Approaches of Leadership

Dr.T.DANALAKSHMI, M.Com.,M.Phil., Ph.D., Head of the Department in Commerce
J.H.A. Agarsen College, Chennai -600060

I repeat ……That all power is a trust; that we are accountable for its exercise; that, from the people, and for the people, all springs, and all must exist.

- *Benjamin Disraeli(1826)*

A power who believes that power is "the ability to compel obedience" has stymied his ability to accomplish great things that is "capability of acting or of producing an affect". It is the effect they have on followers that demonstrates to leaders that they do indeed have the power to accomplish great things.

"Leadership, like swimming, cannot be learned by reading about it". Hewcy Mintxberg, reminding us that leader needs to learn by doing.

The following three things those are essential for being a successful leader today.

(I)   Leaders need to embrace a positive and proactive attitude towards challenging problems and seize the opportunities that lead to solving them.

(II) Leaders need to be comfortable with uncertainty and ambiguity. In fact, they need to be able to make up a new plan as they are implementing the old one.

(III) Leaders must be flexible and willing to adapt to change. They are being called upon to reiwent themselves and their organizations over and over again because we haven't to the new normal yet.

- Hillary Clinton,
US Secretary of State.

One hallmark of great leaders their capacity to learn continuously throughout their lives.

If you have never failed, you have never learned, and you cannot lead". The secrets for continuous learning is, continue to build your self-awareness, get out of your comfort zone, do your homework, learn from your mistakes and learn from others, accept who you are as a leader, express your there self, create your personal brand, fell your own story, Recognize the human factor in change, never resist a good change – get ahead of it, focus

on what you can control and be realistic in your expectations, create and share your vision for the future, don't be afraid to ask help, Build a broad and diverse network, have a plan, create your own board of directors, be open to and curious about every one you meet, inspire action, speak from your heart, Adapt your style, listen with intention, don't avoid the hard conversations, identify your purpose in life, move your purpose forward, keep your purpose alive, Blend your ambitions with your aspirations, start now communicate ! communicate! Communicate!

Source:- Leadership secrets of Hillary Clinton, Rebecca Shambaugh, MC. Graw Hill Publication.

The concept power of leadership is related because it is part of the influence process. Power is the capacity or potential to influence people have power when they have the ability to affect others beliefs, attitudes and courses to action. Ministers, doctors, coaches and teachers are all examples of people who have the potential to influence us. The most widely cited research on power is French and Raven's(1959) work on the bases of social power. In their work, they conceptualized power from the frame work of a dyadic relationship that including both the person influencing and the person being influenced. French and Raven identified five common and important bases of power; referent, expert, legitimate, are position power reward and coercive are personal power.

5 Bases of power

- ***Referent power*** – Based on follower's identification and liking for the leader. A teacher who is adored by students has referent power.

- ***Expert power*** - Based on follower's perceptions of the leaders competence. A tour guide who is knowledge about a foreign country has expert power.

- ***Legitimate power*** - Associated with having states or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.

- ***Reward power***   - Derived from having capacity to provide rewards to others. A supervisor who gives rewards to employees who work-hard is unity reward power.

- ***Coercive power*** – Derived from having the capacity to penalize or punish others. Coach who sits players on the bench for being late to practice is using coercive power.

 Source:- Adapted from "The Bases of social power". By J.R. French Jr and B.Raven, 1962, in D.Cartwright(Ed), Group Dynamics. Research and theory (PP259 – 269) Newyork; Harper show.

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"I can make my mind" - Richard Branson.

The durability of the leader's vision is dependent on the quality of management. The leader does its absence means personally provide this management. But its absence means that the leader's accomplishments will not endure. Because of this, one role of a leader is to ensure the quality of management. A leader must be involved in management to the extent necessary to ensure that systems and process are in place that will outlive personalities, so that the leader's legacy survives successive management changes.

The focus is to study the approaches of leadership. The most significant reason that a leader should follow the approaches measure own personal development with the right approach, leader can establish a cause- and-effect relationship between their actions and those of their followers.

By tending to this relationship, leaders learn with power trial-and-error-cycles. This, in turn, progress to a steeper learning curve and a more immediate impact on followers as they perceive and react to the improved leadership skills".

"The best mirror is an old friend"

- George Herbert, Jacura prudentum(1951)

I) Trait Approach

II) Skills Approach

II I) Style Approach

IV) Situational Approach

I. TRAIT APPROACH

The trait approach of interest to scholars throughout the 20th century, the TA was one of the first systematic attempts to study leadership. The theories because they focused on identifying the innate qualities and characteristics powered by great social, political and military leaders (e.g) Catherine the great, Mohandas Gandhi, Indira Gandhi, Abraham Lincohn and that only the "great" people possessed them.The has generated much interest among researcher for its explanations of how traits influence leadership (Braman, 1992). For example, an analysis of much of the previous trait research by lord, be Vader and Alliger (1986) found that personality traits were strongly associated with individuals and Locke(1991) went so far as to claim that effective leaders are actually distinct types of people is several key respect.

Stogdill's first survey identified a group of important leadership traits that were related to how individuals in various groups because leaders.   His results showed that the average individual in the leadership role is different from an average group member with regard to the following traits.   Intelligence, alertness, insight, responsibility initiative persistence, self- confidence and sociability.

This research marked the beginning of a new approach to leadership research that focused on leadership behaviors and leaderships situation. Stogdills' second survey, published in 1974, was more balanced in its description of the role of traits and leaderships, to second survey argued more moderately that both personality and situational factors were determinates of leadership.

Similar to the first survey, Stogdills; second survey also identified traits that were positively associated with leaderships. The list included the following 10 characteristics.

1. *Drive for responsibility and task completion.*
2. *Vigor and persistence in pursuit of goals.*
3. *Risk taking and originality in problem solving*
4. *Drive to exercise initiative in social situations.*
5. *Self-confidence and sense of personal identity.*
6. *Willingness to accept consequences of decision and action*
7. *Readiness to absorb interpersonal stress.*
8. *Willingness to tolerate frustration and delay.*
9. *Ability to influence other people's interaction.*
10. *Capacity to structure social interaction systems to the purpose at hand.*

The below table also shown how difficult it is to select certain traits as definitive leadership traits, some of the traits appear in several of the survey studies, whereas appear.

STUDIES OF LEADERSHIP TRAITS AND CHARACTERISTICS

Stogdill (1998)	Mann (1958)	Stogdill (1974)	Lord Devader & Alliger (1986)	Kirptrick & Locke (1991)	Zaccaco Kemp & Bader (2004)
Intelligence Alertness Initiative Responsibility Initiative Persistence Self-Confidence Sociability	Intelligence Masculinity Adjustment Dominance Extroversion Conservatism	Achievement Persistence Initiative Self Confidence Responsibility Tolerance Influence Sociability	Intelligence Masculinity Dominance	Drive Motivation Intensity Confidence Cognitive ability Talk Knowledge	Cognitive abilities Extroversion Conscientiousness Emotional Stability Openness Agreeableness Motivation Social Intelligence Self Motivations Emotional Intelligence Problem Solving

Source : Adapted from "The Bases of Social Powers", by J.R.French Jr. and B.Raven, 1962, in D. Cartwright (Ed.)., Group Dynamics: Research and Theory (pp259-269), New York; Harper & Row.

STRENTH

The trait approach is consistent with this perception because it is built on the premise that leaders are different and their difference resides in the special traits they possess. People have a need to see their leader as gifted people, and the fulfills this need. The trait approach has given as some benchmarks for what we need to look for if we want to be a leader.

CRITICISM

The trait approach is weak in describing how leader's traits affect the outcomes of groups and teams in organizational settings. The situation influences leaderships, its therefore, difficult to identify a universal set of leaderships traits in isolation from the context in which the leaderships. Even if definitive traits could be identified teaching new traits is not our easy process because traits are not easily changes.

APPLICATION

Despite its short comings, the trait approach provides valuable information about leadership behaviors. It can be applied by individuals at all levels and in all types of organization. Trait information can suggest area in which their personal characteristics are very beneficial to the company and areas in which they may want to get more training to enhance their overall approach.

II. SKILL APPROACH

In the skill approach takes a leader centered perspective on leaderships. However, in the skill approach we shift our thinking from a focus on personality characteristics, which usually are viewed as innate and largely fixed, to an emphasis on skills and abilities that can be learned and developed. Skill approach is divided into two parts first part, is to be discuss the general ideas set forth by Katz regarding here basic administrative skills: Technical skill, Human skill and Conceptual Skill. Second, to be discuss the recent work of Mumford and colleagues that has resulted in a new skills – based model of organizational leadership.

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MANAGEMENT SKILLS NECESSARY AT VARIOUS LEVELS OF AN ORGNAISATION

Skills Needed

Top Management

Technical	Human	Conceptual

Middle Management

Technical	Human	Conceptual

Supervisory Management

Technical	Human	Conceptual

Source: Adapted from "Skills of an Effective Administrator", by R.L.Katz, 1955, Harvard Business Review, 33(1) PP.33-42.

TECHNICAL SKILL

As illustrated in the above figure, technical skill is most important at lower and middle levels of management and less important in upper management. For leaders at the highest level, such as Chief Executive Officers (CEOs) presidents, and senior officers, technical competencies are not as essential. Individuals to handle technical issues of the physical operation.

HUMAN SKILL

Human Skills is knowledge about and skill ability to work with people. It is quite different from technical skills, which has to do with working with things (Katz,1955) Human skill are "people skill". They are the abilities that help a leader to work effectively with subordinates, peers and superiors to accomplish the organizational goals. Being a leader with human skills means being sensitive to the needs and motivation of others and taking into account others needs in one's decision making. In short, human skill is the capacity to get along with others as you go about your work. Human skills are important in all 3 levels of management. Although managers at lower levels may communicated with a far greater number of employees, human skills are equally important at middle and upper level.

CONCEPTUAL SKILL

Conceptual skill are the ability to work with ideas and concepts. Whereas Technical skills deals with things, and human skills deal with people, conceptual skill involve the ability to work with ideas. A leader with conceptual is comfortable talking about the ideas that shape an organization and the intricacies involved. Conceptual skills has to do with the mental work of shaping the meaning of organizational or policy issues, understanding what a company stands for and where it is or should be going.

Conceptual skill is most important at the top management levels. In fact, when upper level managers do not have strong in conceptual, they can jeopardize the whole organization. Conceptual skills are also important in middle management as we move down to lower management level conceptual skill become less important.

THREE COMPONENTS OF THE SKILL MODEL

Individual Attributes	Competencies	Leadership Outcome
General cognitive Ability	Problem solving skills,	Effective
Crystallized cognitive Ability	Social Judgment Skills	Problem Solving
Motivation, Personality.	Knowledge	Performance

Source: Adapted from leadership skills for changing world "Solving Complex Social Problem" by M.D.Mumford, S.J.Zaccaro, F.D.Harding T.O.Jacobs and E.A.Fleishman 2000, leadership, Quartely 11(1),23.

The model is characterized as a capability model because it examines the relationship between a leader's knowledge and skills (i.e capabilities) and the leader's performance. Leadership capabilities can be developed overtime through education and experience. If people are capable of learning from their experiences, they can acquire leadership. The skill based model of Mumford's group 5 components: Competencies, Individual attributes, Leadership outcomes, Carrier experiences and Environmental influences.

The skill model does not provide an inventory of specific environment influences. Instead, it acknowledges the existence of these factors and recognizes that they are indeed influences that can affect a leader's performance. In other words, environmental influences are a part of the skills model but not usually under the control of the leader.

STRENGTH

Skill approach contributes positively to our understanding about leadership. To describe leadership in terms of skills makes leadership available to everyone. Unlike personality traits, skills are competencies that people can learn or set of skills, it becomes a process that people can study and practice to become better at performing their jobs. Clearly, the skill approach provides a structure that helps to frame the curricula of leadership education and development program.

CRITICISM

The breadth of the skills approach seems to extend beyond the boundaries of leadership. The skill model is weak in predictive value. It does not explain specifically how variation in social judgment skills and problem solving skills affect performance. It does not describe with any precision just how that works. In short, the model can be faulted because it does not explain how skills lead to effective leadership performance.

APPLICATION

A wider perspective, the skill approach may be used in the future as a template for the design of extensive leadership development progress. This approach provides the evidence for teaching, leaders the important aspects of listening, creative problem solving, conflict resolution skills and much more.

III) STYLE APPROACH

Style approach emphasizes the behavior of the leader. It expanded the study of leaderships to include the action of leaders toward subordinates in various context. Style approach determined the leadership is composed of two general kinds of behaviors: Task behavior and Relationship behavior.

Task Behavior facilitates goal accomplishment. They help group members to achieve their objectives. Relationship behavior help subordinates feel comfortable with themselves with each other and with the situation in which they find themselves. The central purpose of the style approach is to explain how leaders contribute these two behaviors to influence subordinates in their efforts to reach a goad.

Although may research studies could be categorized under the heading of the style approach the Ohio State Studies (1964) and Blake and Mouton (1985) are strongly representative of the ideas in this approach.

THE OHIO STATE STUDIES

In this study 17 group of researchers at Ohio State believed that the results of studying leadership as a personality trait seemed fruitless and decided to analyze how individuals acted when they were leading a group or organization, through 1800 items describing different aspects of leader behavior. A questionnaire composed of 150 questions

formulated; it was called the Leader Behavior Description Questionnaire (LBDQ, Hemphill and Coons, 1957).   The result that was found by the researchers that subordinates responses on the questionnaire clustered around two general types of leader behavior. (i) Initiating Structure and consideration (Stodgill, 1974).   Initiating structure behavior is essentially task behavior, including such acts as organizing work, giving structure to the work context, defining role responsibilities and scheduling work activities.   Consideration Behaviors are essentially relationship behaviors and include building camaraderie, respect, trust, and linking between leaders and followers.

Many studies have been done to determine which style of leadership is most effective in a particular situation.   In some contexts high consideration has been found to be most effective, but in other situation, high initiating structure is most effective and vice versa.

THE UNIVERSITY OF MICHIGON STUDIES

The program of research at Michigan identified two types of leaderships behaviors: Employee Orientation and Production Orientation. Employee Orientation is the behavior of leaders who approach subordinates with a strong human relations emphasis.   They take an interest in workers as human beings, value their individuality and give special attention to their personal needs (Bowers & Seashore, 1966) Employee Orientation is very similar to the cluster of behavior identified as consideration in the Ohio State Studies.

Production Orientation consists of leadership behaviors that stress the technical and production aspects of a job.   From this orientation, workers are viewed as a means for getting work accomplished.   Production oriented parallels the initiating structure cluster found in the Ohio State Studies.   This suggested that leaders who were oriented toward production were less oriented toward employees and vice versa.   When the two behaviors are treated as independent orientation, leaders are seen as being able to be oriented toward both production and employees at the same time.

BLACK AND MOUTON'S MANAGERIAL LEADERSHIP

Two factors: concern for Production and concern for People. Concern for production refers to how a leader is concerned with achieving organization goal or tasks. It involves a wide range of activities, including attention of policy decision, new production development, process issues, work load, and sales volume, to name a few.

Concern for People refers to how a leader attends to the people in the organization who are trying to achieve its goals. This concern includes building organizational commitment and

trust, promoting the personal worth of employees, providing good working condition, maintaining a fair salary structure, and promoting good social relations (Blake & Mouton, 1964)

STRENGTH

It was expanded to include what leaders did and how they acted. It substantiated by a multitude of research studies that offer a viable approach to understanding the leadership process. The leader is acting out both task and relationship behaviors, they key to being an effective leader often rest on how the leader balances these two behaviors. Together they form the core of the leadership process. It based on the style approach leaders can assess their action and determine how they may want to change to improve their leadership style.

CRITICISM

The research on styles has not adequately shown how leader's styles are associated with performance outcomes. It s unable to identify the definitive personal characteristics of leaders, the style approach has been unable to identify the universal behaviors that are associated with effective leadership. At this point in the development of research on the style approach, it remains unclear whether the high-high style is the best style of leadership.

APPLICATION

The style approach can be applied easily in ongoing leadership settings all levels in all types of organization managers are continually engaged in task and relationship behaviors. Many leadership training and development throughout the country are structured along the line of the style approach. The conceptual framework around which the grid seminars are structured is the style approach to leadership. The style approach applies to nearly everything a leader does and also to teach how to improve their effectiveness and managerial productivity.
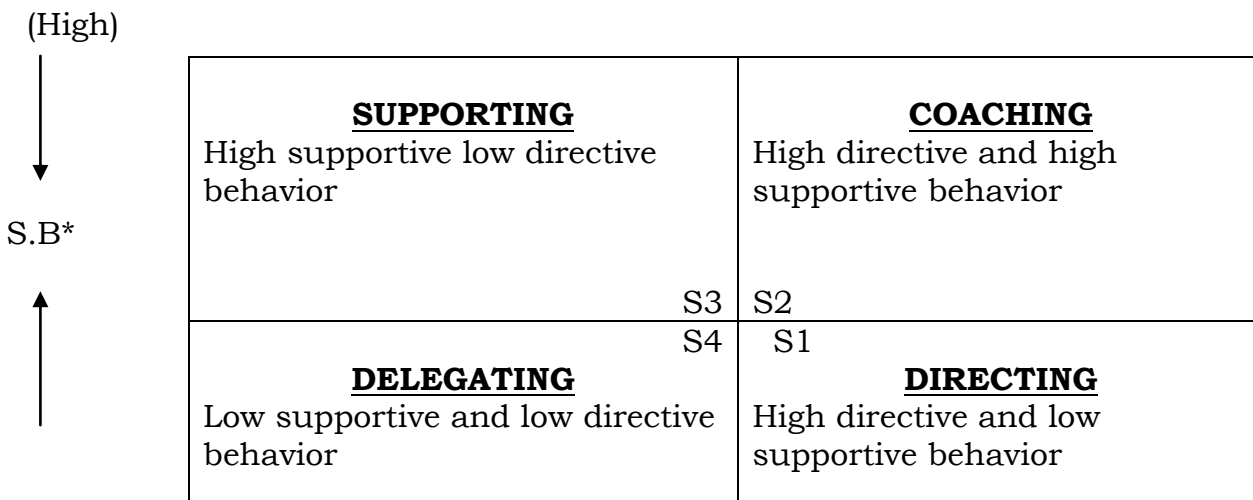
IV) SITUTATIONAL APPROACH

One of the more widely recognized approaches to leaderships is the situational approach which was developed by Hersey and Blanchard (1969) based on Reddin's (1967) 3D

Management style theory. As the name of the approach implies that situational leadership focuses on leadership in situations. The premise of the theory is the different situations demand different kinds of leaderships.

Situational leadership stresses that leadership is composed of both a directive and a supportive dimension, and that each has to be applied appropriately in a given situation. Based on the assumption that employees' skills and motivation vary over time, situational leadership suggests that leaders should change the degree of which they are directive or supportive to meet the changing needs of subordinates.

The situational approach is illustrated in the model developed by Blanchard (1985) called the situational leadership II (SLII) model. The model is an extension and refinement of the original situation leadership model developed by Hersey and Blanchard(1969).

The Four Leadership Style

(High)

S.B*

SUPPORTING High supportive low directive behavior	COACHING High directive and high supportive behavior
S3	S2
S4	S1
DELEGATING Low supportive and low directive behavior	DIRECTING High directive and low supportive behavior

(Low)←-------------------------------Directive Behavior----------------------→(High)

*S.B – Supportive Behavior

High	Moderate	Low
S4	S3 S2	S1

Developed←--→Developing

Source: Leadership and the one minute manager. Increasing Effectiveness through situation leadership, by K.Blanchard, P.Zigarmi, & D.Zigarmi, 1985, New York, William Morrow.

The first style (S1) is a High Directive – Less Supportive, which is also called a Directive Style. In this approach, the leader focuses communication on goal achievement, and spends a smaller amount of time using supportive behaviors. A leader gives instructions about what and how goals are to be achieved by the subordinates and supervisors them carefully.

The second style (S2) is called a coaching approach and is a High directive – High supportive style. The leader focuses communication on both achieving goals and meeting subordinates socio-emotional needs. It requires that the leader involve himself or herself with subordinate by giving encouragement and soliciting subordinates input.

The third style (S3) High supportive – Less directive. The leader does not focus exclusively on goals but uses supportive behaviors that bring out the employee's skills around the task to be accomplished. The supportive style includes listening, praising, asking for input and giving feedback.   A leader wing this style gives subordinates control of day-to-day decision but remains available to facilitate problem solving. An S3 leader is quick to give recognition and social support to subordinates.

S4 is called the Less supportive – Less directive or a delegating approach. The leader offers less task input and social support, facilitating employees' confidence and motivation in reference to the task.The delegative leader lessens involvement in planning, control of details and goad clarification.   After the group agrees on what it is to do. This style lets subordinates take responsibility for getting the job done the way they see fit.   A leader using S4 gives control to subordinates and refrains from intervening with unnecessary social support.

The SLII model illustrates how the leadership behaviors combine for each of the 4 different leadership styles. As shown by the arrow on the bottom and left side of the model, directive behaviors are high in the S1 and S2 quadrants and low in S3 and S4, high in S2 and S3 and low in S1 and S4.

STRENGTH

It is perceived by corporations as offering a credible model for training people to become effective leaders.   The principles suggested by situation leadership are easy to apply across a variety of settings, including work, school and family.   Its reminds us to treat each subordinates differently based on the task at hand and to seek opportunities to help subordinates learn new skills and become more confident in their work (Fernadic and Vecchio, 1977; Yukl, 1998) overall, this approaches underscores that subordinates have unique needs and deserve our help in trying to become better at doing their work.

CRITICISM

Is that only a few research studies have been conducted to justify the assumption and proposition set forth by the approach. The lack of a strong body of research on situational leadership raises questions about the theoretical basis of the approach. At situational leadership concerns the ambiguous conceptualization in the model of subordinates development levels.

APPLICATIONS

Situational leadership is used in consulting because it is an approach that is easy to conceptualize and apply. The principles of this approach can be applied at many different levels in an organization. There is no shortage of opportunities for using situational leadership. The fluid nature of situational leadership makes it ideal for applying to subordinates as they move forward or go backward (regress) on various projects. Because situation leadership stress adapting followers. It is ideal for use with followers whose commitment and competence change over the course of a project. It is an encompassing model with a wide range of applications.

"Many of you want to be leaders, to make a different. But you might be spending too much time self-marketing and not enough time researching, building bridges by taking an interest in some one….. In true leadership situation, when a good coach visionary is called for listening comes before arm waving."

Source: Yahoos' Tim Sanders, blogging on www.excuebooksblog.com

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