and encouraging the right behavioural norms.
- 4 Strive for those essential characteristics.** The best leaders have a personal style that is reflexive, emotionally intelligent and openly accommodates both strength and vulnerability.⁵⁵

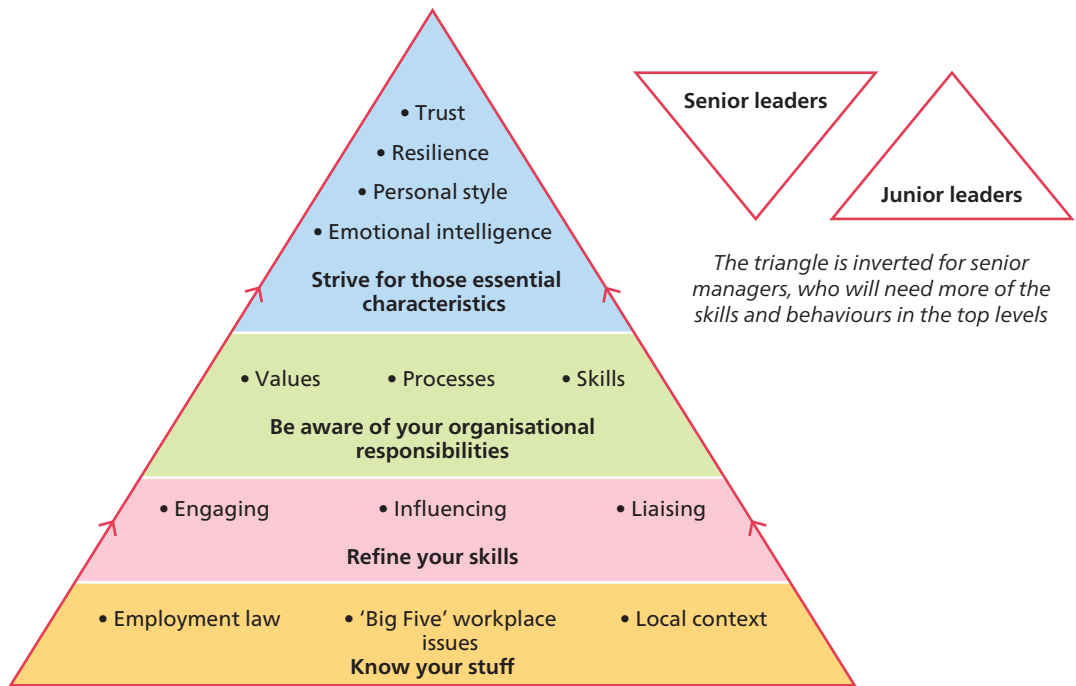


Figure 9.8 Acas framework for leadership effectiveness

Source: Acas Strategy Unit, 'The Acas framework for effective leadership', Employment Relations Comment, ACAS, September 2016. Used with permission from Acas National.

Leadership development

The most effective form of leadership behaviour is a product of the total leadership situation and demands not only interpersonal skills but a flexibility of approach and diagnostic ability. *Melville-Ross* refers to the importance of developing leadership skills in everyone, not just those at the top. Even people in the most junior positions can play a leadership role. It is about the dissemination of ideas, taking the initiative and encouraging others to see it that way. For this to happen, you need an open leadership culture that runs right through the organisation. People are encouraged to take personal responsibility and are not afraid to speak up with ideas or take risks.⁵⁶

The leadership jigsaw

Cutler has designed a 'jigsaw' of best practice. There are six interlinking pieces: vision, example, relationships, motivation, empowerment and communications as a guide to the measurement and development of leadership skills. *Cutler* believes that leadership is not such a difficult role if condensed to these essential elements and has devised a set of questions to help aspiring leaders to find out if they have all the necessary pieces of the jigsaw (see Figure 9.9).⁵⁷

Intuitive intelligence in leadership

According to *Bacon*, a critical factor in leadership development is the intuitive intelligence of leaders, especially when it comes to decision-making. We use our instinct and intuition in many facets of our personal lives but *Bacon* questions if we



Figure 9.9 The leadership 'jigsaw'

Source: Cutler, A. 'A Good Fit Is Essential', *Professional Manager*, vol. 14, no. 3, May 2005, p. 38. Reproduced with permission from Chartered Management Institute and Alan Cutler.

underutilise one of the most powerful leadership tool at work. Many people feel that intuition has little or no place in business, that decisions should be based on empirical evidence rather than on trusting your gut feeling. Much credence is given to emotional intelligence (**discussed in Chapter 4**) but perhaps the greatest weapon for business decision-making is intuitive intelligence.

Bacon maintains that intuitive intelligence can be trained and best leaders have learned not only to just trust their instincts, but to obey them by listening to their own internal voice. Situations in which leaders rely most consistently on their intuitive intelligence include:

- **in a crisis** when rapid response is required;
- **high-speed change** when situations are changing rapidly without warning;
- **in messy situations** when a problem or challenge is poorly constructed;
- **in ambiguous situations** when there are contradictory factors to consider.⁵⁸

Importance of self-awareness

Blanchard believes that all good leadership starts with a shared vision. The best and most respected leaders share not just their visions for the future of their organisations with their people, but also their personal beliefs about how and why they lead as they do. *Blanchard* suggests clarifying and sharing your leadership point of view means answering seven questions.

- 1 Who are the people who have influenced you in your life?
- 2 What is your life purpose?
- 3 What core values will guide your behaviour as you live your life 'on purpose'?
- 4 What are your beliefs about leading and motivating people?
- 5 What can people expect of you?
- 6 What do you expect from your people?
- 7 How will you set an example?⁵⁹

An underlying feature of effective leadership is self-awareness: understanding who you are, and what you are thinking and feeling. *Benjamin* sees a leader simply as someone who takes the lead and whom other people are inclined to follow willingly. The sense of who you are is so important because leadership is at heart about leading people.

Approaching leadership with a clear sense of self will give you the strength to work with others respectfully but also the confidence to challenge another's opinion or authority because you know what you stand for, and what your principles and beliefs are.⁶⁰



How good do YOU think you are or will become as a leader? What do you believe are your best leadership skills and what areas are in need of most development?

Critical Thinking Zone

Reflections on Leadership and Management



In this zone, we critically discuss the concepts of leadership and management and evaluate whether there is a clear dichotomy between them or whether definitional and practical overlaps exist.

For decades, it has been mooted that leadership and management are two separate and distinct functions, dichotomised by, among other things, their principal philosophies, key objectives and outcomes.^{61,62} The concepts have been subject to definitional

complexity, a menagerie of metaphorical conceptualisations and academic and practitioner debate and discourse that shows no sign of abating. A recurring theme in the debate is the interchangeability of leadership and management and the inference and prevalent confusion that they are one and the same.^{61,63} However, according to Clemmer⁶⁴ 'management is as distinct from leadership as day is from night.' Kotter⁶⁵ (p. 3) concurs and professes that 'leadership

and management are two distinctive. . . systems of action.’ Rather than competing against each other, Kotter, Bedian and Hunt⁶⁶ and Gosling⁶⁷ advocate that they are complementary, work in tandem and both are needed to help organisations survive and succeed in volatile and complex business environments. Before we discuss these concepts further, it is necessary to explore contrasting definitions and conceptualisations.

The Theoretical Roots and Definitional Challenges of Leadership and Management

The literature surrounding the concepts of leadership and management has been described as a ‘longstanding enigma’⁶⁶ (p. 198) and is beset with definitional challenges.⁶¹ In terms of leadership, Toor and Ofori⁶¹ note that its theoretical roots can be traced back several centuries, where writers and philosophers such as Confucius, Plato (The Republic), Niccolo Machiavelli (The Prince) and Sun Tzu (The Art of War) made major contributions to developing its theoretical base. Grace⁶⁸ records that the origins of leadership can be traced back to pre-Anglo Saxon culture. From a definitional perspective, leadership is defined by the Merriam-Webster Online Dictionary⁶⁹ as ‘the office or position of a leader . . . capacity to lead . . . the act or an instance of leading.’ It relates the concept to a leader, who has ‘commanding authority or influence’ and who ‘tells people . . . especially workers what to do.’ This is contrasted with Yukl⁷⁰ (p. 7), who defines leadership as ‘the process of influencing others to understand and agree about what needs to be done and how to do it.’ He also proffers that it is a ‘process of facilitating individual and collective efforts to accomplish shared objectives.’ Northouse⁷¹ (p. 5) views it as ‘a process whereby an individual influences a group of individuals to achieve a common goal.’ The above definitions highlight the important role influence plays in engendering the achievement of collective and shared objectives. Northouse and Rowe and Guerrero⁷² argue that defining leadership as a process means that it is not perceived as a characteristic or trait that exclusively resides in the leader. It thus makes the opportunity of becoming a leader available to everyone, not just to those who may be born to it (nature versus nurture) or formally designated or selected as a group leader. Rather than being a linear process, Northouse advocates that it involves two-way interaction with followers.

Although more formal management theorisation began and developed in the wake of the Industrial

Revolution of the eighteenth and nineteenth centuries, Pindur *et al.*⁷³ contend that it can be traced all the way back to Biblical times and early Egyptian and ancient Chinese cultures, where the importance of organisation and administration were recorded and acknowledged. The Merriam-Webster Online Dictionary defines management as ‘the act or art of managing...the conduct or supervising of something (such as a business)...the collective body of those who manage or direct an enterprise.’ It likens the task of management to direction, administration, governance and *leadership*. This is compared with the theoretical definitions of the concept, which, first, describe it as the task of forecasting and planning, organising, coordinating, commanding (directing/*leading*) and controlling the organisation’s activities.⁷⁴ Second, Hannagan⁷⁵ (p. 5) defines management in a similar vein. He suggests it is a ‘process of achieving organisational goals and objectives effectively and efficiently through planning, organising, *leading* and controlling the human, material and financial resources available to it.’ Fayol and Hannagan, along with Merriam-Webster, suggest that the management task involves an element of *leadership*, which infers that both concepts are an integral, and one could argue, symbiotic and interrelated part of the process and therefore cannot be separated. On this note, as with leadership, Hannagan and Kotter view management as a process, which is key to helping the organisation consistently produce quality, on-budget products and services daily. Kotter advises that although this is a complex task, which is largely underestimated, it is not leadership.

Key Differences between Leadership and Management

Literature is awash with a litany of views and perspectives on the key differences between the two concepts, four of which are presented here. First, Armandi *et al.*⁷⁶ espouse that managers are appointed by the organisation and are given formal authority to direct the activities of individuals to fulfil its goals. On the other hand, leaders can informally emerge as the ‘people’s choice’ for leadership or can be formally appointed as such by the organisation. They emphasise that ‘a leader can be a manager, but a manager is not necessarily a leader’ (p. 107b). They add, ‘employees willingly do what leaders ask or follow leaders, because they want to, not because they have to.’ Second, Capowski⁷⁷ advocates that managers ‘manage from the head’, exercise positional or legitimate power, and, arguably are thus more

psychologically distant from their direct reports. On the other hand, leaders 'lead from the head' using personal power or charisma and share a psychologically close relationship with their followers. Third, Bennis⁷⁸ (p. 108) states that 'management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done.' He adds, 'Managers push. Leaders pull. Managers command. Leaders communicate.' Fourth, Kotter⁶⁵ (p. 4) proposes that 'management is about coping with complexity . . . by planning and budgeting – setting targets or goals for the future.' In contrast, he advises 'leadership is about coping with change . . . by setting a direction – developing a vision for the future.' Kotter does not suggest that one concept is better than the other but sees them as 'distinctive and complementary systems of action' (p. 3) that are necessary to achieve organisational success.

Implications for Organisational Behaviour in the Workplace

To conclude, the four views and perspectives outlined above, coupled with extant literature, make the case for viewing leadership and management as two separate and distinct concepts, each with their own unique part to play in ensuring the organisation's survival and longevity. It could be argued that the literature, along the views expressed here, privilege leadership over management and suggest that although both concepts are needed to make the organisation function, it is leadership that is the critical factor in making people *want* to subscribe to, and engage with, the organisation's mission, objectives and strategies and accept change. Peeling back the layers, it could be further argued that rather than there being a clear dichotomy, there is a degree of theoretical and

practical overlap and shades of grey between them, as the dictionary, Fayol and Hannagan definitions suggest. Instead of viewing them as opposite ends of a spectrum, which, arguably, so much of the literature encourages us to do, we should consider and apply both concepts as vital components in the organisation's metaphorical engine. Clemmer concurs and concludes 'both management and leadership are needed to make teams and organisations successful. Trying to decide which is more important is like trying to decide whether the right or left wing is more important to an airplane's flight. I'll take both, please!'

Questions

In view of the above, answer the following questions.

1. Fayol's 1916 definition of management includes 'to command,' which literature espouses can translate to 'directing/leading.' This, arguably, suggests that he felt leadership was a key part of the management task. Having conducted appropriate research, *build a case for* the interchangeability, rather than dichotomy, of leadership and management.
2. Capowski suggests that leaders are more emotionally in tune with their followers than a manager is with direct reports. *What* are the implications of this for organisational behaviour in the workplace?
3. It could be argued that the literature privileges leadership over management. With reference to theory and practice, *to what extent* do you agree?

Summary – Chapter 9 'Leadership in work organisations'

There are many ways of looking at leadership but essentially it is a relationship through which one person influences the behaviour or actions of other people. There is a close relationship between leadership and management but it does not follow that every leader is a manager. The leadership role is not clearly defined and there are many approaches to study of the subject area. A simple threefold heading of leadership behaviour is authoritarian, democratic or laissez-faire. Four main styles of leadership are tells, sells, consults and joins. Contingency theories draw attention to

major variables and forces in the situation influencing effective leadership. Increasing business competitiveness has focused attention on transformational, inspirational or visionary leadership and renewed attention to servant leadership. Leadership is a dynamic form of behaviour. The leadership relationship is a social process dependent upon the type of power and influence exercised over other people. Culture is also a contingent factor. There is no one 'best' form of leadership and there are many variables that underlie effectiveness. Attention needs to be given to sets of skills to work within less hierarchical-based systems of command and control. Leadership development needs to emphasise interpersonal skills and recognise that successful leadership behaviour is a product of the total leadership situation.

Group discussion activities

Undertake each of these activities in small groups as indicated by your tutor. Before you start your discussion establish a non-threatening environment within the group and confirm confidentiality will be honoured.

First, form your own views and then share and compare in open critical discussion with colleagues. Reflect honestly on the extent to which: (i) you influenced the thinking and ideas of your colleagues; and (ii) you were influenced by your colleagues.

To what extent was your group able to reach consensus?

Agree one of your members to produce a brief written summary of the discussion and prepared to present in a plenary session.

Activity 1

- (a) Explain fully a situation from university and/or any work experience where you have been inspired by a person through their charisma and natural leadership influence.
- (b) Identify clearly the specific personal qualities exhibited by the person.
- (c) Describe how the experience has influenced your views on the nature of leadership.
- (d) Debate the extent to which it is possible to learn charisma.
- (e) To what extent do you have charisma and the ability to inspire other people?
- (f) How great is the danger of infatuation or hubris from 'great' or charismatic leaders?

Activity 2

List, *in rank order*, all the different approaches to leadership mentioned in this chapter on the basis of what you believe their practical relevance for today's workplace. Where possible provide supporting details for your ranking.

How much agreement is there amongst your colleagues?

What have you learnt from undertaking this activity?

Activity 3

- (a) To what extent do you believe the term 'leadership' is misused and/or overused?
- (b) Provide specific examples from the work situation of: (i) people with a leadership title but who have little if any real managerial influence over other people; and (ii) people who clearly behave as a leader but without the title in their job description.
- (c) Do you regard your university lecturers as true leaders?
- (d) How much would you learn from an in-depth study of sportspeople who are generally regarded as inspirational leaders?

Organisational behaviour in action case study

Portsmouth Hospitals NHS Trust Leadership Development Programme 2018



High quality leadership is now widely accepted as critical to the success of an organisation. The context in which 'leadership' takes place is important because the culture of individual teams and the challenges they face, vary greatly. This may explain why a seemingly successful leadership strategy in one care setting translates poorly to another. Understanding the context in which leadership takes place is therefore central to success.

Whilst there are a plethora of leadership courses available, they do not address the specific challenges faced by doctors, nurses and managers in our organisations. Furthermore, the unique leadership challenges within specific teams are often poorly appreciated ahead of taking on a leadership role.

We suggest that a fully developed sense of organisational culture, memory and politics are required to lead successfully in our health community. In the modern and more collaborative NHS, we believe that some leadership styles are better suited than others.

What is different about this leadership programme?

Integration through education

One of the biggest challenges facing modern health services is integrating care between acute and community providers. This programme will seek to develop

leaders from both the hospital and community trust in the same classroom. By educating leaders together we will break down the artificial divides that can naturally build up between organisations. The mission for both organisations is the same; to deliver high quality patient care. It therefore makes sense to develop our leaders together.

Delivery by local leaders

The programme is delivered by Medical and Nursing facilitators who have extensive experience of leadership within Portsmouth Hospitals NHS Trust and more recently Southern Health Foundation Trust. They have been recently awarded Masters Degrees in leadership and will bring an understanding of what 'real life' leadership challenges exist in this organisation.

Learning from patients

We will be using patient pathways that are shared between both organisations to illustrate how leadership skills can empower front line staff to drive change to improve clinical effectiveness, for example the discharge pathway from Portsmouth Hospitals to Gosport War Memorial Hospital or admission avoidance pathway to ambulatory or step up to step down.

Leading together

A completely fresh approach to leadership training, delivered by staff that have not only studied the latest theory but have lived the practical experiences.

Development sets

Delegates will spend some time in small groups discussing the 'real-life' leadership challenges they face. This environment offers leaders support and encouragement in a highly confidential environment. Development sets are highly valued and often thought to be the most memorable and practical part of any development course.

Learning outcomes

By the end of this course, students should be able to:

- * Demonstrate a broad understanding of the variety of approaches to leadership and how the NHS leadership applies locally
- * Understand your own leadership style and how you can develop it
- * Understand the causes of leadership success and failure
- * Understand and lead change
- * Have the practical knowledge and skills to be able to analyse widely different contexts and situations
- * Develop leadership potential in others

Key benefits

- * Taught by frontline leaders
- * Innovative approach

- * Integration of healthcare through shared learning
- * Opportunity to network and share the burdens of difficult decision making – 'the loneliness of command'

What do you need to commit?

We require energy, enthusiasm and an on-going desire for self-development. The number of places is limited and so you must be committed to complete course work, an end of course assessment as well as undertake coaching/mentorship meetings. You will be on an overarching Leadership and Management Development Programme or nominated by your line manager who in turn will give you time to attend the teaching sessions.

Source for case: Extract from Portsmouth Hospitals NHS Trust 'LEADING TOGETHER: Leadership Development Programme 2018' with kind permission from Abigail Wilson, Organisational Development Manager.

Tasks

1. Explain your immediate impression of this leadership development programme.
2. What is your view of delivery from staff who have both studied the latest theory and also lived the practical experience? Do you think this is necessarily the best or most realistic approach?
3. To what extent do you believe leadership development courses should take account of the culture and challenges of a specific organisation?

Chapter 9 – Personal skills and employability exercise

Objectives

Completing this exercise should help you to enhance the following skills:

- * Recognise your self-awareness and understanding of who you are
- * Explore attributes associated with leadership
- * Evaluate your readiness for a leadership role

Exercise

Self-knowledge about who you are, and what you are thinking and feeling is crucial if you are to become an effective and inspiring leader. Work together in small groups.