

PART ONE

**Leading, managing
and developing
people
fundamentals**

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KEY CONCEPTS AND TERMS

Authentic leaders	Path-goal model
Charismatic leaders	Situational leadership
Contingent leadership	Social exchange theory
Distributed leadership	Trait
Emotional intelligence	Transactional leaders
Leader-member exchange theory	Transformational leaders
Leadership	Visionary leaders
Leadership development	

LEARNING OUTCOMES

On completing this chapter you should be able to define these key concepts. You should also know about:

- The meaning of leadership
- The main leadership theories
- What leaders do
- The main leadership styles
- The qualities of a good leader
- The process of leadership development
- What makes an effective leader

Introduction

To lead people is to inspire, influence and guide. The significance of leadership in achieving results was established in research conducted by the consulting firm Hay McBer as reported by Goleman (2000). This study of 3,871 executives, selected from a database of more than 20,000 executives worldwide, found that leadership had a direct impact on organizational climate, and that climate in turn accounted for nearly one third of the financial results of organizations. The conclusion from research conducted by Higgs (2006) was that leadership behaviour is responsible for almost 50 per cent of the difference between change success and failure. Research by Northouse (2006) into 167 US firms in 13 industries established that over a 20-year period leadership was the cause of more variations in performance than any other variable.

This chapter is concerned with the concept of leadership and starts with definitions of leadership. However, even if the essence of leadership can be defined quite simply it has to be recognized that in practice it is a complex affair that takes place in all sorts of ways. To understand it fully it is necessary to know more about:

- the underpinning theories that explain the process of leadership;
- what leaders do;
- how they do it;
- the different types of leaders;
- the various styles that leaders can adopt;
- the qualities that good leaders possess.

These aspects of leadership are considered in turn in this chapter. Leadership skills are dealt with in Chapter 15.

Leadership defined

Leadership is the process of getting people to do their best to achieve a desired result. It can be described as the ability to persuade others willingly to behave differently. Leadership involves developing and communicating a vision for the future, motivating people and securing their engagement to the task they are expected to do. Other definitions (there are many) include:

- Stodgill (1950: 3) Leadership is an ‘influencing process aimed at goal achievement’.
- Bennis and Nanus (1985: 17) Leadership is: ‘The capacity to translate intentions into reality and sustain it.’
- Dixon (1994: 214) ‘Leadership is no more than exercising such an influence upon others that they tend to act in concert towards achieving a goal which they might not have achieved so readily had they been left to their own devices.’
- Buchanan and Huczynski (2007: 696) Leadership is: ‘The process of influencing the activities of an organized group in its efforts toward goal-setting and goal-achievement.’
- Goleman (2000: 78) ‘A leader’s singular job is to get results.’

Leadership theories

Leadership is a complicated notion and a number of theories have been produced to explain it. These theories have developed over the years and explore a number of different facets of leadership and leadership behaviour. In many ways they complement one another and together they help to gain a comprehensive understanding of what the process of leadership is about.

The development of leadership theories

Trait theory, which explains leadership by reference to the qualities leaders have, is the basic and for many people the most familiar theory. But it has its limitations, as explained later, and pragmatic research was carried out to identify what types of behaviour characterized leadership rather than focusing on the personalities of leaders. The key leadership behaviour studies conducted by the Universities of Michigan and Ohio State led respectively to the identification of employee-centred as distinct from job-centred behaviour and the leadership processes of consideration and initiating structure.

The next step in the development of leadership theory was the recognition by researchers that what leaders did and how they did it was dependent or contingent on the situation they were in. Different traits became important; different behaviours or styles of leadership had to be used to achieve effectiveness in different situations. These studies resulted in the theories of contingent and situational leadership.

However, the evolution of thinking about leadership still had some way to go. Researchers began to dig more deeply into what went on when people exercised leadership. This led to the path-goal and leader-member exchange theories. At the same time it was recognized that leaders could not exist or succeed without followers and that the role of the latter therefore deserved consideration. Next, trait theory was in effect revived by Goleman (2001) in the notion of emotional intelligence as a necessary attribute of leaders. Most recently Ulrich put his oar in alongside his colleague Smallwood (2007) with the notion of the leadership brand as a comprehensive approach to leadership by organizations.

Trait theory

Trait theory, which defines leadership in terms of the traits (enduring characteristics of behaviour) all leaders are said to possess, was amongst the earliest approaches to describing leaders and leadership. In its initial form it provided an easy explanation for the complex set of individual characteristics that together form a leader. As a way of describing the qualities required of leaders it still persists in some quarters. However, its limitations were exposed long ago by Stogdill (1948: 64) whose research found that a person does not become a leader by virtue of the possession of some combination of traits.

Trait theorists have generated dozens of lists. The research by Stogdill (1948) revealed 79 unique traits but only four (extroversion, humour, intelligence and initiative) appeared in five or more studies. Research conducted by Perren and Burgoyne (2001) identified over 1,000 traits distilled to 83 more or less distinct attributes. The following list of qualities produced by Adair (1973) is fairly typical:

- *enthusiasm* – to get things done, which they can communicate to other people;
- *confidence* – belief in themselves, which again people can sense (but this must not be over-confidence, which leads to arrogance);
- *toughness* – resilient, tenacious and demanding high standards, seeking respect but not necessarily popularity;
- *integrity* – being true to oneself: personal wholeness, soundness and honesty, which inspire trust;
- *warmth* – in personal relationships, caring for people and being considerate;
- *humility* – willingness to listen and take the blame; not being arrogant and overbearing.

Yet, as Levine (2008: 165) observed: 'It is clear that traits alone are not sufficient to explain or to give rise to successful leadership... More importantly, there is no agreement about what mix of traits really distinguishes leaders from others.' Adair (1973: 13) argued that the study of leadership in terms of the qualities that one person has to a greater degree than his or her fellows is still relevant, but it is far from being the whole story. The later leadership theories discussed below showed this to be the case.

Leadership behaviour studies

The conclusion that trait theory was too vague, inconsistent and generalized to help in understanding the process of leadership (and therefore the identification, selection and training of leaders) led to a shift of focus by researchers to how leaders behaved and the leadership styles they adopted. The studies at the Survey Research Centre in Michigan (Katz *et al*, 1950) identified two dimensions of leadership behaviour: 1) *employee-centred behaviour*, focusing on relationships and employee needs, and 2) *job-centred behaviour*, focusing on getting the job done.

Similar results were obtained by the Ohio State University research (Stogdill, 1950), which revealed two categories of leadership behaviour: 1) *consideration* (concern for people), and 2) *initiating structure* (getting the job done). In both cases, the researchers stressed that the two types of behaviour did not represent the extremes of a continuum. A leader can emphasize one or other of them or both to different degrees.

The problem with the leadership behaviour approach is that it did not take sufficient account of the effect of the situation in which leadership took place. This gap was filled by the contingent and situational theories described below.

Contingent leadership

The theory of contingent leadership developed by Fiedler (1967) states that the type of leadership exercised depends to a large extent on the situation and the ability of the leader to understand it and act accordingly. Fiedler wrote:

Leadership performance... depends as much on the organization as on the leader's own attributes. Except perhaps for the unusual case, it is simply not meaningful to speak of an effective leader or an ineffective leader. We can only speak of a leader who tends to be effective in one situation and ineffective in another. (*ibid*: 261)

The performance of a group, as Fiedler pointed out, is related both to the leadership style and the degree to which the situation provides the leader with the opportunity to exert influence. He referred to the leadership behaviour studies of Ohio State and established through his research that an initiating structure approach worked best for leaders in conditions where the leader has power, formal backing and a relatively well-structured task. Considerate leaders do better in unstructured or ambiguous situations or where their power as a leader is restricted.

Situational leadership

The notion of situational leadership is an extension of contingency theory. As described by Hersey and Blanchard (1974), leaders move between four different styles – directing, coaching, supporting and delegating – in ways that depend on the situation in terms of the development level of the subordinate and their own competence and commitment. A later version of the model (Hersey *et al*, 2001) identified the four main styles as telling, selling, participating and delegating. This is an intuitively appealing approach that has been popular with practitioners.

The path-goal model

Based on expectancy theory (see Chapter 9), the path-goal model developed by House (1971) states that leaders are there to define the path that should be followed by their team to achieve its goals. A leader's behaviour is acceptable to subordinates when viewed as a source of satisfaction, and it is motivational when need satisfaction is contingent on performance, and the leader facilitates, coaches and rewards effective performance. Leaders have to engage in different types of behaviour depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organization's goals. Path-goal theory identifies four leadership styles: achievement-oriented, directive, participative, and supportive.

Leader/follower theory

Leader/follower theory states that, ultimately, leaders depend on the followers they lead. The originator of leader/follower theory, Kelley (1988: 142), argued that:

Leaders matter greatly. But in searching so zealously for better leaders we tend to lose sight of the people these people will lead... Organizations stand or fall partly on the basis of how well their leaders lead, but partly also on the basis of how well their followers follow.

He suggested that the role of the follower should be studied as carefully as that of the leader. Dixon (1994: 215) observed that: 'Leadership depends upon a proper understanding of the needs and opinions of those one hopes to lead.' Hesketh and Hird (2010: 104) emphasized that:

Leadership is not reducible simply to what leaders do, or in fact, who they are or even the capabilities they possess. We should focus instead on whom leaders do leadership with, and how they achieve together what they cannot achieve alone.

Leaders need effective followers. Successful leaders depend on followers who want to feel that they are being led in the right direction. Followers need to know where they stand, where they are going and what is in it for them. They want to feel that it is all worthwhile. Grint (2005) observed that what leaders have to do is to develop followers who can privately resolve the problems leaders have caused or cannot resolve. Leaders need to learn what the role of their followers is and how to enable them to perform that role effectively.

A report on the poet Robert Graves by his CO in World War I said that, 'The men will follow this young officer if only to know where he is going.' This is a good start but it is not enough. Followers want to feel that they are being led in the right direction. They need to know where they stand, where they are going and what is in it for them. They want to feel that it is all worthwhile. They have three requirements of their leaders:

- 1** *Leaders must fit their followers' expectations* – they are more likely to gain the respect and cooperation of their followers if they behave in ways that people expect from their leaders. These expectations will vary according to the group and the context but will often include being straight, fair and firm – as a 19th century schoolboy once said of his headmaster: 'He's a beast but a just beast.' They also appreciate leaders who are considerate, friendly and approachable but don't want them to get too close – leaders who take too much time courting popularity are not liked.
- 2** *Leaders must be perceived as the 'best of us'* – they have to demonstrate that they are experts in the overall task facing the group. They need not

necessarily have more expertise than any members of their group in particular aspects of the task, but they must demonstrate that they can get the group working purposefully together and direct and harness the expertise shared by group members to obtain results.

- 3 *Leaders must be perceived as ‘the most of us’* – they must incorporate the norms and values that are central to the group. They can influence these values by visionary powers but they will fail if they move too far away from them.

Leader-member exchange theory

The leader-member exchange (LMX) theory of leadership as formulated by Graen (1976) focuses on the two-way (dyadic) relationship between leaders and the people they lead. It is linked to social exchange theory, which explains social change and stability as a process of negotiated exchanges between parties.

LMX theory suggests that effective leaders develop exchange relationships with each of their subordinates based on trust and respect, and that the quality of these exchanges favourably influences the decisions and performance of their team members.

Leadership and emotional intelligence

According to Goleman (2001), emotional intelligence (the capacity of leaders to understand the emotional makeup of people in order to relate to them effectively), is a critical ingredient in leadership. He claimed that good leaders are alike in one crucial way: they have a high degree of emotional intelligence, which plays an increasingly important part at higher levels in organizations where differences in technical skills are of negligible importance.

Leadership brand

Ulrich and Smallwood (2007) stressed that businesses are responsible for establishing a leadership brand as an organizational capability by introducing and maintaining processes that help leaders to grow and develop. Leadership brand is pervasive through all levels of leadership in the organization. Every leader must contribute to the creation of this leadership brand, which defines their identity as leaders, translates customer expectations into employee behaviours and outlasts them.

Social intelligence

The theory of social intelligence was developed by Gardner (2011), who defined it as the capacity to get along well with others, and to get them to cooperate with you. It requires the use of a set of abilities and skills needed to understand social situations and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. Leaders are constantly in social situations when they are involved with their teams, and social intelligence is therefore an important attribute for them to have.

The problem with leadership theories

In spite of all the research and theorizing, the concept of leadership is still problematic. As Meindl *et al* (1985: 78) commented: 'It has become apparent that, after years of trying, we have been unable to generate an understanding of leadership that is both intellectually compelling and emotionally satisfying. The concept of leadership remains elusive and enigmatic.'

These problems may arise because, as a notion, leadership is difficult to pin down. There are many different types of situations in which leaders operate, many different types of leaders and many different leadership styles. Producing one theory that covers all these variables is difficult if not impossible. All that can be done is to draw on the various theories that exist to explain different facets of leadership without necessarily relying on any one of them for a comprehensive explanation of what is involved. Perhaps leadership is best defined by considering what leaders do and how they do it (the different styles they adopt), examining what sort of leaders carry out these activities and practise these styles, and looking at any empirical evidence available on what makes them good leaders. These are all covered in the next sections of this chapter.

What leaders do

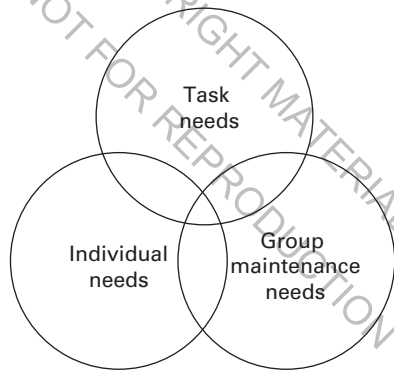
The most convincing analysis of what leaders do was produced by Adair (1973). He explained that the three essential roles of leaders are to:

- 1 *Define the task* – they make it quite clear what the group is expected to do.
- 2 *Achieve the task* – that is why the group exists. Leaders ensure that the group's purpose is fulfilled. If it is not, the result is frustration, disharmony, criticism and, eventually perhaps, disintegration of the group.

- 3 *Maintain effective relationships* – between themselves and the members of the group, and between the people within the group. These relationships are effective if they contribute to achieving the task. They can be divided into those concerned with the team and its morale and sense of common purpose, and those concerned with individuals and how they are motivated.

He suggested that demands on leaders are best expressed as three areas of need which they must satisfy. These are: 1) *task needs* – to get the job done, 2) *individual needs* – to harmonize the needs of the individual with the needs of the task and the group, and 3) *group maintenance needs* – to build and maintain team spirit. As shown in Figure 1.1, he modelled these demands as three interlocking circles.

Figure 1.1 John Adair's model of leadership



This model indicates that the task, individual and group needs are interdependent. Satisfying task needs will also satisfy group and individual needs. Task needs, however, cannot be met unless attention is paid to individual and group needs, and looking after individual needs will also contribute to satisfying group needs, and vice versa. There is a risk of becoming so task-orientated that leaders ignore individual and group or team needs. It is just as dangerous to be too people-orientated, focusing on meeting individual or group needs at the expense of the task. The best leaders are those who keep these three needs satisfied and in balance according to the demands of the situation.

To illustrate what leaders do, here are three examples of successful leaders: Herb Kelleber of Southwest Airlines, Bill George of Medtronic and Jack Welch of General Electric.

Herb Kelleber

Southwest Airlines is generally regarded as the world's most successful airline. It grew at a nearly constant annual rate of 10–15 per cent over its first 32 years of existence under the leadership of Herb Kelleber. He was described by *Fortune Magazine* as 'perhaps the best CEO in America'. His theme was that tasks are achieved through the goodwill and support of others. This goodwill and support originates in the leader seeing people as people, not as another resource for use in getting results. He elaborated on this as follows:

Take the organizational pyramid and turn it upside down. Turn it on its point. Down here, at the bottom, you've got the people at headquarters. Up there, at the top, you've got the people who are out there in the field, on the front lines. They're the ones that make things happen, not us. The people out there are the experts. You can compare our roles in the front offices to the military: We're the supply corps, we're not the heroes. We supply the heroes, period. The heroes are out there.

The key ingredients of leadership effectiveness at Southwest were caring and respect. As a leader, Herb Kelleber focused on relationships based on shared goals, shared knowledge and mutual respect.

Bill George

Under the 12-year leadership of Bill George, Chairman and CEO of Medtronic, the biomedical engineering company, the company's market capitalization increased from \$1.1 billion to \$60 billion, averaging 35 per cent per year. He defined his concept of the authentic leader as follows:

Authentic leaders genuinely desire to serve others through their leadership. They are more interested in empowering the people they lead to make a difference than they are in power, money or prestige for themselves. They lead with purpose, meaning and values. They build enduring relationships with them. Others follow them because they know where they stand. They are consistent and self-disciplined.

Jack Welch

Jack Welch, former chief executive of General Electric, wrote that for a leader:

Success is all about growing others. It's about making the people who work for you smarter, bigger and bolder. Nothing you do as an individual matters, except how you nurture and support your team and increase their self-confidence. Your success as a leader will come not from what you do, but from the reflected glory of your team.

Leadership style

Leadership style is the approach managers use in exercising leadership when they are relating to their team members. It is sometimes called management style. There are many styles of leadership and no one style is necessarily better than the other in any situation. To greater or lesser degrees, leaders can be autocratic or democratic, controlling or enabling, task-orientated or people-centred. The Hay/McBer research reported by Goleman (2000) identified the following six styles and indicated when they might be used:

- 1 *Coercive* – demands compliance (use in a crisis or with problem people).
- 2 *Authoritative* – mobilizes people (use when new vision and direction is needed).
- 3 *Affiliative* – creates harmony (use to heal wounds and to motivate people under stress).
- 4 *Democratic* – forges consensus (use to build agreement and get contributions).
- 5 *Pacesetting* – sets high standards (use to get fast results from a motivated team).
- 6 *Coaching* – develops people (to improve performance and develop strengths).

In line with contingency and situational theories, it should not be assumed that any one style is right in any circumstance. There is no such thing as an ideal leadership style. It all depends. The factors affecting the degree to which a style is appropriate will be the type of organization, the nature of the task, the characteristics of the individuals in the leader's team (the followers) and of the group as a whole and, importantly, the personality of the leader.

Effective leaders are capable of flexing their style to meet the demands of the situation. Normally democratic leaders may have to shift into more of a directive mode when faced with a crisis, but they make clear what they are doing and why. Poor leaders change their style arbitrarily so that their team members are confused and do not know what to expect next.

Good leaders may also flex their style when dealing with individual team members according to their characteristics. Some people need more positive directions than others. Others respond best if they are involved in decision making with their boss.

However, there is a limit to the degree of flexibility that should be used. It is unwise to differentiate too much between the ways in which individuals are treated or to be inconsistent in one's approach.

Types of leaders

To understand the process of leadership (and, incidentally, provide a basis for leadership development programmes) it is useful not only to analyse the styles that leaders can adopt but also to classify the different types of leaders that apply those styles. As described below, leaders can be charismatic, visionary, transformational, transactional or 'authentic'. However, typical leaders may exhibit any or even all of these characteristics either consistently or in response to the situation in which they find themselves.

Leadership may be exercised by a few selected authoritative individuals and many studies focus on top managers as 'charismatic' or 'visionary' leaders. But it may and indeed should take the form of distributed leadership that is spread through the organization among people working together by processes of influence and interdependencies. As Huczynski and Buchanan (2007: 720) commented: 'leadership is a widely distributed phenomenon. Leadership functions are best carried out by those who have the interest, knowledge, skills and motivation to perform them effectively'. The possibility that people who become managers may not have these qualities to a desirable extent creates a need for systematic leadership development programmes, as considered later.

Charismatic leaders

Charismatic leaders rely on their personality, their inspirational qualities and their 'aura' to get people to follow them. Burns (1978), who coined the term, suggested that charismatic leaders were set apart from ordinary people and treated as being endowed with exceptional powers or qualities that inspire followers.

Conger and Kanungo (1998) described charismatic leadership as a process of formulating an inspiring vision of the future and then demonstrating the importance of the articulated vision. This may involve unconventional behaviour that conveys important goals that are part of the vision and demonstrates means to achieve these goals. Charismatic leaders also take risks and motivate followers by setting a personal example. In this sense, charismatic

leaders operate as visionary and transformational leaders, as described below.

However, Carey (1992: 232) argued that ‘when the gifts of charisma, inspiration, consideration and intellectual strength are abused for the self-interest of the leader, the effect on followers ceases to be liberating and moral and becomes instead oppressive and ideological’. Bennis (2010: 4) commented that: ‘the ability to inspire trust, not charisma, is what enables leaders to recruit others to a cause’.

Visionary leaders

Visionary leaders are inspired by a clear vision of an exciting future and inspire their followers by successfully conveying that vision to them. Bennis and Nanus (1985: 89) defined a vision as ‘a target that beckons’. Their notion of visionary leadership was explained as follows:

To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. This image, which we call a vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible and attractive future for the organization, a condition that is different in some important ways from one that now exists. (*ibid*: 89)

Kouzes and Posner (2003: 112) claimed that: ‘One of *the* most important practices of leadership is giving life and work a sense of meaning and purpose by offering an exciting vision.’

Transformational leaders

Transformational leaders are able by their force of personality to make significant changes in the behaviour of their followers in order to achieve the leader’s vision or goals. As described by Burns (1978), what he called transforming leadership involves motivating people to strive for higher level goals. He believed that good leadership implies a moral responsibility to respond to the values and needs of people in a way that is conducive to the highest form of human relations. As he put it: ‘The ultimate test of moral leadership is its capacity to transcend the claims of the multiplicity of everyday needs, wants and expectations’ (*ibid*: 46).

Another researcher, Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming

leadership. He pointed out that the extent to which leaders are transformational is measured by their influence on the leader's followers in terms of the degree to which they feel trust, admiration, loyalty and respect for the leader and are willing to work harder than originally expected. As explained by Bass, this occurs because the leader transforms and motivates through an inspiring mission and vision and gives them an identity. Tichy and Devanna (1986) concluded that the transformational leader has three main roles: recognizing the need for revitalization, creating a new vision and institutionalizing change.

Yukl (1999) advised transformational leaders to:

- develop a challenging and attractive vision together with employees;
- tie the vision to a strategy for its achievement;
- develop the vision, specify and translate it to actions;
- express confidence, decisiveness and optimism about the vision and its implementation;
- realize the vision through small planned steps and small successes in the path for its full implementation.

Transactional leaders

Transactional leaders trade money, jobs and security for compliance. As Burns (1978: 19) noted: 'Such leadership occurs when a person takes the initiative in making contact with others for the purpose of an exchange of valued things.' Tavanti (2008: 169) stated that:

Transactional leaders exhibit specific leadership skills usually associated with the ability to obtain results, to control through structures and processes, to solve problems, to plan and organize, and work within the structures and boundaries of the organization.

Put like this, a transactional leader conforms to the stereotype of the manager rather than the leader (the distinction between them is discussed in Chapter 2). Bass (1985) argued that leaders can display both transformational and transactional characteristics. Tavanti (2008) observed that transactional leadership behaviour is used to one degree or another by most leaders, but that:

Particular instances of transactional leadership are motivated simply by people's wants and preferences. This form of leadership uncritically responds to our

preferences, that is, even when they are grounded in base motivations or an undeveloped moral sense. (*ibid*: 171)

Authentic leaders

Authenticity was defined by Harter (2002: 382) as ‘owning one’s personal experiences, be they thoughts, emotions, needs, preferences, or beliefs, processes captured by the injunction to know oneself and behaving in accordance with the true self’. A definition of what authentic leaders do was given by George (2003), quoted earlier in this chapter.

Authentic leadership is based on a positive moral perspective characterized by high ethical standards that guide decision making and behaviour (May *et al*, 2003). As Avolio *et al* (2004) explained, authentic leaders act in accordance with deep personal values and convictions to build credibility and win the respect and trust of followers. By encouraging diverse viewpoints and building networks of collaborative relationships with followers, they lead in a manner that followers perceive and describe as *authentic*.

George *et al* (2007: 129) described the basis of authentic leadership like this:

We all have the capacity to inspire and empower others. But we must first be willing to devote ourselves to our personal growth and development as leaders... No one can be authentic by trying to imitate someone else. You can learn from others’ experiences, but there is no way you can be successful when you are trying to be like them. People trust you when you are genuine and authentic, not a replica of someone else.

Authentic leadership is in essence ethical leadership. Walumbwa *et al* (2008) claimed that it can lead to enhanced trust, job satisfaction and performance.

Relational leadership

Relational leaders see leadership as a practice and process based on establishing good relationships with all stakeholders. They regard it as a service to the business rather than as an exercise of individual power and understand that people follow and trust leaders with whom they can relate.

As the CIPD (2014: 17) commented:

Research shows that relational leaders emphasize the need to physically ‘go and meet’ their teams and employees rather than staying in their head office ivory towers. Employees want to see their leaders in action, in order to judge

their benevolence and integrity. By meeting their employees, leaders are able to hear and learn from them directly – an essential ingredient for creating a more collaborative and distributed style of leadership through which employees feel their opinions and voice are both heard and valued.

The reality of leadership

The reality of leadership is that many first line managers and supervisors are appointed or promoted to their posts with some idea, possibly, of what their managerial or supervisory duties are, but with no appreciation of the leadership skills they need. They see their role as being to tell people what to do and then see that they do it. They may tend to adopt a transactional approach, focusing on getting the job done and neglecting everything else. They may not be charismatic, visionary or transformational leaders because even if they have the latent qualities required, their situation does not seem to require or encourage any of these approaches.

However, the better ones will rely on their know-how (authority goes to the person who knows), their quiet confidence and their cool, analytical approach to dealing with problems. Any newly appointed leader or individual who is progressing to a higher level of leadership will benefit from a leadership development programme that will help them to understand and apply the skills they need.

CASE STUDY: John Lewis Partnership

The John Lewis Partnership approach to leadership emphasizes the need for their leaders to learn from their staff: As one senior manager said: 'I'm always very curious about what's on their minds so I think it's fascinating to see the diversity of thought patterns from our staff... I really enjoy the intellectual stimulus of that kind of debate.' Similarly, a John Lewis managing director described her job in the following terms: 'You're here on behalf of the people you lead... I feel really responsible for them.' This leadership style emphasizes humility as an aspect of leadership and enables such leaders to position transformation as in the best interests of people in the organization.

This is what John Lewis was able to do when announcing its first job redundancy programme, 'Branch of the Future', in its 80-year history. Since the John Lewis executives position their leadership role in terms of themselves as servants for the business, despite the job cuts the workforce were convinced of their benevolence and trust levels were actually increased.

Leadership development

It is sometimes said that leaders are born not made. This is a rather discouraging statement for those who are not leaders by birth right. It may be true to the extent that some exceptional people seem to be visionaries, have built-in charisma and a natural ability to impose their personality on others. However, even they probably have to develop and hone these qualities when confronted with a situation demanding leadership. Ordinary mortals need not despair: they too can build on their natural capacities and develop their leadership abilities.

This can be helped by leadership development programmes, which prepare people for leadership roles and situations beyond their current experience. As defined by Burgoyne (2010: 43): 'Leadership development in the widest sense involves the acquisition, development and utilization of leadership capability or the potential for it.' He identified the following leadership development activities:

- Job/work placements with leadership capability development as one of the purposes;
- Education, training and development of individuals including the 'context sensitive' methods of coaching, mentoring and action learning, and more formal education – training and development programmes;
- 'Soft' organization development processes including culture change, team building and 'hearts and minds' collective mission/values-creating initiatives. (*ibid*: 44)

Yukl (2006) proposed the following conditions for successful leadership development:

- clear learning objectives;
- clear, meaningful content;
- appropriate sequencing of content;
- appropriate mix of training methods;
- opportunity for active practice;
- relevant, timely feedback;
- high trainee confidence;
- appropriate follow-up activities.

It is not all about subjecting leaders to development programmes, however. The organization has to ensure that leaders are provided with the support and

the working conditions they need to carry out their role properly. As Fiedler (1967: 276) emphasized: 'If we wish to increase organizational and group effectiveness we must learn not only to train leaders more effectively but also to build an organizational environment in which the leaders can perform well.'

Interview

Leadership development – the views of Pierre Nanterme CEO of Accenture the global professional services firm with 330,000 employees

The following answer was given by Pierre Nanterme to the question: 'You served as Accenture's chief leadership officer at one point. What's your philosophy on the best way to train employees to be better leaders?'

I learnt a lot through that role, which frankly I had to figure out a bit, because it was quite new. My background is in economics and finance; yet of course, in professional services, talent is key. And for many of our clients, whatever the industry, they all are coming to me saying their number 1 challenge is getting the right talent. So first, I figured out that leadership and talent is the name of the game. Second, it's all about how you motivate people, how you're making sure they're going to stretch their own boundaries.

It's about selecting, hiring the best people, but that's not enough. Performance management is extraordinarily important to get people to their very best. Do you feel good in your role? If yes, that's the perfect time for you to experiment with something new, to get out of your comfort zone. This willingness to learn is probably the most important thing for leaders of today and tomorrow.

SOURCE: <https://www.washingtonpost.com/news/on-leadership/wp/2015/07/23/accenture-ceo-explains-the-reasons-why-hes-overhauling-performance-reviews/> [accessed 8 February 2016]

KEY LEARNING POINTS

Leadership defined

Leadership is the process of influencing the behaviour of others to achieve results.

Leadership theories

The main leadership theories are trait theory, leadership behaviour theory, contingent and situational theories, path-goal theory, leader-member exchange theory, emotional intelligence theory and the leadership brand.

What leaders do

Adair (1973) explained that the three essential roles of leaders are to define the task, achieve the task and maintain effective relationships. They have to satisfy interdependent task, individual and group needs.

Types of leaders

Leaders can be charismatic, visionary, transformational, transactional or 'authentic'.

The reality of leadership

The reality of leadership is that many first line managers and supervisors are appointed or promoted to their posts with some idea, possibly, of what their managerial or supervisory duties are, but with no appreciation of the leadership skills they need to get the results they want with the help of their team.

Leadership development

Leadership development programmes prepare people for leadership roles and situations beyond their current experience. 'Leadership development in the widest sense involves the acquisition, development and utilization of leadership capability or the potential for it' (Burgoyne. 2010: 43).

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QUESTIONS

- 1 What is leadership?
- 2 What is the trait theory of leadership?

- 3 What are the two dimensions of leadership behaviour?
 - 4 What is the contingent theory of leadership?
 - 5 What is situational leadership?
 - 6 What is a transactional leader?
 - 7 What is a transformational leader?
 - 8 What is a charismatic leader?
 - 9 What is an authentic leader?
 - 10 What do leaders do – their essential roles?
 - 11 What are the three needs that leaders must satisfy as defined by John Adair?
 - 12 What are the main types of leadership styles?
 - 13 What are the path-goal leadership styles?
 - 14 What are the leadership styles identified by Hay/McBer?
 - 15 What choice of style do leaders have?
 - 16 What qualities do good leaders have?
 - 17 What is emotional intelligence?
 - 18 What is the significance of followers?
 - 19 What are the characteristic activities in a leadership development programme?
 - 20 What are the conditions required for successful leadership development?
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