

Unit 3

Leadership

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3.1 Introduction

We have already learnt the concept of personality in the previous chapter. One of the most important aspects of enhancing one's personality so as to command respect from associates, is the leadership quality. Earlier, it was believed that 'leadership' is in-built. But, now it can be developed; Infosys Leadership Institute, created in early 2001 is a proof for the changed belief. It is an institute that would help promising employees at all levels to develop into efficient and able leaders.

Objectives:

After learning this unit, you will be able to:

- define the role and functions of a good leader
- understand the importance of team-leadership

- identify different kinds of leaders
- explain and inculcate the methods to develop as an effective leader
- avoid mistakes that usually a leader makes

3.2 Leadership – Explanation

Now, let's define leadership. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although your position as a manager or supervisor gives you the authority to accomplish certain tasks and objectives in the organization, this power do not make you a leader...it simply makes you the boss. Leadership differs, in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Leadership is required because someone has to point the way, and that same person has to ensure that everyone concerned gets there. Organizational effectiveness depends on the quality of leadership.

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.

3.3 Role & Functions of a Good Leader

The overall aim of a leader is to achieve the task with the help of his group.

To meet the overall aim, the leader has three main objectives :

- To gain the commitment and cooperation of his team
- To get the group into action to achieve agreed objectives.
- To make the best use of the skills, energies and talents of the team

Leadership is a complex process because it is dealing with complex situations and complex human beings. And the leader has many different roles to play.

Leadership roles can be classified into two groups :

1. Primary functions, which are essential to the process of leadership, namely :
 - **The Leader as Visionary:** He has a vision of the future and conveys his belief to his team.
 - **The Leader as Executive:** He determines the objectives of the group and directs and coordinates the group's activities in achieving them.
 - **The Leader as a Planner:** He decides how the group should achieve its ends.
 - **The Leader as Policy Maker:** He participates in formulating policies in the shape of continuing guidelines on what the group does.
 - **The Leader as an Expert:** He has the expertise and information required by the group.
 - **The Leader as Controller of Relationships in the Group:** He decides how the group should be organized and influences how people in the group work together.
 - **The Leader as Purveyor of Rewards and Punishments:** He has the power to apply rewards and punishments and thus exercise control over group members.
2. Accessory functions, are those which a leader may assume or be assigned because of his leadership position , namely:
 - **The Leader as an Exemplar:** He serves as a model of behavior for the group members.
 - **The Leader as a Symbol of the Group:** He provides a focus for group unity.

- **The Leader as a Father Figure:** He can become an object for identification or even submissiveness.
- **The Leader as a Scapegoat:** He may become the target for the aggressions of a frustrated, disappointed, disillusioned group.

3.4 Criticality of Team Leadership

1. Know yourself
2. Know your situation
3. Select leadership styles which are appropriate to the situation
4. Satisfy task needs
5. Satisfy team needs
6. Satisfy individual needs

Know Yourself:

As a leader you will start with certain abilities and by experience you will have developed certain skills. To improve your leadership qualities your first step is an analytical one – know yourself. Check each of the ten qualities and skills listed below and see how to measure up to them.

1. Ability to work with people
2. Ability to gain respect and support of people
3. Decisiveness
4. Enthusiasm
5. Imagination (vision)
6. Ability to inspire others with your enthusiasm and vision
7. Willingness to work hard
8. Analytical ability
9. Integrity
10. Ability to change leadership style to suit occasion

Assess your strengths and weaknesses under each heading. Analyse the occasions when you have succeeded or failed and why. Try to assess how you exercised these abilities or skills and answer these questions:

- a) Was it directive?
- b) Was it supportive?
- c) Was it appropriate to the situation ?
- d) Did it work ? And if so, why ? And if not, why not?

If following this analysis, you know your strengths, you can develop them, and if you know what works in particular circumstances you have a good idea of the approach you should adopt in similar situations (as long as they are similar) If you are aware of your weaknesses you can do your best to manage them, remembering, however, that there is no point in trying to invent an entirely new persona.

“ Best be yourself , imperial , plain and true .” –

Robert Browning

Know your Situation

Having got to know something about yourself as a leader – your strengths and weaknesses – you have to carry on using your analytical powers to understand the situation, so that you can exploit your strengths, minimize your weaknesses and adopt the most appropriate management style. Your situational analysis should answer the following questions:

1. The Task

- What needs to be done and why?
- What results have to be achieved?
- What problems have to be overcome?
- Is the solution to these problems straightforward or is there a measure of ambiguity?

- Is this a crisis situation?
- What is the time-scale for completing the task?
- What pressures are going to be exerted on me ?

2. The Team

- What is the composition of the team?
- How well is the team organized?
- Do the members of the team work well together?
- What will they want to get out of this?
- How am I to get this team's commitment?
- How am I to get results by satisfying their needs?
- How are they likely to respond to the various leadership styles or approaches I might adopt?

3. The Individuals in the Team :

- What are the strengths and weaknesses of each member of the team?
- What sort of things is likely to motivate them?
- How are they likely to respond individually to the various leadership techniques or styles I might adopt?

4. Select an Appropriate Leadership Style

Adopt a situational approach to leadership by using your analysis of yourself, the task, the team and its individual members to decide on the most appropriate style or styles to adopt. The styles to you are :

- Tell
- Sell
- Test
- Consult
- Join

But be prepared to flex your styles in accordance with the changing needs of the task and the group and the variety of individual needs present among the members of your team.

6. Satisfy Task Needs

You have been appointed to your task and given the authority and rank to do it, but you still have to inspire enthusiasm in your group and gain respect in order to complete the task successfully. Inspirational leadership, however, is not just about being charismatic, although it can help. It is also about adopting a cool and deliberate approach to satisfying the need of the task.

To do this, you need to :

1. Know where you are going. You convey your vision of what you want to do and your enthusiasm for it. You define precisely the objectives of the assignment.
2. Know how you are going to get there. You structure your team appropriately and make and communicate clear plans for achieving your objectives.
3. Know what you expect each member of your team to achieve, ensuring that work programmes, targets and standards of performance are defined and understood by all concerned.
4. Know what you are doing – you deal with problems decisively as they occur, go ahead with the completion of the task in accordance with the progress, adapt the task as necessary, and provide the expertise and guidance that the less experienced members of the team need.

Satisfy team Needs

In satisfying task needs you will have provided the structure within which your team should be able to work well. To ensure that this happens you need to build up team spirit and morale. You have to induce in your team a feeling of shared responsibility for achieving results. You must establish and

maintain mutual confidence and trust and create feeling of interdependence.

You do this by :

1. Involving the group in agreeing objectives and reviewing results.
2. Ensuring that communications flow freely between all members of the team.
3. Encouraging informal meetings and contacts between members.
4. Taking steps to resolve unnecessary conflict but recognizing that differences of opinion, if sensible discussed, can be productive.
5. Being approachable but maintaining sufficient distance from group to be able to use your authority when the occasion demands it.

Satisfying Individual Needs

To satisfy individual needs, you should ensure that each member of your team :

1. Feels a sense of personal achievement in the work he is doing.
2. Receives adequate recognition for his achievements.
3. Feels that the job is challenging, demands the best of him and give him the opportunity to use his abilities.
4. Knows that he is advancing in experience and knowledge, but also appreciates what he must do to improve his performance.
5. Understands what rewards he will get for good performance and what will happen if he fails. This means giving positive feedback for success, ie praise and rewards, and negative feedback for failure, ie constructive criticisms or disciplinary sanctions.

Self Assessment Questions

1. Fill in the blanks
 - i) To improve your leadership qualities your first step is to _____.
 - ii) The leader as a scapegoat becomes the target for the _____ of a frustrated, disappointed, disillusioned group.

- iii) Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more _____ and _____.
- iv) Organizational effectiveness depends on the _____ of leadership.
- v) Good leaders develop through a never ending process of _____, _____ and _____

3.5 Research on Different Kinds of Leaders

Researchers at leadership development consultancy Harthill Consulting analysed the makeup of senior managers across a wide range of organisations, including Hewlett-Packard, Volvo and the Probation Service. In doing so, they identified seven different action logics or leadership profiles, ranging from the highly ineffective Opportunist at one end of the scale, to the Alchemist – the ultimate leadership model that all leaders should aim for – at the other. Crucially, researchers found that no matter where a leader sits on their leadership scale, they can always progress to a better leadership profile. And yet they found relatively few leaders try to understand their own action logic let alone explore the possibility of changing it.

Self-awareness is the key to improved leadership. By understanding your existing action logic and consciously working to progress to the next stage, Harthill found that leaders can transform not only their own capabilities, but those of their organisations too. Finding your own leadership profile in Harthill's seven stages is the first step towards the next - and better - stage.

1. The Opportunist

Opportunists see the world and other people as opportunities to be exploited. They treat other people as objects or as competitors, who are also out for themselves. Opportunists tend to regard their own bad behaviour as legitimate in the cut and thrust of an eye-for-an-eye world.

They reject feedback, deflect blame and retaliate harshly. Such leaders are mercifully rare - only 5% of respondents profiled as Opportunists. And they don't remain managers for long, because their style of self-promotion and rule breaking is the exact opposite of the kind most people want to work with.

2. The Diplomat

Diplomats seek to please higher-status colleagues and look to control their own behaviour rather than influence events or other people. In a support role, the Diplomat has a lot to offer. They are social glue to their colleagues and ensure that others' needs are met, which is probably why the majority of Diplomats work at the most junior levels of management. In top leadership roles they are much more problematic because they try to ignore conflict, find it virtually impossible to give challenging feedback to others and avoid initiating change.

3. The Expert

By far, the most common action logic, Experts try to exercise control by perfecting their knowledge, and are great individual contributors because of their pursuit of improvement, efficiency and perfection. However, as leaders they can be problematic, because they are often so sure that they are right. Experts view collaboration as a waste of time and frequently treat the opinion of people less expert than themselves with contempt.

4. The Achiever

Achievers have a more complex view of the world than the Expert - their focus is on deliverables and the plans and tactics necessary to ensure success. They know that creative transformation and conflict resolution requires sensitivity to relationships and the ability to influence others. Achievers can also lead a team to implement new strategies while balancing immediate and long-term objectives. The downside is that their approach is

often pace-setting, which can pressurize other people and inhibit imaginative thinking.

5. The Individualist

Individualists put personalities and ways of relating into perspective, and communicate well with people of other action logics. Unlike Achievers, they are aware of the possible conflict between their principles and actions, between an organisation's values and its implementation. Individualists also tend to ignore rules they regard as irrelevant, which often makes them a source of irritation to both colleagues and bosses.

6. The Strategist

Unlike Individualists, Strategists focus on organisational constraints and perceptions, which they treat as discussable and transformable. Whereas the Individualist masters communication, the Strategist is concerned with the organisational impact of actions and agreements. The Strategist can create shared visions across different action logics, and is good at handling conflict and dealing with resistance to change.

7. The Alchemist

The very few leaders identified as Alchemists have the ability to renew or even re-invent themselves and their organisations in historically significant ways. They can talk with both kings and commoners, and deal with immediate priorities without losing sight of long-term goals. Alchemists are typically charismatic individuals, who focus intensely on the truth. They have the ability to seize unique moments in the history of their organisations, and create symbols and metaphors that speak to people's hearts and minds.

3.6 Methods of Developing Effective Leaders

The key to any team's or group's success is the individual who is able to inspire subordinates to perform exceedingly well. Given below are the traits

found in leaders, who will succeed in bringing out the best from their subordinates.

1. **Setting Proper Objectives:** This is a very effective technique, which enables a leader to establish specific as well as challenging goals. They are clear in defining their goals, which provide the right direction to their subordinates. They also help their followers if they encounter any problems.
2. **Providing Meaningful and Interesting Work:** It is common that the subordinates have inherent desire for higher achievements. So it is the duty of the leader to provide interesting and challenging work to his followers. Not only that, he should also reward them for the work well done. Eventually, as they gain experience and become proficient, they should be given higher responsibilities.
3. **Aim at Improving Communication Skills:** The leader should be an effective and efficient communicator. He should be clear and specific, without being ambiguous, while giving instructions or directions to his followers. He should try to remove or avoid all barriers of communication to achieve this. He should be a good listener, thereby showing concern to employee problems and address them appropriately. At the same time a good leader should also give correct feedback to his follower, so that necessary improvements can be made by the follower.
4. **Use Effective Performance Appraisal for Subordinates:** The leader should be able to appraise his followers effectively. The actual performance should be compared to the one which is desired. The appraisal should reward the subordinate and help him to enhance his performance. Not only that, the leader should also guide the follower in areas of concern to achieve improvement.

5. **Suitable Delegation of Authority and Responsibility:** An effective leader is the one who can delegate appropriate authority and responsibility to his followers. If this is done, the subordinates will be motivated to do important jobs and thereby will be determined to take up more responsible tasks.
6. **Team Building:** It is the duty of the leader to ensure that each member in his team understands the importance of his role and performs effectively. He also impresses on his followers the mission of the organisation and shows that their contribution is vital for the profitability of the organisation. Thus the followers feel that they are a part of the team and this motivates them to work better.
7. **Standard Procedures for Effective Decision Making:** An effective leader, to be one, should be certain that any decision that he makes is of value. He should ensure that this decision is taken well within a time frame and accepted by the followers. This requires the leader to make procedures for decision-making.

Self Assessment Questions

2. Fill in the blanks

- i) _____ can lead a team to implement new strategies while balancing immediate and long-term objectives.
- ii) _____ are typically charismatic individuals, who focus intensely on the truth
- iii) _____ focus on organisational constraints and perceptions, which they treat as discussable and transformable

3.7 Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are normally three styles of leadership (U.S. Army Handbook, 1973) :

- Authoritarian or autocratic
- Participative or democratic
- Delegative or Free Reign

Although good leaders use all three styles, with one of them normally dominate, bad leaders tend to stick with one style.

Authoritarian (Autocratic)

This style is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her followers. Some of the appropriate conditions to use it are:

- when you have all the information to solve the problem
- you are short on time
- your employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style; rather it is an abusive, unprofessional style called **bossing people around**. It has no place in a leaders repertoire.

The authoritarian style should normally be used only on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

Participative (Democratic)

This type of style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything – this is why you employ knowledgeable and skilful employees. Using this style is of mutual benefit -- it allows them to become a part of the team and allows you to make better decisions.

Delegative (Free Reign)

In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you have the full trust and confidence in the people below you. Do not be afraid to use it, however, use it wisely!

3.7.1 Forces

A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- Using an authoritarian style on a new employee, who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- Using a participative style with a team of workers, who know their job. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become a part of the team.
- Using a delegative style with a worker, who knows more about the job than you. You cannot do everything! The employee needs to take

ownership of her job. Also, the situation might call for you to be at other places, doing other things.

- Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that Influence the Style to be Used Include:

- How much time is available.
- Are relationships based on respect and trust or on disrespect?
- Who has the information - you, your employees, or both?
- How well your employees are trained and how well you know the task.
- Internal conflicts.
- Stress levels.
- Type of task. Is it structured, unstructured, complicated, or simple?

3.7.2 Positive and Negative Approaches

There is a difference in the ways leaders approach their employee. Positive leaders use rewards, such as education, independence, etc. to motivate employees; whereas the negative employees emphasize penalties. While the negative approach has a place in a leader's repertoire of tools, it must be used carefully due to its high cost on the human spirit.

Negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimand employees in front of others, etc. They believe their authority is increased by freighting everyone into higher lever of productivity. Yet what always happens when this approach is used wrongly is that morale falls; which of course leads to lower productivity.

Also note that most leaders do not strictly use one or the other approach, but are somewhere on a continuum ranging from extremely positive to extremely negative. People who continuously work out of the negative are bosses, while those who primarily work out of the positive are considered real leaders.

Use of Consideration and Structure

Two other approaches that leaders use are:

Consideration (employee orientation) – Leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems, and provide psychological support.

Structure (task orientation) – Leaders believe that they get results by consistently keeping people busy and urging them to produce.

There is evidence that leaders who are considerate in their leadership style are higher performers and are more satisfied with their job (Schriesheim, 1982).

Also notice that consideration and structure are independent of each other, thus they should not be viewed on opposite ends of a continuum. For example, a leader who becomes more considerate, does not necessarily mean that she has become less structured.

3.8 Leader's Insight: Leaders' Top Three Mistakes

Now that you have learnt what qualities make a good and efficient leader, you should also realise that there are certain qualities that invariably is mistaken for the characteristics of a good leader. However, they may be a mistake one should avoid committing. They are:

1. Managing instead of Leading:

"Managing has more to do with directing day-to-day tasks, whereas leading has more to do with casting a vision, goal setting, and motivation," .

When a leader spends more time managing than leading, morale suffers among the troops. Most people would prefer a goal to shoot for and some freedom to figure out how to reach that goal. "We all crave at least a partial sense of control,"

In a study several years ago, two teams of leaders were given a difficult problem to solve. The complex problem involved mental gymnastics, difficult decisions, and intense concentration. Both teams participated in the project in a room where distracting sounds were piped in through speakers. The music, noise, and voices were enough to drive you to distraction, which, of course, was the point.

Team A couldn't do anything about the distracting sounds. They just had to put up with them. Team B was told that by pushing a button they could silence the distractions for five minutes. The only catch was that they could only use the button once each hour. Each team was then scored on various phases of their group task.

Not too surprisingly, Team B consistently outscored Team A. The kicker is, Team B never pushed the button. Team B at least thought they had control over their environment. Just knowing that they had a little freedom within their boundaries boosted their confidence level.

When leaders micromanage, they take away that sense of control vital to team dynamics and problem-solving. Former U.S. President Dwight D. Eisenhower summed this up when he said, "Pull the string, and it will follow wherever you wish. Push it, and it will go nowhere at all."

2. Mistaking Individual Loyalty for Team Building:

Have you seen that little desk toy that has several steel balls hanging from a crossbeam, all in a row? If you pull one of the balls away from the others and let it go, when it strikes the row of spheres the one on the opposite end

swings away from the rest in direct response to the force of the first ball. It's called "Newton's Cradle."

The next mistake is a bit more subtle and difficult to detect. It is called , "The Newton's Cradle approach to leadership."

Let's say that you are the person at the top of the leadership chain in your organization. You are the crossbeam. Those steel spheres hanging beneath the crossbeam are the people who work closely with you. The plastic connectors are the individual relationships you make with those people.

You, the leader, pull one of your team members away from the others and get him pumped up about a change that needs to be made. That's like pulling one of the steel balls and holding it there. Then when you let him go, you expect him to return to the rest of the team, where they will all function with superb team dynamics, solving the current problems, achieving team goals, and making changes.

What really happens – "The leader lets that team member go, and he just bangs against the other team member closest to him, and that one bangs quickly into the team member next to him, and so on. So all that really happens is that this one team member bangs into the others, and they swing back and forth, bumping into each other."

We shouldn't neglect the individual relationships with those who work closely with us. We also can't miss the important steps necessary to putting those people together in team situations where they learn what it means to work together.

3. Failing to Apply What Motivates Us:

"What motivates you?". "The ability to create? The freedom to apply what you know in order to solve problems? The thrill of a new challenge? Ask most leaders what motivates them and those items will surface. But when

we get our jobs down to a science and there are no new challenges, we get bored or lose interest."

A leader may know what motivates him, but he forgets that the same things motivate those who work for him.

People have to be competent so that everything always runs smoothly. But when we lock people into the routine of sameness, we wind up killing their motivation. When we stretch people into new areas of challenges, we know they are going to make mistakes. But when we keep them "safe," we take the motivational wind out of their sails.

It means we have to risk other people's failure. It means we have to bite our lips and let some people toddle out into the unknown world. Yet they'll thank you for allowing them to tackle a new challenge, even if they stumble a few times.

Like a parent who prays harder when the teenager begins to drive, a leader must accept that new challenges are frightening to us but freeing to others.

3.9 Challenges Faced by a Leader

Organisational Politics:

Organisational politics is one of the biggest problems that a developing leader has to face. People confuse 'politics' with the inevitable complexity that results from moving upwards in an organisation. When a transition is made from a functional role to management, one has to work harder to differentiate the relevant person to deal with from the one who would support you.

Max Landsberg, a former McKinsey partner turned author and leadership coach, argues that flatter corporate structures have exacerbated the problem. He says: "Over the past 10 years, companies have become a lot

less hierarchical, losing the old command-and-control structure. Nowadays, firms are more randomly networked, which makes it harder for an executive to know where to win support from, who to go to help solve a problem and who the key people with influence are. In fact, organisations are less political, but as networks they are harder to navigate.”

The transition of Leadership brings not only increased responsibilities, but also the pressure to perform against all odds. You have to deal with peer pressure, the jealousy of colleagues and last but not least, the expectations of management.

Male and Female Differences

There are differences in what women and men regard as the hardest challenges in making the transition into leadership. Women’s greater need for confidence often means that they “are more likely to turn down assignments they feel they are not fully qualified for, while men assume they will learn what they don’t yet know.” Research suggests that women have more difficulty building informal networks, which in turn are an important source of confidence and support.

The Mental Shift

After ‘navigating organisational politics’, the second most difficult aspect of transition, is ‘dealing with ambiguity and uncertainty’. It seems that for many people, promotion can feel like being thrown into an unknown world.

Establishing new networks, both internally and across the wider industry, can create anxiety and uncertainty. The need to think on a more macro level creates a further mental challenge: making those big strategic decisions requires a very different use of time to hitting the targets and ticking the boxes of a more functional role.

The fact is that many aspects of a more senior role are hard to define. Ibarra says: “A lot of things can seem unclear. Much of the transition to leadership is about learning to be proactive and strategic. Doing the ‘substance’ like you used to do is no longer your role - you need to be looking at the bigger picture. The trouble with that is that some leaders - and some people around them – might view that, naively, as not ‘work’.”

For many leaders, networking is one of the hardest skills to master. Being wellconnected and having the ability to use those connections to your and your company's advantage is not only a daunting challenge, but a severe demand on a leader's time. Given the challenges involved in moving to a new and more complex role, it is not surprising that the majority of managers surveyed said that they would have made the transition with greater ease had they had more prior understanding of the mental shifts involved.

The mental transition into leadership often lags the physical one. That's why so many people struggle. They are taking an old mindset into a totally different role. It's not just a question of adding new competencies - going into leadership is actually about using your old competencies less and less.

While selecting leaders for higher positions, the companies rightly figure out the intellectual capacity of the individual that fits into the role. But an estimated 50% of new leaders don't survive in their new roles for more than two years. This is because they are under prepared for the ‘social journey’ involved.

Leadership in Context

Promotion into a leadership position can be rewarding and fulfilling, but it can also be stressful. The importance of ‘home networks’ to balance the stresses of work and career transition can be seen clearly in the important supporting role played by family and friends.

Money or Job Satisfaction

Money is not the chief motivator for promotion, according to the survey. The main attraction for those seeking a move up is the ability to enact things quickly. Respect from peers is also highly important, although men seem to be less concerned about respect than women. Men are slightly more concerned with money.

Company Support

Nowadays, progressive-looking companies see coaching and integrating new leaders into the organisation as vital in keeping and nurturing their best talent. Spotting future leaders early, helping them gain the right experience and mentally preparing them for the leap into leadership are among the areas that employers have attempted to improve.

According Landsberg, "True leaders carve out opportunities for themselves. The people who are not cut out for leadership tend to be more reactive, asking for support or taking the next step only when it is offered." He adds that in his experience, support tends to follow a '70-20-10' pattern, where 70% tends to be in the form of on-the-job experience, 20% comes from relationships with mentors and 10% from formal training programmes.

3.10 Summary

Leadership is that quality of an individual that helps him to nurture a group of other individuals under him, to recognise a goal and go ahead to achieve it. We all possess the capacity for leadership, but only those who cultivate it will ever become truly effective leaders. You are introduced to the functions of a true leader like, primary function, including qualities like visionary, executive, planner, expert policy maker, and controller of relationships to lead the team harmoniously. The other functions that make an individual an effective leader are, exemplary behaviour, symbol of unity,

a father figure and sometimes, also a scapegoat. While performing these functions as a leader, an individual may be bracketed into sects like authoritarian or autocratic, Participative or democratic and Delegative or Free Reign categories. Thus, he may be an opportunist or a diplomat, as the situation makes him.

3.11 Terminal Questions

1. Explain the traits in a leader that help in bringing out the best from his subordinates.
2. Write short notes on any two kinds of leaders.
3. "Organisational politics is one of the biggest problems that a developing leader has to face." Elucidate

3.12 Answers

A. Self- Assessment Questions

1. i) know yourself. ii) aggressions iii) cohesive and coherent.
iv) quality v) self-study, education, training, and experience.
2. i) Achievers ii) Alchemists iii) Strategists

B. Terminal Questions

1. Refer 3.6
2. Refer 3.5
3. Refer 3.8