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MAJOR APPROACH OF EFFECTIVE LEADERSHIP

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ABSTRACT

Two common forms of leadership are assigned and emergent. Assigned leadership is based on a formal title or position in an organization. Emergent leadership results from what one does and how one acquires support from followers. Leadership, as a process, applies to individuals in both assigned roles and emergent roles. Related to leadership is the concept of power, the potential to influence. There are two kinds of power: position and personal. Position power, which is much like assigned leadership, is the power an individual derives from having an office in a formal organizational system. It includes legitimate, reward, and coercive power. Personal power comes from followers and includes referent and expert power. It is given to leaders because followers believe leaders have something of value. Treating power as a shared resource is important because it de-emphasizes the idea that leaders are power wielders. "Leaders manage and managers lead, but the two activities are not synonymous. Management functions can potentially provide leadership; leadership activities can contribute to managing. Nevertheless, some managers do not lead, and some leaders do not manage". Effective Leadership and management are different concepts that overlap. They are different in that management traditionally focuses on the activities of planning, organizing, staffing, and controlling, whereas leadership emphasizes the general influence process. According to some researchers, management is concerned with creating order and stability, whereas leadership is about adaptation and constructive change.

KEYWORDS

Challenge, changing pattern, Effective leadership, manage, motivation.

INTRODUCTION

Effective Leadership is a topic with universal appeal, and in the popular press and academic research literature much has been written about leadership. Despite the abundance of writing on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership. It is a highly valued phenomenon that is very complex. Through the years, leadership has been defined and conceptualized in many ways. The component common to nearly all classifications is that leadership is an influence process that assists groups of individuals toward goal attainment. Specifically, leadership is defined as a process whereby an individual influences a group of individuals to achieve a common goal.

EFFECTIVE LEADERSHIP AND MANAGEMENT

"Leaders manage and managers lead, but the two activities are not synonymous. Management functions can potentially provide leadership; leadership activities can contribute to managing. Nevertheless, some managers do not lead, and some leaders do not manage". This is Bernard Bass's assessment in his 1,200 page opus, "Bass and Stogdill's Handbook of Leadership" (page 383). They overlap, but they are not the same. Bennis defines the difference using the following paired contrasts

- The manager administers; the leader innovates.
- The manager maintains; the leader develops.
- The manager accepts reality; the leader investigates it.
- The manager focuses on systems and structures; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his or her eye always on the bottom line; the leader has his or her eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his or her own person.

EFFECTIVE LEADERSHIP IN CHANGING PERSPECTIVE

Globalization has also created the need for leaders to become competent in cross-cultural awareness and practice. Adler and Bartholomew (1992) contend that global leaders need to develop five cross-cultural competencies. First, leaders need to understand business, political, and cultural environments worldwide. Second, they need to learn the perspectives, tastes, trends, and technologies of many other cultures. Third, they need to be able to work simultaneously with people from many cultures. Fourth, leaders must be able to adapt to living and communicating in other cultures. Fifth, they need to learn to relate to people from other cultures from a position of equality rather than cultural superiority. In sum, today's leaders need to acquire a challenging set of competencies if they intend to be effective in present day.

Here we intended to a discussion of how culture influences the leadership process. The chapter begins by defining culture and describing two concepts related to our understanding of culture. Next, we describe dimensions of culture, clusters of Indian cultures, and the characteristics of these clusters. We then learn how leadership varies across cultures and which specific leadership attributes cultures universally endorse as desirable and undesirable. Finally, we discuss the strengths and weaknesses of this body of research.

CONCEPT OF CULTURE

Anthropologists, sociologists, and many others have debated the meaning of the word *culture*. Because it is an abstract term, it is hard to define, and different people often define it in dissimilar ways. For our purposes, *culture* is defined as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people.

DIMENSIONS OF INDIAN CULTURE

Several well-known studies have addressed the question of how to characterize cultures. For example, Hall reported that a primary characteristic of cultures is the degree to which they are focused on the individual (individualistic cultures) or on the group (collectivistic cultures). As a part of their study of culture and leadership, industrial researchers developed their own classification of cultural dimensions. Based on their own research and the work of others (e.g., Kluckhohn & Strodtbeck, 1961; McClelland, 1961; Triandis, 1995), industrial researchers identified nine cultural dimensions: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation. In the following section, each of the dimensions is described:

UNCERTAINTY AVOIDANCE

This dimension refers to the extent to which a society, organization, or group relies on established social norms, rituals, and procedures to avoid uncertainty. Uncertainty avoidance is concerned with the way cultures use rules, structures, and laws to make things predictable and less uncertain.

POWER DISTANCE

This dimension refers to the degree to which members of a group expect and agree that power should be shared unequally. Power distance is concerned with the way cultures are stratified, thus creating levels between people based on power, authority, prestige, status, wealth, and material possessions.

INSTITUTIONAL COLLECTIVISM

This dimension describes the degree to which an organization or society encourages institutional or societal collective action. Institutional collectivism is concerned with whether cultures identify with broader societal interests rather than individual goals and accomplishments.

IN-GROUP COLLECTIVISM

This dimension refers to the degree to which people express pride, loyalty, and cohesiveness in their organizations or families. In-group collectivism is concerned with the extent to which people are devoted to their organizations or families.

GENDER EGALITARIANISM

This dimension measures the degree to which an organization or society minimizes gender role differences and promotes gender equality. Gender egalitarianism is concerned with how much societies de-emphasize members' biological sex in determining the roles that members play in their homes, organizations, and communities.

ASSERTIVENESS

This dimension refers to the degree to which people in a culture are determined, assertive, confrontational, and aggressive in their social relationships. Assertiveness is concerned with how much a culture or society encourages people to be forceful, aggressive, and tough, as opposed to timid, submissive, and tender in social relationships.

FUTURE ORIENTATION

This concept refers to the extent to which people engage in future-oriented behaviours such as planning, investing in the future, and delaying gratification. Future orientation emphasizes that people in a culture prepare for the future as opposed to enjoying the present and being spontaneous.

PERFORMANCE ORIENTATION

This dimension describes the extent to which an organization or society encourages and rewards group members for improved performance and excellence. Performance orientation is concerned with whether people in a culture are rewarded for setting challenging goals and meeting them.

HUMANE ORIENTATION

The ninth dimension refers to the degree to which a culture encourages and rewards people for being fair, altruistic, generous, caring, and kind to others. Humane orientation is concerned with how much a society or organization emphasizes sensitivity to others, social support, and community values.

GROUPS OF INDIAN CULTURES

Researchers have divided the data from the 22 communities they studied into regional clusters. These clusters provided a convenient way to analyze the similarities and differences between cultural groups and to make meaningful generalizations about culture and leadership.

To create regional clusters, I have used prior research common language, geography, religion, and historical accounts. Based on these factors, they grouped communities into 5 distinct clusters: *Asamese, Maratha, Dravida, Hindi, North India, North-Eastern India, Eastern India, Western India, South India*. These regional realities were the groupings that were used in all of the studies.

INDIAN LEADERSHIP BEHAVIOR AND CULTURAL CLUSTER

The overall purpose of this section was to determine how people from different cultures viewed leadership. In addition, I have wanted to determine the ways in which cultural characteristics related to culturally endorsed leadership behaviors. In short, they wanted to find out how differences in cultures were related to differences in approaches to leadership.

Each profile describes the relative importance and desirability that different cultures ascribe to different leadership behaviors. The leadership profiles for each of the 5 culture clusters follow :

NORTH-EASTERN INDIAN LEADERSHIP PROFILE

For the North-Eastern Indian States, an ideal example of a leader would be a person who was first and foremost independent while maintaining a strong interest in protecting his or her Position as a leader. In addition, the leader would be moderately charismatic/value-based,

WEST INDIAN LEADERSHIP PROFILE

West Indian cluster values leadership that is charismatic/ value-based, team-oriented, Participative, and self-protective. Independent leadership and the human side of leadership are downplayed in this cluster. In short, the profile of the Marathi-Gujarati speaking cluster centers on leadership that is inspiring, collaborative, Participative, and self-oriented, but at the same time not highly compassionate.

NORTH INDIAN LEADERSHIP PROFILE

Quite different from the North Indian, the Hindi speaking regions place the most importance on team-oriented, charismatic/value-based, and self-protective leadership and the *least* importance on autonomous leadership. In addition, this cluster is moderately interested in leadership that is Participative and People-oriented.

SOUTH INDIAN LEADERSHIP PROFILE

Though independent and to some extent inspiring, this type of leader typically does not invite others to be involved in goal setting or decision making. In sum, the South Indian profile describes a leader who works and cares about others but who uses status and Position to make independent decisions without the input of others.

EASTERN INDIAN LEADERSHIP PROFILE

An ideal example of leadership for the Eastern Indian communities is leadership that is highly visionary and Participative while being somewhat independent and diplomatic.

TABLE 1: CULTURE CLUSTERS & DESIRED LEADERSHIP BEHAVIOUR: EASTERN INDIA

| | |
|---------------|------------------------------------|
| Eastern India | Autonomous Leadership |
| | Self-Protective Leadership |
| | Charismatic/Value-Based Leadership |
| | Team-Oriented Leadership |
| | Humane-Oriented Leadership |
| | Participative Leadership |

UNDESIRABLE LEADERSHIP ATTRIBUTES

One of the most interesting outcomes of this project was the identification of a list of leadership attributes that were universally endorsed by 145 people in 22 communities as positive aspects of effective leadership. Respondents in this study identified 22 *valued* leadership attributes (Table 1). These attributes were universally endorsed as characteristics that facilitate outstanding leadership.

The Concern project also identified a list of leadership attributes that were universally viewed as obstacles to effective leadership (Table 2). These characteristics suggest that the portrait of an ineffective leader is someone who is asocial, malevolent, and self-focused. Clearly, people from all cultures find these characteristics to hinder effective leadership.

TABLE 2: CULTURE CLUSTERS & DESIRED LEADERSHIP BEHAVIOUR : SOUTH INDIA

| | |
|-------------|------------------------------------|
| South India | Charismatic/Value-Based Leadership |
| | Team-Oriented Leadership |
| | Self-Protective Leadership |
| | Participative Leadership |
| | Humane-Oriented Leadership |
| | Autonomous Leadership |

MERITS OF THE CULTURAL DIMENSIONS OF LEADERSHIP

Although this chapter on culture and leadership does not represent a single unified theory of leadership, it does present findings that have several strengths. First, the study is the only study to analyze how leadership is viewed by cultures in all parts of the countries. Second, the findings from the proposed project are valuable because they emerge from a well-developed quantitative research design. Third, the studies provide a classification of cultural dimensions that is more expansive than the commonly used Hofstede classification system. Fourth, the studies provide useful information about what is universally accepted as good and bad leadership. Last, the study of culture and leadership underscores the Complexity of the leadership process and how it is influenced by culture. Data from the study highlight the need for each of us to expand our ethnocentric tendencies to view leadership from only our own perspective and instead to “open our window” to the diverse ways in which leadership is viewed by People from different regions around the country.

LIMITATIONS OF THE APPROACH

First, although the research has resulted in a multitude of findings about perceptions of leadership in different Cultures, this research does not provide a clear set of assumptions and propositions that can form a single theory about the way culture relates to leadership or influences the leadership process.

A second criticism, more narrow in scope, Concerns the way researchers have labeled and defined certain cultural dimensions and leadership behaviors. Another criticism concerns the way in which leadership was conceptualized in this studies. In these studies, researchers used a conceptualization of leadership that was based on the ideas set forth by Lord and Maher (1991) in their work on implicit leadership theory.

SCORING

The Dimensions of Culture questionnaire is designed to measure your perceptions of the different dimensions of your culture. Score the questionnaire by doing the following. First, sum the two responses you gave to each of the items on each of the dimensions. Second, divide the sum of the responses by two. This is your mean score for the dimension.

Example. If for power distance you circled 3 in response to question 1 and 4 in response to question 2, you would score the dimension as follows.

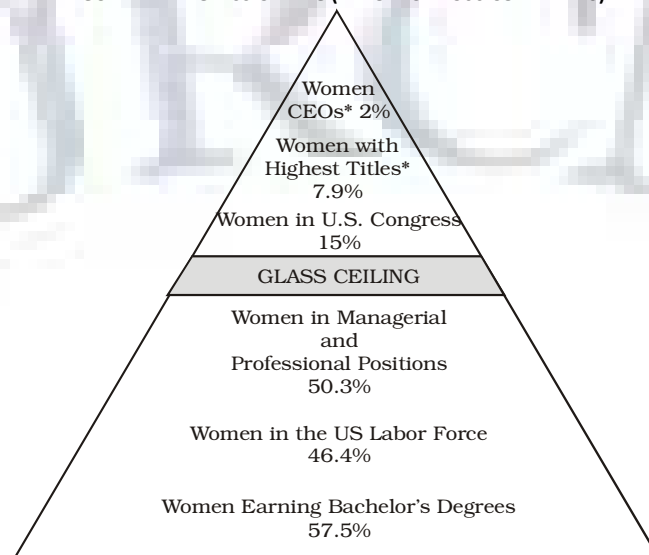
3+4=7
7 ÷ 2 = 3.5

Power distance mean score = 3.5

GENDER AND LEADERSHIP EFFECTIVENESS

In addition to leadership style, the relative effectiveness of male and female leaders has been assessed in a number of studies. In a meta-analysis comparing the effectiveness of female and male leaders, overall men and women were equally effective leaders, but there were gender differences such that women and men were more effective in leadership roles that were congruent with their gender (Eagly, Karau, & Makhijani, 1995). The invisible barrier preventing women from ascending into elite leadership positions is commonly called the glass ceiling (Figure 1), a term first introduced into the American vernacular by two Wall Street Journal reporters in 1986 (“Corporate Woman,” 1986). Even in female-dominated occupations women face the glass ceiling, whereas White men appear to ride a “glass escalator” to the top leadership positions.

FIGURE 1: THE GLASS CEILING (IN FORTUNE 500 COMPANIES)



MOTIVES FOR REMOVING THE BARRIERS

There are a number of important motivations for removing this barrier into the upper echelons of leadership. First, doing so will fulfill the promise of equal opportunity by allowing everyone the possibility of taking on leadership roles, from the boardroom to the senate floor. Furthermore, just as one is more likely to find a large fish in a lake than a pond, one is more likely to find the most talented human resources by increasing the pool of potential candidates. In addition to finding a large fish in a big lake, one is also more likely to find a great variety of fish.

GENDER DIFFERENCES

Other arguments attempting to explain the leadership gap revolve around the notion that women are just different from men. One argument in this vein is that women’s underrepresentation in elite leadership positions is a result of differences in leadership style and effectiveness.

TRAIT APPROACH

In recent years, there has been a resurgence of interest in the trait approach in explaining how traits influence leadership. For example, based on a new analysis of much of the previous trait research, Lord, Devader, and Alliger found that personality traits were strongly associated with individuals’ perceptions of leadership. Similarly, Kirkpatrick and Locke, 1991) have gone, so far as to claim that effective leaders are actually distinct types of people in several key respects. Table 3 provides a summary of the traits and characteristics that were identified by researchers from the trait approach. It illustrates clearly the breadth of traits related to leadership. Table 3 also shows how difficult it is to select certain traits as definitive leadership traits; some of the traits appear in several of the survey studies, whereas others appear in only one or two studies. Regardless of the lack of precision in Table 3, however, it represents a general convergence of research regarding which traits are leadership traits.

TABLE 3: STUDIES OF LEADERSHIP TRAITS AND CHARACTERISTICS

| | | | | |
|-----------------------------|-----------------|-----------------|-------------------------|--------------------------|
| Stogdill Kirkpatrick (1948) | Mann (1959) | Stogdill (1974) | Lord and Alliger (1986) | DeVader and Locke (1991) |
| Intelligence | Intelligence | Achievement | Intelligence | Drive |
| Alertness | Masculinity | Persistence | Masculinity | Motivation |
| Insight | Adjustment | Insight | Dominance Integrity | Insight |
| Responsibility | Dominance | Initiative | Confidence | Self-confidence |
| Initiative | Extroversion | Self-confidence | Cognitive ability | Persistence |
| Self-confidence | Cooperativeness | Conservatism | Responsibility | Task knowledge |
| Sociability | Influence | Tolerance | Sociability | Adjustment |

Some of the traits that are central to this list include intelligence, self-confidence, determination, integrity, and sociability.

MAJOR LEADERSHIP TRAITS

- Intelligence
- Self-confidence
- Determination
- Integrity
- Sociability

FIVE-FACTOR PERSONALITY MODEL AND LEADERSHIP

Over the last 30 years a consensus has emerged among researchers regarding the basic factors that make up what we call personality. These factors, commonly called the Big Five, are neuroticism, extraversion (surgency), openness (intellect), agreeableness, and conscientiousness (dependability)

TABLE 4: BIG FIVE PERSONALITY FACTORS

| | |
|-------------------|--|
| Extraversion | The tendency to be depressed, anxious, insecure vulnerable, and hostile |
| Extraversion | The tendency to be sociable and assertive and to have positive energy |
| Openness | The tendency to be informed, creative, insightful, and curious |
| Agreeableness | The tendency to be accepting, conforming, trusting, and nurturing |
| Conscientiousness | The tendency to be thorough, organized, controlled, dependable, and decisive |

STATE OF FUNCTIONING

The trait approach is very different from the other approaches. Because it focuses exclusively on the leader, the followers or the situations makes the trait approach theoretically more s than other approaches. In essence, the trait approach is concerned with hart and who has these traits.

There are several **advantages** to viewing leadership from the trait approach. First, it is intuitively appealing because it fits clearly into the popular idea that leaders are special people who are out front, leading the way in society. Second, a great deal of research validates the basis of this perspective. Third, by focusing exclusively on the leader, the trait approach provides an in-depth understanding of the leader component in the leader ship process. Last, it has provided some benchmarks against which individuals can evaluate their own personal leadership attributes.

On the **negative** side, the trait approach has failed to provide a definitive list of leadership traits. In analyzing the traits of leaders, the approach has failed to take into account the impact of situations. In addition, the approach has resulted ip subjective lists of the most important leadership traits, which are not j grounded in strong, reliable research.

STYLE APPROACH

Researchers studying the style approach determined that leadership is composed of two general kinds of behaviors: task behaviors and relationship behaviors

THE OHIO STATE STUDIES

Because the results of studying leadership as a personality trait appeared fruitless, a group of researchers at Ohio State began to analyze how individuals acted when they were leading a group or organization.

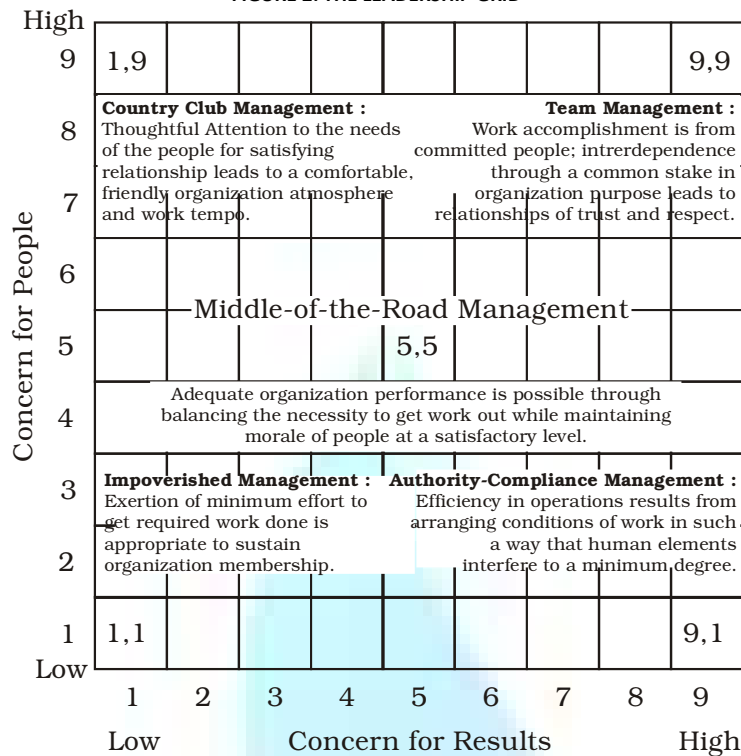
THE UNIVERSITY OF MICHIGAN STUDIES

While researchers at Ohio State were developing the LBDQ, researchers at the University of Michigan were also exploring leadership behavior, giving special attention to the impact of leaders’ behaviors on the performance of small groups (Cartwright & Zander, 1960; Katz & Kahn, 1951; Likert, 1961, 1967).

BLAKE AND MOUTON’S MANAGERIAL LEADERSHIP GRID

The Leadership (Managerial) Grid joins concern for production and concern for people in a model that has two intersecting axes (Figure 2).

FIGURE 2: THE LEADERSHIP GRID



The horizontal axis represents the leader’s concern for results, and the vertical axis represents the leader’s concern for people. Each of the axes is drawn as a 9-point scale on which a score of 1 represents minimum concern and 9 represents maximum concern. By plotting scores from each of the axes, various leadership styles can be illustrated. The Leadership Grid portrays five major leadership styles: authority-compliance (9,1), country club management (1,9), impoverished management (1,1), middle-of-the-road management (5,5) and team management (9,9).

IMPOVERISHED MANAGEMENT (1,1)

The 1,1 style is representative of a leader who is unconcerned with both the task and interpersonal relationships.

MIDDLE-OF-THE-ROAD MANAGEMENT (5,5)

The 5,5 style describes leaders who are compromisers, who have an intermediate concern for the task and an intermediate concern for the people who do the task.

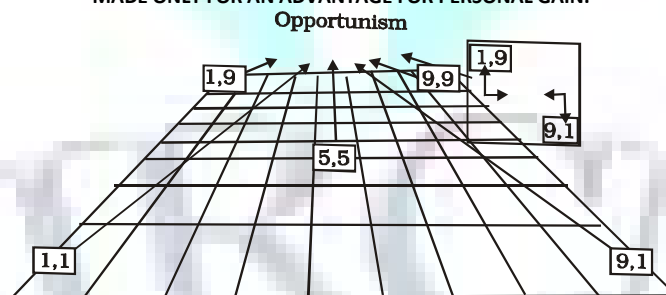
TEAM MANAGEMENT (9,9)

The 9,9 style places a strong emphasis on both tasks and interpersonal relationships.

STATE OF FUNCTIONING

Unlike many of the other approaches the style approach is not a refined theory that provides a neatly organized set of prescriptions for effective leadership behaviour the style approach provides a framework for assessing leadership in a broad way, as behavior with a task and relationship dimension. The style approach works not by telling leaders how to behave but by describing the major components of their behavior.

FIGURE 3: OPPORTUNISM-IN OPPORTUNISTIC MANAGEMENT, PEOPLE ADOPT AND SHIFT TO ANY GRID TO GAIN THE MAXIMUM ADVANTAGE. EFFORT IS MADE ONLY FOR AN ADVANTAGE FOR PERSONAL GAIN.



To review, the style approach originated from three different lines of research: the Ohio State University studies, the University of Michigan studies, and the work of Blake and Mouton on the Managerial Grid.

SKILL APPROACH

Based on field research in administration and his own firsthand observations of executives in the workplace, Katz, suggested that effective leadership depends on three basic personal skills : technical human, and conceptual.

TECHNICAL SKILL

Technical skill is knowledge about and proficiency in a specific of work or activity. It includes competencies in a specialized area, analytical and the ability to use appropriate tools. As illustrated in Table: 5, technical skill is more and less important in upper management. For leaders at the highest level, such as the executive officers (CEOs), presidents, and senior officers, technical competencies are not as essential. Individuals at the top level depend on skilled subordinates to handle technical issues of the physical operation.

TABLE: 5 MANAGEMENT SKILLS NECESSARY AT VARIOUS LEVELS OF AN ORGANIZATION SKILL NEEDED

| | | | |
|---------------------------|-----------|-------|------------|
| TOP Management | TECHNICAL | HUMAN | CONCEPTUAL |
| | | | |
| MIDDLE Management | TECHNICAL | HUMAN | CONCEPTUAL |
| | | | |
| SUPERVISORY Management | TECHNICAL | HUMAN | CONCEPTUAL |
| | | | |

HUMAN SKILL

Human skill is knowledge about and ability to work with people. It is quite different from technical skill, which—has to do with working with things. Human skills are “people skills.” In Table: 5, human skills are important in all three levels of management. Although managers at lower levels may communicate with a far greater number of employees, human skills are equally important at middle and upper levels

CONCEPTUAL SKILL

Broadly speaking, conceptual skills are abilities to work with ideas and concepts. Whereas technical skills deal with things and human skills deal with people, conceptual skills involve the ability to work with ideas. A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved.

TABLE 6: THREE COMPONENTS OF THE SKILLS MODEL

| INDIVIDUAL ATTRIBUTES | COMPETENCIES | LEADERSHIP OUTCOMES |
|--------------------------------|-------------------------------|----------------------------------|
| <i>General Cognitive</i> | <i>Problem-Solving Skills</i> | <i>Effective Problem-Solving</i> |
| Crystallized Cognitive Ability | Social Judgment Skills | Performance |
| Personality | Knowledge | Motivation |

COMPETENCIES

As can be observed in the middle box in Table : 6, problem-solving skills, social judgment skills, and knowledge are at the heart of the skills model. These three competencies are the key factors that account for effective performance.

PROBLEM-SOLVING SKILLS

What are problem-solving skills? According to Mumford, Zaccaro, Harding, et al., problem-solving skills are a leader’s creative ability to solve new and unusual, ill-defined organizational problems.

SOCIAL JUDGMENT SKILLS

In addition to problem-solving skills, effective leadership performance also requires social judgment skills (see Table : 6). In general, social judgment skills are the capacity to understand people and social systems. They enable leaders to work with others to solve problems and to marshal support to implement change within an organization. Social judgment skills are the people skills that are necessary to solve unique organizational problems.

KNOWLEDGE

As shown in the model (see Table : 6), the third aspect of competencies is knowledge. Knowledge is inextricably related to the application and implementation of problem-solving skills in organizations. It directly influences a leader’s capacity to define complex organizational problems and to attempt to solve them (Mumford, Zaccaro, Harding, et al., 2000).

GENERAL COGNITIVE ABILITY

General cognitive ability can be thought of as a person’s intelligence. It includes perceptual processing, information processing, general reasoning skills, creative and divergent thinking capacities, and memory skills. General cognitive ability is linked to biology, not to experience.

CRYSTALLIZED COGNITIVE ABILITY

Crystallized cognitive ability is intellectual ability that is learned or acquired over time. It is the store of knowledge we get through experience. We learn more and increase our capacities over a lifetime, increasing our leadership potential (e.g., problem-solving skills, conceptual ability, and social judgment skills).

MOTIVATION

Motivation is listed as the third attribute in the model. Although the model does not purport to explain the many ways in which motivation may affect leadership, it does suggest three aspects of motivation that are essential to developing leadership skills

PERSONALITY

Personality is the fourth individual attribute in the skills model. Placed where it is in the model, this attribute reminds us that our personality has an impact on the development of our leadership skills

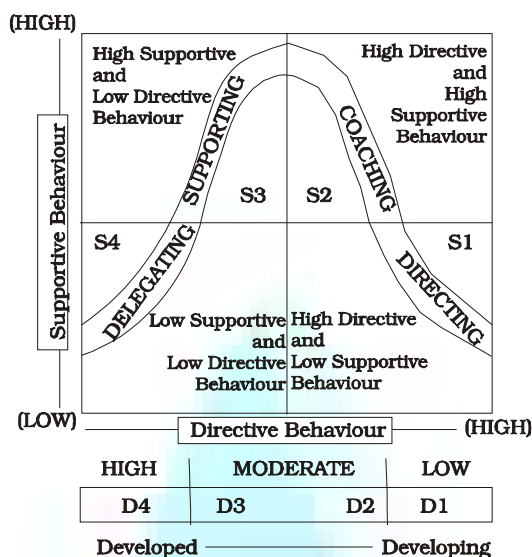
STATE OF FUNCTIONING

The three-skill approach of Katz suggests that the importance of certain leadership skills varies depending on where leaders are in a management hierarchy. For leaders operating at lower levels of management, technical and human skills are most important. When leaders move into middle management, it becomes important that they have all three skills: technical, human, and conceptual. At the upper management levels, it is paramount for leaders to exhibit conceptual and human skills. Although the various skill requirements change across management levels, the one skill that is needed at each level is effective human or interpersonal skills.

SITUATIONAL APPROACH

The situational approach is illustrated in the model developed by Blanchard, called the Situational Leadership II (SLII) model²⁸. The model is an extension and refinement of the original situational leadership model developed by Hersey and Blanchard.

FIGURE 4: SITUATIONAL LEADERSHIP THE FOUR LEADERSHIP STYLES



DEVELOPMENT LEVELS OF FOLLOWERS

The dynamics of situational leadership are best understood when we separate the SLII model into two parts: leadership style and development level of subordinates.

LEADERSHIP STYLES

Leadership consists of the behaviour pattern of a person who attempts to influence others. It includes both directive (task behaviors and supportive (relationship) behaviors. Leadership styles can be classified further into four distinct categories of directive and supportive behaviors (see Figure 4). The first style (S 1) is a high directive—low supportive style, which is also called a directing style. In this approach, the leader focuses communication on goal achievement and spends a smaller amount of time using supportive behaviors. Using this style, a leader gives instructions about what and how goals are to be achieved by the subordinates and then supervises them carefully.

The second style (S2) is called a coaching approach and is a high directive—high supportive style. In this approach, the leader focuses communication on both achieving goals and meeting subordinates’ socio emotional needs.

Style 3 (S3) is a supporting approach that requires that the leader take a high supportive—low directive style. In this approach, the leader does not focus exclusively on goals but uses supportive behaviour that bring out the employees’ skills around the task to be accomplished.

Last, Style 4 (S4) is called the low supportive—low directive style, a delegating approach. In this approach, the leader offers less task input and social support, facilitating employees’ confidence and motivation in reference to the task.

STATE OF FUNCTIONING

The situational Approach is constructed around the idea that employ move forward and backward along the developmental continuum which represents the relative competence and commitment of subordinates. Situational leadership classifies leadership into four styles: S1 is high directive—low supportive, S2 is high directive—high supportive, S3 is low directive—high supportive, and S4 is low directive—low supportive. The situational leadership (SLII) model describes how each of the four leadership styles applies to subordinates who work at different levels of development, from D1 (low in competence and high in commitment), to D2 (moderately competent and low in commitment), to D3 (moderately competent but lacking commitment), to D4 (great deal of competence and a high degree of commitment).

CONTINGENCY APPROACH

Fiedler developed contingency approach by studying the styles of many different leaders who worked in different contexts, primarily military organizations. He assessed leaders’ styles, the situations in which they worked, and whether they were effective.

LEADERSHIP STYLES

Within the frame contingency theory, leadership styles are describe task motivated or relationship motivated leaders are concerned primarily reaching a goal whereas motivated leaders are concerned with developing close interpersonal relationships. To measure leader styles, Fiedler developed the Least Preferred Coworker (LPC) scale.

SITUATIONAL VARIABLES

Contingency theory suggests that situations can be characterized in terms of three factors: leader—member relations, task structure and position power (Figure 7 leader-member relations consists of the group ‘atmosphere and the degree of confidence, loyalty, and attraction that; followers for their of group atmosphere is positive and subordinates trust, like, and get along with their leader, the leader—member relations are defined as good.

TABLE 7: CONTINGENCY APPROACH

| | | | | | | | | |
|----------------------------|----------------------------|------------|---------------|------------|----------------|------------|---------------|------------|
| Leader-Member Relations | GOOD | | | | POOR | | | |
| Task Structure | High Structure | | Low Structure | | High Structure | | Low Structure | |
| Position Power | Strong Power | Weak Power | Strong Power | Weak Power | Strong Power | Weak Power | Strong Power | Weak Power |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Preferred Leadership Style | Preferred Leadership Style | | | | High LPCs | | Low LPCs | |

Position and power of situations, is the amount of authority a leader has to reward or o punish followers. It includes the legitimate power individuals acquire as a result of the position they hold in an organization Position power is strong if a person has the authority to hire and fire or give raises in rank it is weak if a leader does not have the

STATE OF FUNCTIONING

By measuring a leader’s LPC score and the three situational variables. One can predict whether the leader is going to be effective in a particular setting. The relationship between a leader’s style and various types of situations is illustrated in Figure Table : 7. The figure is best understood by interpreting the rows from top to bottom. For example, a situation that has good leader-member relations, a structured task, and strong position power would fall in Category 1 of preferred leadership style. Or a situation that has poor leader-member relations, a structured task, and weak position power would fall in category of 6 leadership style. By assessing the three situational variables, one can place any organizational context in one of the eight categories represented in Table : 7. Once the nature of the situation is determined, the fit between the leader’s style and the situation can be evaluated. The figure indicates that low LPCs (low LPC score) are effective in categories 1, 2, 3 and 8, whereas high LPCs (high LPC score) are effective in categories 4, 5, 6 and 7. Middle LPCs are effective in categories 1, 2 and 3. If a leader’s style matches the appropriate category in the model, he or she will be effective; if the leader’s style does not match the category, he or she will not be effective.

PSYCHODYNAMIC APPROACH

The psychodynamic approach consists of several different way of looking at leadership. There is no single model or theory. One fundamental concept underlies the psychodynamic approach: personality. As used here the term means a consistent pattern of ways of thinking, feeling, and acting with regard to the environment, including other people.

SIGMUND FREUD AND PERSONALITY TYPES

As described earlier, Freud developed the process known as psycho analysis and wrote extensively on the subject of human beings and their personality Most of his work was devoted to psychopathologies, that is, psychological problems such as neuroses and psychoses. However, Freud did use the concept of personality and in one instance provided a schema consisting of three personality types.

CARL JUNG AND PERSONALITY TYPES

Human behaviour is predictable and understandable, and that became the basis for Carl Jung’s way of classifying people and their personalities. He thought that people had preferences for how they thought and felt. These preferences become the basis for how people work, relate, and play. These became the basis of the classification of types:

Extroversion versus introversion: whether a person prefers to derive energy externally or internally.

Sensing versus intuitive: whether a person prefers to gather information in a precise or insightful way.

Thinking versus feeling: whether a person prefers to make decisions rationally or subjectively.

Judging versus perceiving: whether a person prefers to live in an organized or spontaneous way.

There are 16 possible combinations of the four dimensions. In this chapter each combination is considered a type. A pair of terms such as extraversion and introversion is a dimension, which is only part of a type. The combinations are coded using the first letters of each word except that intuition is abbreviated N to avoid duplicating the I from introversion. Thus, the 16 combinations are ESTP, ISTP, ESFP, ISFP, ESTJ, ISTJ, ESFJ, ISFJ, ENTJ, INTJ, ENTP, INTP, ENFJ, INFJ, ENFP, and INFP.

TYPES AND LEADERS

There have been efforts to describe leadership in terms of psychological types. The two sources agree that leadership is intentional, it entails a vision or aim, and people other than the leader must be motivated to move toward a goal or final outcome.

Kroeger and Theusen relate the eight functions to leadership strengths and weaknesses. The results taken from their work are shown in Table 8.

TABLE 8: PSYCHOLOGICAL PREFERENCES AND LEADERSHIP

| PREFERENCE | LEADERSHIP POSITIVE ASPECTS | LEADERSHIP NEGATIVE ASPECTS |
|------------|-----------------------------|-----------------------------|
| Thinker | Objective | Critical |
| | Rational | Demanding |
| | Problem solver | Insensitive |
| Feeler | Empathic | Indecisive |
| | Cooperative | Changeable |
| | Loyal | |
| Extrovert | Energizing | |
| | Communicative | Communication overload |
| | Open | |
| Introvert | Quiet | |
| | Reflective | Slow to decide |
| | Thinking | Hesitant |
| Intuitior | Strategic thinker | Hazy |
| | Future oriented | Nonspecific |
| Sensor | Practical | Unimaginative |
| | Action oriented | Detail oriented |
| Judger | Decisive | Rigid |
| | Sticks to plans | Inflexible |
| Perceiver | Flexible | Scattered |
| | Curious | Unfocused |
| | Informal | |

Table 8 is a good example of how the psychological type’s schema does not, on the surface, suggest one type as superior to any other in terms of leadership. Each type has its pluses and minus

SIXTEEN TYPES AND LEADERSHIP

Pearman (in Berens et al., 2001) provided analysis on the style of leadership involved in each of the 16 psychological types. The information us summarized in Table 9.

Pearman stresses that there is leadership potential in all 16 types. He also describes the potential pitfalls and problems for each type. In looking over the values in Table 9, the types including thinking (T) tend to be the best descriptors of at least the stereotype of the effective leader. Those values include competition, efficiency, organization, productivity, command, effectiveness, knowledge and ingenuity.

TABLE 9: PSYCHOLOGICAL TYPES AND LEADERSHIP

| TYPE | VALUE | APPEARANCE |
|------|---------------|--|
| ESTP | Competition | Active, pragmatic, incisive, demanding |
| ISTP | Efficiency | Active, capable, concrete,, proficient |
| ESFP | Realism | Energetic, inquisitive, encouraging |
| ISFP | Cooperation | Flexible, synergetic, pragmatic |
| ESTJ | Organization | Methodical, focused, planned |
| ISTJ | Productivity | Persistent, logical, practical |
| ESFJ | Harmony | Helpful, supportive, practical |
| ISFJ | Consideration | Cooperative, committed, understanding |
| ENTJ | Command | Analytical, blunt, planned |
| INTJ | Effectiveness | Analytical, tough minded, systematic |
| ENTP | Knowledge | Assertive, competitive, resourceful |
| INTP | Ingenuity | Conceptual, analytical, critical |
| ENFJ | Collaboration | Warm, supportive, inclusive |
| INFJ | Creativity | Inventive, idealistic, insightful |
| ENFP | Innovation | Imaginative, enthusiastic, expressive |
| INFP | Empathy | Passionate, intuitive, creative |

STATE OF FUNCTIONING

In work team or organizational contexts, the psychodynamic approach usually involves the participation of subordinates as well as the leader because it is important to be aware of and understand the differences between various people who must work together. What were irritants or even conflicts may become understandable when one understands the psychological types or ego states involved. The presumed ultimate benefit is that leaders and followers are better able to tolerate one another.

MULTIDIMENSIONAL LEADERSHIP APPROACHES A PROCESS OF CONTINUITY & CHANGE

Since all these approaches to leadership have been criticized and shown to be insufficient, a new approach, namely **Quantum leadership model**, has been proposed.

In this new approach, the term of leadership is analysed using quantum physics. Malloch, K & T Porter-O' Grady define the process of quantum leadership as testing assumptions, reading signposts, stretching the limits, pushing perceptions, creating new mental models, reaching for the potential and behaving with boldness and the characteristics of quantum leader as fluid, flexible, mobile, reflects synthesis, works from the whole and coordinates the intersection.

MULTI-DIMENSIONAL LEADERSHIP APPROACH

The model proposed is analysed in accordance with the following points: Basic assumptions that are the basis of the model Four major conditions of leadership at dimensional dimension Variables influencing perceptions in specific ways ,Variables influencing perceptions in general ways.

Basic assumptions of the model is based on five assumptions as follows:

Everyone is a potential leader.

The basis of leadership is made up of perception.

The status of leadership is determined by the perception of the leader and his/her followers. Thus, perception may be analyzed at two different levels namely individual and group levels.

Evaluation of leadership can be carried out for a specific time point.

The status of leadership that results from the perceptions of leader and those about leader cannot show us whether or not a person is a efficient and successful leader. The details of the aforesaid points are as follows:

EVERYONE IS A POTENTIAL LEADER

In regard to leadership, the question that is frequently discussed seems to be "Is leadership an inborn quality or can it be taught?" In our culture, dominant view in regard to this question is that leadership is an inborn quality. Such a view implies that not everybody can be leader and that only those with inherent qualities can be leaders.

THE STATUS OF LEADERSHIP IS DETERMINED BY THE PERCEPTION OF THE LEADERS AND HIS/HER FOLLOWERS

The relationship between leaders and followers in terms of the approaches mentioned above, leaders or objects are perceived by followers through senses. Leaders are perceived by both themselves and their followers.

INDIVIDUAL PERCEPTION

Individual perception refers to the perception of leader about his/her leadership. There may be a difference between leaders' perceptions about themselves and the perception of followers about their leadership. Leaders may not aware of the perceptions of followers about themselves and there may have some conflicts in regard their perceptions and followers' perceptions.

GROUP PERCEPTION

Group perception is a social perception that reflects the followers' level of acceptance of leaders. Leadership qualities developed in the previous studies are all factors influencing the individual and group perceptions. These factors are as follows:

Physical characteristics -age, weight, height, physical appearance

Intellect judgement , decision making, effective communication

Personality -independence, self reliance, assertiveness

Social background -education, social status

Job related qualities -achievement intellect, the need for responsibility, interest in others, interest in results, the need for security

Social qualities -tendency to cooperation, honesty, the need for power

All these factors listed above affect both individual perception and group perception. However, some of these factors affect mostly individual perception while the other group perception.

EVALUATION OF LEADERSHIP CAN BE CARRIED OUT FOR A SPECIFIC TIME POINT

Mostly leadership is thought to be a natural process and judgements about leaders are tried to be gained through the evaluation of this process. However leadership can be thought to be a process that is extensively influenced by various factors.

THE STATUS OF LEADERSHIP THAT RESULTS FROM THE PERCEPTIONS OF LEADER AND THOSE ABOUT LEADER CANNOT SHOW US WHETHER OR NOT A PERSON IS A EFFICIENT AND SUCCESSFUL LEADER

Perceptual leadership model do not provide any judgement about whether or not a leader is successful and efficient. The model of perceptual leadership can be developed as follows. This model assumes that there are four conditions of leadership:

IMPLICIT LEADERSHIP

This condition refers to a leadership style that has not been mentioned commonly. Persons belonging to this group are mostly passive, lack of self-reliance, withdrawn.

POTENTIAL LEADERSHIP

Persons belonging to this group are active, have high levels of self-reliance. For these persons, they have all necessary qualities for being a leader and they are ready to hold responsibility.

RELUCTANT LEADERSHIP

Such leaders may experience interactional problems with their followers. There may be two related situations. In the first situation, the person do not want to be leader but as a result of environmental pressure they act as a leader. In the second situation, they should act as a leader because of their managerial position.

IDEAL LEADERSHIP

It is desired and necessary leadership condition. Both leader and followers establish and employ correct and proper communication and interaction conditions. The significant feature of this condition is that individual and group perceptions are consistent.

CONCLUSIONS

Multidimensional model of leadership includes analyses to identify the status of leadership at a certain time period. The analyses included in the model also provides new and distinct perspective on the categorization of leadership. It classifies leadership into four classes of implicit, potential, reluctant and ideal leaders. Model considers leadership as a changing process and assumes that an individual may hold different types of leadership. This change occurs as a result of changes in the individual and group perceptions. The model also assumes that the conditions of leadership should not be used as indicators of efficiency and achievement of leaders.

For instance, ideal leadership cannot refer to efficient and successful leadership status. Let's think about a political party that had lower levels of votes. The party's leader did not resign and related in the party's congress. In this case, this person is ideal leader since she/he has higher levels of acceptance by her/himself and the followers. However, it is not possible to describe this person as a successful and efficient leader. It is the point that makes it hard to comprehend what is the leadership.

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