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Module V: LEADERSHIP SKILLS

Leadership: Leadership framework, entrepreneurial and moral leadership, vision, cultural dimensions. Growing as a leader, turnaround leadership, managing diverse stakeholders, crisis management. Types of Leadership, Traits, Styles, VUCA Leadership, Levels of Leadership, Transactional vs Transformational Leaders, Leadership Grid, Effective Leaders.

QUESTIONS

1. Explain the Framework for considering leadership
2. Compare Entrepreneurial and moral leadership
3. Discuss the process of People selection and development for Leadership
4. Explain the Cultural dimensions of leadership, style, followers, crises.
5. How a person can grow as a leader in an organization?
6. What is Turn around leadership?
7. How a leader can gain control and trust over others?
8. How to manage diverse stakeholders?
9. Discuss the term "Crisis management"
10. What are the Implications of national culture and multicultural leadership
11. What are the types of Leadership?
12. What are the leadership traits?
13. What are the leadership styles?
14. Compare transactional and transformational leadership?
15. Explain VUCA Leadership
16. Explain DART leadership
17. Explain Leadership Grid
18. What are the qualities of Effective leaders?
19. What are the Qualities of a Leader in the Making?
20. How to formulate leadership?

Module V: LEADERSHIP SKILLS

Introduction

The ability to lead effectively is based on a number of key skills. These skills are highly sought after by employers as they involve dealing with people in such a way as to motivate, enthuse and build respect. Leadership roles are all around us, not just in a work environment. They can be applied to any situation where you are required to take the lead, professionally, socially and at home in family settings. Ideally, leaders become leaders because they have credibility, and because people want to follow them.

5.1.1 Framework for considering leadership



Fig. 9.1. A framework for analyzing leadership.

Adapted from EP Hollander : Leadership Dynamics: Practical Guide to Effective Relationships

Leadership Framework includes outcomes, competencies, and values. The framework articulates ways of engaging in the act of leadership. It provides a structure for individuals and organizations to identify their leadership strengths as well as opportunities for growth.

Values

The values included in the framework represent a set of cultural beliefs or ideals that are consistent with our University's history and mission. These values serve as a foundation for the framework.

INTEGRITY

Transparency and truth are central touchstones for integrity. We aim for transparency of information and processes because we believe openness and accessibility facilitate trust, particularly when there are diverse and divergent perspectives on an issue. We hold ourselves accountable to reach decisions through an ethical process and accept responsibility for acting in the interest of all stakeholders.

INCLUSIVE ENGAGEMENT

The heart of leadership is the art of inspiring active, informed engagement, and decision-making in the pursuit of the common good. Inclusive engagement is the process by which we strive to seek and value the input of all, thereby realizing the benefit of the breadth of intelligence among us. At its core, Inclusive Engagement values the crucial knowledge, experiences, and contributions of us all.

CONNECTION AND COMMUNITY

Leadership requires working with communities rather than working on communities by identifying, aligning, and pursuing goals that are mutually beneficial for all people impacted. With humility, we seek to foster active partnerships rather than imposing solutions.

COMPETENCIES

The framework competencies encompass skills, abilities, and/or knowledge sets that can be taught or developed. All competencies can be observed and measured.

SELF-AWARENESS Consistently self-reflecting in order to reveal strengths, limitations, beliefs, values, and attitudes that generate engagement; Committing to personal development in order to provide greater understanding of multiple identities and experiences that affect the ability to facilitate change

INTERPERSONAL COMMUNICATION

Developing essential relationships through listening, considering, and responding to the needs of individuals and the situation; Having the ability to communicate in tactful, compassionate, and sensitive ways to enable these relationships to evolve

SUPPORTING LEARNING AND DEVELOPMENT OF OTHERS

Developing the capacity and engagement of individuals and groups through feedback and coaching

HONORING CONTEXT AND CULTURE

Seeking to understand the organization, culture, system, politics, and dynamics, and their influence on actions needed to achieve the group's goals

DECISION-MAKING

Arriving at decisions that impact others and the organization in which the decisions are made; Employing critical and strategic thinking to enable creative solutions to be considered and pursued; Recognizing that with important systemic dimensions, analysis and ideas from multiple sources give way to implementation and evaluation

FOSTERING BRIDGE-BUILDING AND COLLABORATION

Through cooperative participation, encouraging every one to take ownership of the work that is being done and the outcomes that are created; Creating an environment where differences are appreciated, knowing that conflict can serve to expose new solutions to complex problems

MOVING IDEAS INTO ACTION

Offering a compelling vision that inspires groups to engage in the ambiguous transformation process; Being aware that co-creation processes focused on common goals require steady, yet flexible, interventions based on evaluation and the needs of the group

OUTCOMES

Leadership outcomes are detailed, specific, and measurable/identifiable. They are the knowledge, skills, and abilities that can result when individuals and organizations uphold the values, while demonstrating the competencies. Outcomes are positive changes in beliefs, values, and behaviours.

5.1.2 Entrepreneurial and moral leadership

If you run a small business, you know that perception is important -- especially the perceptions of customers and suppliers. They take cues from you and your employees. To make your business stand out as a moral organization, you must provide moral leadership. Employees rely on your example to understand what your company stands for. If you find they aren't committed to your morals, then you have the option to reconsider their place in the company.

A moral is different than an ethic. A moral is an idea that represents the difference between right and wrong. Ethics are general rules that we should follow to do what is right instead of what is wrong. Children get exposed to ideas about right and wrong early in life from role models. After a moral is modelled many times, a child may copy it.

Moral Entrepreneurship

Some business owners make a name for themselves as moral entrepreneurs because they define their business around a cause. There are multiple definitions of what is best for society, and business owners might decide to advocate on behalf of a particular issue. For example, you can decide to use your business to encourage others to accept the moral beliefs that you advocate related to drunk driving. You might even persuade a government or social organization to take action based on your advocacy efforts.

Employees

Whether you focus on managing a small business as a command-and-control hierarchy or lead a team, your employees need you to be a good role model. They depend on you to communicate a common vision and unite people behind it. Leaders are strong enough to do what is right when business situations call for moral leadership. They aren't afraid to hold employees accountable for moral decisions. They are also quick to take responsibility when they fail, or their employees fail, to make the right decision. People can respect a business owner with high standards for himself and his employees as long as he takes responsibility for good and bad decisions.

Business Reputation

You and your staff do not provide products or services in a vacuum. You're constantly interacting with customers and suppliers, and they make rich sources of feedback on what the company is doing right and wrong. It makes sense to document the things that customers perceive as wrong, usually in the form of complaints, so that you can address them in the short term to customers and address them over the long term with staff. Each complaint is an opportunity to make your business better, especially by planning a follow-up action. Leaders avoid handling complaints poorly by not taking what is said personally and by not jumping to defend their staff without first hearing the customer's concerns.

5.1.3 Vision

Vision and leadership focuses on developing a common vision and fostering high quality leadership at all levels. Schools and centres must develop a shared vision to ensure a common purpose and a focus on preparing young people for the future. Leadership should focus on the core business of learning and teaching. Great leaders have a deep understanding of change and how to guide and manage change that leads to improving outcomes for young people.

5.1.4 People selection and development

Selecting the right leader requires many considerations as well. They include the person's ability to build trust, ability to motivate others, level of emotional intelligence, strong communication and listening skills and so many more. But yet, how many organizations really take the time to figure this out?

When organization take this approach to selecting leaders they get managers, not leaders. There is a distinct difference. Instead of selecting a leader who inspires, they select someone who demands. Instead of selecting a leader who cares about people, they select someone who only cares about numbers. Instead of selecting a leader who creates vision, they select someone who is focused on today. The decisions to hire or promote a new leader is an important one. Studies have consistently shown that the number one reason people leave companies or lack motivation is due to poor leadership.

Traditionally, leadership development has focused on developing the leadership abilities and attitudes of individuals. Different personal traits and characteristics can help or hinder a person's leadership effectiveness and require formalized programs for developing leadership competencies

Among key concepts in leadership development one may find:

- **Experiential learning:** positioning the individual in the focus of the learning process, going through the four stages of experiential learning as formulated by David A. Kolb: 1. concrete experience 2. observation and reflection 3. forming abstract concept 4. testing in new situations.
- **Self efficacy:** the right training and coaching should bring about 'Self efficacy' in the trainee, as Albert Bandura formulated: a person's belief about his capabilities to produce effects
- **Visioning:** Developing the ability to formulate a clear image of the aspired future of an organization unit.
- **Attitude:** attitude plays a major role in being a leader.

5.1.5 Cultural dimensions of leadership, style, followers, crises.

Leadership in organizations is dictated and determined according to a variety of reasons and factors including personality, cultural, and country and regional aspects.

Among the various factors, the cultural dimension of leadership is often not highlighted as it is taken as a given. However, with globalization and the advent of tighter integration and interconnectedness, there is a need to study how leadership is determined by cultural factors and the mediating role that cultural exchanges between the West and the East play out when determining how leaders behave.

For instance, with globalization, leaders and managers in the east have learnt to adopt a more democratic style of leadership as opposed to the patriarchic and the authoritarian leadership that was hitherto practiced. Further, leaders in the west have begun to understand that the way things are done in the east is radically different from the way they are done in the east and hence, they need to be cognizant of these differing approaches to management.

Leadership in the East and the West

The pioneering work of the Dutch psychologist, Geert Hofstede is often cited and quoted to emphasize the differences in leadership between the west and the east that are determined by cultural reasons. For instance, culture plays a very important role in determining the leaders' actions especially where the decision-making, attitudes towards diversity, and treatment of people down the hierarchies are concerned. It is the case that leaders in the east tend to be patriarchic and authoritarian in their decision-making styles as opposed to democratic and consensual in the west.

Globalization and Leadership: Homogeneity vs. Heterogeneity

Though most business literature talks about how leadership has become homogenous with the advent of globalization and the concomitant cultural exchange between the west and the east that has resulted in leaders in the east becoming western in their outlook, the oft neglected aspect is that some leaders in the east have turned inward as a result of their interaction with the west and have begun to become parochial and jingoistic in their approach. Of course, this does not mean that the heterogeneity that results from globalization is the prevailing norm as many leaders in the east have modernized their companies and adopted western best practices

5.2.1 Growing as a leader

Developmental assignments allow leaders to intentionally develop new skills, practice new behaviors and improve on weaknesses. Here are three approaches for adding developmental assignments to your current job:

First, take a good look at your current job and think about how you might reshape it. Adding new responsibilities to your job or restructuring it might be more doable than you think.. Remember, the goal is to make changes that enhance your leadership skills.

Second, take on temporary assignments. Look outside your job description or department for projects, task forces, one-time events and activities that you can participate in for a short period of time. You might wonder, "Who has the time to take on more work?" But if your goal is to grow as a leader while you are in your current job, you may need to temporarily make the time to take on more.

Third, seek challenges outside the workplace. Other areas of your life often provide the same challenges found in job settings. You'll find plenty of leadership responsibilities in non profit, religious, social and professional organizations, as well as schools, sport teams and family life. There are many opportunities to learn lessons of leadership through personal experiences.

Developmental assignments give leaders the opportunity to ignite their 'growing edge,' where deeper knowledge is discovered and new capabilities are honed. Without those experiences, leaders continue to rely on a narrow set of skills and limit their career potential.

As you explore developmental assignments to help you grow as a leader, remember these three important truths about Leader Development:

1. Effective leaders continue to develop their repertoire of skills throughout their careers. To be effective in a wide variety of leadership roles and situations, you have to master new competencies.
2. A significant part of leader development occurs through practical experiences. You learn when your day-to-day responsibilities and challenges require it – and when you have the opportunity to engage in experiences, draw lessons and insights from those experiences and apply the new knowledge and skills to the next experience.
3. The more varied the practical experiences, the greater the likelihood of developing a broad repertoire of leadership skills. Leaders who continue to focus only on doing the work they are already good at are less likely to broaden their capacity.

5.2.2 Turnaround leadership

key qualities and actions necessary to be a successful turnaround leader:

1. Demand that all temporary help be terminated immediately and redeploy existing staff to fill gaps
 2. Require CEO approval before any action is taken on the recruitment of any personnel
 3. Require CEO approval of all capital expenditure requests above a defined minimum limit
- ü Have all redundant inventory identified and, if possible, disposed of at whatever price can be obtained
 - ü Cut back sharply on the replacement of office equipment
 - ü Check expense accounts to ensure that any entertaining of clients is not overly lavish
 - ü Turnarounds are intensive management exercises that focus a bright, glaring light on an otherwise normal business activity, question and challenge everything
 - ü Aggressively clean out the deadwood employees and cast out the rebels
 - ü Quickly develop a challenging but achievable business plan that will assure the survival of the firm
 - ü Established a productive relationship with important customers, key vendors, investors, and lenders
 - ü Define a clear sense of mission

- ii You must trim your organization...no fat is allowed
- ii Develop an exciting marketing program and strive to make at least 2-3 big sales
- ii Do any activities or push for any results that demonstrate positive and dramatic change
- ii Meet frequently with your employees. Keep them abreast of developments and try to learn from them. Communicate constantly and honestly
- ii Demonstrate strong, optimistic leadership
- ii Establish clear goals and strong incentives
- ii Eliminate organizational politics and roadblocks
- ii Above all, take charge, make decisions, get things moving, listen, and communicate often.

5.2.3 Gaining control and trust

Transformational leaders are ones that “transform or change the basic values, beliefs, and attitudes of followers to that they are willing to perform beyond the minimum levels specified by the organization.” Traditional views of effective leadership encourage transactional leader behaviors, which are “founded on an exchange process in which the leader provides rewards in return for the subordinate’s effort.” However, studies show that organizations should teach transformational leader behaviors because they enhance the impact of transactional behaviors by creating trust and loyalty between leaders and followers. There are six behaviors related to transformational leaders: 1) Identifying and articulating a vision – Inspiring others to follow a vision

- 2) Providing an appropriate model – Setting a good example consistent with values
- 3) Fostering the acceptance of group goals – Promoting cooperation
- 4) High performance expectations – Expecting excellence and quality
- 5) Providing individualized support - Indicating respect and concern for personal needs and feelings
- 6) Intellectual stimulation – Challenging followers to examine assumptions about their work and rethink how it can be done.

It can be seen that the two key determinants of trust and satisfaction were the transformational behaviours of individualized support and intellectual stimulation

5.2.4 Managing diverse stakeholders

In a connected world, remote groups at the fringe of a firm's current operations can find common cause, exerting increasing pressure and calling into question the firm's legitimacy and right to

operate—witness the recent debacles involving Monsanto, Shell, and Nike. Moreover, the knowledge needed to generate competitive imagination and to manage disruptive change increasingly lies outside the organization, at the periphery of firms' established stakeholder networks. Unfortunately, most companies still tend to focus management attention only on known, salient, or powerful actors to protect their advantages in existing businesses.

In recognition of these challenges, we develop the concept of Radical Transactiveness (RT). RT is a dynamic capability which seeks to systematically identify, explore, and integrate the views of stakeholders on the “fringe”—the poor, weak, isolated, non-legitimate, and even non-human—for the express purpose of managing disruptive change and building imagination about future competitive business models. RT consists of two complementary skills. First, by reversing the logic of traditional approaches focused on managing powerful stakeholders, firms fan out to identify voices at the fringe of their networks to both preempt their concerns and generate imaginative new business ideas. Second, by creating mechanisms for complex interaction and empathy with those on the fringe, firms fan in to integrate and reconcile this knowledge with existing know-how to design and execute disruptive new business strategies.

5.2.5 Crisis management

Crisis management is a situation-based management system that includes clear roles and responsibilities and process related organisational requirements company-wide. The response shall include action in the following areas: Crisis prevention, crisis assessment, crisis handling and crisis termination. The aim of crisis management is to be well prepared for crisis, ensure a rapid and adequate response to the crisis, maintaining clear lines of reporting and communication in the event of crisis and agreeing rules for crisis termination.

The techniques of crisis management include a number of consequent steps from the understanding of the influence of the crisis on the corporation to preventing, alleviating, and overcoming the different types of crisis. Crisis management consists of different aspects including:

- a. **Methods used** to respond to both the reality and perception of crisis.
- b. **Establishing metrics** to define what scenarios constitute a crisis and should consequently trigger the necessary response mechanisms.
- c. **Communication** that occurs within the response phase of emergency-management scenarios.

Crisis-management methods of a business or an organization are called a crisis-management plan. A British Standard BS11200:2014 provides a useful foundation for understanding terminology and frameworks relating to crisis, in this document the focus is on the corporate exposure to risks in particular to the black swan events that result in significant strategic threats to organisations. Currently there is work on-going to develop an International standard.

Crisis management is occasionally referred to as incident management, although several industry specialists such as Peter Power argue that the term "crisis management" is more accurate.

A crisis mind set requires the ability to think of the worst-case scenario while simultaneously suggesting numerous solutions. Trial and error is an accepted discipline, as the first line of defence might not work. It is necessary to maintain a list of contingency plans and to be always on alert.

The related terms emergency management and business continuity management focus respectively on the prompt but short lived "first aid" type of response (e.g. putting the fire out) and the longer-term recovery and restoration phases (e.g. moving operations to another site). Crisis is also a facet of risk management, although it is probably untrue to say that crisis management represents a failure of risk management, since it will never be possible to totally mitigate the chances of catastrophes' occurring.

5.3.1 Implications of national culture and multicultural leadership

The world is getting smaller. As new technologies in social media, transportation, and telecommunications bring us closer together, it's more critical than ever for organizations to recruit, develop, and retain multicultural leaders who can skilfully navigate both the opportunities and challenges of a more connected world.

Multicultural leadership involves deep immersion within different cultures to understand their values and specific context. This immersion unlocks insight into how to best reach customers, inspire employees, and drive organizational performance in geographies outside one's "home base." Only through knowing other cultures deeply can a manager effectively connect the dots between them and highlight meaningful differences between cultures that impact business strategy. Indeed, multicultural organizational capabilities are becoming as significant a source of competitive advantage as other core elements of business strategy.

Though multicultural leadership is mostly associated with multinational corporations (MNCs) — an understandable phenomenon given the inherent cross-cultural challenges MNCs face in expanding outside their home countries — these principles also have a lot to offer "national companies," companies with limited presence outside a particular country or subregion. Given the enormous cultural diversity within many countries' own borders, taking a more deliberate approach to sourcing and developing talent across socioeconomic class, religion, academic field, and other backgrounds could be highly productive in driving product and service innovation.

In order to build that multicultural and transnational talent, managers need to structure programs within their companies that expose promising talent to new geographies and cultures. Given the personal challenges of picking up and moving halfway around the world, such programs may need to draw on new technologies and models that allow more flexibility in cross-cultural collaboration.

5.3.2 Types of Leadership

In the knowledge era, we will finally have to surrender the myth of leaders as isolated heroes commanding their organizations from on high. Top-down directives, even when they are implemented, reinforce an environment of fear, distrust, and internal competitiveness that reduces collaboration and cooperation. They foster compliance instead of commitment, yet only genuine commitment can bring about the courage, imagination, patience, and perseverance necessary in a knowledge-creating organization. For those reasons, leadership in the future will be distributed among diverse individuals and teams who share responsibility for creating the organization's future. Building a community of leaders within an organization requires recognizing and developing

- **local line leaders**, managers with significant bottom-line responsibility, such as business unit managers, who introduce and implement new ideas;

- **executive leaders**, top-level managers who mentor local line leaders and become their "thinking partners," who steward cultural change through shifts in their own behavior and that of top-level teams, and who use their authority to invest in new knowledge infrastructures such as learning laboratories; and

- **internal networkers**, people, often with no formal authority, such as internal consultants or human resources professionals and frontline workers, who move about the organization spreading and fostering commitment to new ideas and practices. In knowledge-creating organizations, these three types of leaders absolutely rely on one another. None alone can create an environment that ensures continual innovation and diffusion of knowledge

5.3.3 Leadership Traits.

General characteristics of good leaders seem to be universal. They understand that situations will change and that they must remain flexible. Good leaders must have the ability to empower everyone in their organization and to treat others as they want to be treated. They are selfless and develop subordinate traits of leadership. Lastly, good leaders have solid integrity to trust in their abilities, as well as those of their employees, to take ownership of a situation or problem. In summation, characteristics of a good law enforcement leader are integrity, flexibility, confidence, and empowerment.

Research regarding traits related to leadership effectiveness has found about half a dozen

- High energy level and stress tolerance
- Self-confidence
- Internal locus of control
- Emotional stability and maturity
- Personal integrity
- Socialized power motivation

- Moderately high achievement orientation
- Low need for affiliation

Emotional intelligence is the essence of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader". It is proposed that emotional intelligence is made up of self-awareness, self-regulation, motivation, empathy, and social skill. While emotional intelligence has a genetic component, it can also be learned and increases with age.

In order to improve emotional intelligence, organizations need to help leaders break old behavioral habits and start new ones. This requires an individualized approach and takes time.

5.4.1 Leadership Styles

A **leadership style** is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles proposed by various authors, that can be exhibited by leaders in the political, business or other fields. Daniel Goleman (2000) in his article "Leadership that Gets Results" talks about six styles of leadership.

1. Authoritarian

The authoritarian leadership style keep main emphasis on the distinction of the authoritarian leader and their followers, these types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they believe to be key in maintaining a successful environment and follower ship. Authoritarian leadership styles often follow the vision of those that are in control, and may not necessarily be compatible with those that are being led. Authoritarian leaders have a focus on efficiency, as other styles, such as a democratic style, may be seen as a hindrance on progress.

Examples of authoritarian leadership is the wrong type of information that can be edited communicative behavior: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation

2. Paternalistic

The way a paternalistic leader works is by acting as a father figure by taking care of their subordinates as a parent would. In this style of leadership the leader supplies complete concern for his followers or workers. In return he receives the complete trust and loyalty of his people. Workers under this style of leader are expected to become totally committed to what the leader believes and will not strive off and work independently. The relationship between these co-workers and leader are extremely solid. The workers are expected to stay with a company for a longer period of time because of the loyalty and trust. Not only do they treat each other like family inside the work force, but outside too. These workers are able to go to each other with any

problems they have regarding something because they believe in what they say is going to truly help them. One of the downsides to a paternalistic leader is that the leader could start to play favourites in decisions. This leader would include the workers more apt to follow and start to exclude the ones who were less loyal

3. Democratic

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.

The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (skills, attitudes, etc.). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions. Traits of a Good Leader compiled by the Santa Clara University and the Tom Peters Group:

- Honest – Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.
- Competent – Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.
- Forward-looking – Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
- Inspiring – Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.
- Intelligent – Read, study, and seek challenging assignments.
- Fair-minded – Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
- Broad-minded – Seek out diversity.
- Courageous – Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.

- **Straightforward** – Use sound judgment to make a good decisions at the right time.
- **Imaginative** – Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

4. Laissez-faire

The laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. This was first described by Lewin, Lippitt, and White in 1938, along with the autocratic leadership and the democratic leadership styles.

Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of their work. It allows followers a self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

This is an effective style to use when:

- Followers are highly skilled, experienced, and educated.
- Followers have pride in their work and the drive to do it successfully on their own.
- Outside experts, such as staff specialists or consultants are being used.
- Followers are trustworthy and experienced.

This style should *not* be used when:

- The leader cannot or will not provide regular feedback to their followers.¹

5. Transactional

Transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and management-by-exception

- **Contingent Reward** Provides rewards, materialistic or psychological, for effort and recognizes good performance.
- **Management-by-Exception** allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers being that they are only called-in when workers deviate from course.

This type of leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain level of performance.

Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization.

A transactional leader establishes and standardizes practices that will help the organization reach:

- Maturity
- Goal-setting
- Efficiency of operation
- Increasing productivity.

A transactional leader is:

1. Negatively affected when the emotional level is high.
2. Positively affected when the emotional level is low.

Transactional leadership presents a form of strategic leadership that is important for the organizations development. Transactional leadership is essential for team innovativeness.

6. Transformational

A transformational leader is a type of person in which the leader is not limited by his or her followers' perception. The main objective is to work to *change* or *transform* his or her followers' *needs* and *redirect* their thinking. Leaders that follow the transformation style of leading, **challenge** and **inspire** their followers with a sense of purpose and excitement. Transformational leaders also create a vision of what they aspire to be, and communicate this idea to others (their followers). Schultz and Schultz identify three characteristics of a transformational leader:

- Charismatic leadership has a broad field of knowledge, has a self-promoting personality, high/great energy level, and willing to take risk and use irregular strategies in order to stimulate their followers to think independently
- Individualized consideration
- Intellectual stimulation

5.4.2 VUCA Leadership

VUCA is an acronym used to describe or reflect on the volatility, uncertainty, complexity and ambiguity of general conditions and situations. The notion of VUCA was introduced by the U.S. Army War College to describe the more volatile, uncertain, complex and ambiguous multilateral world which resulted from the end of the Cold War. The common usage of the term VUCA began in the 1990s and derives from military vocabulary. It has been subsequently used in emerging ideas in strategic leadership that apply in a wide range of organizations, including everything from for-profit corporations to education.

The deeper meaning of each element of VUCA serves to enhance the strategic significance of VUCA foresight and insight as well as the behaviour of groups and individuals in organizations. It discusses systemic failures^[5] and behavioural failures, which are characteristic of organisational failure.

- V = Volatility. The nature and dynamics of change, and the nature and speed of change forces and change catalysts.
- U = Uncertainty. The lack of predictability, the prospects for surprise, and the sense of awareness and understanding of issues and events.
- C = Complexity. The multiplex of forces, the confounding of issues, no cause-and-effect chain and confusion that surround an organization.
- A = Ambiguity. The haziness of reality, the potential for misreads, and the mixed meanings of conditions; cause-and-effect confusion.

These elements present the context in which organizations view their current and future state. They present boundaries for planning and policy management. They come together in ways that either confound decisions or sharpen the capacity to look ahead, plan ahead and move ahead. VUCA sets the stage for managing and leading.

The particular meaning and relevance of VUCA often relates to how people view the conditions under which they make decisions, plan forward, manage risks, foster change and solve problems. In general, the premises of VUCA tend to shape an organization's capacity to:

1. Anticipate the Issues that Shape Conditions
2. Understand the Consequences of Issues and Actions
3. Appreciate the Interdependence of Variables
4. Prepare for Alternative Realities and Challenges
5. Interpret and Address Relevant Opportunities

For most contemporary organizations – business, the military, education, government and others – VUCA is a practical code for awareness and readiness. Beyond the simple acronym is a body of knowledge that deals with learning models for VUCA preparedness, anticipation, evolution and intervention.

5.4.3 DART Leadership

DART (Development, Action and Results Toolbox) is an affordable, tailored web-based management system designed to encourage employees to complete their actions on time. This is done by creating customised action lists and modules for each employee, which is then accessed and updated online from their end, via a normal web browser. DART can create a team of 'can do' people with the skills, knowledge and enthusiasm needed for their roles.

DART is a tool that helps managers manage effectively by giving them a clearer picture of how their people are performing, through instant access to real-time data of goal completion by the team they manage. Imagine being able to view at the touch of a button, the ability of all personnel together with the results that they generate.

DART can be introduced on a personal level (for a one-on-one session) or for entire business use, and is often incorporated in our leadership & management programmes and sales development programmes. DART stands for: Detecting key issues and challenges, Analysing root causes, Re-energising and re-focusing and Transforming performance in the work place. DART structures and organises reviews and actions between managers and their teams. It provides management transparency of the results and the performance of all team members. DART continually develops your people and significantly reduces staff turnover.

5.4.4 Transactional vs Transformational Leaders

Leadership can be described as transactional or transformational. Transactional leaders focus on the role of supervision, organization, and group performance. They are concerned about the status quo and day-to-day progress toward goals. Transformational leaders work to enhance the motivation and engagement of followers by directing their behavior toward a shared vision. While transactional leadership operates within existing boundaries of processes, structures, and goals, transformational leadership challenges the current state and is change-oriented.

Transactional Leadership

Transactional leadership promotes compliance with existing organizational goals and performance expectations through supervision and the use of rewards and punishments. Transactional leaders are task- and outcome-oriented. Especially effective under strict time and resource constraints and in highly-specified projects, this approach adheres to the status quo and employs a form of management that pays close attention to how employees perform their tasks.

Transformational Leadership

Transformational leadership focuses on increasing employee motivation and engagement and attempts to link employees' sense of self with organizational values. This leadership style emphasizes leading by example, so followers can identify with the leader's vision and values. A transformational approach focuses on individual strengths and weaknesses of employees and on

enhancing their capabilities and their commitment to organizational goals, often by seeking their buy-in for decisions.

Comparing Leadership Types

Transactional and transformational leadership exhibit five key differences:

Transactional leadership reacts to problems as they arise, whereas transformational leadership is more likely to address issues before they become problematic.

Transactional leaders work within existing an organizational culture, while transformational leaders emphasize new ideas and thereby "transform" organizational culture.

Transactional leaders reward and punish in traditional ways according to organizational standards; transformational leaders attempt to achieve positive results from employees by keeping them invested in projects, leading to an internal, high-order reward system.

Transactional leaders appeal to the self-interest of employees who seek out rewards for themselves, in contrast to transformational leaders, who appeal to group interests and notions of organizational success.

Transactional leadership is more akin to the common notions of management, whereas transformational leadership adheres more closely to what is colloquially referred to as leadership.

5.4.5 Leadership Grid

Robert Blake and Jane Mouton developed another theory called **the Leadership Grid**, focusing on production/relationship orientations uncovered in the Ohio State and Michigan University studies. They went a little further by creating a grid based on Leaders' concern for **people** (relationships) and **production** (tasks).

The grid combines "concern for production" with "concern for people" and presents five alternative behavioral styles of leadership. An individual who emphasized neither production was practicing "**impoverished management**" according to the grid. If a person emphasized concern for people and placed little emphasis on production, he was terms a "**country-club**" **manager**.

Conversely, a person who emphasized a concern for production but paid little attention to the concerns of subordinates was a "**task**" **manager**. A person who tried to balance concern for production and concern for people was termed a "**middle-of-the-road**" **manager**.

Finally, an individual who was able to simultaneously exhibit a high concern for production and a high concern for people was practicing "**team management**." According to the prescriptions of the grid, team management was the best leadership approach. The Managerial Grid became a

High

9	1,9 Country Club Management Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.				9,9 Team Management Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.				
8									
7									
6									
5	5,5 Middle of the Road Management Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.								
4									
3									
2	1,1 Impoverished Management Exertion of minimum effort to get required work done is appropriate to sustain organization membership.				9,1 Authority-Compliance Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.				
Low									
	1	2	3	4	5	6	7	8	9
	Low				High				
	Concern for production								

Becoming a successful leader requires more than just hard work. Truly outstanding leaders cause their passions and enthusiasm to set a charge into their organizations.

1. Confident but not arrogant

2. A persuasive communicator

There is little doubt that great leaders communicate persuasively. They have a knack for imparting the right messages at the right time. Strive to deliver messages that inspire, motivate, reassure, and, when required, direct.

3. Sensitive and responsive to others

Great leaders are sensitive and have an intuitive feel for the needs of their people. They understand what drives their employees and demonstrate genuine concern for their welfare.

4. Determined

Great leaders see things through to completion. They simultaneously track what may appear to be insignificant details and keep the larger picture in mind. They monitor anything they believe helps them achieve their goals.

5. Supportive

Great leaders are genuinely concerned for the health and welfare of the people who make up their organizations. They guide their people through challenges, always on the lookout for solutions to foster long-term success.

6. Distinguished

Leaders develop a unique sense of professionalism about their image, their actions, and their communication. To distinguish yourself as a manager, lead by example. Dress professionally, be knowledgeable about your entire organization, and when you speak, speak intelligently.

7. Responsible

Leaders take responsibility for their people's performance. When things are going well, they praise efforts publicly. When things require attention or blocking issues arise, they find ways to fix things quickly and get things back on track.

8. An optimist

Passionate leaders are a source of GO. They seem to invigorate others easily, and they enthusiastically dive into most things with calculated recklessness. Your optimism, if genuine, can liven up the workplace.

9. Honest

Great leaders are honest people. They genuinely treat people how they like to be treated, because they respect themselves and take others' feelings into consideration.

10. Organized and together

Planning requires thought. Great leaders organize and plan ahead.

5.4.7 Making of a Leader

Qualities of a Leader in the Making

It can be hard to tell top talent from potential leaders, because people often think the two are one in the same—and that's not always the case. Leadership is more than production. So how can managers distinguish a top producer from a promising leader? By asking these six questions:

1. Are they good listeners?

As the saying goes, you have two ears and one mouth so you can listen more than you speak. It's true of great leaders—they listen, digest information and deliver effective feedback and results.

2. Are they open to criticism?

Someone who has the potential to lead wants to be better. They want to hear what their weaknesses are so that they can improve.

3. Are they culture champions?

Are they invested in the culture and are they championing it to other employees? Do they take initiative to help new hires get acclimated and involved?

4. Are they curious?

Curious people want to learn and grow far past what their typical day asks for. They bring back what they learned and teach their colleagues.

5. Are they likable?

Employees join companies but quit managers, which is why it's crucial for others to like being around them and want to work with them. This isn't a popularity contest of whether or not they have a lot of friends to gossip with.

6. Are they innovative?

Leaders are always looking at a situation and seeing how it can be adjusted for the better. Those who say, "This is how it's always done," don't become leaders.

5.4.8 Formulate Leadership

A]. To make you a better leader keep an open mind you have to be curious about new people and all they have to offer. The more open you are to others, the more creative you become.

B].To make you a better leader be mindful of your strengths and weaknesses Self-aware individuals know their own strengths and weaknesses and are able to work from that space.

C].To make you a better leader stay focused make connections with those around you; train yourself to focus for long periods of time without getting sucked into social media, emails and other small distractions.

D].To make you a better leader set boundaries leaders need to have strong boundaries in place; be warm toward others, but say no when you need to say no.

E].To make you a better leader know your emotional intelligence self-aware individuals are able to identify their emotions as they are happening.

F].To make you a better leader embrace your intuition successful people trust their gut instincts and take the risks associated with them.

To make you a better leader practice self-discipline good leaders tend to be disciplined at work and in every area of their life. It is a character trait that provides them with the enduring focus necessary for strong leadership.

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