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Questions

Q1

“Good leaders are born not made” Using your knowledge of leadership theory critically evaluate this statement.

Definition of Leadership The definition of leadership “a process by which a person influences others to accomplish objectives or a goal, by guiding them to ensure a cohesive and coherent direction”. Defines leadership as “a process whereby an individual influences a group of individuals in a new way to achieve a common goal” which is similar, and as such it was adopted as it resonated strongly with the author. Many theories of leadership exist, and countless definitions exist. Authors such as Sorensen indicate that “human beings have been keenly interested in leaders and leadership”, inferring great philosophers and thinkers have been wrestling with this concept for eras. Sorensen provides an insight into the origin of the term “leader”, having first appeared in English language from the 1300’s, and its meaning was “to travel” or “to show the way”. So inherently, at minimum, leaders must show a new way towards a common goal.

Leadership theories the contrast between Plato’s The Republic and Machiavelli’s The Prince clearly shows that historically, leaders can be moral or immoral, good or untrustworthy. This is an interesting point, and though preferred that a “great leader” be “good” the author contends that it is not absolute, and great leaders can lead bad or immoral pursuits or organizations, though these types of leaders tend to be named other titles, as there is a tendency in modern culture to avoid praising negative or “bad” leaders. There are many examples of great leaders, where their characteristics and traits have been studied.

Discussion As stated previously, human beings have been interested in studying leaders for centuries. Studying great leaders was a way of analyzing the characteristics of the leader so that these could be understood and emulated. This study has been called “Great Man theory” and later “Trait theory”. In a modern context, leadership, as an academic field has emerged really in the twentieth century. Bass credits James MacGregor Burns as being the instrumental researcher who triggered an avalanche of research into the topic of leadership after a 1978 lecture on the subject. He is widely recognized as the father of leadership studies, and since then, many academic institutions and academics focusing on the topic particularly in the past decade. The past ten years has seen a significant increase in leadership material produced, which continues to beg the questions that if a leader is born and not developed, then why study it? Is it nature or nurture? “The most dangerous leadership myth is that leaders are born-that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not; in fact, the opposite is true. Leaders are made rather than born.” Bennis (n.d.). Some great leaders emerge over time and throughout history, there are many examples of this. In more modern times, people like Mahatma Gandhi, George Washington, Abraham Lincoln, Nelson Mandela and Dr Martin Luther King are but to name a few. “Great Man” theory was the first emergent theory of leadership, as it was a first attempted to describe how leadership existed. These people were characterized as heroic almost mystical figures destined to rise to leadership. This theory suggests that these great men were somehow naturally skilled and would change the world in some way. popularized this theory in the 1840’s, and in later years, Spencer argued successfully that great men are the product of their society, and that their actions would be impossible without the social conditions built before their lifetime. Spencer points out, "you must admit that the genesis of a great man depends on the long series of complex influences which has produced the race in which he appears, and the social state into which that race has slowly grown, before he can remake his society, his society must make him.” In other words, the society in which the leader has grown up in, prepares him to be a leader, and only then he can take all his experiences and lead and reform society for the better. In later studies of leadership, Galton a psychologist spearheaded a field of study called Trait theory which attempted to identify individual leaders’ traits and to develop ail, fair or set of characteristics that others can understand and study. Trait theory in its simplest form naturally accords with the view that leaders are born not made, as it studies individuals and then attempts to cluster a core of attributes. These include achievement, influence, responsibility drive, motivation, self-confidence, cognitive ability, honesty and integrity, and interpersonal skills. The information does provide a comprehensive list, however it shows a good sample of some of the key traits that have been identified with trait theory and which academics have discussed. The benefit of these two theories is that they provide a general indication of a person’s leadership potential. It provides an opportunity for organizations to be able to identify people who may have some leadership skills, for which they can be further developed. Criticism levelled at these theories question why people who possess these skills are sometimes not leaders. Furthermore, why is it that in some circumstances, CEO’s perform excellently, yet in another environment, they may fail abysmally? This suggests that there are other factors at play. These theories also rely on a level of subjectiveness to assess the traits in the first instance. While it is conceded that traits do play a key role in identifying leadership, it is likely that this is only an indicator and that we should be searching more deeply. A recent study from Wake University found that there are neurological differences in the brains of people who had been indicated as leaders. This type of research may make it possible to identify future leadership candidates through brain scans. An interesting statement by Lombardi, (n.d.) is “Leaders aren't born they are made. Moreover, they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.” Parallels can be drawn with music, that there are talented performers such as singers, who despite no training, are able to perform with excellence. What many may not consider and what may be discounted, is that, that person may have grown up with singers as parents, or listened to a lot of music or the like, and was surrounded by influences and had inadvertent ‘informal’ training. They may have had raw talent, which as a consequence of their various experiences had molded them. Many believe that nurturing skills and growing them is the key to successful leadership. Jordon M. is quoted as saying, “Everybody has talent, but ability takes hard work.” This suggests that everyone has ability, and that anyone can grow and develop into someone who is competent and possibly even very good. The role of a person’s preferences may influence how fast they develop themselves and in what areas that they may develop. If they have natural interests which favor what is considered leadership traits they may be more interested in further building and developing these skills, and hence, one day become effective leaders. Behavioral leadership theories assume leaders can be developed and that leadership and leadership skills can be learned. One of the more famous theories was Blake and Mouton’s Managerial Grid, which sought to define behavioral traits and map them against two axis, concern for people and concern for production. This attempted to define different leadership styles based on these dimensions. Research solely on behaviors eventually lost steam, as there was inconsistencies in the research’s situations in which they were applied. Research that is more recent has focused on the importance of “context or the larger system in which a leader and followers work, Goleman (1995) focused his research on four basic competencies. These four competency areas included self-awareness, social awareness, self-management and social skills. People who displayed higher levels of ability in these areas were considered to have higher emotional intelligence. Increasingly research suggests that Emotional Intelligence plays a very important role in determining leadership success in life. (Giulio, 2014)

Q2.

Distinguish between power and leadership. Dose a leader need power.

Power is broadly defined as the ability of an individual to exercise some form of control over another individual. There is a distinct relationship between power and influence. Different definitions of power regard it to be either a causal efficacy, which be a change, noticed in the world or a psychological pressure that gives people reasons to choose one alternative over the other

The term, ‘leadership’ brings about a bunch of ideas, a political leader, and an explorer leading a team of people through some jungle or an executive within a company. Other people also broadly define a leader as someone who leads a group of people either in politics or within religion. What really is the right definition of a leader? A leader is an effective individual who creates a vision, motivates people to work towards achieving the vision, coaches and builds the team that will pioneer the completion of the vision and manages the end delivery of the vision

Differences between Leadership and Power

Definition: Power is the ability of an individual to exercise some form of control over another individual. On the other hand, leadership is the ability to create a vision, motivate people to work towards achieving the vision, coaching and building the team that will pioneer the completion of the vision and managing the end delivery of the vision.

Credibility: Credibility is needed in leadership but not a necessity in power.

Source: Power is derived form a position of authority. Leadership is a personal attribute.

Nature: Power is generally controlling and forceful in making followers follow commands. Leadership involves inspiring the subordinates to complete tasks.

Dependence: Leadership requires power in order to be effective. However, power does not depend on leadership. One can have power but not be a leader. However, all leaders require some form of power in order to successfully inspire subordinates.

Types: The types of power include coercive, legitimate, expert, referent and reward. The main types of leadership include autocratic, democratic, transformational, monarchical and laisses-faire. (Kungu, 2018)

Dose a leader need power.

The simple answer is “Yes” leaders need power to lead. There are two types of leadership power: those that fade and those that last. The leadership power that fades are the power of position, the power of benefits, and the power of punishment. The power that last are:

The power of Empowerment: the true measure of a successful leader is not what they have- power, possessions, prestige, it is the legacy of empowering other leader to achieve their own success. Your success as a leader is defined by hoe many successful leaders you have helped grow. Your influenced “leaders become great, not because of their power but because of their ability to empower others” John Max

The power of character: this is who you are inside, your intentions and your actions point. In the same direction, helping others succeed with the power of your character you can influence people because of their respect for you. “A leader has authority due to their role, but their positional power will not bring good for individuals or organizations unless it is backed up the capital of character “Dan B.Allender.

The power of conduct: As a leader, you and your team will face many tough circumstances. You will need to influence them to not just survive, but also thrive through these times. Your conduct will be the key to their success, and then you remain calm, focused on the vision and help your team find a plan the power of your conduct will be evident. (McLauglin, 2014)

Q3.

You have been approached by a local hospice for help in expanding its existing volunteer base from five to ten fundraisers. Outline a volunteer recruitment plan that could be used for that purpose.

**Recruitment Communications**

There are two key components of the recruitment communication. The first is the medium that will be employed, the second the nature of the message that will be imparted. Extant research has consistently shown that face-to-face requests to donate time are the most effective at engendering support. Other media lag way behind this in terms of effective- ness. Peer-to-peer “asks” from staff, recruiters, and particularly other volunteers are thus a powerful way of expanding support and should always be utilized before the organization employs more indirect means of communication.

Ellis (1994) suggests that designing an appropriate recruitment communication is a far from easy task. She argues that organizations can frequently sound “desperate” to recruit the help that they need and that the very act of appearing so desperate may put off some individuals from offering their time.

Rather than conveying desperation, extant research suggests that recruitment messages should be upbeat and convey three distinct categories of information.

1. The importance of the cause

2. The efficacy of the program of work the organization undertakes

3. The benefits that the post would offer the volunteer

**Screening and Orientation**

Once a recruitment campaign has been conducted and completed application forms received, it will be necessary to subject the applications to an initial screening. This is typically done by comparing the person specification (described earlier) with the personal details sup- plied by the applicants. In the authors’ experience, few, if any, applicants meet all of the desirable characteristics outlined in the person specification, but the organization should find a few that do meet all of the essential criteria they outlined and exhibit one or more of the desirable characteristics. References from these applicants may then be obtained (criminal record checks included if appropriate); these can either be considered in advance of an interview or alongside an interview. Those candidates deemed suitable at interview and who can provide satisfactory references will then be put through an induction/training pro- gram and, if appropriate, placed on probation for a specific period of time after which their appointment can be confirmed. Prominent fundraising volunteers represent a sensitive problem in that, after specifically attracting an individual, it is difficult and perhaps insulting to subject that person to a formal screening process. Why did you want that person to serve as a volunteer if you were not sure they were suitable? Individuals in positions of prominence may be particularly rankled by a request to complete an application and submit to a background check. In some instances (and where the law permits), the organization may have to be flexible.

**Placement, Training, and Orientation**

First impressions made on new volunteers tend to endure and are difficult to reverse.

Therefore, effective supervisors of volunteer fundraisers will make sure that the initial experiences and impressions of the new volunteer are positive. Exposure to an energetic, enthusiastic supervisor who shares the values of the organization and communicates the importance of its mission is invaluable to strengthening the initial bonds with new volunteers.

As we outlined earlier, orienting the new volunteer to the organization should be given considerable attention. The supervisor’s goal is twofold. First, the supervisor wants to educate the new volunteer thoroughly about the organization, its structure, purpose, and activities. Second, the supervisor wants to help the new volunteer feel comfort- able in the new community. Introductions to friendly people ought to be typical of the common experiences of the novice volunteer. The supervisor may want to pair the new volunteer with an experienced volunteer who can help the new volunteer connect socially within the organization.

The new volunteer should be properly trained prior to beginning his work so that he understands what to do and has a comfort level with performing his task. Proper training helps to ensure success; that is itself motivating and rewarding.

The training will vary depending on the volunteer’s role and prior experiences.

However, during this process, the supervisor and the new volunteer should ensure that there is a good match between the person and the volunteer role. A mismatch between the person and the role is a leading source of quitting (Branham, 2005). Should volunteer and supervisor determine that the role and the individual are not a good fit, then another volunteer role can be found for which the individual is a good match.

Q4.

Explain with examples the difference between a job description and a person specification.

**Job description** is a document, which states an overview of the duties, responsibilities and functions of a specific job in an organization.

**Job specification** is a statement of the qualifications, personality traits, skills, etc. required by an individual to perform the job.

**Content**

Job description usually lists out the job title, location, job summary, working environment, duties to be performed on the job, etc.

Job specification lists out the qualifications, experience, training, skills, emotional attributes, mental capabilities of an individual to perform the job.

**Measures**

Job description measures the tasks and responsibilities attached to the job.

Job specification measures the capabilities that the jobholder must possess to perform the job.

**Usefulness**

Job description offers ample information about the job, which helps the management in evaluating the job performance and defining the training needs of an employee.

Job specification helps the candidates who are applying for a job to analyses whether they are eligible for a particular job or not.

**Benefit**

Job description statement helps the organization to be clear about “Who should do what”.

Job specification statement helps the management to take decisions regarding promotion, bonus, internal transfers and salary increase. (Phelan, 2018)

Q5.

What is a Gantt chart? How can it be used in event planning?

A Gantt chart is a horizontal, timeline-based bar chart that represents a project plan in time. It was invented by Henry Gantt around 1910 and was heavily used throughout the 20th century for scheduling projects. Tasks listed to the left of the chart have their corresponding bars on the timeline and these visualize the workflow in a project. Start and end dates of tasks, milestones, dependencies between tasks, and assignees are classic components of Gantt charts. Modern software builds on the original concept: collapsible task structure, critical path, progress bars, resource management panels, and more can be found in Gantt chart software

How can Gantt chart be sued in event planning?

* **Determine a project schedule**: break projects into manageable chunks of work; schedule the resulting epics, stories, tasks, and sub-tasks in time (by setting start and end dates).
* **Establish roles, responsibilities and resources**: ensure you have enough resources for work and use resource management panes to avoid under-/over-allocation of resources.
* **Monitor project progress**: use progress bars to monitor progress from sub-task to epic levels.
* **Identify milestones**: milestones are decisive moments; accomplishments that teams should achieve on or ahead of schedule. They are optional but recommended.
* **Find and report problems**: locate real, threatening problems using the Gantt chart and use critical path functionality to identify tasks that will affect the project's completion date. (Gebicz, 2018)

# References

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