

Leadership

Summary:

Leadership:

1. is not position
2. the power of true leaders rest with the followers
3. has influence
 - a. reward
 - b. coercive (punishment)
 - c. legitimate (position)
 - d. expert
 - e. reverent
4. produces meaningful change

Definition of leadership

1. group function
2. intentional
3. learned

Characteristics of leaders

1. trustworthy
2. take initiative
3. make decisions
4. communicate
5. have knowledge
6. vision
7. work well with people
8. persistent

All people are leaders.

Two leadership functions:

1. getting the job done (task)
2. concern for people

Management and leadership (both are needed)

Assumptions about human nature

1. Theory X
2. Theory Y

Behavior Pattern B

Behavior pattern A (both hard and soft)

What is leadership? That question has been asked millions of times and, so far, no one satisfactory answer has yet to appear. Nevertheless, we do know a lot about leadership even if we don't know everything.

First we need to distinguish between leadership and a position. Position is a title, a formal office held. For example, the president of a country is in a position, namely the presidency. However, position does not always mean leadership. For example, a person may hold a position and not be able to lead at all. Most of the time this is not the case, but sometimes it does happen. Usually people get to occupy positions because they are, in fact, leaders. However, this is not always true.

How can we know whether a person is truly a leader or merely holding a position? Well, ask who holds the power of decision. If the person is holding a position and the followers have no choice in the matter, then the power is in the position. If, on the other hand, the followers can voluntarily withdraw their support for the leader then that is true leadership. For example, a politician running for office must display true leadership to get our vote. If not, then we will not vote for him/her again; we have the power to withdraw our support. On the other hand, a dictator may have followers because they have no other choice. The dictator holds power due to force.

Leadership may be defined as influence. The person with influence is a leader. Next we might ask “how does a person get influence?” There are five ways that a person has power or influence. These are:

1. *Reward* – People will have more influence if they can reward others. For example, the president can appoint people to the cabinet. The president can work to make life better for all citizens. Even a handshake and a smile can be a reward.
2. *Retribution (Punishment)* – The opposite of reward is punishment. This also can be used to influence others. For example, the president can punish others by withholding money, or even firing the person. While a handshake and a smile may be a reward, ignoring a person can be seen as a form of punishment. As there are many ways to reward, there are many ways to punishment.
3. *Legitimation (Position)* – Remember, we said that position was not the same as leadership. While that is true, position does help a lot and carries a certain degree of authority. A school principal may not be a good leader but he is in a more senior position than his/her teachers. Often people will follow a person in a superior position, just because the person occupies the position. Here is another example. You will listen to your teacher the first day of class simply because he/she is the teacher. Later you may have a higher opinion or lower opinion of the teacher, but on the first day you will listen just because that person is the teacher. We follow the commands of the traffic police simply because they wear the uniform.
4. *Expert* – Sometimes we will follow others because they possess certain knowledge or skill. Why do we get on the taxi? Because we feel the driver knows how to drive and take us to where we want to go. Why listen to a guest lecturer? He has no authority but you can learn from his expertise. Politicians should have skills and knowledge to improve the society they want to serve. Why do you take your television to the repair shop? Because you think they know how to fix your television.
5. *Reverence* – This refers to following someone simply because we just like the person. Many times entertainers will have this type of influence. Can you think of any examples?

A person will often have more than one of these types of power or influence. In fact, the more of these a person has the more power or influence he/she has. Let’s look at an example. Usually the democratically elected president of a country will have all of these. First he/she will have the position [number three], namely president. Second, the president is able to reward [number one] and punish [number two] people by giving or withholding jobs and funding. Usually the president will know a lot [number four] about government and how it works. Finally, the president will often have a winsome personality [number five] that many will find very pleasing.

**Having different kinds of power or influence
will make a person a stronger leader.**

Activity: Using the five types of power or influence listed above, think of as many examples as you can. Think of local as well as international known persons.

There are many definitions of leadership. Leadership is not easy to define. One definition of leadership is: “*Leadership is a process of a leader influencing a team, made up of individuals, of achieving a task in a given situation.*”

Most definitions of leadership generally agree on two things:

- (1) Leadership is a group function: it occurs only in the processes of two or more people interacting. All leaders have followers.
- (2) Leaders intentionally seek to influence the behavior of other people. Leaders intentionally are trying to lead.

Therefore, any concept of leadership deals with exercising influence on others through social interaction.

Some ask the question “Are leaders born or made?” In other words, are some people born to be leaders and others not? Or can all people learn how to be leaders? Many years ago most people thought that a few people were born to lead while all the others were merely born to follow. Nowadays most people think that leadership is something that can be learned.

You might think of leadership like playing soccer. If you were born fast, strong, quick, and possessing a strong drive to win, then you will probably be a good soccer player. However, you still have to practice. Likewise, if you are slow, weak, and clumsy you may not be a great soccer player but you can still improve and enjoy the game. In the same way, certain traits are useful in being a good leader. However, all people can learn or acquire these traits. You can improve your leadership ability through knowledge and skill development.

Activity: What do the following leaders have in common? Are there any differences?

- | | |
|--------------------------------|------------------------|
| 1. secondary school principal | 7. military general |
| 2. kindergarten teacher | 8. church pastor |
| 3. rugby coach | 9. traffic policeman |
| 4. prison warden | 10. criminal gang boss |
| 5. factory foreman | 11. choir director |
| 6. fifth grade student prefect | 12. city manager |

First, all twelve of the above are leaders. All have followers. All are intentional leaders; they are trying to lead.

Here are some **other characteristics they may all share:**

1. **Engender trust** – All leaders have followers who trust them. People will not follow a leader long who they cannot trust. This does not mean a leader has to be perfect, as no leader is perfect. However, **integrity** is probably the most important characteristic a leader must have. Without honesty and integrity a person won’t be a leader very long. No one will follow a leader who lies to them and cheats them.

2. **Take initiative** – All leaders must be able to take initiative. They do not merely sit and wait for something to happen. They make things happen.
3. **Make decisions** – All leaders make decisions. Sometimes the decisions are not easy to make. Sometimes some of the followers will not be happy with the decision of the leader. Yet, the leader must make decisions.
4. **Communicate** – All leaders communicate. Usually the better the leader is able to communicate, the more effectively h/she is able to lead. It is very unusual for a poor communicator to be a strong leader. Good leaders are good communicators. For example, look at politicians. Long serving politicians are good communicators. You may not agree with them, but they are good communicators. Good communication does not always have to be with words. For example, a traffic policeman and a choir director will communicate with their hands. A prison warden or criminal gang boss may communicate with physical force.
5. **Knowledge** – All leaders know something in their area of leadership, usually a lot. Obviously a rugby coach would need very different knowledge from a kindergarten teacher. A choir director would need very different knowledge from a military general. Yet, the person leading must be knowledgeable. Remember, one of the types of power or influence is “expert.” In other words, we have influence when we possess knowledge or skills.
6. **Vision** – All leaders have vision. This does not necessarily mean being able to look far into the future. It does mean that a leader know where to go and is willing to lead others there. For example, what kind of vision does a kindergarten teacher have? Well, the teacher needs to know what lesson to have, when to go to another activity, and how to help students with their problems. A secondary school principal must know what kind of school to have and how to get there.
7. **Work well with people** – All leaders are able to work well with people. People skills are important in all areas of leadership. Of course, working with kindergarten students would be very different than working with a crime gang. But both leaders would need to be able to work with others to reach certain goals.
8. **Persistence** – Real leaders must have persistence to accomplish their goals. The don't give up. Leaders will experience some frustration. Some times followers won't do what they are supposed to do. Sometimes there are obstacles in the way. All sorts of things can hinder a group from accomplishing their goals. An effective leader will not give up easily. He/she will persist even when times are difficult and others turn against him/her.
9. **Other qualities** – Can you think of other characteristics leaders must have? We could have listed responsibility, intelligence, self-confidence, energy, and dependability. We could list many other characteristics of leaders but these are some of the more important ones.

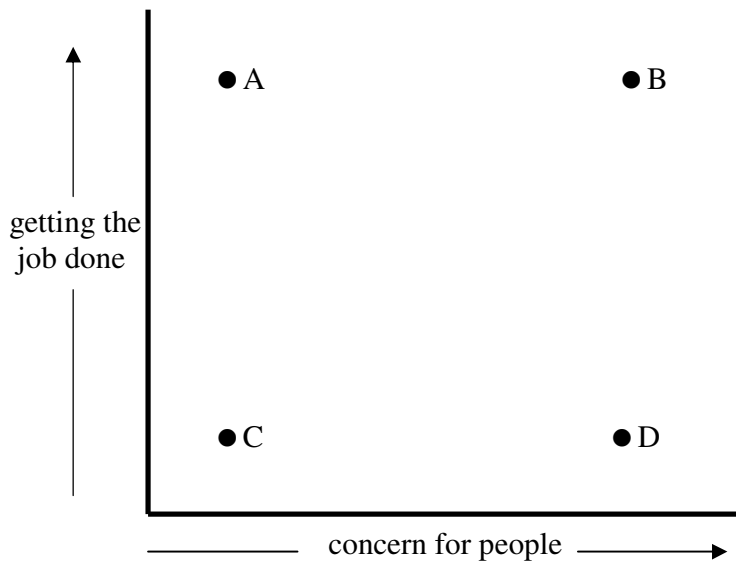
It should be noted that while all leaders will have certain characteristics in common, there are differences. These differences are often the result of the situation. For example, one factor is the people being lead. What are they like? Obviously leading kindergarten children will be different from leading a choir (singers) or leading a group of prisoners. The size of the group makes a difference. Again, leading five people will be vastly different from leading five thousand. Some leadership positions are formal while others are much more informal. For example, a school principal or military general are in formal

positions whereas a criminal gang boss is in an informal position. The situation plays a large part in leadership.

Activity: List some informal leaders in your group of friends. How do they lead? Do they use coercion?

Sometimes we don't think of ourselves as leaders. We may think of leaders as being only a small number of people. However, if we think of leadership as power or influence, then virtually all of us are leaders. For example, your parents are leaders. All parents lead their small children. Anytime you exert influence, then you are a leader and someone is following you in some way. This is the idea of multiple or fluid leadership. One person may have a leadership position but many may be leading from time to time. For example, in the classroom the teacher is usually recognized as the leader. However, in a classroom discussion, many may lead whenever they are talking and influencing others.

All leadership functions can be described as one of two dimensions. One is getting the job done while the other is having concern for people. Effective leaders are able to do both. Most leaders, however, will favor one over the other. The following diagram may help to understand these two leadership functions



The above points mean the following:

Point A – This person gets the job done but shows little concern for people.

Point B – This person gets the job done and shows concern for people.

Point C – This person neither gets the job done nor shows concern for people.

Point D – This person does not get the job done but does show concern for people.

Obviously, the most effective leaders are those at point B. However, each situation is different. For example, members of an organization who are highly competent and experienced will often need little concern from leaders. On the other hand, members of an organization who are inexperienced and insecure may need a lot of concern. Sometimes a group needs lots of concern while at other times it may need little. Also, while two people in a group may need lots of concern, the concern one person needs may be a very different type from what another needs. For example, one may need recognition and praise while the other merely needs opportunities for advancement.

The main point to make is that all leaders must address these two functions. Being aware of them is a start. Also be aware that often when one of these functions is being met, then the other one is also being met; they are not mutually exclusive at all. For example, when a soccer coach gets the team to win, (s)he may be doing both functions. The coach is hired to win games but also the players have a strong need to be good players and play on a winning team. Some may think that showing concern for people merely means letting them do whatever they wish and coddling them. This is not true. Most followers want to be challenged and appreciate it when the leader does that.

Activity: Name some well-known leaders and discuss what they must do to (a) get the job done, and (b) show concern for people. In what areas can they do both with the same activity or program?

Hint One: You must first agree on what all “getting the job done” entails. In other words, what are the goals of the group?

Hint Two: You must also decide exactly on what a leader must do to show concern for his/her followers. It may be different for each follower.

Hint Three (continued): You might try these examples: soccer coach, high school mathematics teacher, prison warden, policeman, military general, city mayor, church pastor, kindergarten teacher, crime gang boss, administrator of a hospital for terminally ill cancer patients

Management or Leadership

Often the terms “management” and “leadership” are used to mean the same thing. Other times people use them to mean something very different.

We already know some differences. We can manage time. We can manage a budget. We can manage money. We can manage a farm or a business. However, we can only lead people. While neither term has a precise meaning, an attempt will be made to describe how they are different in terms of most people’s ideas. The following table may help to show some differences.

Leadership	Management
1. Personal and interpersonal behavior	1. Orderly structures
2. Looks to the future	2. Day-to-day functioning
3. Change and development	3. Ensure work gets done
4. Quality	4. Monitor outcomes
5. Effectiveness	5. Efficiency

Let’s look at these and see exactly what they mean. The first refers to maintaining the organization. For example, a school principal has to make sure teachers and students are

in class and the schedule is being followed. That is management. The principal also wants to see students grow into mature adults. That is concerned with leadership.

The second is a quick clue as to whether the person is merely a manager or a leader. For example, in a business the secretary usually does not “take home” work. When the work day is over (s)he leaves the workplace and never thinks again about the job. This is management. The secretary may be in charge of a lot of equipment with lots of responsibility. On the other hand, the boss may constantly think about work while at home. Why? Because the boss is the leader. (S)he has to think about the business a year or five years from now.

The third might refer to a foreman doing a job. (S)he may have a team working for him/her. However, the task is merely to get the job done. This is management. The business owner may want to see his/her workers increase their skills and knowledge. This is leadership.

An example of the fourth would be an examination invigilator. The invigilator wants to see the exam administered correctly. (S)he is not concerned with how the students are doing. This is management. The school principal wants to see students do well. In fact the principal will want this year’s students to do better than last year’s. This is an example of leadership.

The fifth involves effectiveness and efficiency. What is the difference? One person said efficiency is doing things correctly while effectiveness is doing the correct thing. For example, during World War II, the German army was very efficient. The army was defeating all other armies that it fought. However, its goals were not worthy and in the end its soldiers quit fighting. Here is another example. Let’s say the school system introduced the Gaelic language in schools. A few people in Scotland and Ireland speak this language. If the school did an excellent job of teaching this language and many students learned it well, then we would say this is efficiency. But is this effective? Would it be a good idea to spend time in schools for students to learn a language that few would ever use? Probably not. Therefore, this would not be effective. Of course a person can be both efficient and effective.

A good administrator needs to be both a good manager and a good leader. It is very unusual that a person needs to only be one or the other. Don’t concern yourself about how the terms are used as they are used to mean different things to different people. Do be concerned that you are being both a good manager and a good leader. Good administrators are both.

Assumptions about human nature

As a leader, how do you treat your followers? The following two models show very different attitudes that administrators have toward their followers. Note that neither is right or wrong. Circumstances often dictate which is best. It is not a matter of you agreeing or disagreeing with either. These are ways in which administrators see their followers. We should all prefer to trust our followers, but we cannot ignore their shortcomings or we will fail. These two models are called Theory X and Theory Y.

Theory X

- Most people dislike work and will try to avoid it.
- People have to be closely supervised, coerced, and even threatened before they will put forth an adequate effort to work.

- People do not want responsibility and want to be given formal directions.
- Most people value job security and have little ambition.

Theory Y

- If satisfying, people see work as natural and acceptable as play.
- People will show initiative, self-direction, and self-control when they agree with the group's direction.
- Most people, under proper conditions, will seek responsibility at work.
- People value creativity and will seek creativity in their work.

Which are you? Theory X, or Theory Y? You may be both in certain situations. You may be somewhere in between. This shows us what our worldview is concerning human nature. If you hold to Theory X you will treat your followers very differently from those who hold to Theory Y and vice versa.

Those who hold to Theory X will exhibit behavior known as Behavior Pattern A. Those who hold to Theory Y will exhibit behavior known as Behavior Pattern B. What exactly are these behaviors. The following table shows some differences.

Behavior Pattern B (those holding to Theory Y)

- High levels of trust between the leader and followers
- High level of respect between the leader and followers
- Authentic, open relationships between the leader and followers
- Commitment to mutually shared objectives
- Communication is in all directions (top to bottom, bottom to top, and sideways)
- Collaborative decision making (All members of the group have input and all opinions are respected.) This does not mean that the leader may not be demanding, it means that decision-making is collaborative.

Behavior Pattern A (those holding to Theory X)

- Motivate by rewards and punishment
- Decisions are made at the top with minimal input from followers
- The opinions of followers are not valued and often not sought after
- Communication is mostly top to bottom
- Often leaders and followers don't fully trust each other
- Often leaders and followers have little respect for each other
- Followers assume a "passive" role and leader treat them that way
- Relationships between leader and followers are not very "deep"

Actually there are two forms of Behavior Pattern A. There is the "hard" form which is characterized by no-nonsense, strongly directive management, tight controls, and close supervision. An example of this might be military basic training. The new soldiers are told everything to do, like when to awake, when to eat, when to go to sleep, etc. No one asks their opinions about conditions. They do not question anything; they merely follow orders.

The "soft" form of Behavior Pattern A involves "buying" compliance, benevolent paternalism, and a lot of effort at human relations. For example, the leader will act nicely toward the followers. (S) he may act like a good parent much of the time. On mundane matters the followers will be allowed to make their own decisions. However, ultimately, all of the important decision-making is in the hands of the boss.

There are two points that need to be made. First, most of us are neither totally Theory X or totally Theory Y. Most of us are in between and we will change from time to time depending upon the circumstances.

Second, there are times, like emergencies, when a leader has to make decisions quickly. There are times when someone has to “take charge” and take control. For example, in a basketball game the coach has to make decisions quickly. (S)he cannot not ask for everyone’s opinion on every decision. In fact, making followers a part of every decision can be as bad as giving them no part at all. The followers don’t want that.

Activity:

Assume you are the leader of the following:

- Pre-school
- Maximum security prison
- Hospital for terminally ill cancer patients
- Basic training camp for new soldiers
- Criminal gang
- Taxi association
- University
- Sunday school class for pensioners
- Church choir director

Would you lean toward Theory X or Theory Y? (Note: There are no “right” or “wrong” answers to these questions. This is to stimulate your thinking. Also it is to stimulate you to start reflecting on your own worldview of human nature.)

Give reasons for your answers.