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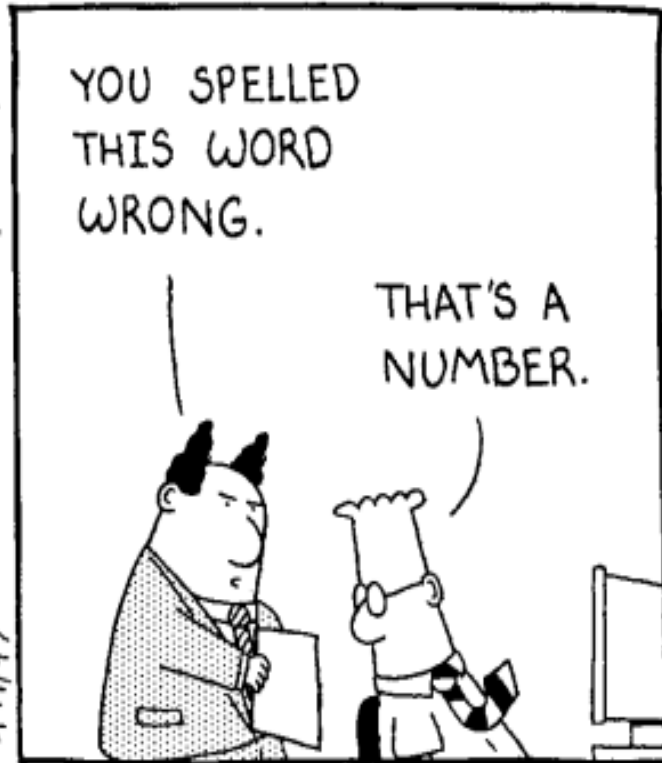
Leadership vs. Management



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What is the Difference between Management and Leadership?

- ▶ Management is
 - ▶ a function that must be exercised in any business
- ▶ Whereas Leadership is
 - ▶ a relationship between leader and led that can energize an organization.

(Maccoby, 2000)

Management	Leadership
A Function	A Relationship
Planning	Selecting Talent
Budgeting	Motivating
Evaluating	Coaching
Facilitating	Building Trust

(Maccoby, 2000)

In-class exercise

- ▶ When you hear the word leader, who comes to mind?
 - ▶ xxxxxx
- ▶ When asked why, what verb dominates your explanation?
- ▶ For example, this leader
 - ▶ Accomplished ____
 - ▶ Was able to ____
 - ▶ Did ____
 - ▶ Etc.

What Is Leadership?

► Leadership

- The ability to influence a group toward the achievement of goals

(Boddy, 2008, p. 458)

► Management

- Use of authority inherent in designated formal rank to obtain compliance from organizational members

(Boddy, 2008, p. 8).



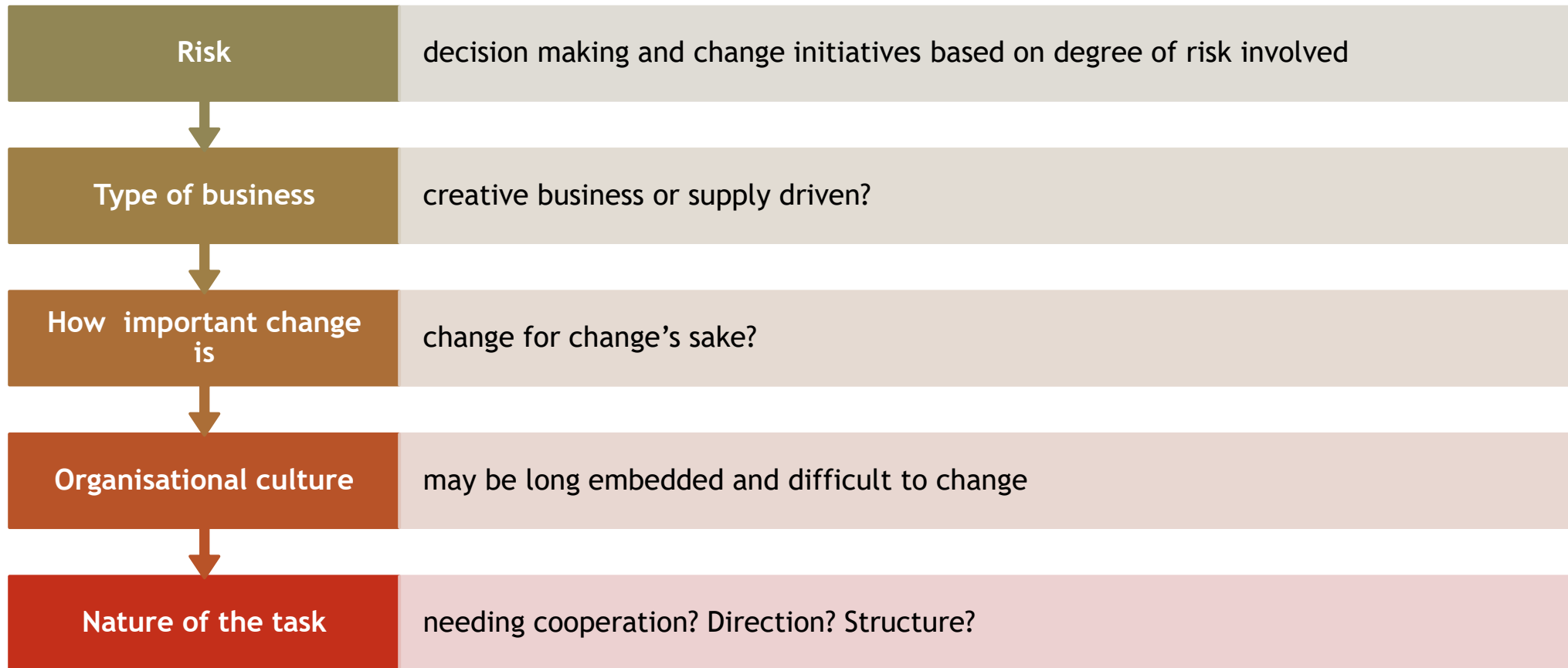
Steve Jobs : 1955 to 2011

Cofounder of Apple Computer Inc. (Now Apple Inc.) (Apple, 2022).

The Six Leadership Styles at a Glance

- ▶ Daniel Goleman's research found that
 - ▶ leaders use six styles
 - ▶ Each springs from
 - ▶ different components of emotional intel
 - ▶ Emotional intelligence refers to the
 - ▶ capacity for recognizing our own feelings and those of others, for motivating ourselves,
 - ▶ and for managing emotions in ourselves and our relationships
 - ▶ igence
 - ▶ The next slide gives a summary of
 - ▶ the styles,
 - ▶ their origin,
 - ▶ when they work best
 - ▶ and their impact on the organization's climate and its performance
- (Goleman, 2000).

Factors Affecting Style



(Yiing & Ahmad, 2008)

The Six Leadership Styles at a Glance

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's motus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiate, self-control	Self-confidence, empathy, change catalyst	Empathy building, relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Negative

(Goleman, 2000, pp. 82-83).

Overall impact on climate

Positive or negative?



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	Democratic	Pacesetting	Coaching
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Leadership Styles

- ▶ Which leadership style do you use most often?
- ▶ Now find and sit with those who share your leadership style
- ▶ Read about the positives and negatives of your primary style
- ▶ Share examples of when you have used this style positively or negatively

Theories of Leadership

- ▶ May depend on:
 - ▶ Type of staff
 - ▶ History of the business
 - ▶ Culture of the business
 - ▶ Quality of the relationships
 - ▶ Nature of the changes needed
 - ▶ Accepted norms within the institution

(Yiing & Ahmad, 2008)

A Leadership Story:

- ▶ A group of workers and their leaders are set a task of
 - ▶ clearing a road through a dense jungle on a remote island
 - ▶ to get to the coast where an estuary provides a perfect site for a port.
- ▶ The leaders organise the labour into
 - ▶ efficient units
 - ▶ monitors the distribution and use of capital assets
 - ▶ progress is excellent.
- ▶ The leaders continue to
 - ▶ monitor
 - ▶ and evaluate progress,
 - ▶ making adjustments along the way to ensure
 - ▶ the progress is maintained
 - ▶ and efficiency increased wherever possible

(Covey, 2020).



But

- ▶ Then . . .
 - ▶ one day amidst all the hustle and bustle and activity,
 - ▶ one person climbs up a nearby tree
 - ▶ The person surveys the scene from the top of the tree
- ▶ And shouts down to the assembled group below...
 - ▶ “Wrong Way!”

(Covey, 2020).

Management versus Leadership

► MANAGEMENT:

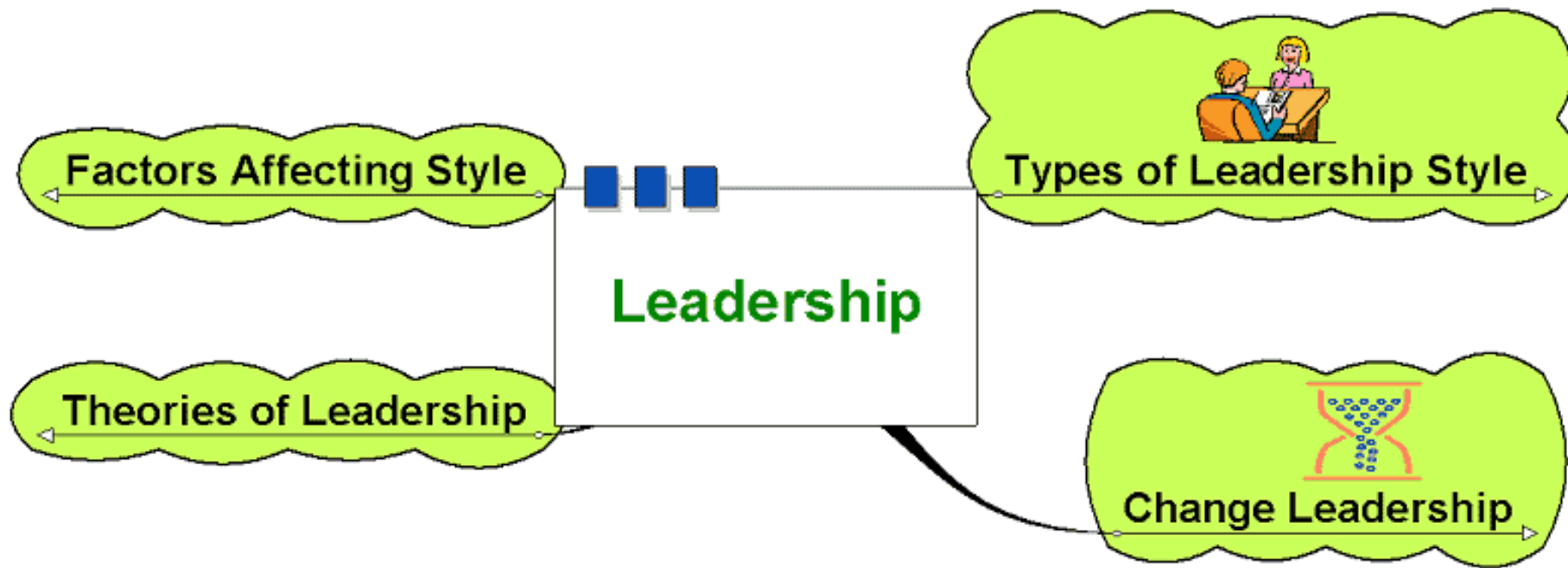
- is doing things right

► LEADERSHIP:

- is doing the right things

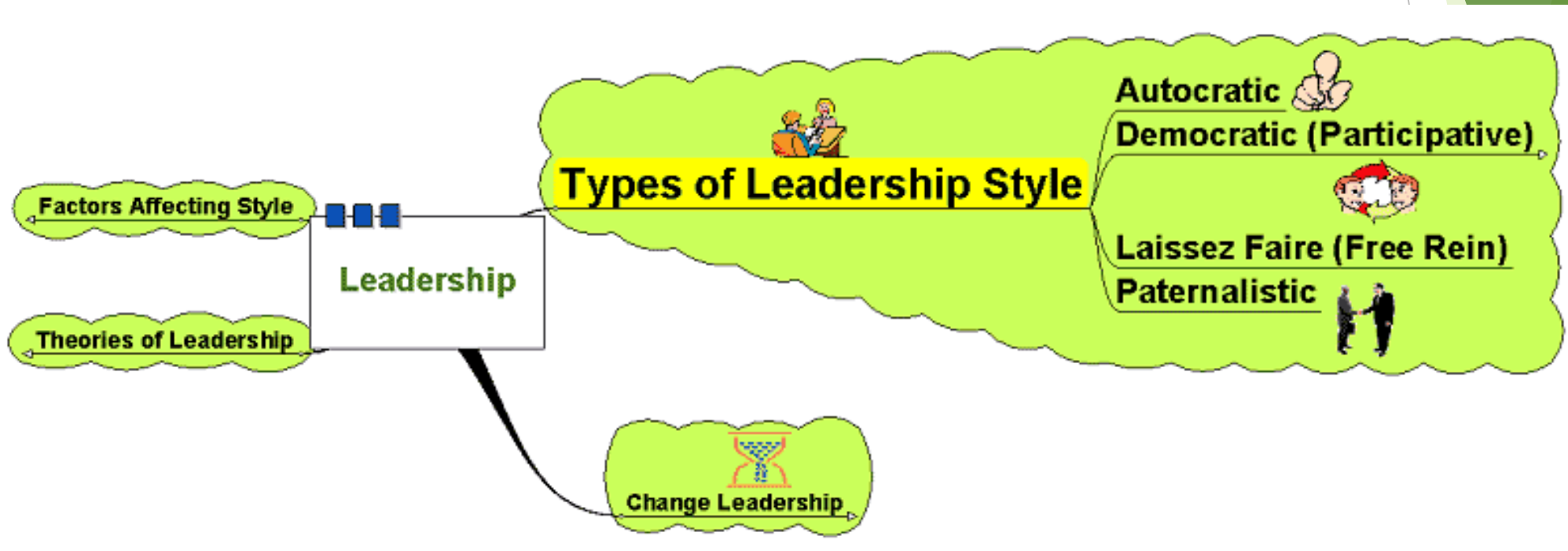
(Ducker *cited in* Senavirathne, 2016, p. 1).

Leadership



(Yiing & Ahmad, 2008; Kelly & MacDonald, 2016)

Types of Leadership Style: Kurt Lewin 1939



(Burnes & Bargal, 2017; Yiing & Ahmad, 2008; Kelly & MacDonald, 2016)

Types of Leadership Style - Kurt Lewin 1939:

Autocratic

- ▶ Leader makes decisions without reference to anyone else
 - ▶ High degree of dependency on the leader
 - ▶ Can create de-motivation and alienation of staff
 - ▶ May be valuable in some types of business where decisions need to be made quickly and decisively

(Pawar, 2014; Kelly & MacDonald, 2016).

Types of Leadership Style - Kurt Lewin 1939:

Democratic

- ▶ Encourages decision making from different perspectives
- ▶ Leadership may be emphasised throughout the organisation
 - ▶ Consultative: process of consultation before decisions are taken
 - ▶ Persuasive: Leader takes decision and seeks to persuade others that the decision is correct
- ▶ May help motivation and involvement
 - ▶ Workers feel ownership of the firm and its ideas
 - ▶ Improves the sharing of ideas and experiences within the business
 - ▶ Can delay decision making

(Pawar, 2014; Kelly & MacDonald, 2016).

(Pawar, 2014; Kelly & MacDonald, 2016).

Types of Leadership Style - Kurt Lewin 1939:

Laissez-Faire

- ▶ 'Let it be' - the leadership responsibilities are shared by all
 - ▶ Can be very useful in businesses where creative ideas are important
 - ▶ Can be highly motivational, as people have control over their working life
 - ▶ Can make coordination and decision making time-consuming and lacking in overall direction
 - ▶ Relies on good team work
 - ▶ Relies on good interpersonal relations

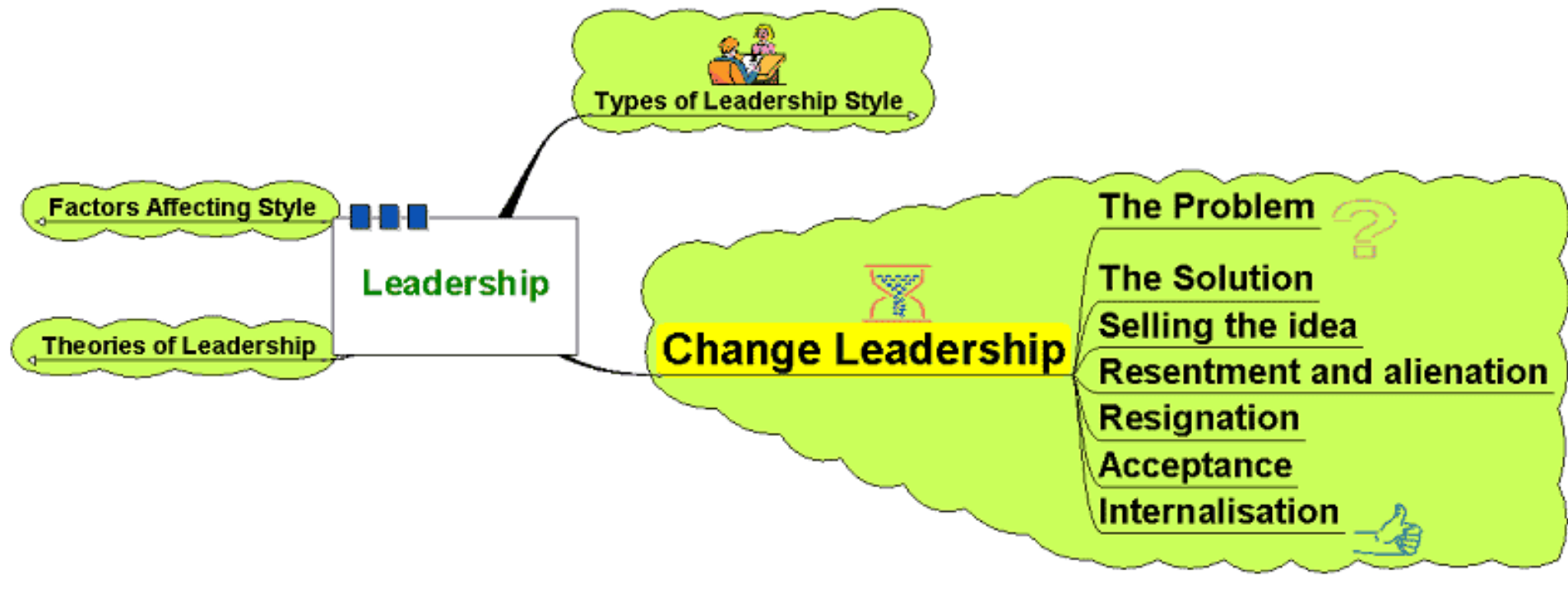
(Pawar, 2014; Kelly & MacDonald, 2016).

Types of Leadership Style - Kurt Lewin 1939: Paternalistic/Bureaucratic

- ▶ Leader acts as a 'father figure'
 - ▶ Paternalistic leader makes decision but may consult
 - ▶ Believes in the need to support staff

(Pawar, 2014; Kelly & MacDonald, 2016; Knights, 1993).

Change Leadership: Kurt Lewin



(Hussain *et al*, 2018; Yiing & Ahmad, 2008; Kelly & MacDonald, 2016)

Change Leadership

- ▶ The most challenging aspect of business is
 - ▶ leading and managing change
- ▶ The business environment is subject to
 - ▶ fast-paced economic and social change
- ▶ Modern business must
 - ▶ adapt
 - ▶ and be flexible to survive

(Burnes, 2007; Kotter, 1995).

Barriers to Organisational Change

- ▶ Error #1: Not Establishing a Great Enough Sense of Urgency
- ▶ Error #2: Not Creating a Powerful Enough Guiding Coalition
- ▶ Error #3: Lacking a Vision
- ▶ Error 4#: Under communicating the Vision by a Factor of Ten
- ▶ Error #5: Not Removing Obstacles to the New Vision
- ▶ Error #6: Not Systematically Planning For and Creating Short-Term Wins
- ▶ Error #7: Declaring Victory Too Soon
- ▶ Error #8: Not Anchoring Changes in the Corporation's Culture

(Burnes, 2007; Kotter, 1995).

Eight Steps to Transforming Your Organisation

1. Establishing a Sense of Urgency
 - ▶ Examine market and competitive realities
 - ▶ Identify and discussing crises, potential crisis, or major opportunities
2. Forming a Powerful Guiding Coalition
 - ▶ Assembling a group with enough power to lead the change effort
 - ▶ Encouraging the group to work together as a team
3. Creating a Vision
 - ▶ Creating a vision to help direct the change effort
 - ▶ Developing strategies for achieving that vision
4. Communicating the Vision
 - ▶ Using every vehicle possible to communicate the new vision and strategies
 - ▶ Teaching new behaviours by the example of the guiding coalition

(Burnes, 2007; Kotter, 1995).

5. Empowering Others to Act on the Vision

- ▶ Getting rid of obstacles to change
- ▶ Changing systems or structures that seriously undermine the vision
- ▶ Encouraging risk taking and non-traditional ideas, activities and actions

6. Planning for and Creating Short-Term Wins

- ▶ Planning for visible performance improvements
- ▶ Creating those improvements
- ▶ Recognising and rewarding employees involved in the improvements

7. Consolidating Improvements and Producing Still More Change

- ▶ Using increased credibility to change systems, structures, and policies that don't fit the vision
- ▶ Hiring, promoting and developing employees who can implement the vision
- ▶ Reinvigorating the process with new projects, themes and change agents

8. Initialising New Approaches

- ▶ Articulating the connections between the new behaviours and corporate success
- ▶ Developing the means to ensure leadership development and succession

(Burnes, 2007; Kotter, 1995).

Change Leadership

- ▶ Leaders need to be aware of how change impacts on workers:
 - ▶ Read:
 - ▶ [Transition: understanding and managing personal change | SpringerLink](#)
 - ▶ (Hopson, 1982).
 - ▶ Davies, B. (2022) 'Rethinking schools and school leadership for the twenty-first century: changes and challenges'. *International Journal of Educational Management*, Vol. 16., No. 4., pp. 196-260.
 - ▶ Found on the Moodle page

Change Leadership

Self-esteem

1. Immobilisation

as rumours of the change circulate, the individual feels some sense of shock and possible disbelief – so much so that they deem it worthy of doing nothing.

1

2. Minimisation:

As the change becomes clearer, people try to fit in the change with their own personal position and may try to believe that it will not affect them.

2

3

3. Depression:

as reality begins to dawn staff may feel alienated and angry, feelings of a lack of control of events overtake people and they feel depressed as they try to reconcile what is happening with their own personal situation.

4

4. Acceptance/letting go:

The lowest point in self-esteem finally sees people starting to accept the inevitable. Fear of the future is a feature of this stage.

5

5. Testing out:

Individuals begin to interact with the change, they start to ask questions to see how they might work with the change.

6

Time

6. Search for meaning:

Individuals begin to work with the change and see how they might be able to make the change work for them – self esteem begins to rise.

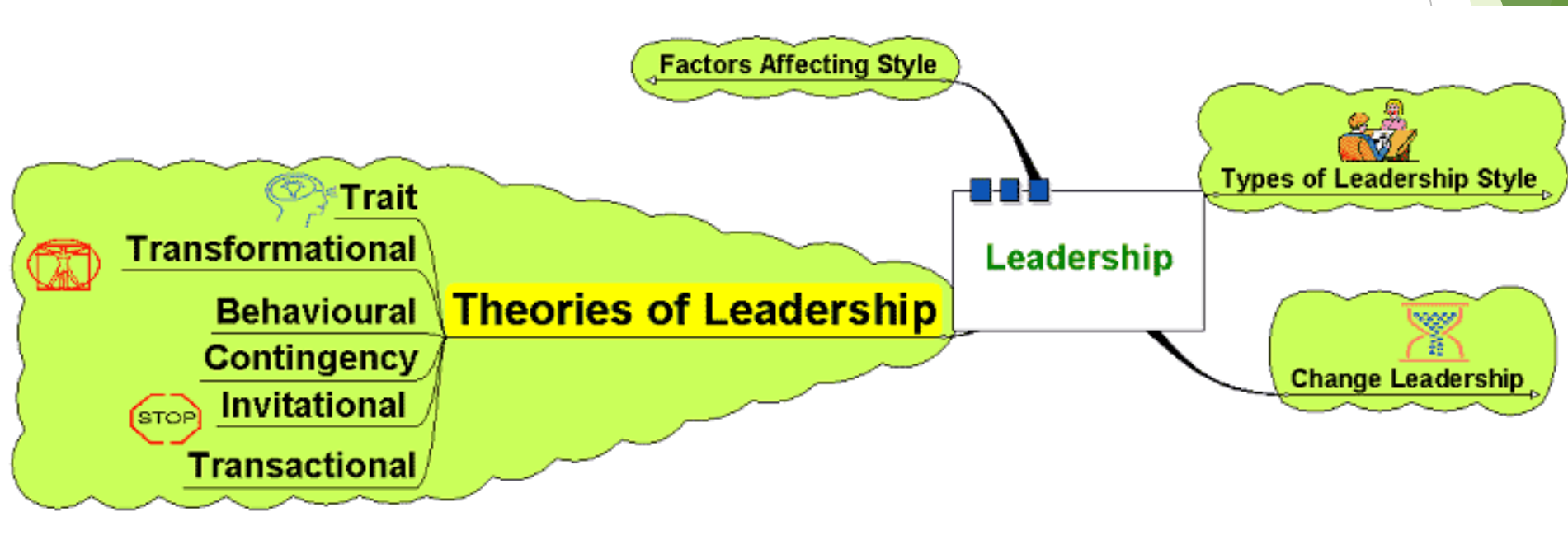
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7. Internalisation:

the change is understood and adopted within the individual's own understanding – they now know how to work with it and feel a renewed sense of confidence and self esteem.

(Yiing & Ahmad, 2008; Kelly & MacDonald, 2016)

Theories of Leadership



(Hussain *et al*, 2018; Yiing & Ahmad, 2008; Kelly & MacDonald, 2016)

Trait Theory of Leadership

- ▶ Is there a set of characteristics that determine a good leader?
 - ▶ Personality?
 - ▶ Dominance and personal presence?
 - ▶ Charisma?
 - ▶ Self confidence?
 - ▶ Achievement?
 - ▶ Ability to formulate a clear vision?

(Khan, *et al*, 2106)

Trait Theory of Leadership

- ▶ Are such characteristics inherently gender biased?
- ▶ Do such characteristics produce good leaders?
- ▶ Is leadership more than just bringing about change?
- ▶ Does this imply that leaders are born not bred?

(Khan, *et al*, 2106)

Trait Theory of Leadership

- ▶ Traits Theories of Leadership
 - ▶ Theories that consider
 - ▶ personality,
 - ▶ social,
 - ▶ physical,
 - ▶ or intellectual traits
 - ▶ to differentiate leaders from non-leaders

(Shahzad, Raja & Hashmi, 2020)

- ▶ Leadership Traits
 - ▶ Extraversion
 - ▶ Conscientiousness
 - ▶ Openness
 - ▶ Emotional Intelligence (Qualified)
- ▶ Impact of Big Five personality traits on authentic leadership - University of Wales Trinity Saint David (uwtsd.ac.uk)
 - ▶ *You will need to log into the Library Catalogue through your student email*
 - ▶ *Also pdf on moodle*

(Shahzad, Raja & Hashmi, 2020)

Trait Theory of Leadership

► Limitations

- It only focuses on a small set of characteristics or attributes of an individual
- No universal traits found that predict leadership in all situations
- Unclear evidence of the cause and effect of relationship of leadership and traits
- The theory focuses too much on the personal 'inherited' traits of a person and does not include an emphasis on the values, expertise, cognitive abilities, social skills as well as problem-solving skills of a specific person
- it fails to consider the different patterns as well as integrations of the multiple attributes that may exist in a specific person
- Better predictor of the appearance of leadership than distinguishing effective and ineffective leaders

(Salihu, 2019).

Trait Theory of Leadership

- ▶ Traits (examples)
 - ▶ Extraversion
 - ▶ Conscientiousness
 - ▶ Openness
- ▶ Assumption: Leaders are born
- ▶ Goal: Select leaders
- ▶ Problems
 - ▶ Traits do not generalize across situations
 - ▶ Better at predicting leader emergence than leader effectiveness

(Shahzad, Raja & Hashmi, 2020)

Trait Theory: Leadership Traits

- ▶ Represent the personal characteristics that differentiate
 - ▶ leaders from followers
- ▶ Historic findings reveal that leaders and followers vary by
 - ▶ Intelligence
 - ▶ Dominance
 - ▶ Self-confidence
 - ▶ Level of energy and activity
 - ▶ Task-relevant knowledge
- ▶ Contemporary findings show that leadership prototype:
 - ▶ people tend to perceive that someone is a leader when they exhibits traits associated with
 - ▶ Intelligence
 - ▶ Masculinity
 - ▶ Dominance
 - ▶ leadership prototypes
 - ▶ Culturally based
 - ▶ credible leaders are
 - ▶ Honest
 - ▶ Forward-looking
 - ▶ Inspiring
 - ▶ Competent

(Da'as & Zibenberg, 2021)

Trait Theory: Gender and Leadership

Women

- ▶ Used a more democratic or participative
- ▶ Women executives,
 - ▶ when rated by their peers, managers and direct reports,
 - ▶ scored higher than their male counterparts on a variety of effectiveness criteria
- ▶ Equally assertive
- ▶ Seen as displaying more social leadership

Men

- ▶ Used a more autocratic and directive style than women
- ▶ Male executives,
 - ▶ when rated by their peers, managers and direct reports,
 - ▶ scored lower than their female counterparts on a variety of effectiveness criteria
- ▶ Equally assertive
- ▶ Seen as displaying more task orientation leadership

(Rowley, Hossain & Barry, 2010).

Behavioural Theory of Leadership

- ▶ Imply that leaders can be trained
 - ▶ focus on the way of doing things
 - ▶ Structure based behavioural theories
 - ▶ focus on the leader instituting structures - task orientated
 - ▶ Relationship based behavioural theories
 - ▶ focus on the development and maintenance of relationships - process orientated
- (Lakshman, 2006).

Behavioral Theories versus Trait Theory

▶ Behavioral Theory

- ▶ Leadership behaviors can be taught

▶ Trait Theory

- ▶ Leaders are born - not made

(Lakshman, 2006).

Behavioral Approach

- ▶ Assumption:
 - ▶ Leaders can be trained
- ▶ Goal:
 - ▶ Develop leaders
- ▶ Problem:
 - ▶ Effective behaviors do not generalize across situations

▶ (Huang, 2015).

Behavioral Approach

- ▶ **Ohio State Studies** identified two critical dimensions of leader behavior
 - ▶ Consideration:
 - ▶ creating mutual respect and trust with followers
 - ▶ Initiating Structure:
 - ▶ organizing and defining what group members should be doing
- ▶ **University of Michigan Studies** identified two leadership styles that were similar to the Ohio State studies
 - ▶ One style was employee centered
 - ▶ One style was job centered
- ▶ Research shows that there is not one best style of leadership
- ▶ The effectiveness of a particular leadership style depends on the situation at hand

(Ayub et al, 2014).

Ohio State Studies

▶ Initiating Structure

- ▶ The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment

▶ Consideration

- ▶ The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinate's ideas, and regard for his/her feelings

▶ Employee-oriented Leader

- ▶ Emphasizing interpersonal relations; taking a personal interest in the needs of employees and accepting individual differences among members

▶ Production-oriented Leader

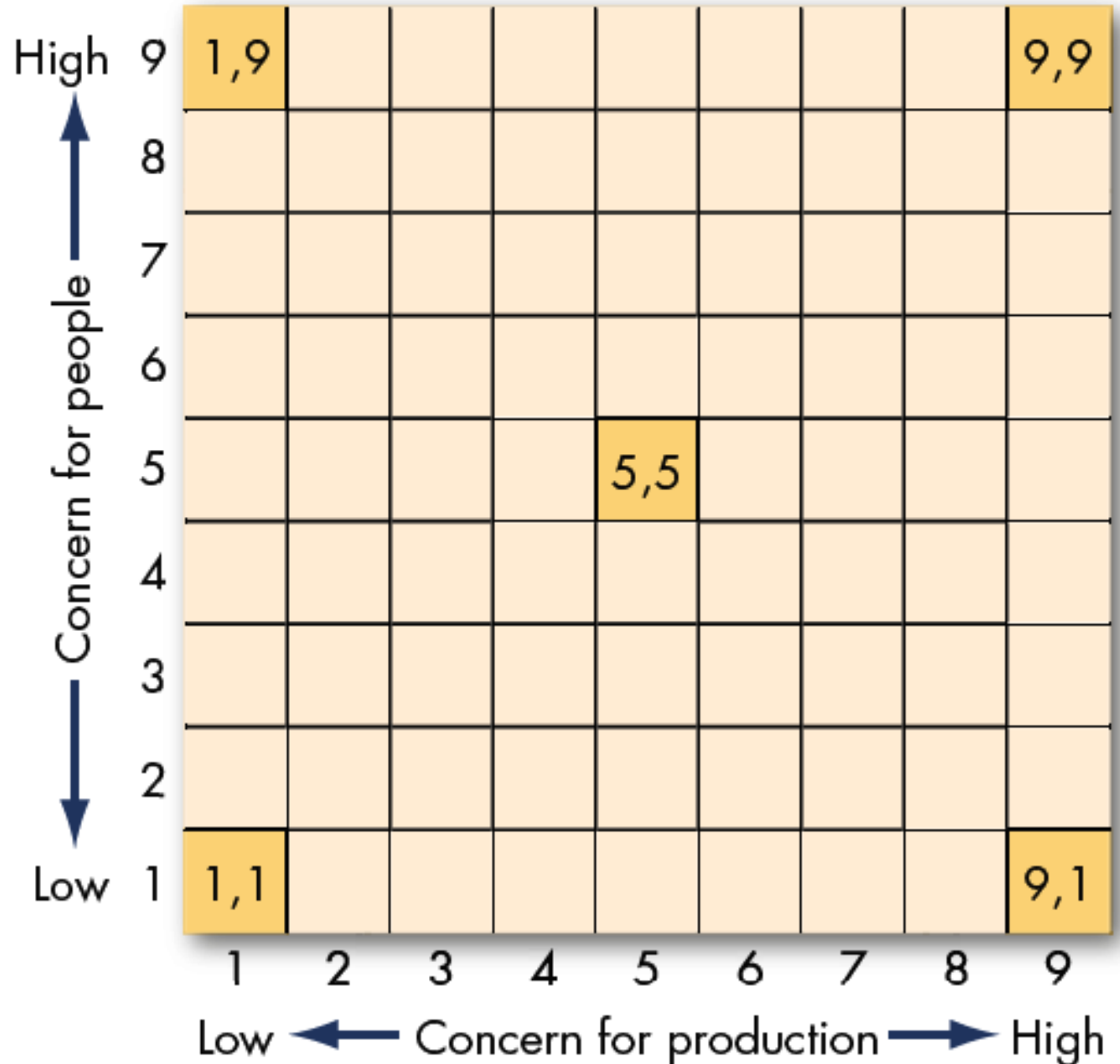
- ▶ One who emphasizes technical or task aspects of the job

(Ayub *et al*, 2014).

The Managerial Grid: Blake and Mouton 2013

- ▶ A 9 x 9 matrix outlining 81 different Leadership Styles
- ▶ Blake and Mouton's Managerial Grid
- ▶ Concern for production
- ▶ Concern for people

(Hakan, *et al*, 2013).



Theories of Leadership:

Contingency Theory

- ▶ Leadership as being more flexible
 - ▶ different leadership styles used at different times depending on the circumstance.
- ▶ Suggests leadership is not
 - ▶ a fixed series of characteristics
 - ▶ that can be transposed into different contexts

(Peters *et al*, 1985; Salihu, 2019).

Contingency Theories

All Consider the Situation

- ▶ Fiedler Contingency Model
- ▶ Cognitive Resource Theory
- ▶ Hersey and Blanchard's Situational Leadership Model
- ▶ Path Goal Theory

Assumptions Models

- ▶ Fiedler:
 - ▶ Leader's style is fixed.
- ▶ Other's:
 - ▶ Leader's style can and should be changed

(Peters *et al*, 1985; Salihu, 2019).

Fiedler Model

- ▶ Leader:
 - ▶ Style Is Fixed
 - ▶ Task-oriented vs. Relationship-oriented
- ▶ Considers Situational Favorableness for Leader
 - ▶ Leader-member relations
 - ▶ Task structure
 - ▶ Position power

- ▶ Key Assumption

- ▶ Leader must fit situation; options to accomplish this:
 - ▶ Select leader to fit situation
 - ▶ Change situation to fit leader

(Peters *et al*, 1985).

Representation of Fiedler's Contingency Model

(Peters *et al*, 1985).

Situational Control	High Control Situations			Moderate Control Situations			Low Control Situations	
Leader-member relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task Structure	High	High	Low	Low	High	High	Low	Low
Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Situation	I	II	III	IV	V	VI	VII	VIII

Optimal Leadership Style

Task Motivated Leadership

Relationship Motivated Leadership

Task Motivated Leadership

Fiedler Model: The Leader

- ▶ Assumption:
 - ▶ Leader's style is fixed and can be measured by the least preferred co-worker (LPC) questionnaire.
- ▶ Least Preferred Co-Worker (LPC) Questionnaire
 - ▶ The way in which a leader will evaluate a co-worker who is not liked will indicate whether the leader is task- or relationship-oriented
- ▶ See handout and undertake the task with a co-worker in mind.
- ▶ Discussion in the class of the implications for managers
 - ▶ [Fiedlers Least_Prefered Coworker Scale.pdf](#)
 - ▶ [Fiedler LPC further explanation.pdf](#)

(Peters *et al*, 1985).

Need references from here on in

Cognitive Resource Theory

- ▶ A theory of leadership that states that
 - ▶ the level of stress in a situation is what impacts
 - ▶ whether a leader's intelligence or experience will be more effective

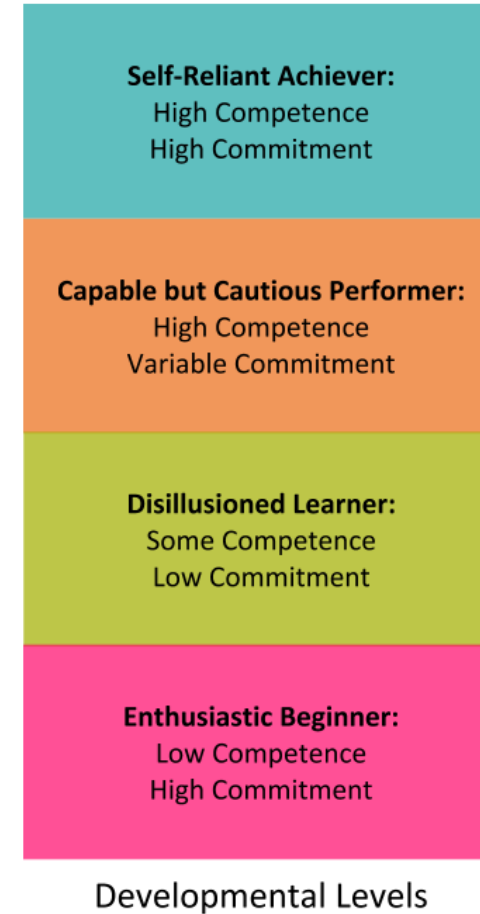
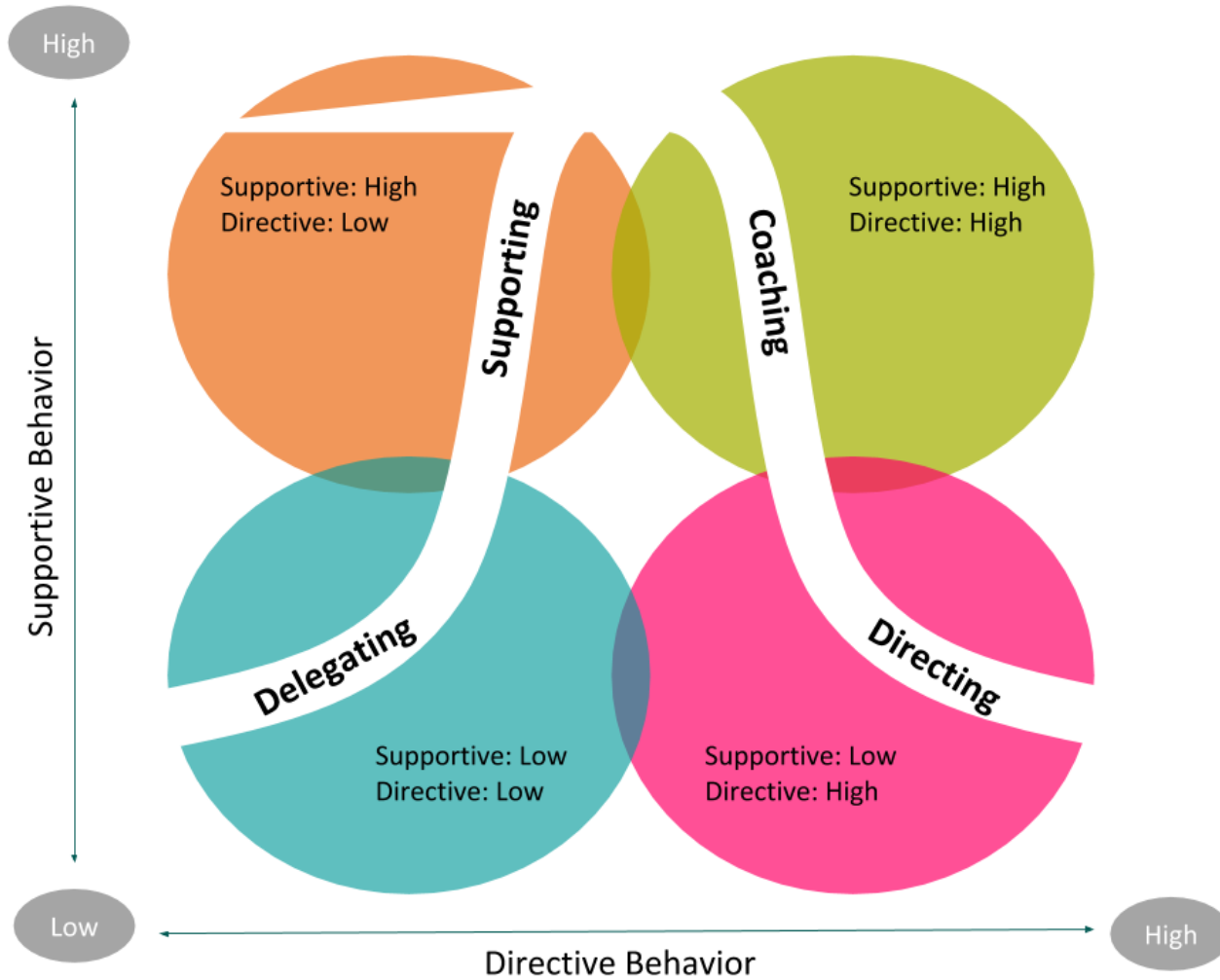
(Murphy, Blyth & Fiedler, 1995)

- ▶ Intelligence & Stress:
 - ▶ Less intelligent individuals perform better in leadership roles under high stress
 - ▶ than do more intelligent individuals.
- ▶ Experience & Stress
 - ▶ Less experienced people perform better in leadership roles under low stress
 - ▶ than do more experienced people.

Contingency Approach: Hersey and Blanchard Situational Model

- ▶ Consider Leader Behaviors
 - ▶ Task and Relationship
 - ▶ Assumes leaders can change their behaviors
 - ▶ Consider Followers as the '*Situation*'
 - ▶ Follower task maturity
 - ▶ ability and experience
 - ▶ Follower psychological maturity
 - ▶ willingness to take responsibility
 - ▶ Assumptions
 - ▶ Leaders can and should change their style to fit their followers' degree of readiness
 - ▶ willingness and ability
 - ▶ Therefore, it is possible to train leaders
 - ▶ to better fit their style to their followers
- (Meirovich & Gu, 2015).

Hersey-Blanchard Situational Leadership Theories



A contingency theory that focuses on followers' readiness; the more "ready" the followers (the more willing and able) the less the need for leader support and supervision.

(Meirovich & Gu, 2015).

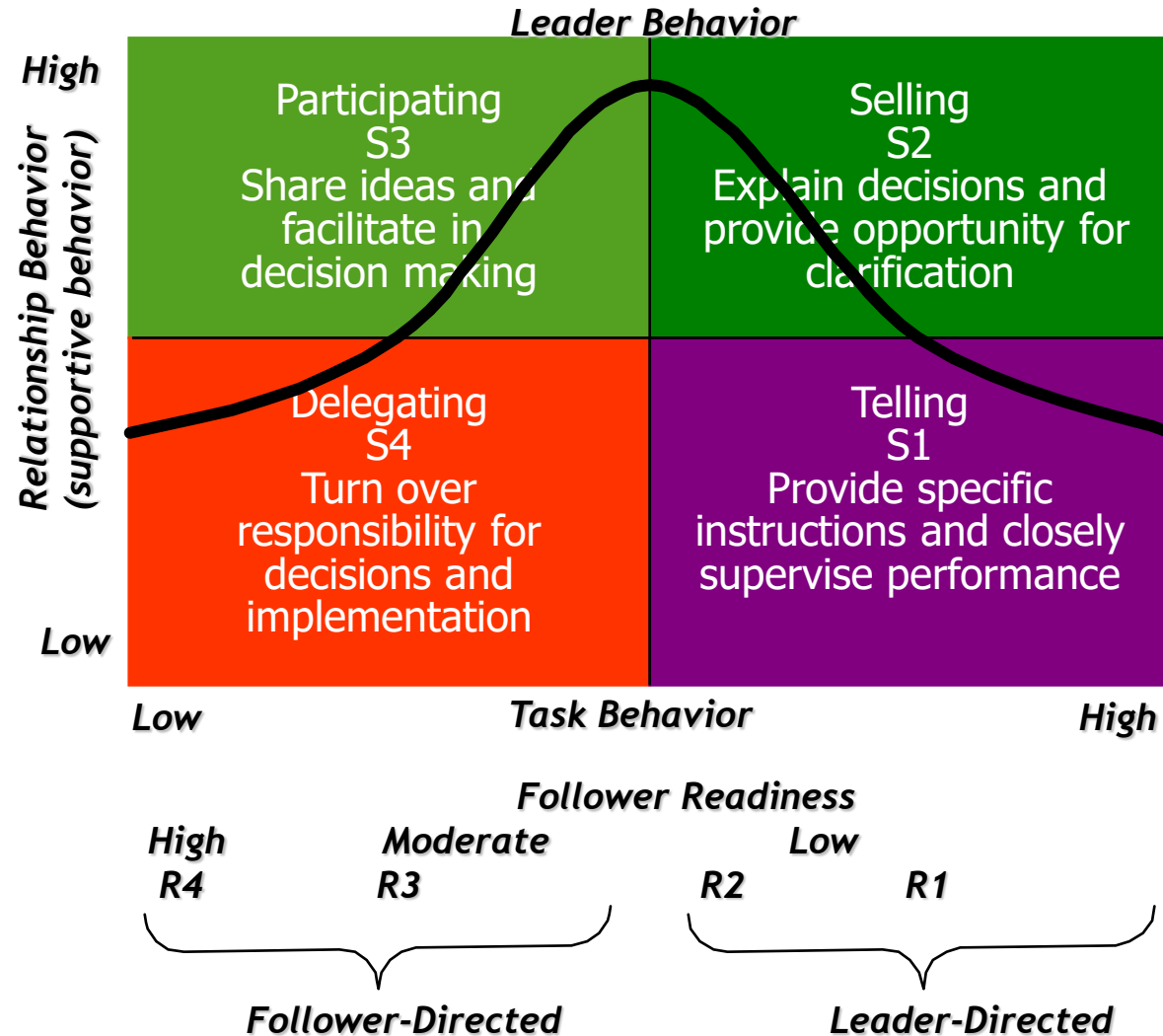
*This graphic combines elements of the Hersey-Blanchard Situational Leadership Theory & Blanchard's revised Situational Leadership Theory II



Leadership Styles and Follower Readiness (Hersey and Blanchard)

(Meirovich & Gu, 2015).

Hersey and Blanchard's Situational Leadership Theory



(Meirovich & Gu, 2015).

Leader-Member Exchange Theory

- ▶ Leaders select certain followers to be
 - ▶ “in” (favorites)
 - ▶ based on competence and/or compatibility and similarity to leader
- ▶ “Exchanges” with these “in” followers will be
 - ▶ higher quality than with those who are “out”
- ▶ Result:
 - ▶ “In” subordinates will have higher performance ratings,
 - ▶ less turnover,
 - ▶ and greater job satisfaction.

(Schyns & David, 2010).

The Leader-Member Exchange (LMX Model)

- ▶ This model is based on the idea that
 - ▶ one of two distinct types of leader-member exchange relationships evolve,
 - ▶ and these exchanges are related to important work outcomes.
- ▶ In-group exchange:
 - ▶ a partnership characterized by mutual trust, respect and liking
- ▶ Out-group exchange:
 - ▶ a partnership characterized by a lack of mutual trust, respect and liking
- ▶ (Schyns & David, 2010).

Path-Goal Theory

R.J. House

- ▶ Premise
 - ▶ Leader must help followers to
 - ▶ attain goals
 - ▶ and reduce roadblocks to success
 - ▶ Leaders must change behaviors
 - ▶ to fit the situation
 - ▶ environmental contingencies
 - ▶ subordinate contingencies
- (Evans, 1996).

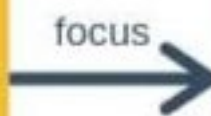
J.R. House's Path-Goal Theory

1. Based on these factors:



2. A leader will select:

Leadership Style

1. Directive
 2. Supportive
 3. Participative
 4. Achievement-Oriented
- 

3. And then focus on:

Motivation Factors:

1. Ensure goals are clear and rewards desirable.
2. Make the path to the goal clear.
3. Remove roadblocks.
4. Provide support and coaching.

Environmental Factors

- Task Structure
 - Formal Authority Systems
 - Primary Work Group
- 

(Evans, 1996).

Leader-Participation: The Vroom-Yetton-Jago Model

- ▶ Premise
 - ▶ Rule-based decision tree to guide leaders about when and when not to include subordinate participation in making
 - ▶ Considers 12 contingency variables to consider whether or not to include subordinates in decision making
- ▶ (Vignesh, 2020).

Leader- Participation: The Vroom- Yetton-Jago Model

- ▶ AI - Autocratic Type 1:
 - ▶ Decisions are made completely by the leader. Leaders make the decision on their own with whatever information is available.
- ▶ AII - Autocratic Type 2:
 - ▶ The decision is still made by the leader alone, but the leader collects information from the followers. Followers play no other role in the decision-making process.
- ▶ CI - Consultative Type 1:
 - ▶ The leader seeks input from select followers individually based on their relevant knowledge. Followers do not meet each other, and the leader's decision may or may not reflect followers' influence.
- ▶ CII - Consultative Type 2:
 - ▶ Similar to CI, except the leader shares the problem with relevant followers as a group and seeks their ideas and suggestions. The followers are involved in the decision, but the leader still makes the decision.
- ▶ GII - Group-based Type 2:
 - ▶ The entire group works through the problem with the leader. A decision is made by the followers in collaboration with the leader. In a GII decision, leaders are not at liberty to make a decision on their own.

(Vignesh, 2020).

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