

3.1 Leadership

Leadership vs. Management

Extra care must be taken to distinguish between the two concepts of leadership and management. The main emphasis of a manager is to maximize the output of the organization using the following functions:

- organization
- planning
- staffing
- directing
- controlling

Leadership is just one important component of the directing function. A manager cannot just be a leader, he or she also needs formal authority to be effective.

There are some circumstances when leadership is not required. For example, self-motivated groups may not require a single leader. Many groups may actually find leaders too dominating. This reinforces the theory that a leader is not always required; that leadership is an asset and not a requirement.

Another characteristic between leaders and managers is that managers do things “by the book” and follow policy, while leaders follow their own intuition. It should also be noted that it is not the manager who emerges as the leader. In many cases it is a member of the group with specific talents to lead the group.

Groups are often more loyal to a leader than a manager. This loyalty is created by the leader taking responsibility in areas such as:

- Taking the blame.
- Celebrating group achievements.
- Giving credit where it is due.

A leader is someone who people naturally follow through their own choice, whereas a manager must be obeyed. A manager may only have obtained his or her position of authority through time and loyalty given to the organization, not as a result of his leadership qualities. A leader may have no organizational skills, but his or her vision unites people to follow.

Purpose of Leadership

Leadership is a way of focusing and motivating a group to enable them to achieve their aims. It also involves being accountable and responsible for the group as a whole.

Ideally, a leader should be focused a few steps ahead of their team, but not too far for the team to be able to understand and follow them.

A leader should:

- provide continuity and momentum
- be flexible in allowing changes of direction

Individual Qualities

Commitment: the passion, intensity, and persistence that supplies the energy, motivates individuals, and drives group effort

Authenticity: consistency between one's actions and one's most deeply felt values and beliefs

Self-knowledge: awareness of the beliefs, values, and emotions that motivate one to seek change

Competence: the knowledge, skill, and technical expertise required for successful completion of the transformation effort

Empathy: the capacity to put yourself in another's place; requires the cultivation and use of listening skills

Leadership Styles

There are several different leadership styles that can be identified within each of the following Management techniques. Each technique has positive and negative characteristics, and each addresses leadership in a different way.

The Autocrat

The autocratic leader dominates group members and limits discussion or introduction of different ideas. This approach to leadership usually results in passive resistance from the members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance.

There are, however, some instances when an autocratic style of leadership may need to be considered. Situations requiring immediate action or when members of the group are more comfortable with the authoritarian approach (for example, military members) may consider using the autocratic style.

The Laissez-Faire Manager

The Laissez-Faire manager oversees little control over the group, allowing members to sort out roles and tasks without participating in this process. In general, this approach leaves the team stumbling with little direction or motivation.

Again, there are situations where the Laissez-Faire approach can be effective. The Laissez-Faire technique is usually appropriate when guiding a group of highly motivated and skilled people, who have produced excellent work in the past or have functioned as a group previously. Once a leader has established that the group is capable and motivated, it is often best to give them it independence to work on the task.

The Democrat

The democratic leader makes decisions by consulting the members, but also maintaining control of the group. The democratic leader allows the group to decide how the task will be tackled and who will perform which task.

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he or she maintains the responsibility of leadership. Group discussion and input is valued. The group is motivated to direct themselves, and the leader serves as the guide.

Another Approach to Leadership Styles

If you have a group of widely differing levels of ability, confidence and commitment, you may want to lead them each with a different style.

Directing: A member who has a lot of enthusiasm for the job but not much actual ability will need to be given direction. You will not need to spend much time giving encouragement or coaxing them along. You will however have to tell them what to do next after they complete every task, and how to do the tasks set.

Coaching: After being in the group for a while, somebody might begin to lose confidence and therefore motivation, as they still can't seem to do the work they want to do. At this stage you will need to coach them along. You will still need to tell them what to do at virtually every point along the way, while taking care to encourage them and praise them at every turn.

Supporting: Gradually the team member's technical ability will increase until they are at a stage where they can actually do everything required of them. However they may still lack the confidence to actually do it on their own. You should involve them in the planning of the next stage, giving them a chance to share their ideas.

Delegating: A technically competent person's confidence will gradually grow until they feel able to work independently. You should now be able to delegate specific areas of work to them with little supervision. This will allow you to focus your time with the less experienced group members, or on your projects.

Steps to Leading

1. Identify members and resources.

2. Learn about your members and assess their understanding of the situation. This will help you understand how to lead them.
3. Open a discussion with the members. Encourage team communication.
4. Set realistic goals.
5. When goals are achieved recognize and reward the team.

Delegation

How to Delegate

1. Identify a suitable person for the task.
2. Explain the task clearly.
3. Specify how much creativity/flexibility the individual will have during the process.
4. Make sure the person has the necessary authority to do the job properly.
5. Be available for support and supervision.
6. Provide recognition at the completion of the task.

After Delegating

- Plan - goals, meeting, tasks
- Direct - keep group on track
- Motivate - boost morale

Goal analysis

Goal analysis should define the goal in terms of specific criteria. When the criteria are met, it will be understood by all members that the goal has been achieved. Use these steps to establish the criteria:

1. Write down the goal.
2. Describe the goal. Have the members to make suggestions.
3. Prioritize suggestions.
4. Specify each action or result from the suggestions.
5. Test the statements. Ask the question - "When these all statements have been demonstrated to be true, will the goal have been achieved?" Determine if each statement is relevant. If the answer is yes then the goal has been defined.

Motivation: Keeping The Team Together

Motivation can be considered as the amount of effort an individual is willing to put into their work. Therefore, it is important to ensure that any team is highly motivated towards their work. A leader must recognize that people are motivated in different ways requiring an effort to create a supportive environment.

There are major influences in the motivation of people. There is a theory that says motivation occurs when people have job satisfaction. Job satisfaction can be improved by increasing opportunities for:

- Achievement
- Recognition
- Responsibility
- Career advancement

Improvements in the following areas can also affect overall satisfaction:

- Supervision
- Salary
- Working conditions

Leadership Exercise

Determine if the following statements are true or false:

_____ 1. It is best to have managers assigned to the leadership role.

_____ 2. Leadership is a role of being a manager since it requires giving direction.

_____ 3. The best leadership style to follow is the Autocratic style since it gets the task done quickly.

_____ 4. A leader must motivate people. The best way to do this is to recognize people have different needs so the leader will adjust the situation to meet the situation.

Answers:

1. False
2. True
3. False
4. True

What is Effective Leadership?	
Group Qualities	Individual Qualities
Shared purpose -- reflects the shared aims and values of the group's members; can take time to achieve	Commitment -- the passion, intensity, and persistence that supplies energy, motivates individuals, and drives group effort
Collaboration -- an approach that empowers individuals, engenders trust, and capitalizes on diverse talents	Empathy -- the capacity to put yourself in another's place; requires the cultivation and use of listening skills
Division of labor -- requires each member of the group to make a significant contribution to the overall effort	Competence -- the knowledge, skill, and technical expertise required for successful completion of the transformation effort
Disagreement with respect -- recognizes that disagreements are inevitable and should be handled in an atmosphere of mutual trust	Authenticity -- consistency between one's actions and one's most deeply felt values and beliefs
A learning environment -- allows members to see the group as a place where they can learn and acquire skills	Self-knowledge -- awareness of the beliefs, values, attitudes, and emotions that motivate one to seek change

Source: Leadership Reconsidered: Engaging Higher Education in Social Change, 2000

Additional Source:
The University of Edinburgh
<http://www.see.ed.ac.uk/>