3.1 Introduction

There is a rich history and body of research regarding Leadership. Leadership is a very human activity, and is diverse and robust as any other human activity. There are a great many reasons for the strong popularity of the topic of leadership in this era, where everything is subject to change, i.e., people, groups and organisations. Therefore, efficient effort is required to understand and navigate through these changes. The interpretation of various leadership models suggests that no single leadership style is adequate to run an organisation effectively. Rather, a combination of styles is effective, if used appropriately as the situation demands. More importantly, high performance should be the aim of any organisation, especially of the banks as the core of the economic system of any country. The banking system has its own well-developed structure, ethics, well-established rules and regulations under which it operates. But the entry of new generation banks (hi-tech private sector banks)
and the foreign banks offering hi-tech services poses a great threat to the nationalized banks and the old private sector banks. It demands improvement in the technology and the urgent need for efficient and competent leaders. In order to assess the relationship between leadership styles of bank managers in public and private sector banks, which is the focus of this study, it is logical to examine the various leadership styles. In addition, this chapter covers the concept of leadership, various leadership models, and also the factors influencing leadership styles.

### 3.2 Definition

For more than half a century, the term ‘leadership’ has been a topic of discussion and research work, especially in the field of management and organisational development. Most of the discussions and/or research work focus on the issues of quality of leadership, ability of leaders or leadership effectiveness, and leadership styles. Leadership is a complex concept. This is especially true because several philosophies have originated, several approaches or theories have been formed, and many models have been employed to provide meaning to the terms ‘leadership’ and ‘effectiveness’. Therefore, leadership has been defined from different perspectives and some of them are given below.

The **Oxford English Dictionary** defines leadership as:

"The action of leading a group of people or an organization, or the ability to do this."

There are differences in the traditional and modern perspectives of leadership. The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader
exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton). In addition, the old leadership perspectives are based on leaders’ role in formulating goals, and ensuring their efficient accomplishment.

Maxwell (1999) is of a different opinion; he argues that the leader’s attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases productivity in the organisation.

There are other views which differ from the more traditional perspectives. Sergiovanni (1999), for example, perceives leadership as a personal thing comprising one’s heart, head and hand. He says that the heart of leadership deals with one’s beliefs, values and vision. The ‘head’ of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The ‘hand’ of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader’s values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

Sashkin and Sashkin’s (2003) and Hoy and Miskel’s (2001) definitions of leadership appear to embody a more recent perspective. They define leadership as the art of transforming people and the organisation with the aim of improving the organisation. Leaders, in this perspective, define the task and explain why the job is being done; they oversee followers’ activities and ensure that followers have what they need in terms of skills and resources to do the job.
These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach lays emphasis on transformation that brings positive change in the organisation, groups, interpersonal relationships and the environment.

"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." (Warren Bennis). "Leadership is a process that involves: setting a purpose and direction which inspires people to combine and work willingly, paying attention to the means, pace and quality of progress, towards the aim, and upholding group unity and individual effectiveness throughout." (James Scouller, from The Three Levels of Leadership, 2011).

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The new concept provides respect and concern for the followers and sees them as a powerful source of knowledge, creativity and energy for improving the organisation.

In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. It is really true in the case of banks where there is keen competition between old and new generation banks. The
leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organisation. He/She is required to provide needed strategies for executing the ideas/vision and motivate the employees to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside organisation.

To quote the words of John Quincy Adams, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

It supports that leadership is the ability to lead from the front with energy and enthusiasm. It is the process of setting the goals, influencing the people, building the teams, motivating the team members, and finally reaching the goals by aligning their actions and energies with the goals and objectives. Good leaders can uncork the hidden potential among their followers and they can convert average individuals into extraordinary individuals.

3.3 Leadership and Management

There are so many differences of opinion among the scholars and researchers about the concept of Leadership and Management. Some say that both are the same, but some others take management as a subset of leadership. Paul Birks says Managers concern themselves with task, and Leaders concern themselves with People. According to Harsey and Blenchard, Management merely consists in Leadership applied to business situations or forms a subset of the broader process of Leadership, or Leadership occurs any time one attempts to influence the behaviour of an individual or group regardless of the reason. Management is a kind of Leadership in which the achievement of organizational goal is important. There is a reciprocal relationship between Leadership and Management, which implies that an effective manager should
possess leadership skills and an effective leader should demonstrate management skills. In other words, Management involves power by position and Leadership involves power by influence. Today, Managers should be equipped with ample leadership skills and qualities to run the organisation successfully.

3.4 Leadership Models

A leadership model is a depiction of a certain theory and it describes how something happens or should happen. For example, the Situational Leadership Model (Blanchard and Hersey) depicts a situational theory of leadership, and also explains when to tell, sell, participate or delegate. It is different from a Leadership style which means the nature of how someone acts when enacting a certain theory or model, e.g., to be autocratic, participative or laissez-faire in leadership style. Nowadays, the Leadership Models have got greater significance because people, groups and the organisation itself are faced with changes like never before. Here the only solution is to apply a Model which serves the present purpose or develop a more suitable model. The recent trend is that big business firms like MNC’s have their own leadership model within which they operate to accomplish their vision and mission. There are a lot of other Leadership Models which are tested several times in various situations. Table 3.1 shows an overview of various categories of Leadership Models.
### Table 3.1 The Different Leadership Models

<table>
<thead>
<tr>
<th>Category</th>
<th>Focus of the Model</th>
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<tbody>
<tr>
<td>Trait-Based</td>
<td>The oldest type of thinking about effective leaders. It focuses on identifying the traits of successful leaders.</td>
</tr>
<tr>
<td>Behavioural Ideals</td>
<td>It concentrates on the most effective behaviours of a leader. The notable model in this category is Blake and Mouton's Managerial Grid.</td>
</tr>
<tr>
<td>Situational/Contingency</td>
<td>These models are based on the idea that the leader's actions should vary according to the circumstances he or she is facing. In other words, leadership methods change according to the 'situation' in which the leader is leading. It includes most notably: Kurt Lewin's Three Styles model; Tannenbaum and Schmidt's Leadership Continuum model; the Fiedler Contingency model; House's Path-Goal theory; Hersey and Blanchard's Situational Leadership model; and Bolman and Deal's Four-Frame model.</td>
</tr>
<tr>
<td>Functional</td>
<td>These models focus on what the leader has to do. Unlike the Behavioural Ideals approach, Functional leadership models do not suggest ideal ways of behaving, nor do they match behaviours to circumstances like the Situational/Contingency theory. Instead, Functional leadership models focus on the action areas that a leader must address to be effective. The most notable Functional models are John Adair's Action-Centred Leadership, and Kouzes &amp; Posner's Five Leadership Practices.</td>
</tr>
<tr>
<td>Integrated Psychological</td>
<td>The Integrated Psychological leadership model is so called because it integrates the thinking behind the four other leadership models, while also addressing the leader's inner psychology, which tends not to be considered in other more traditional or conventional types of leadership models. James Scouller's Three Levels of Leadership model arguably pioneers this category. Scouller's model can be regarded as a relatively new view of leadership.</td>
</tr>
</tbody>
</table>
3.4.1 Trait-based Leadership Models.

Trait-based theoretical models of effective leadership draw on the idea that great leaders have certain common character traits. Human beings possess very many personality traits, in infinite combinations. The Trait theory attempts to analyse effective combinations of human personality traits, thereby suggesting or identifying a set of human traits that enable a person to lead others effectively. The Trait-based theory encourages the perception that leadership ability is innate in leaders - that 'good leaders are born, not made'. The extension of this notion is that effective leaders cannot be developed or taught.

1. Carlyle and Galton - Trait Theory

Notable trait-based theorists are Thomas Carlyle and Francis Galton. Their ideas, published in the mid-1800s, did much to establish and reinforce popular support for trait-based leadership thinking. The Trait-based leadership theory from the mid-1800s onwards arguably reflected the patterns and practices of leadership of the times. The Trait-based theory, and especially the idea that leaders were born and not made, was not just a theory - it was also partly reflective of how leaders were actually selected, trained, appointed, and regarded: Leaders rarely, 'rose through the ranks' as they generally can do now in modern times. Tradition and convention were extremely powerful features of all organized work and governing systems. The economy, society, industry, work and life itself, were all far less dynamic and fluid than nowadays, or even in the mid-1900s. Social mobility and the class system were far more rigid than they were to become a century later. Very many leaders were born into privilege and positions of authority - especially in
Leadership Styles - A Theoretical Framework

politics, the military, and, to a great extent, in industry too. In the 1800s, most leaders were actually born into the role. If potentially brilliant leaders existed elsewhere, they had little chance to emerge and lead, compared with the opportunities that grew later and which exist today. Women, notably, were effectively barred from any sort of leadership, by virtue of their suppression practically everywhere until the early/mid 1900s.

2. Ralph Stogdill - Trait Theory

Ralph Stogdill challenged the concept of the traditional trait-based theory. Stogdill did not agree on the concept that there exists some key traits and that the leaders are identified by these traits. Stogdill's conclusions actually still hold firm today, and show no sign of being undermined in the future. The book, ‘Organizational Behaviour’ (1985) by David Buchanan and Andrzej Huczynski, reflects very well modern thinking about this: "The problem [in attempting to classify/measure leadership capability] is that research has been unable to identify a common, agreed set of leadership attributes. Successful leaders seem to defy classification and measurement from this perspective." Stogdill was one of the first to point out that a person doesn't become an effective leader just because he or she has certain traits. He argued that a successful leader's characteristics must be relevant to the demands of the leadership situation - that is, the specific challenges faced and the abilities, hopes, values and concerns of the followers.

3. Kouzes and Posner - Trait Theory

James Kouzes and Barry Posner, on the basis of their research, wrote a book called Leadership Challenge Model (1983-87) where they mention ten primary or key leadership traits (sought by followers), viz, Honest, Forward-
looking, Inspirational, Competent, Fair-minded, Supportive, Broadminded, Intelligent, Straightforward and Dependable.

To sum up, distinctive traits certainly arise in the profiles of effective leaders, and in the ways that followers believe they should be led. However, a reliable and definitive list of leadership 'traits' has not yet been established. Traits can perhaps define effective leadership for a given situation, but traits alone cannot explain what effective leadership is, or how it can be developed. A traits-based approach can certainly assist in identifying future leaders, and in the leadership development process. Traits are just a part of the profile and behaviour of an effective leader. Therefore, some other factors are to be included in addition to traits to measure leadership. James Scouller suggests “Although distinctive character traits are in the 'make-up' of the best leaders, there is no single set of winning traits. Therefore, it seems the best leaders have a definite but unpredictable uniqueness about them - what some people refer to as 'leadership presence'...”

3.4.2 Behavioural Ideals Leadership Models

The 'behavioural ideals' approach argues that if a leader is to be effective, he or she should practise a certain ideal behavioural style. The earlier forms of leadership styles were autocratic or democratic in nature. In addition, there are Blake and Mouton's Managerial Grid, University of Michigan and Ohio State University Models, The Vroom-Yetton-Jago Model of Leadership, Leader Member Exchange Model etc, which come under this category.
1. **Autocratic and Democratic Decision Making Model**

![Figure 3.1 Leadership Styles](image)

An **autocratic** (or directive) decision-making model requires that the leader make the decisions for the group. In this type of organizational structure, the leader is solely responsible for the outcomes of the group and dictates to the group in order to achieve those results. Within the context of outdoor leadership, as in the case of coercive power, leaders avoid this model, unless physical or emotional safety is at risk. The vertical organization is structured around autocratic decision-making. In earlier days, elders were of the opinion that the authoritarian model of leadership is the only way to get things effectively done. There is nothing wrong with authority when properly used. An employer is responsible for the productivity of his employees.

The important **issues** involved in this model are listed below:

1) Effectiveness depends on the leader's presence and threat of power.

2) Relationships between the one in charge and subordinates are rough.
3) Lots of extra guilt and sin.

4) The leader often despises rather than honours those under him.

5) The subordinates often complain and have a poor attitude toward the leader and what he represents.

6) No team spirit, joint ownership or pride of product.

Because of the effect of sin, this system breeds suspicion and in-fighting. Leaders and subordinates tend to develop into opposing sides, each insisting on their own rights. They are not a team but two opposing sides of a battle.

There is nothing wrong for a leader to expect his people to work effectively. Here, the problem arises when the leader despises the people and the subordinates are suspicious toward the leaders. Those in authority think the workers are lazy; the workers think things are unfair. In short, the authoritarian model has a leader running the show by himself. He might use people to get his job done, but they are of no great importance to him. By doing it alone, he boasts of his own accomplishments, "I did it." Not many share his satisfaction with him. In fact, the job was done at a great cost of wasted time, extra financial costs, tense relationships, and unfulfilled expectations.

In a consultative decision-making model, the leader asks for input from the participants and takes that into consideration as s/he makes a decision. This is still a leader-based decision-making model, but participants do have more of a voice, and potentially more influence, in the decisions that get made.

A democratic decision-making model allows for the group to work with the leader(s) to make decisions. Decision-making, here, is a shared task. This
can be set up as a voting system, where each participant has a vote, or as a consensus-based system, where everyone must agree to the decision. In each case, terms and guidelines must be defined in advance to avoid confusion or dissent within the group, once a decision has been reached.

The **delegative** (or **abdicratic**) decision-making model requires the leader(s) to step back and allow the group to function autonomously without the leader. In this case, the leader must follow the group’s decision-making process without intervention. **Horizontal** organizations function according to **democratic** or **delegative** decision-making models. The diagram below illustrates the idea that leaders will choose from, and/or combine all three decision-making models into a perfect leadership “package”.

![Figure 3.2 Perfect Leadership Package](image)

**Figure 3.2 Perfect Leadership Package**
2. University of Michigan and Ohio State University Models

Ohio State University and University of Michigan performed a leadership model at about the same period, that is, between 1940’s and 1950’s. Even-though, during that period, influence on leadership studies tended more to be autocratic or democratic, the researches by these two universities were meant for determining the behaviour of effective leaders.

i). Ohio State University: Initiative Structure and Consideration Behaviour

The Personnel Research Board of Ohio State University, under the principal direction of Ralph Stogdill, conducted a study to determine effective leadership styles. They developed a Leader Behaviour Description Questionnaire (LBDQ) and, on the basis of it, they found that a leader has mainly two styles namely; Initiating structure behaviour (job-centred leadership style) and Consideration behaviour (employee-centred leadership style). Ohio State University stated that since a leader can be on high or low sides of initiating structure and/or consideration, they developed four leadership styles as low initiating structure and high consideration, high initiating structure and high consideration, low initiating structure and low consideration, and high initiating structure and low consideration.

<table>
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<th>Initiating structure</th>
<th>Consideration</th>
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<tbody>
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<td>1</td>
<td>low initiating structure and high consideration</td>
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<tr>
<td>2</td>
<td>high initiating structure and high consideration</td>
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<tr>
<td>3</td>
<td>low initiating structure and low consideration</td>
</tr>
<tr>
<td>4</td>
<td>high initiating structure and low consideration</td>
</tr>
</tbody>
</table>

Figure 3.3 Ohio State University Leadership Model
Leaders with high structure and low consideration behaviour use one-way communications, and decisions are made by the managers, whereas leaders with high consideration and low structure use two way communications and tend to share decision making.

**ii) University of Michigan: Job-Centred and Employee-Centred Behaviour**

The University of Michigan Survey Research Centre, under the principal direction of Rensis Lickert, conducted studies to determine leadership effectiveness. Their main objectives were:

a) To classify the leaders as effective and ineffective, by comparing the behaviour of leaders.

b) To determine the reasons for effective leadership. The Model states that a leader is either more job-centred or more employee-centred as illustrated below in figure (3.4).

![Figure 3.4 University of Michigan Leadership Model: a one-dimensional continuum between two leadership styles.](image)

The job-centred style has scales measuring two job-orientation behaviours of goal emphasis and work facilitation. Job-centred behaviour
refers to the extent to which the leaders take charge to get the job done. The leader closely directs subordinates with clear roles and goals, while the manager tells them what to do and how to do it, as they work towards goal achievement. The employee-centred style has scales measuring two employee-oriented behaviours of supportive leadership and interaction facilitation. Employee-centred behaviour refers to the extent to which the leader focuses on meeting the human needs of employees while developing relationships. The leader is sensitive to subordinates and communicates to develop trust, support and respect while looking out for their welfare.

iii) The Vroom-Yetton-Jago Model of Leadership

The Vroom-Yetton-Jago model of leadership prescribes the type of decision-making style that a manager should use, given a particular situation. In this model, the manager has been provided a real case or problem and he has to give his view to solve out the problem without any loss for the company and society as well. Decision-making skills are at the base of this leadership model. The model requires the use of a decision tree. The decision tree assesses the situation in terms of several factors. Based on the results of the decision-tree analysis, the manager is advised to employ one of five leadership styles, ranging from making the decision alone, to meeting with subordinates to make a group decision. A key component of the model is determining how much to involve subordinates in making decisions.

iv) Blake and Mouton's Managerial Grid (Balancing Task- and People-Oriented Leadership)

Some leaders are very task-oriented; they simply want to get things done. Others are very people-oriented; they want people to be happy. And others are a
Leadership Styles - A Theoretical Framework

A combination of the two. A popular framework for thinking about a leader’s ‘task versus person’ orientation was developed by Robert Blake and Jane Mouton in the early 1960s, called the Managerial Grid, or Leadership Grid. It plots the degree of task-centredness versus person-centredness and identifies five combinations as distinct leadership styles, namely, Country club, Team Leader, Impoverished, Produce or Perish, and Middle of the road, as shown in Figure 3.5.

![Figure 3.5 The Blake and Mouton Grid](image)

**Country Club Style** - Here, the leader has a high concern for the people but a low concern for the task. There is a friendly relationship between the leader and the led group. But this style is not good for creating or producing results.
Impoverished Style- Here, the leader has a low concern for both the people and the task. Leaders who care mainly about themselves and are afraid of making mistakes follow this style. According to Blake and Mouton, this is the least effective approach to leadership.

Middle-of-the-Road Style- Here, there is some concern for the task and, equally, some concern for people, but there is not enough of either. Leaders adopting this behavioural approach try to address the needs of the task and their followers to some extent, but do so without conviction, skill or insight and therefore reduce their effectiveness.

Produce or Perish Style- Here, there is high focus on the task with little or no concern for people, as in the autocratic style. Leaders of this style control and dominate others. Motivation is given in the form of threat or punishment. This is a dictatorial style. It is effective only for a short term. But the approach is not sustainable, especially where followers have the option to walk away.

Team Style- Blake and Mouton saw this as the ideal behavioural approach. Here, leaders manage to blend concern for both people and organizational aims by using a collaborative teamwork approach, and plenty of consultation enabling the development of a shared (not imposed) motivation to achieve the organization's goals. This style is suitable where followers/the group are matured and skilled for a high level of involvement. The style is difficult to use, and may be inadvisable, when leading inexperienced people to produce challenging and vital results in a new or strange area.
Later additions:

The Opportunistic Style or OPP (Any of the 5 Positions). Here, leaders will adopt any style that will increase the likelihood of reaching their objectives. They will exploit and manipulate in order to persuade others. Any means is acceptable for securing personal benefits; gaining support is only a secondary concern.

The Paternalistic Style or PAT. Here, leaders will guide their employees and define initiatives for others and themselves. They will praise and reward employees for good performance. They will, however, discourage any thinking that is contrary to their own. James Scouller criticized that this model did not consider two important dimensions of leadership, namely, the need to adapt behaviour/style/methods according to different situations, and the psychological make-up of the leader.

v). The Leader-Member Exchange Model

This model stresses the fact that leaders develop unique working relationships with each of their subordinates. The nature of this relationship is whether the individual subordinate is in the leader’s Out-group or In-group. The In-Group consists of a small number of employees with whom the supervisor establishes a special relationship. They receive a disproportionate amount of the supervisor’s time, attention, special privileges and opportunities. The Out-Group consists of the majority of a supervisor’s employees who receive only less of the supervisor’s time, attention, fewer privileges and opportunities.

3.4.3 Situational/Contingency Leadership Models

Situational leadership establishes that leadership varies from one situation to another. This theory identifies important situational factors and specifies
how they interact to determine appropriate leadership behaviour for the situation. Samson & Daft describe situational leadership as “a contingency approach to leadership that links the leader’s behavioural style with the task readiness of employees”. Situational leadership is affected by the type of organisation, group effectiveness, the problem itself, and time pressures. Situational leadership is effective when the leader adapts their behaviour to the situation or employees with whom they are working. There are many models based around situational leadership, namely, Kurt Lewin's Three Styles model (1939), Tannenbaum and Schmidt's Leadership Behaviour Continuum model, The Fiedler Contingency model (1960), Path-Goal theory (1971), Hersey and Blanchard's Situational Leadership model (s) (1982), Bolman and Deal's Four-Frame model.

1. Kurt Lewin's Three Styles Model

This is the oldest of the situational models. Kurt Lewin, a psychologist, led a research team in 1939 and identified three 'styles' of leadership behaviour. They are;

Authoritarian or Autocratic Style. Here, leaders determine the goals, deadlines and methods while making decisions on their own without any or much consultation with others. They do not involve in the group's work and no creative decisions are made under this style of leadership. It is suitable when high-risk, short-time scale decisions are to be made like those of surgical teams or fire crews. Lewin noted that leaders who adopt this style can go too far and others see them as over-controlling and dictatorial. They get stuck in one mode of behaviour and find it hard to move to participative style.
Participative or Democratic style. Here, the leader expresses his or her priorities and values in setting goals and making decisions, but also takes part in the group's work and accepts advice and suggestions from colleagues. However, the leader makes the final decision. This style can produce more creative problem solving and innovation than the Authoritarian approach; so it makes sense to adopt it in competitive, non-emergency situations.

Delegative, sometimes called the Laissez-Faire style. It is a form of non-leadership. Here the leader hands over the responsibility for results, to the group. He or she lets them set goals, decide on work methods, define individuals' roles and set their own pace of work. It is very much a hands-off approach. It can work well, provided the group shares the same overall intent and direction as the leader and if he or she trusts all members of the group. However, there is always a risk that individuals may become dissatisfied with their roles or the group's goals and lose motivation.

Thus Lewin outlined three distinct modes of behaviour for leaders who should analyse the strengths and weaknesses of each approach and apply it appropriately. Therefore, the Three Styles model is called a more effective leadership model.

2. Tannenbaum and Schmidt's Leadership Behaviour/Behaviour Continuum

The Tannenbaum and Schmidt Continuum is similar to the Situational Leadership model in the sense that the management style tends to offer more freedom as the group matures. In other words, as the team matures and becomes more self-sufficient and self-directing, the manager's style reacts accordingly, ideally becoming more detached, more delegating, encouraging
and enabling the group to run itself, and for a successor to emerge. The exponents suggest that a leader has seven decision-making options when leading a group, which the diagram below shows.

![Figure 3.6 Tannenbaum and Schmidt behavioural continuum - diagram](image)

From a group development standpoint, moving from left to right along the continuum, the leader gives up his or her power in making solo decisions so that he/she progressively involves the group, until the group effectively becomes self-managing. At the far left, the leader sets goals, makes decisions and then tells the others what they are going to do. At the opposite end of the continuum, the leader permits (encourages) the group to define the issues they are facing and shares the decision-making.

Tannenbaum and Schmidt's model is oriented notably towards decision-making, and ignores other aspects of leadership. The Tannenbaum and Schmidt Continuum model also reminds us that all (seven) options are available to leaders,
depending on the situation. The 'situation' is most commonly a combination of the capability of the group (skills, experience, workload, etc), and the nature of the task or project (complexity, difficulty, risk, value, timescale, relevance to group capability, etc).

Tannenbaum and Schmidt further explain that when leaders choose decision-making options they should consider especially three sets of pressures:

1) Situational pressures like the complexity of the problem, the importance of the decision and the time pressure.

2) Inner psychological pressures like the leader's preferences around decision-making (his values, beliefs, behavioural habits), the leader's confidence in his team colleagues' knowledge and experience and how important or risky the decision is to him/her personally.

3) Pressures coming from subordinates like the leader's colleagues' (the group-members') desire to 'have a say' in the decision, the group's willingness to take responsibility for the outcomes, the group's ability to reach decisions together, and the group's readiness and ability to accept and follow orders.

Tannenbaum and Schmidt's model demonstrates and provides seven ways of approaching group-leadership decisions. It also defines and predicts typical related internal and external pressures that leaders must consider when choosing a decision-making position. To sum up, the leader must have necessary self-awareness, presence of mind, and wisdom, to consider the three
sets of pressures (and the ten component forces) before choosing the most effective behaviour.

3. **Fiedler's Contingency Model**

The Fiedler Contingency Model was created in the mid-1960s by Fred Fiedler, a scientist who studied the personality and characteristics of leaders. The model states that there is no one best style of leadership. Instead, a leader's effectiveness is based on the situation. This is the result of two factors – "leadership style" and "situational favourableness". Fiedler termed this combination (of leadership style and 'situational favourableness') as Situational Contingency.

a. **Leadership Style**

Fiedler describes two basic leadership styles-task-orientated and relationship-orientated. Task-orientated leaders have a strong bias towards getting the job done without worrying about their rapport or bond with their followers. Relationship-orientated leaders care much more about emotional engagement with the people they work with, but sometimes to the detriment of the task and results.

Fiedler says that neither style is inherently superior. However, he asserts that certain leadership challenges suit one style or the other better. Identifying leadership style is the first step in using the model. Fiedler believes that leadership style is fixed, and that it can be measured using a scale he developed called Least-Preferred Co-Worker (LPC) Scale.
Leadership Styles - A Theoretical Framework

Table 3.2 Least-Preferred Co-Worker Scale

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<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Backbiting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Rejecting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Unpleasant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Unfriendly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Tense</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Cold</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Boring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>In sincere</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Unkind</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Inconsiderate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Untrustworthy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

The model says that task-oriented leaders usually view their LPCs more negatively, resulting in a lower score. Fiedler calls these, low LPC-leaders. He says that low LPCs are very effective at completing tasks. They're quick to organize a group to get tasks and projects done. Relationship-building is a low priority. However, relationship-oriented leaders usually view their LPCs more positively, giving them a higher score. These are high-LPC leaders. High LPCs focus more on personal connections, and they're good at avoiding and managing conflict. They're better able to make complex decisions.

b. Situational Favourableness

According to Fielder, the "situational favorableness" depends on three distinct factors, namely, Leader-Member Relations, Task Structure, and Leader's Position Power. Fiedler believes that the situation is favourable
when: there is high mutual trust, respect and confidence between leader and followers; the task is clear and controllable; and the followers accept the leader's power. Table 3.3 shows a break-up of all of the factors: Leader-Member Relations, Task Structure, and Leader's Position Power. The final column identifies the type of leader that Fiedler believes would be the most effective in each situation. According to this model, a higher score means that one is naturally relationship-focused, and a lower score means that he is naturally task-focused.

### Table 3.3 Break-up of Most Effective Leadership Style

<table>
<thead>
<tr>
<th>Leader-member relation</th>
<th>Task structure</th>
<th>Leader’s position power</th>
<th>Most effective leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Structured</td>
<td>Strong</td>
<td>Low LPC</td>
</tr>
<tr>
<td>Good</td>
<td>Structured</td>
<td>Weak</td>
<td>Low LPC</td>
</tr>
<tr>
<td>Good</td>
<td>UnStructured</td>
<td>Strong</td>
<td>Low LPC</td>
</tr>
<tr>
<td>Good</td>
<td>UnStructured</td>
<td>Weak</td>
<td>High LPC</td>
</tr>
<tr>
<td>Poor</td>
<td>Structured</td>
<td>Strong</td>
<td>High LPC</td>
</tr>
<tr>
<td>Poor</td>
<td>Structured</td>
<td>Weak</td>
<td>High LPC</td>
</tr>
<tr>
<td>Poor</td>
<td>UnStructured</td>
<td>Strong</td>
<td>High LPC</td>
</tr>
<tr>
<td>Poor</td>
<td>UnStructured</td>
<td>Weak</td>
<td>Low LPC</td>
</tr>
</tbody>
</table>

### Criticisms of the Model

There are some criticisms of the Fiedler Contingency Model. One of the biggest is lack of flexibility. Fiedler believes that because a person’s natural leadership style is fixed, the most effective way to handle situations is to change the leader. He does not allow for leadership flexibility, and the LPC score might give an inaccurate picture of the leadership style.

### 4. Path-Goal Theory - Robert House

Robert House developed the Path-Goal theory, in 1971. Then he refined it, after three years, in co-operation with T R Mitchell. House said that the
main role of a leader is to motivate his followers by increasing or clarifying the (group's/followers') personal benefits and the group's goal, and clarify or clear a path for achieving the goals.

House's theory matched four ways of behaving to four sets of circumstances, or 'situations'. The circumstances in the Path-Goal theory are driven by 'follower characteristics' and 'workplace characteristics'. Follower characteristics mean the ability, experience, power and the confidence of employees, whereas the workplace characteristics include the kind of task (predictable or unpredictable, structured or unstructured), the leader's formal authority (clear or unclear), and group cohesion (good or poor). House took these two external dimensions and matched them with four leadership behavioural styles, as this diagram summarises:

Table 3.4 House's Path-Goal Theory Diagram - Workplace/ Follower Characteristics and Four Leadership Styles

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Workplace Characteristics</th>
<th>Follower Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive</td>
<td>Complex and Unstructured tasks, Clear formal authority, Good group cohesion.</td>
<td>Inexperienced followers, lack of power, and need for directions from the leader.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Simpler, more predictable tasks, Unclear or weak formal authority, Poor group cohesion.</td>
<td>Experienced, confident followers. They assume power and reject close control.</td>
</tr>
<tr>
<td>Participative</td>
<td>Unstructured, complex tasks. Formal authority could be either clear or unclear. Group cohesion.</td>
<td>Experienced, confident followers. They assume power and reject close control.</td>
</tr>
<tr>
<td>Achievement-orientated</td>
<td>Unstructured, complex or unpredictable tasks, Clear, formal authority, Group cohesion.</td>
<td>Experienced, confident followers. They think they lack some power but they accept and respect the leader.</td>
</tr>
</tbody>
</table>
In House's Directive style, the leader clarifies the path to the goal by giving clear direction and guidance on goals, tasks, and performance standards. He gives no emphasis to personal needs and strives for achieving the goal, because the work is considered to be more important.

The Supportive style puts more emphasis on improving the working atmosphere and safeguarding followers' welfare. The leader’s role is to remove or reduce the effects of emotional obstacles on the path to the goal.

The leader in the participative style consults followers on decisions concerning goals and methods, and genuinely takes count of followers' opinions and ideas. Here the leader aligns followers' values and concerns with the goals, ensures that followers are happy and gives them a strong sense of autonomy and satisfaction, thereby improving motivation to achieve the goal.

House's Achievement-orientated leadership style is based on encouraging followers to achieve personally outstanding results. Followers trust and respect the leader, and draw personal motivation and increased confidence from the leader's belief that the individual follower can achieve demanding aims and targets.

Unlike Fiedler's Contingency model, House's Path-Goal theory asserts that leaders can and should vary their behaviour according to the situation, considering the personal characteristics of subordinates, environmental characteristics and the problems or opportunities in each situation. Here, the leader affects subordinates’ performance by clarifying the behaviour (paths) that will lead to desired rewards (goals).
5. Hersey and Blanchard's Situational Leadership Model

Paul Hersey and Ken Blanchard first published their Situational Leadership Model in the late 1960s. The model focuses on followers, rather than on wider workplace circumstances, and asserts that leaders should change their behaviour according to the type of followers. It proposes a 'continuum' or progression of leadership adaptation in response to the development of followers. Here the word 'situational' refers to adaptability, more than the situation in which people operate and the model particularly asserts that a group's performance depends mostly on how followers respond to the leader.

In this theory, the followers are classified into four groups on the basis of Ability and Willingness, namely, Unable and Unwilling, Unable but Willing, Able but Unwilling, and Able and Willing. Hersey and Blanchard further described and presented these four follower 'situations' as requiring relatively high or low leadership emphasis on the Task and the Relationship.

### Table 3.5 Interpretation of Hersey and Blanchard Basic Structure

<table>
<thead>
<tr>
<th>Follower 'situation'</th>
<th>Leadership style emphasis</th>
<th>Leadership Style</th>
<th>Leader Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable and Unwilling</td>
<td>high task - low relationship</td>
<td>Telling</td>
<td>instruction, direction, autocratic, monitor progress</td>
</tr>
<tr>
<td>Unable but Willing</td>
<td>high task - high relationship</td>
<td>Selling</td>
<td>persuasion, encouragement, incentive</td>
</tr>
<tr>
<td>Able but Unwilling</td>
<td>low task - high relationship</td>
<td>Participating</td>
<td>involvement, consultation, teamwork</td>
</tr>
<tr>
<td>Able and Willing</td>
<td>low task - low relationship</td>
<td>Delegating</td>
<td>trust, empowerment, responsibility</td>
</tr>
</tbody>
</table>
It is clear from the above Table that High Task means followers have Low Ability. Low Task means followers have High Ability. High Relationship means followers are Willing. Low Relationship means followers are Unwilling. Then he matched the four follower situations with four corresponding leadership styles, in the order of the suggested continuum or progression coinciding with increasing follower maturity. The four leadership styles are:

a) **Telling Style**: This is characterized by one-way communication where the leader defines his followers' roles by "telling" them what to do, when to do it, how to do it, and where to do it. For example, the style is suitable during a fire fight, or crisis situation, and inappropriate if the staff is experienced and capable and during a staff planning exercise when the objective is for the group to work out a complex plan ensuring that all points are covered. This style shows a lack of faith in the followers' ability, and demotivates them.

b) **Selling Style**: The leader uses two-way communication to gain his followers' support, by explaining the reasoning behind his decision. This style allows the subordinates minimal participation, but helps them to better understand and hopefully "buy into" the leader's decision. By taking them into his confidence relative to his decision, he will gain their support for his plan and they will be more motivated to go along with the plan.

c) **Participating Style**: The leader allows the subordinates to be involved in the actual decision-making process. It requires good two-way communication and the leader's willingness to be influenced by his subordinates' knowledge and opinions. Here, the leader actually
discusses possible alternative solutions with the group prior to making his decision.

d) **Delegating Style**: The leader provides mission-type orders/guidelines and minimal supervision. Essentially, the group is allowed to run its own show within the limits provided by the leader. The leader has provided his subordinates their limits, guidelines, and necessary authority to complete the task; he then gives them their mission, and allows them to accomplish the mission the way they see fit.

Its diagrammatic representation is given below.

![Figure 3.7 Hersey & Blanchard's Situational Leadership Model diagram](image-url)

Figure 3.7 Hersey & Blanchard's Situational Leadership Model diagram

The diagram shows the ideal development of a team from immaturity (stage 1) to maturity (stage 4) during which management and leadership style
progressively develops from relatively detached task-directing (1), through the more managerially-involved stages of explanation (2) and participation (3), to the final stage of relatively detached delegation (4), at which time ideally the team is largely self-managing, and hopefully contains at least one potential management/leadership successor. The aim of the leader is to develop the team through the four stages, and then to move on to another role. It also shows the four stages of follower readiness like R1, R2, R3 and R4. The appropriate styles for each level of follower readiness are:

- At stage R1, followers need clear and specific directions. So the appropriate style is high-task and low-relationship or Telling/Directing (S1).

- At stage R2, both high-task and high-relationship behaviour is needed or Selling/Coaching (S2). The high-task behaviour compensates for the followers' lack of ability, and the high-relationship behaviour tries to get the followers psychologically to “buy into” the leader’s desires.

- Stage R3 represents motivational problems that are best solved by a supportive, non-directive, participative style. The right approach would be low-task and high-relationship or Facilitating/Counselling (S3).

- At stage R4, the leader does not have to do much because followers are both willing and able to do the job and take responsibility. The followers need neither task directions nor motivational support, thus low-task and low-relationship style or Delegating (S4) work best for this kind of subordinates.

The situational approach to leadership is based on the assumption that each instance of leadership is different and therefore requires a unique combination of
Leaders, followers, and leadership situations. Depending on the employees’ competences in their task areas and commitment to them, the leadership style may vary from one person to another. It is supposed to lead the same person one way sometimes and another way at other times.

**Variations in the Situational Model**

Later, in 1985, Blanchard and his associates came up with variations to earlier Situational Leadership Model. Here they changed maturity levels to development levels and the identification of Follower’s maturity-level based **Skill and Will** behaviour is changed to **Competence and Commitment** behaviour. The Model is called SL II, where the competence and commitment of followers vary according to skill levels. As followers’ skills develop, they move up from D1 to D4. Here, Blanchard named the four development levels as: D1: Enthusiastic Beginner, D2: Disillusioned Learner, D3: Capable but Cautious Contributor, and D4: Self-Reliant Achiever, as shown in figure 3.8.

![Figure 3.8 Situational Leadership Model II](image-url)
Chapter 3

D1: The "Enthusiastic Beginner" (Low Competence/High Commitment)

This person may be new to the team/organization and is excited about his new role. At the same time, she/he doesn't yet know the ropes, so doesn't have the skills required for the job in hand.

D2: The "Disillusioned Learner" (Low Competence/Low Commitment)

This person may have been around for a while and may have some relevant skills. Motivation and enthusiasm have dropped. The person may be thinking of leaving. They are inconsistent in their performance and unsure of the difference they make.

D3: The "Reluctant Contributor" (High Competence/Variable Commitment)

This person has probably been around for a while and is quite experienced and capable. At times, though, he lacks the confidence to do things alone and/or the motivation to do it well. He might be bored and looking for new challenges.

D4: The Peak Performer (High Competence/High Commitment)

This person enjoys what he is doing, is highly competent, probably even teaching others the ropes.

6. Bolman and Deal's Four-Frame Model

Lee Bolman and Terry Deal outlined their Four-Frame model in 1991. They stated that leaders should look at and approach organizational issues from four perspectives, which they called 'Frames'. In their view, if a leader works with only one habitual Frame, the leader risks being ineffective. The Four Frames outlined by Bolman and Deal are:

Table 3.6 Bolman and Deal's Four Frames: Descriptions and Differences

<table>
<thead>
<tr>
<th>Bolman and Deal's Four Frames: descriptions and differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural</strong></td>
</tr>
<tr>
<td><strong>Human Resource</strong></td>
</tr>
<tr>
<td><strong>Political</strong></td>
</tr>
<tr>
<td><strong>Symbolic</strong></td>
</tr>
</tbody>
</table>

Bolman and Deal proposed that a leader should see the organization's challenges through these four Frames or 'lenses', to gain an overall view, and to decide which Frame or Frames to use. The leader may use one Frame (a behavioural approach) for a time, and then switch to another. Or, instead, the leader might combine and use a number of Frames, or all four, at the same time (multi-Frame perspective). No Frame works well in every circumstance. So, it is the leader's responsibility to use the appropriate Frame of reference, and thereby behaviour, for each challenge.
3.4.4 Functional Leadership Models

The functional leadership approach focuses on what the leader has to do to be successful. The best known functional leadership models are: John Adair's Action-Centred Leadership model, and Kouzes & Posner's Five Leadership Practices model.

1. John Adair's Action-Centred Leadership model

John Adair, a prolific writer on leadership, first published his Action-Centred Leadership model in the 1970s. He observed what effective leaders did to gain the support and commitment of the followers.

![Figure 3.9 Adair's Action-Centred Leadership 'three circles' diagram.](image)

The above diagram symbolizes the three main overlapping and integrated functional responsibilities of a leader, according to Adair's theory. The Action-Centred Leadership model states that the leader must pay attention simultaneously to three areas of need: task, team and individual. At any time,
the emphasis on each circle may vary, but all are interdependent and so the leader must watch all three.

**Task-** The first need is to achieve a task or aim or 'getting the results' which tends to be the biggest responsibility and for which each leader is held accountable by the organization. This causes many leaders to focus very heavily on 'achieving the task', and neglect the other two needs. It is equal to the 'Telling' style within the Situational Leadership model.

**Team-** Team needs are things like effective interaction, support, shared work and communication within the team and with other teams. In so doing, they put the group's goal ahead of their own individual personal priorities. Without it, the group's aims become a collection of individually different goals and methods, which obviously prevent the development of an effective cohesive team.

**Individual -** The third need centres on each individual team member. Although each individual is a member of a group with a shared goal and shared standards of performance, he or she remains an individual. In other words, each person has individual needs like, financial recognition, safety, status, respect, praise, intimacy and fulfilment, etc. So, while leaders must ensure that a group has a collective identity and shared methods and purpose, etc., the leader must also help members who satisfy industrial and personal needs. In short, the Action-Centred Leadership model says the overall function of the leader is to focus on the three
primary areas of need- task, team and individual members who satisfy individual personal needs.

2. **Kouzes and Posner's Five Leadership Practices Model.**

James Kouzes and Barry Posner developed the Functional leadership model in 1987. It is more prescriptive than Adair's model and aims more at high-level leaders like CEOs, but it is a significant contribution to the thinking on effective leadership. This model is also known as Kouzes and Posner's Leadership Challenge Model. The Five Practices of Exemplary Leadership are:

1) Model the Way
2) Inspire a Shared Vision
3) Challenge the Process
4) Enable Others to Act
5) Encourage the Heart

Kouzes and Posner created their Five Leadership Practices model after researching on people's personal experiences of excellent leadership. From this, they claimed that "...good leadership is an understandable and universal process..." involving five practices and, within each of those, two key behaviours. Here is an outline of the Kouzes and Posner model:
Table 3.7 Five Leadership Practices

<table>
<thead>
<tr>
<th>Practices</th>
<th>Key Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the Way</td>
<td>Set the example by behaving in ways that reflect the shared values.</td>
</tr>
<tr>
<td></td>
<td>Achieve small wins that build confidence, commitment and consistent progress.</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>Envision an uplifting, exciting, meaningful future.</td>
</tr>
<tr>
<td></td>
<td>Enlist others in a common vision by appealing to their values, interests, hopes and dreams.</td>
</tr>
<tr>
<td>Challenge the Process</td>
<td>Search out challenging opportunities to change, grow, innovate and improve.</td>
</tr>
<tr>
<td></td>
<td>Experiment, take risks and learn from any mistakes.</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>Foster collaboration by promoting cooperative goals and building trust.</td>
</tr>
<tr>
<td></td>
<td>Strengthen people's ability by delegating power, developing their competence and offering visible support.</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>Recognise individual contributions to the success of the project.</td>
</tr>
<tr>
<td></td>
<td>Celebrate team accomplishments regularly.</td>
</tr>
</tbody>
</table>

Kouzes and Posner's theory is in the 'leader-as-hero' tradition. It, therefore, largely ignores more recent ideas about sharing leadership.

3.4.5 Integrated Psychological Approach

The 'integrated psychological' leadership approach is a relatively very recent development in thinking on effective leadership. James Scouller says that his 'Three Levels of Leadership' model aims to offer a practical view of leadership that helps individuals become more effective leaders, enables leaders to apply three of the most talked-about leadership philosophies in the 21st century: 'servant leadership,' 'authentic leadership' and 'values-based
leadership', and combines the strengths of earlier theories (Traits, Behavioural ideals, Functional and Situational/Contingency), while addressing their possible weaknesses. He supports the concept of shared leadership where the leader does not always have to lead from the front; he or she can delegate, or share part of their responsibility for leadership.

1. **James Scouller's Three Levels of Leadership model**

Scouller's Three Levels of Leadership model is also referred to as the 3P model. The three Ps stand for Public, Private and Personal leadership.

![James Scouller's Three Levels of Leadership (3P) Model](image)

**Figure 3.10 James Scouller's Three Levels of Leadership model**

The Three Levels of Leadership model builds on Scouller's idea that the leader must ensure there is leadership in all four dimensions, such as: motivating future or purpose, task and results, upholding group spirit, and standards, and attention to individuals (for example, motivation, confidence, selection, feelings...
Leadership Styles - A Theoretical Framework

of inclusion). Scouller's main idea is that for leaders to be effective in all four dimensions, they must work on three levels simultaneously:

1) **Public Leadership**: an outer or behavioural level. It covers 3 dimensions like, Purpose, Task and Group Unity.

2) **Private Leadership**: another outer or behavioural level. It covers dimensions 2 and 4 (individual aspects of Task, attention to Individuals).

3) **Personal Leadership**: an inner level. It covers all four dimensions (Purpose, Task, Group Unity, Individuals), although less directly than the two outer levels.

Scouller explains that 'Personal Leadership' affects all four dimensions by working on the sources of a leader's effectiveness: their leadership presence, technical know-how, skill, attitude to other people, and psychological self-mastery. According to Scouller's Three Levels model, self-mastery is the key to a person's leadership presence, to his/her attitude toward others, and flexibility. Scouller argues that Personal Leadership is the most influential of the three levels because positive change at the personal level has positive 'ripple' effects at the two outer levels.

**Scouller's Integrated Approach**

Scouller's integrated approach makes use of four types of leadership models: Trait theory, Behavioural ideals theory, Situational/Contingency theory and Functional theory.
Table 3.8 Scouller's 3P integration/extension of existing leadership models

<table>
<thead>
<tr>
<th>Models and their relation with Scouller’s Integrated approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traits theory</td>
</tr>
<tr>
<td>Scouller agrees that the best leaders have a certain distinctive quality often called 'leadership presence'. Leaders should let their distinctive presence flow according to their individual personality and develop their presence through self-mastery.</td>
</tr>
<tr>
<td>Behavioural Ideals theory</td>
</tr>
<tr>
<td>It gives high concern for task with equal concern for people. The true behavioural ideal is not one fixed style of behaviour because leaders can and should flex their approach according to the circumstances.</td>
</tr>
<tr>
<td>Situational/Contingency theory</td>
</tr>
<tr>
<td>The 3P model shows how leaders with inflexible habits can change their beliefs and behaviour, ie, by removing inner psychological blocks through self-mastery.</td>
</tr>
<tr>
<td>Functional theory</td>
</tr>
<tr>
<td>It describes what leaders must do by listing key leadership behaviours. However, it goes further by explaining the know-how and skills underlying the behaviours and how to learn them. It also addresses the psychology of leaders and explains how self-mastery can help them develop their leadership presence and stop limiting beliefs blocking the use of their skills.</td>
</tr>
</tbody>
</table>

Other Leadership Models

3.4.6 Leadership Team IPO Model/SIPOC Approach.

Kelly S. Petrock developed one simple and versatile tool for modelling systems known as SIPOC Approach. SIPOC Stands for Supplier, Input, Process, Output and Customer. It is an excellent, deliberate and “scientific” approach to model, characterize and improve leadership team functioning. This
approach provokes thought, organizes action, takes what is often perceived as a “soft” and touchy-feely” space, and translates it into a more of a science.

Figure 3.11  Leadership Team IPO Model/SIPOC Approach

3.4.7 Bruce Tuckman's (1965) Forming, Storming, Norming, Performing and Team-development model

Dr Bruce Tuckman published his Forming, Storming, Norming, Performing model in 1965. He added a fifth stage, Adjourning, in the 1970s. The Forming, Storming, Norming, Performing theory is an elegant and helpful explanation of team development and behaviour. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes his leadership style, beginning with a directing style, moving through coaching, then participating, finishing, delegating and almost detached. At this point the
team may produce a successor leader and the previous leader can move on to develop a new team. **The four stages in the Model are:**

**Forming - stage 1**

High dependence on leader for guidance and direction. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Members test tolerance of system and leader. Leader directs, as in the 'Telling' mode.

**Storming - stage 2**

Decisions do not come easily within a group. Team members fight for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader coaches, as in the 'Selling' mode.

**Norming - stage 3**

Agreement and consensus largely form in the team, and its members respond well to facilitation by the leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader. The leader facilitates and enables a 'Participating' mode.
Performing - stage 4

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. Disagreements occur but they are resolved within the team positively, and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal. Team members look after each other. The team does not need to be instructed or assisted. The leader delegates and oversees, as in the 'Delegating' mode.

Figure 3.12 Tuckman's Forming Storming Norming Performing Model

Adjourning - Stage 5

Bruce Tuckman refined his theory around 1975 and added a fifth stage called Adjourning, which is also referred to as Deforming and Mourning. Adjourning is arguably more of an adjunct to the original four-stage model rather than an extension - it views the group from a perspective beyond the purpose of the first four stages. It is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved.
3.4.8 Geoleadership Model

Globalization has placed greater demands on leaders than ever before. Today, it is estimated that 70 per cent of global business ventures worldwide fail due to mismanagement of intercultural differences. The need for leaders who are self-aware is critical for beginning to lead in a new context. Wibbeke says that in addition to “extraordinary business leadership skills, a leader now needs cultural intelligence.” She adds, “Learning about how other cultures both define and exert leadership is crucial in gaining and maintaining market share. The challenge is how to manage multiple, simultaneous cultural identities”.

Figure 3.13 Geoleadership Model
Wibbeke introduces the *Geoleadership Model* and considers how the concepts of care, communication, consciousness, change, and capability all vary around the world. Wibbeke explains, “Learning how to interact in other cultures takes effort beyond just learning another culture’s language. For the American business leader operating in another culture, interaction requires a deeper cultural understanding about how things are done. When people do not have a common frame of reference, misunderstandings, conflict, and productivity problems tend to arise.” The “task-oriented people tend to have more difficulty adjusting in an unfamiliar culture.”

### 3.4.9 Leadership Process Model (by Randall B. Dunham and Jon Pierce, 1989).

![Figure 3.14 Leadership Process Model](image)

The model shows the relationship between four key factors that contribute to leadership success or failure. These are, **The Leader, Followers, The Context** (a regular workday, an emergency project, or a challenging, long-
term assignment. Context can also cover the physical environment, resources available, and events in the wider organization) and Outcomes (reaching a particular goal, developing a high-quality product, or resolving a customer service issue, improved trust and respect between the leader and followers, or higher team morale).

The model shows the way in which the leader, the followers, and the context combine to affect the outcomes. It also shows how outcomes feed back to affect the leader, the followers, and the context. Most importantly, the model highlights that leadership is a dynamic and ongoing process. Therefore, it is important to be flexible depending on the context and outcomes, and to invest continually in the relationship with followers.

3.4.10 Alpha Leadership

Alpha Leadership is a new model of leadership developed by Robert Dilts, to capture and share the latest and most up-to-date knowledge about the practice of effective leadership. The Alpha Leadership model defines a set of principles, tools and skills modelled from observing and coaching world-class leaders from around the world. The model deals with three key concepts of Leadership, called the “triple A’s” of leadership, namely, Anticipate, Align and Act. ‘Anticipate’ means the leader’s ability to be aware of the larger system in which he or she and the team or organization are acting. ‘Align’ means the way a leader engages and interacts with others—achieving congruence in his or her own values and desires, and the values and desires of others in order to act effectively in pursuit of business goals and outcomes. ‘Act’ relates to establishing what is important to achieve the business goals, and making the commitment to persist in areas that make a difference through clarity and constancy of purpose.
3.4.11 Collaborative Leadership Model

Collaborative Leadership is an influence relationship, which brings safety, trust and commitment, among leaders and their partners who intend substantive or transforming change, that reflect their mutual purpose, shared vision and common goals as shown below.
Complexity drives the need for collaboration; collaboration drives the need for safety and trust. The Collaborative Leadership model is aptly suited for the 21st Century because it is a trust-based model that fosters the creation of an interlocking network of relationships among people who are working to create a movement or force for change. The formation of these collaboratives allows for a myriad of talents and experiences to be brought to bear on the complexities associated with organizational issues and challenges. There is another Collaborative Leader Action Model developed by Dan Pontefract, which is given below:

![Collaborative Leader Action Model by Dan Pontefract](image)

**Figure 3.17 The Collaborative Leader Action Model by Dan Pontefract**

It begins with ‘Connect’, when a new idea or project has been initiated that is connecting with others about the seed idea behind a project. Collect all opinions, comments and suggestions. Communicate the proposed way forward
you have chosen based on the collected information. Create and collaborate on the activity to achieve the project. Confirm that the creation is what the participants, idea submitters and stakeholders had in mind. Then make sure you congratulate and identify those involved. Each part is significant in itself. The emphasis is not on who initiated the idea, on the creation process, or on who gets to share the final results. It involves all the elements together, and also follows the Connected Leader attributes.

3.4.12 A Leadership Model for the 1990s

The leadership model for the 1990s rests on one important tenet. In an environment of unpredictability- an environment that is changing rapidly and is highly interconnected- the most reliable knowledge about "what to do" resides collectively with the people who work in the organization. Each person in an organization has different parts of the knowledge needed because each person has a different framework, a different set of understandings, and different information from the network of communications and information. Each sees different pieces of the future and different parts of the cause of the problem. The role of leadership is to access the information not only in its collective form but in its synergistic form. This leadership model is aimed at finding the solutions for the future that reside collectively in the organization. It is developed and implemented by Wheatley, Peters, Block, Senge, and Tapscott. The model works as a four-part process (Figure 3.18).
Intention

‘Intention’ is the vision, literally what the organization intends to be and do, and how it will behave. It is not a mission statement. Leadership must accept responsibility for declaring and communicating the intention, although a participatory process in developing it is central to beginning the ‘dialogue’. Equally important, leadership must stay constant with that intent, always referencing it as the change unfolds. This constancy is tested and is difficult to maintain.

Dialogue

‘Dialogue’ at its best is that synergistic interaction among individuals that can occur when trust exists. Leadership must shape and direct dialogue. Dialogue supported by leadership is the very vehicle through which change occurs and through which the right actions happen. Dialogue, as first introduced by Bohm and developed by Senge, is an exchange of ideas, quite
distinct from discussion in which someone's idea wins. In dialogue, individuals are willing and able to set aside their assumptions and develop a new meaning in collaboration with others; they are able to reach higher levels of understanding and insight that go beyond the best idea of any one individual. Establishing this culture of dialogue requires substantial commitment. Perhaps most difficult, leadership must set aside assessments and judgments and fully believe that others are seeing things they are not seeing. The leader(s) must trust the process.

**Action**

‘Action’ is projects that transform intention into reality. Dialogue, by itself, won't produce change. Leadership must also be willing to act on the results of the dialogue. Leadership must allow solutions that are proposed by others to move forward and be implemented, with the project team itself being accountable for results but not afraid of the consequences of failure. To the extent that the interaction between the project team and the leadership has been meaningful in dialogue, then surprises are minimal. But, one cannot expect accountability if solutions that are brought forward are not supported with the time, space, resources, and policy changes needed to make them happen.

**Evidence**

‘Evidence’ is the performance results for the organizational intention. It is the data, the project report, the reward and recognition, the promotion, that are aligned with steps that accomplish the intention. The results of a project speak much louder than words -- they are what provide the organization the internal force to move to a higher level of success. Results should be documented, communicated, and celebrated.
Repeat the cycle at the next higher level of intention. The next level is a level that would never have been possible without the earlier level (Figure 3.19). Success depends on the four elements -- intention, dialogue, action, evidence -- proceeding continuously.

For an organization, the intention is stated. The organization engages in a dialogue that interprets that intention into action in a host of different ways, many of which are unexpected. The leadership must act by moving on projects and providing the opening for others to act on projects that emerge from the dialogue. As things happen, evidence must be developed and communicated. Through this process, change becomes an emergent property of the organization rather than something imposed from above. The result is substantially different from and produces substantially better results than if the change elements had been developed and imposed by an individual or a group "at the top." Such a process, however, requires major shifts in leadership style and in how leadership spends time. The four steps are not a sequence nor do they define one set of answers. Rather, lots of parallel processes are ongoing.
These processes do not always line up or fit together. They are often based on the passion of persons trying to interpret and implement the intention.

3.4.13 The 3-D Theory of Managerial Effectiveness

The 3-D Theory of Managerial Effectiveness is developed by William Reddin, containing four basic types of leadership style, namely, High relationship orientation and high task orientation called **Integrated Type**; High relationship orientation and low task orientation called **Related Type**; Low relationship orientation and high task orientation called **Dedicated Type**; and Low relationship orientation and low task orientation called **Separated Type**.
Thus, by measuring the level of effectiveness of each style, Reddin developed this basic model into eight leadership styles. This modified model is called *The 3-D Theory of Managerial Effectiveness*.

The Table below shows the Less Effective and More Effective styles in each basic type.

**Table 3.9 Less effective and More effective Leadership Styles**

<table>
<thead>
<tr>
<th>Less Effective</th>
<th>Basic types</th>
<th>More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deserter</td>
<td>SEPARATED</td>
<td>Bureaucratic</td>
</tr>
<tr>
<td>Missionary</td>
<td>RELATED</td>
<td>Developer</td>
</tr>
<tr>
<td>Autocratic</td>
<td>DEDICATED</td>
<td>Benevolent Autocratic</td>
</tr>
<tr>
<td>Compromiser</td>
<td>INTEGRATED</td>
<td>Executive</td>
</tr>
</tbody>
</table>

1. **Separated Basic Types**

   This type of style gives less emphasis to both relationship and task. Leaders who care mainly about themselves and are afraid of making mistakes, follow this style. Here the least effective style is the Deserter style and the most effective style is the Bureaucratic style.

   **a. Deserter:** (Less Effective Leadership Style).

   This is essentially a hand-off or laissez-faire approach. Avoidance of any involvement or intervention which would upset the status, assuming a neutral attitude toward what is going on during the day, looking the other way to avoid enforcing rules, keeping out of the way of both supervisors and subordinates, and avoidance of change and planning are the activities undertaken (or initiated) by managers. People who achieve
high scores may be adverse to managerial tasks or may have begun to lose interest in such tasks. This does not mean that they are bad managers; they just try to maintain the status quo and avoid “rocking the boat”.

b. Bureaucratic: (More Effective Leadership Style)

This is a legalistic and procedural approach based on adherence to rules and procedures, acceptance of hierarchy of authority, and preference of formal channels of communication. Here, high scorers tend to be systematic. They function at their best in well-structured situations where policies are clear, roles are well-defined and criteria of performance are objective and universally applied. Because they insist on rational systems, these managers may be seen as autocratic, rigid or fussy. Because of their dependence on rules and procedures, they are hardly distinguished from autocratic managers.

2. Related Basic Types

This group gives more importance to relationship and less to task. Here, there is a friendly relationship between the leader and the led group. But this style is not good for creating results.

a. Missionary: (Less Effective Leadership Style)

This is an affective (supportive) approach. It emphasizes congeniality and positive climate in the work place. High scorers are sensitive to subordinates’ personal needs and concerns. They try to keep people happy by giving the most they can. Supportive behaviour represents the positive component of this style. It has, however, a defensive counterpart.
They may avoid or smooth over conflict, feel uncomfortable enforcing controls and find difficulty denying requests or making candid appraisals.

b. **Developer**: (More Effective Leadership Style)

This is the objective counterpart of the missionary style: Objective, in the sense that concern for people is expressed professionally: subordinates are allowed to participate in decision making and are given opportunities to express their views and to develop their potential. Their contribution is recognized and attention is given to their development. High scorers are likely to have optimistic beliefs about people wanting to work and produce. Their approach to subordinates is collegial: they like to share their knowledge and expertise with their subordinates and take pride in discovering and promoting talent.

3. **Dedicated Basic Types**

Here, there is high focus on task with little or no concern for people, as in the autocratic style. Leaders of this style control and dominate others. Motivation is given in the form of threat or punishment. This is a dictatorial style.

a. **Autocratic**: (Less Effective Leadership Style)

This is a directive and controlling approach. Concern for production and output outweighs the concern for workers and their relationship. Managers who score high tend to be formal. They assign tasks to subordinates and watch implementation closely. Errors are not tolerated, and deviation from stated objectives or directives is forbidden. They
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make unilateral decisions and feel no need to explain or justify them. They minimize interaction with people, or limit communication to the essential demand of the task at hand. They believe in individual responsibility and consider group meetings a waste of time. They tend to be formal, straightforward and critical.

b. Benevolent Autocratic: (More Effective Leadership Style)

This is the communicative counterpart of the autocratic style. It is still directive and interventionist. High scorers are seen as task masters who devote themselves comfortably to the accomplishment of production objectives. They enjoy tackling operational problems and may have less patience dealing with problems of human relation. They keep in touch with subordinates, instructing them, answering their questions and helping them with operational problems. They structure daily work, set objectives, give orders or delegate with firm accountability. They would not hesitate to observe discipline. They meet group needs but ignore one-to-one personal relationship.

4. Integrated Basic Types

These leaders manage to blend concern for both people and organizational aims by using a collaborative teamwork approach; plenty of consultation with subordinates enables the development of a shared motivation to achieve the organizational goal.

a. Compromiser: (Less Effective Leadership Style).

The compromisers express appreciation of both human relations orientation and task orientation. They, however, admit to difficulties in
integrating them. Therefore they may vacillate between task requirements and demand for human relations. In order to alleviate immediate pressures, they may resort to compromise solutions or expediency. They may be sensitive to reality considerations which stand in the way, and willing to delay action for whatever reason, internal or external.

b. Executive: (More Effective Leadership Style)

This approach integrates task orientation and human relations orientation in response to realistic demand. It is best described as a consultative, interactive, and problem-solving approach. This approach is called for in managing operations which require exploration of alternative solutions, pooling different resources, and integrating opposing perspectives. Such leaders favour a team approach in problem solving, planning and decision making. They stimulate communication among subordinates, and thus obtain collective ideas and suggestions. Managers who use this approach are usually perceived as good motivators who tend to deal openly with conflict and who try to obtain collective commitment.

There is a time and place for all the leadership styles. If a leader has one tactic that he or she relies on almost all the time, it is almost certain to develop into a pattern or behaviour, called style. The leader’s selection of a particular style in a situation will depend on personality, the frame of mind, goals or objectives, the relative power between the leader and follower, the importance of time in the action, and the type of commitment required to complete the action, rules, laws, or authority of the leader in the situation.
3.4.14 Broderick PSF Leadership Model

Maureen Broderick is the founder and CEO of Broderick and Company, a consulting firm specializing in strategy, research and training for professional services. He developed a Leadership Model called Broderick PSF Leadership Model.

"The fundamentals of the professional service business are brutally simple; it's about talent, it's about clients, and it's about teaming to bring it all together to create and deliver value." Jim Quigley, former CEO, Deloitte.

Operating a professional service firm (PSF) is very different from running a product-based business. Infrastructures, governance, talent management, compensation, and profitability vary significantly from traditional corporate environments. Managing a successful PSF is a challenging business that requires a delicate balance between structure and autonomy and a unique leadership style. Broderick and his team conducted a study on ten critical areas that firm leaders must monitor to build and maintain a strong organization: vision, values, and culture; people; clients; services; finance; positioning; partnership; strategy; structure; and leadership style. To keep the firm operating at maximum strength, leadership must constantly monitor and tinker with each of these critical pieces of the organizational puzzle. They also found that the key is maintaining a vigilant focus on the firm’s vision, values, and culture – the anchor and core of every successful professional service firm.

1. Vision, Values and Culture

"For a professional service firm, vision, values, and culture are really 99 percent of the equation" (Damien O'Brien, CEO, Egon Zehnder international). The leaders of the professional service firms interviewed were passionate.
about their firms’ values and culture. Values are the bedrock of the organization – the rules that govern behaviour toward colleagues, clients, and the communities in which they serve. In successful firms, adherence to the values is cultivated and rewarded. These firms devote an enormous amount of time and resources to embed their values and reinforce their culture; the preservation and nurturing of their firm’s vision, values and culture is their number one job.

2. People

"Creating an environment where people with very different backgrounds and skills feel that they can have a successful career is essential." (Dennis Nally, Global Chairman, PWC). It is expected that professional services would be good at talent management. After all, people are the product. Without committed, highly skilled people, there is nothing to sell. Some impressive best practices emerged in our discussions, but perhaps the most important lesson is that people are treated with respect. Their opinions are valued, they are trusted to interact with clients early on in their careers, and their contributions are expected and rewarded. Successful firms invest significantly in recruiting, career management, training and mentoring of their job.

3. Portfolio

"If you are serving the wrong clients, you do not have a chance for success" (Bill Hermann, Former Managing Partner, Plante & Moran). For PSFs, the client base, in effect, defines the business. The client base helps shape a firm’s brand and has a powerful influence on its reputation and standing in the marketplace. The best-run firms follow five steps to effectively manage the client cycle from concept through acquisition,
retention, and renewal. The cycle begins with strategically planning and regularly reviewing the client mix. As clients come on board, they are carefully introduced into the firm and are nurtured and managed via a well-defined process to sustain, grow, solicit feedback and improve the client relationship. The cycle is completed with regular reviews of client profitability, partner management and relationship status. Each step in the cycle is integral to building a profitable client base that sustains and nourishes the firm and its professionals.

4. Services

"Without productization, intellectual capital just builds brand; it doesn't create a new service portfolio" (Stephen Rhinesmith, former Senior Partner, Oliver Wyman). If talent is the lifeblood of a firm, then an effective service portfolio strategy represents the arteries through which that talent is channelled – and innovation keeps the whole system healthy and energized. Firm leaders agree that successfully managing service development and renewal is a continuous cycle of activities that begins with a portfolio review to identify gaps and retire services that are no longer relevant. It continues with ideation, the often complex task of stimulating and capturing new ideas. The next step is selecting the best candidates for development. And finally, ideas are transformed into viable service offerings, the troops are trained on delivery, and the services are launched. Gathering and sharing knowledge and client experiences is integral to the ongoing success of a service strategy. Each step of the cycle is important in creating a consistent engine of innovation.
5. Finance

"Financial management is the bedrock. You can't be successful if you don't end up with competitive earnings, whatever metrics you use" (Steve Harty, North American Chairman, BBH). On the surface, professional services seem like simple businesses to manage financially. “It’s mostly a time and materials business driven by rates, revenue, utilization, realization, and expenses.” But there are nuances that make it challenging. In the short-term project-based PSF environment, it is almost impossible for many firm leaders to see beyond the window of a few months, which makes revenue forecasting a distinct challenge. The top firms have a clearly articulated financial strategy that establishes revenue and earnings goals, and responsibilities for financial performance. They are rigorous at tracking key financial metrics – both lagging and leading indicators – and invest in the people and the analytical tools that provide timely, action-oriented financial information. Cash flow is king, as one CEO told us, “If a firm has cash, it’s a well run place. If they don’t, it isn’t’’.

6. Positioning

"Your brand is the place you occupy in the consciousness of your constituents" (Frank Burch, Chairman, DLA Piper Global Board). In professional services, positioning is what you stand for. Positioning defines what the firm does, how it does it and why it is different from other organizations. To succeed, a PSF must identify a credible position to occupy in the market. Determining positioning involves decisions on a number of fronts. Will you be a lower cost/higher volume provider or will you offer high cost, unique solutions to unique problems? What specific services will you sell?
Which segments, geographies, companies and buyers will you target? What is the service experience the firm will create for the client? The best firms know who they are and what they do, and are masters at communicating their positioning both internally to staff and externally to their market.

7. Partnership

"There has to be a lot more than money to hold a group of very smart, type-A partners together" (Evan Chesler, Presiding Partner, Cravath, Swaine and Moore). The term ‘partnership’ has a very special meaning in professional services. Much more than a type of ownership structure, the concept of partnership is both an industry mindset – a core belief that everyone is in it together, united by a common vision and cause – and a distinctive set of governance characteristics. A successful partnership-driven governance model is based on shared values, collaboration and teamwork, peer relationships, highly participatory decision making, and equity sharing with partners/owners.

8. Strategy

"We spend a lot of time, as a management team, just making sure we are aligned in our ambition" (Steve Gunby, former Chairman, North and South America, The Boston Consulting Group). Some view strategic planning as an art, some as a science – and some as an inspired combination of the two. Firm leaders described their strategic planning processes as everything from intensive brainstorming marathons over weeks or even months to routine annual budget exercises. The best firms view strategic planning as a continuous cycle, not a one-time event. Long-term strategic plans are integrated with annual plans and progress is regularly reviewed and communicated to all stakeholders.
9. Structure

"We really hate bureaucracy. That is why we are pretty flat and there is not a lot of politics happening here" (Donna Imperato, President and CEO, Cohn and Wolfe). The choice of the organizational structure and governance model has critical implications for professional service firms. Together, they form the internal architecture of a firm – the invisible scaffolding that supports everything, from day-to-day operations to strategic planning and effective execution. The structure delineates the organizational layers and management reporting hierarchies within the firm. Governance is the leadership style – collaborative, dictatorial, or corporate – and the policies, systems and procedures that underpin the enterprise. Organization design choices can reinforce or undermine culture, endanger or enhance performance and service quality, and enable or diminish profitability.

10. Leadership

Of all the ingredients in the professional service mix, leadership is probably the most essential to success – and often the most elusive. In most industries, the person in the corner office calls the shots. Operating within a traditional command and control environment is relatively straightforward: the divisions between leading, managing, and following are clearly defined and widely understood. In contrast, the matrix structure that most professional service firms have embraced is a far more dynamic business model; it is flat, fluid, fragmented, and often unruly. The most important characteristics of a successful service firm leader are as a good influencer, listener and communicator; inspirational; passionate; visionary; they fall under the umbrella of strong interpersonal skills and emotional intelligence.
3.4.15 Leadership style Matrix

Eric Flamholtz and Yvonne Randle developed the Leadership Style Matrix and published it in 2007. The Leadership Style Matrix is divided into four quadrants. Each quadrant lists two leadership styles that are best suited for a specific situation and person (or group). Two factors, namely, programmability and job autonomy (represented in Y and X axis respectively) are matched with the leadership styles in each quadrant. A non-programmable task is more creative and moves higher up the Y-axis. The X-axis describes the individual's capability and preference for autonomy. If the people prefer to work alone, move right on the X-axis. If they need more instruction and interaction from the leader, move to the left. Several factors influence this, including education, skill, motivation, and their desire for feedback, interaction, or independence. For instance, a person with a high level of education, skill, motivation and independence is likely to want autonomy. Others need more feedback and interaction, so that he or she can complete the task successfully. Each quadrant and the corresponding leadership styles are given below.

**Quadrant 1: High Programmability/Low Job Autonomy**

If a person is in charge of a task that must be done in a specific way; or that needs to be completed by a team that needs a great deal of motivation, guidance, feedback, or interaction. In these cases, a directive leadership approach is most effective. The two styles used here are:

**Autocratic** - The leader issues instructions without explanation, and expect team members to follow them without question. This style can be effective when the team depends on leader and feedback, and the work must be done in a specific way. It is also effective in a crisis or emergency situation. It is important to
Chapter 3

strike a healthy balance when using this leadership style. The leader should lead with strength and assertiveness, but it is also important to lead with kindness. Do not forget that the team members depend on the feedback from the leader. Praise their good work regularly, and give them constructive criticism on how they can improve.

Benevolent Autocratic – The benevolent autocratic style is similar to the autocratic style. However, this approach is more participative. For example, instead of just issuing instructions, also explain the reasons behind the instructions. As the team is working, practise management by wandering around, so that the leader is available to answer questions and provide feedback. This visibility and support will help the leader to keep the project on track.

Quadrant 2: High Programmability/High Job Autonomy

When the tasks that are delegated must be completed in a specific way, and the person that you are delegating wants to have autonomy in his or her work, it is better to use either a consultative or a participative style of leadership.

Consultative – A consultative leadership style is used when the team members are asked to give their input and opinion, but the leader still have the final say. The leader consults the group, yet he is responsible for choosing the best course of action. To use this style successfully, building trust in the team is essential. When trust is present, the team will be open to the ideas and suggestions.

Participative – As in the consultative style, the leader has the final say in a decision. Moreover, the leader participates the group to develop ideas, not just
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Offer opinions on an idea. The participative style concentrates on group problem-solving and brainstorming. So, the leader should use group decision-making and group problem-solving tools to ensure that each person's voice is heard equally.

**Quadrant 3: Low Programmability/Low Job Autonomy**

Here, the leader has to lead a highly creative project, with a person or with team members who do not want autonomy. Instead, they need direction, input, and interaction. The two leadership styles that best fit this situation are Consultative and Participative.

**Quadrant 4: Low Programmability/High Job Autonomy**

When a creative or "loose" project is assigned to a person who wants freedom and independence to work. Here a nondirective leadership approach is the most suitable. The two styles that can be used here are:

**Consensus** – One option is to use a consensual leadership style. The team member is given a great deal of authority in the decision-making process. Instead of being the "boss," it is almost as if the leader becomes part of the team. Ensure that the team member understands his or her responsibilities when the leader uses this style.

**Laissez-faire** – It is a hands-off leadership style that should be used carefully. It gives team members a lot of freedom to do their work. When working with someone who is highly skilled, motivated, and intelligent, using this leadership style can be very effective. To use laissez-faire successfully, make sure that the leader delegates the right tasks to the right people.
This is a useful framework for deciding which leadership style to use for a particular situation, but the Hersey-Blanchard Situational Leadership Theory suggests different leadership styles for individuals with different levels of maturity; and the Path Goal Theory looks at leadership styles that are appropriate for different individuals and different situations.

3.4.16 Leadership Competency Model

This competency Model is divided into three main groups: Core Competencies, Leadership Competencies, Professional Competencies. These three groups of competencies can be called the Pyramid of Leadership, which collectively form the basic requirements for becoming a leader.

1. Core Competencies

These are the personal skills required at all levels of leadership. These competencies provide the foundation that a person needs to become a leader. They include:

a) **Communicating:** Expresses oneself effectively both orally and in written form. Communicate plans and activities in a manner that supports strategies for employee involvement. Actively listens to others.

b) **Negotiating:** Settles differences by using a win-win approach to maintain relationships.

c) **Teamwork:** Uses appropriate interpersonal style to steer team members towards the goal. Allocates decision making and other responsibilities to the appropriate individuals. Organizes resources to accomplish tasks with maximum efficiency.
d) **Creative Problem Solving:** Identifies and collects information relevant to the problem. Uses brainstorming techniques to create a variety of choices. Selects the best course of action by identifying all the alternatives.

e) **Interpersonal Skills:** Treats others with respect, trust, and dignity. Works well with others by being considerate of the needs and feelings of each individual. Promotes a productive culture by valuing individuals and their contributions.

f) **Client Relationship:** Works effectively with both internal and external customers. Gathers and analyzes customer feedback to assist in decision making.

g) **Self-Direction:** Establishes goals, deliverables, timeliness, and budgets with little or no motivation from superiors. Assembles and leads teams to achieve established goals within deadlines.

h) **Flexibility:** Willingness to change to meet organizational needs. Challenges establish norms and make hard, but correct decisions. Adapts to stressful situations.

i) **Build appropriate relationships** with peers and associates to build a support base.

j) **Professionalism:** Stays current in terms of professional development. Contributes to and promotes the development of the profession through active participation in the community.

k) **Financial:** Does not waste resources.
1) **Business Acumen:** Reacts positively to key developments in areas of expertise that may affect the business.

2. **Leadership Competencies**

These are the skills needed to drive the organization onto the cutting edge of new technologies. Leadership Competencies form the basic structure that separates leaders from bosses. "It includes:

a) **Leadership Abilities:** Displays attributes that make people glad to follow. Provides a feeling of trust. Rallies the troops and builds morale when the going gets tough.

b) **Visioning Process:** Applies effort to increase productiveness in areas needing the most improvement. Creates and sets goals (visions). Senses the environment by using personal way to influence subordinates and peers. Gain commitment by influencing team to set objectives.

c) **Create and Lead Teams:** Develops high-performance teams by establishing a spirit of cooperation and cohesion for achieving goals. Quickly takes teams out of the storming and norming phases and into the performing phase.

d) **Assess Situations Quickly and Accurately:** Takes charge when the situation demands it.

e) **Foster Conflict Resolutions (win-win):** Effectively handles disagreements and conflicts. Settles disputes by focusing on solving the problems, without offending egos. Provides support and expertise to other leaders with respect to managing people.
f) **Project Management:** Tracks critical steps in projects to ensure they are completed on time. Identifies and reacts to the outside forces that might influence or alter the organization's goals. Establishes a course-of-action to accomplish a specific goal. Identifies, evaluates, and implements measurement systems for current and future projects.

g) **Implement Employee Involvement Strategies:** Develops ownership by bringing employees in the decision-making and planning process. Provides the means to enable employee success, while maintaining the well-being of the organization. Develops processes to engage employees in achieving the objectives of the organization. Empower employees by giving them the authority to get things accomplished in the most efficient and timely manner.

h) **Coach and Train Peers and Subordinates:** Recognizes that learning happens at every opportunity. Develops future leaders by being involved in the company mentoring program. Provides performance feedback, coaching, and career development to teams and individuals to maximize their probability of success. Ensure leadership at every level by coaching employees to ensure the right things happen.

3. **Professional Competencies for Learning /Training Leaders**

These are the skills and knowledge needed to direct the systems and processes that a leader controls. Each organization requires a different set of professional competencies for each leadership position. Although leaders do not need to be the Subject Matter Experts (SME) for the tasks that they
A direct, they must have a basic understanding of the systems and processes that they control. Again, each position requires a different set of skills and knowledge.

a) **Adult Learning:** Understand and appreciate the diverse experiences of learners. Facilitate self-directed action and help with the informal learning of others.

b) **Instructional Design:** Use the Instructional Design (ISD) model. Design for maximum performance. Deliver (implement) learning package. Evaluate using formative and summative methods throughout the entire process.

c) **Rapid Design:** Uses prototypes to quickly create and deliver learning packages.

d) **Consulting:** Determine stakeholder's needs. Negotiate a solution. Ensure solution fulfills a business and/or organization requirement.

e) **Instruction:** Plan and prepare for instruction. Engage learners throughout the entire instruction. Demonstrate effective presentation and facilitation skills. Provide clarification and feedback. Provide retention and transfer of newly learned skills and knowledge.

3.4.17 Connective Leadership: An Integrative Model for the 21st Century (Female Leadership Styles in the 21st-Century Workplace)  
Jean Lipman-Blumen

From the perspective of global interdependence, connective leadership, a new, integrative model of leadership can play a great role in the dramatically changing workplace of the twenty-first century. Inevitably, the workplace will reflect the increasingly interdependent, external environment, shaped by
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new realities and demands emanating from global political and economic trends. Internally, the backgrounds, talents, and interests of a highly diverse work force will foster additional, yet consonant transformations in the workplace.

"Connective leadership" derives its label from its character of connecting individuals not only to their own tasks and ego drives, but also to those of the group and community that depend upon the accomplishment of mutual goals. It is leadership that connects individuals to others and others' goals, using a broad spectrum of behavioural strategies. It is leadership that "proceed(s) from a premise of connection" and a recognition of networks of relationships that bind society in a web of mutual responsibilities. It shares responsibility, takes unthreatened pride in the accomplishments of colleagues and proteges, and experiences success without the compulsion to outdo others. Connective leadership reaches out beyond its own traditional constituencies to presumed adversaries, using mutual goals, rather than mutual enemies, to create group cohesion and community membership.

Connective Leadership is a leadership able to resolve the tension between agency and communion, comfortable in integrating others' diverse needs, able to take pride in others' success that may even surpass one's own. This new, integrative form of leadership not only encompasses both transactional and transformational behaviours, but also stretches its practitioners beyond individualism and charisma, even beyond competition and collaboration. This standard leadership image is dominated by behaviours focussed on task mastery, competition, and power, and encapsulated in a limited set of Achieving Styles, labelled "Direct Achieving Styles."
"Achieving styles" are simply the characteristic ways in which individuals go about getting things done—the learned behaviours people use for achieving goals regardless of their substantive nature or personal technologies or methods of attacking problems, or even implementation strategies. Achieving styles are divided into three sets, "direct," "instrumental," and "relational." Each individual uses a unique combination of these learned behaviours, ordinarily relying on styles associated with previous success, perhaps shifting emphases, to accomplish his or her current goals (Lipman-Blumen 1991).

The “relational” Achieving Styles focus on collaborating with, contributing to, and deriving a vicarious sense of accomplishment from others’ success. Leaders are the helpful, nurturant, vicarious role behaviours associated with the traditional female role. The “relational”, set of Achieving Styles contains three styles—“contributory,” “collaborative” and “vicarious”. Individuals who prefer the three styles of the “relational” Achieving Styles set approach their goals by (1) collaborating on group goals, (2) contributing to others’ objectives, and/or (3) deriving a vicarious sense of achievement from the success of others with whom they identify.

“Instrumental” Achieving Styles, which, until recently, they perceived as manipulative and slightly unsavoury behaviours. The instrumental style uses the self system and others as instruments for accomplishment. It involves complex, subtle strategies. The leaders enjoy attracting followers by projecting and dramatizing themselves and their goals, through symbols and dramatic behaviour, as well as counterintuitive, and therefore unexpected and unforgettable, gestures. Like the other Achieving Styles sets, it also includes three styles: "personal," "social," and "entrusting." Leaders who prefer the
"personal instrumental" style utilize their intelligence, wit, compassion, humour, family background, previous accomplishments and defeats, courage, physical appearance, and sexual appeal to connect themselves to those whose commitment and help they seek to engage. Leaders who use "social instrumental" strategies understand relationships and networks as vital and legitimate conduits for accomplishing their ends within and between institutions. They do things through other people, selecting specific individuals for specific tasks. The "entrusting instrumental" comfortably relies on everyone, not just specifically chosen individuals, to accomplish their tasks.

Direct achievers confront tasks directly through their own efforts, ie, "direct achievers." As direct achievers, they tend to use three "direct" styles, all of which focus on realizing their own visions, whether through individualistic ("intrinsic direct"), competitive ("competitive direct"), or controlling ("power direct") behaviours. The "intrinsic direct"-determinedly seek challenges and measure their visionary goals against personal, internalized standards of excellence that demand an exacting performance—perhaps a performance one can only count on oneself to deliver. The "competitive direct" style—characterizes the rugged individualist who competes unrelentingly, determined to overcome all contenders, monumental odds, and immeasurable hardships. The "power direct" achieving style--describes the "take charge" behaviour of traditional American heroes. These independent heroes strive to be in total control of all resources, from people and situations to institutions and global events. Although leaders who prefer the "power direct" achieving style may delegate tasks to others, they retain strict control over both the targeted goals and the means to their accomplishment.
Chapter 3

Individualistic leaders rarely embody the important aspects of connective leadership. More often than not, they fail to unite people and nations through their mutual needs. In fact, they commonly tend to set people in opposition to one another. They lack the skills of connective leaders who draw people to one another's goals, reach out to bring others into the process, and experience a sense of accomplishment when colleagues and proteges succeed. Connective leadership replaces egocentrism with mutuality.

3.5 Factors Influencing the Leadership Styles

Leadership style can be called the pattern of behaviour expressed by leaders while dealing with subordinates. In other words, it is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders. The behaviour of a leader in a particular situation depends on a lot of factors inside and outside the organisation. Internal factors include the leader himself, employees, the organisation, the mission, the situation, etc. External factors in the company and marketplace, such as economic, political, social and technological factors, also affect the leadership styles.

3.5.1 Internal factors

1. The Leader

The leader’s characteristics like confidence, personal values, personality, power, experience insight, initiative, intelligence, competence, emotional intelligence, etc., have an influence on his style.
a) The leader's degree of confidence is a key factor that can influence his leadership style. The more confidence a leader has in the group or individual, the less will be his tendency to direct how to accomplish a task. The less confident a leader feels about himself, the more likely he will be directive in nature. He will usually go step-by-step until he feels he knows everything is going along properly.

b) The leader's personal values also will affect his natural tendencies. Everyone has a natural leadership style that they feel more comfortable with. By recognizing the natural tendency, it is possible to evaluate this predominate style more accurately, and use it accordingly especially when the situation requires a change in leadership style.

c) Personality traits. A leadership style may become an extension of a leader's personality. If an individual is outgoing and assertive, he may prefer to communicate directly with subordinates through face-to-face interaction or confrontation, either on a group or individual basis. If he is more reserved, he might choose to lead by example or rely on written communication. Rather than addressing a group as a whole, the reserved leader is probably more comfortable meeting with subordinates on a one-on-one basis to provide individual direction.

d) The level of control. The level to which a leader wishes to maintain control also influences leadership style. Some leaders want to be involved in all aspects of day-to-day operations and decision-making processes, which require the need for
micromanaging. Others may be more trusting of their subordinates or may not want the heavy burden of making all decisions; so they tend to take a more hands-off approach by delegating responsibility.

e) **Experience.** A leader's level of experience, both as a leader and with a particular organization, can have an impact on his style. Someone who is new to a leadership role may be more inclined to lead "by the book" to avoid potential mistakes, while a more experienced leader will often feel more confident in following his own interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better understanding of the organization's nuances than a new member; so he may be more comfortable when making decisions.

2. **The Individual or Group Being Led:**

There are some critical areas to be considered very carefully while evaluating the individual or group being lead. They are their abilities, experience, training, willingness, interest, motivation, unit size/composition/organization, and expectations.

a) **Ability, Experience, and Training:** The greater the ability of the individual or group to accomplish the task or mission, the less direct supervision and guidance is required from the leader. The same is the case with well-trained and experienced employees who need much less supervision and guidance.

b) **Willingness, Interest, and Motivation:** The greater the willingness to accomplish the task or mission, the less "forceful" the leader needs to
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be. An individual's or group's motivation level will determine how much "push" and supervision the leader needs to exert to get the job done. The less the motivation, the more "push" is necessary.

c) **Expectations**: What type of leadership style does the group expect from its leaders? This is important especially during transition periods between leaders, if the "old leader" was primarily a "participator" and the new leader’s predominant tendency may be that of a "teller".

d) **The Nature of task**: The type of work or service may attract different types of employees. For example, information technology businesses may attract younger workers who thrive in a collaborative environment. This work style is open, with tasks spread across several employees. With a horizontal flow of ideas, a leader may rely more on two-way communication than in an office with staff working independently in cubicles. How closely you work with employees affects the interactive style.

e) **The Role of the employee**: When an employee takes on a role in an organization, his position is defined by the tasks and responsibilities he must perform in relationship with others. Employees have varying levels of maturity in approaching tasks and relationships that impact the style of leadership needed to guide them. Employees also affect the organization by their work ethic and personal values. Roles have pitfalls and roadblocks that leaders must recognize and reduce in order to help staff accomplish their tasks.
3. The Organisation

The leader’s behaviour or style is influenced by a number of organizational factors like the size and composition of the organization, organizational environment, organizational resources, organisation structure, etc.

a) **Size of the organization**: As the size of the organisation increases, the more diverse the group becomes relative to ability and interest, and the greater the need for organization. In line organizations, this is not much of a problem, because as the unit size increases, the chain of command structure is designed in most cases to maintain the three-to-one ratio. The problem does increase when the leader deals directly with larger numbers of personnel.

b) **Organizational Environment**: Organizations have their own particular work environment with its own values, which is a legacy of past leaders, as well as current leadership. These values are the care the organization has for investors, customers, staff and the community, and they determine how the business will be managed. Goals, values and concepts that define products or services make up the personality of the organization.

c) **Organizational Resources**: The leaders are dependent on organizational resources, such as staff, technology, finances and physical resources to achieve their goals. The success of management depends on how well resources are acquired and used.

d) **Organizational Structure**: An organization's structure and operating methods may dictate the type of leadership style that managers must adopt. Some organizations place heavy emphasis
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on encouraging contributions or ideas from their members, requiring an open style of leadership where members have a large say in determining their own roles and functions. Other organizations operate with more of a "my way or the highway" mentality, where leaders dictate direction and deviation or innovation.

4. Type of Business

The type of work influences the leadership style. A business in crisis, or one that must respond quickly to changing markets, requires to be decisive and able to communicate decisions effectively in a top-down way. If the company practises continuous improvement methods such as Lean and Kaizen, decisions and communications are more lateral. In practice, businesses experience a combination of these conditions; it is necessary to move between styles as situations change.

5. Communication

Flow of information is at the core of effective leadership. While the conditions and styles of communication change, the need to express oneself clearly in all situations remains. Regular meetings may be difficult to implement in high-productivity manufacturing situations, and they may be essential in collaborative workplaces. Likewise, written and verbal communications have appropriate places. Avoid at all costs situations in which the employees feel that they have no information. This appears as abandonment of leadership.

6. The Mission

The more complex the requirement, the greater the need for specific direction from the leader as to who does what, to whom, when, why, and how. If a
task requires very specific coordination and attention to a specific plan, then the leader does not have much choice in style, he simply must "tell" his subordinates how, who, what, and when it will be done.

7. **The Situation**

The shorter the time available to accomplish a task, the more directive a leader should be. In crisis situations leaders are expected to take charge and make decisions. There is little time for discussions during fire fights or emergency situations. During crisis situations subordinates look to their leaders for direction and expect concise orders, not questions.

3.5.2 **External factors**

Leaders are able to influence and guide people under them; so an organization can become more effective in achieving its goals. Styles of leadership are affected by external factors such as the sociological, economic and political factors, technology, etc.

1. **Sociological Factors:** Leaders need to understand the demographic makeup and cultures of the clients of the organization and trends in the marketplace to design products and services for particular populations.

2. **Political Factors:** Leaders must educate themselves on their suppliers, customers and competitors to determine the economic and current political factors that affect the marketplace. These factors influence how leaders accomplish their goals.

3. **Technology:** Technology can dramatically change the business environment, overnight. Leaders must adjust their management styles to
help the company adapt to technology. Research and development help leaders to create innovative new techniques that make operations easier.

3.6 Leadership Styles

The concept of Leadership is as old as our civilization. In earlier days, organisations were headed by authoritarian leaders and they believed that employees were intrinsically lazy and that they were to be directed or forced to ensure increased productivity. They gave emphasis to accomplishment of task rather than maintaining relationship with the employees. Later, the importance of employer-employee relationship was identified through various studies and skilled employees were participated in the decision-making process. Thus, various forms of leadership styles like democratic, bureaucratic, laissez-faire, etc., have emerged and now, organisations are transforming into places where people are empowered, encouraged and supported in their personal and professional growth throughout their careers. This section deals with various types of Leadership Styles.

To quote the words of Dwight D Eisenhower, “Leadership is the art of getting someone else to do something you want done because he wants to do it.”

1. Charismatic Leadership

In 1947, Max Weber came out with three leadership styles such as bureaucratic, traditional, and charismatic leadership. Weber defines charismatic authority as; “resetting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him.” Charisma is a Greek word meaning “divinely inspired gift.” It is the rarest of the rare qualities which are
usually acquired through birth. However, the research reveals that *Charisma* is a skill that can be honed by training, experience and practice. Charismatic leaders are treated as having supernatural powers and abilities, by their followers. Alexander the Great, Winston Churchill, Adolph Hitler, John F. Kennedy, Barrack Obama are a few examples. They have good body language and communication skill.

Robert J. House also contributed to the theory of charismatic leadership. Both charismatic and transformational leadership appears to be similar. However, they are different. Charisma helps to transform average individuals into extraordinary individuals. A charismatic leader injects huge doses of enthusiasm into their teams and are very energetic in driving others forward.

However, charismatic leaders can tend to believe in themselves rather than in their team. This can create a risk that a project, or even an entire organization which might collapse if the leader were to leave. In the eyes of their followers, success is tied up with the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader. Politicians, religious leaders and leaders of cults often use charismatic leadership styles as they often have large followings.

2. **Strategic Leadership**

Strategic leadership is all about the ability to position and prepare strategically for achieving organizational goals and objectives. To be precise, strategic leadership is the process of setting direction, providing inspiration, respecting short-term failures and having long-term perspectives in reaching the goals and objectives.
3. **Visionary Leadership**

One common thing about business leaders like, Bill Gates and philosophers like Bertrand Russel, and inventors like Thomas Edison, Alexander Graham Bell and the Wright Brothers and political leaders like Mahatma Gandhi, Martin Luther King, Jr. is that they are all connected through one leadership, i.e, visionary leadership. They might belong to different streams but are all visionary leaders at heart with an urge to take up leadership roles and make a difference in society.

“The very essence of leadership is that you have to have vision. You can’t blow an uncertain trumpet.” (Theodore Hesburge).

The primary focus of visionary leadership is to emphasize passion and vision, and subsequently, mission followed by execution, for achieving organizational goals and objectives. It links the present to the future. Precisely, visionary leadership is all about looking into the future and predicting the future. It is all about seeing the invisible. It is being enthusiastic about uncertainty and complexity.

4. **Empathetic Leadership**

Empathy means different things to different individuals. It is the ability to step into the shoes of others and understand and appreciate other’s problems, emotions, feelings and egos. It needs understanding of the human psychology, communication and connection. Empathy involves hidden data of communication-emotions, feelings and egos which are unexpressed. Empathy does not involve any self-interest. It purely involves individual’s ability to look at others’ perspectives without any profitable motives. It is a lubricant that allows the relationships to run smoothly. In the words of Daniel Goleman,
in *Primal Leadership*, “Leadership works through emotions. The more emotionally demanding the work, the more empathetic the leaders need to be.”

5. **Potential Leadership**

Potential employees and leaders can take the organizations to greater heights. Graham Winter, a leadership guru, contributed his work about high-performance leadership. He identifies and outlines the key characteristics and needs of high potential employees, such as treating them as partners but not as subordinates, by being frank with them, by making team work win-win, and by dealing openly with their self-interest.

To conclude, potential leaders are also known as star performers. They are essential in all walks of life. There is need to spot, promote and keep them ready for organizational excellence and effectiveness.

6. **Innovative Leadership**

The innovative leaders always emphasize ideas rather than brooding over issues and spending unnecessary time on individuals. These leaders can also be called *eureka leaders*. Innovative leadership is all about encouraging people who have new ideas and insights and helping them to experiment and explore the same to minimize failures. Creative leadership involves creating new ideas and insights. However, innovative leadership involves implementation and commercialization of ideas. In addition, it also involves adding value to the existing ideas. Apple caught international attention by various innovations under the leadership of Steve Jobs. Benjamin Franklin was a great innovator. In addition, leaders like Albert Einstein, Bill Gates, and Ratan Tata can be called innovative leaders who stand out from the pack with their unconventional ideas and approaches.
To sum up, innovation is the key to survival and success. It is the mantra for success in this 21st century. It helps to beat the competition and complexity arising out of rapid changing technologies.

7. **Versatile Leadership**

Versatile leadership involves the ability to adapt communication as per the needs of others. It is different from situational leadership, where the leaders have to adopt the strategies as per the situation. Leadership is about managing complexities and diversities. Versatile leadership balances and manages diversified people with diversified opinions and views, thus keeping the flock together.

8. **Principle-Centred Leadership**

Principle-centred leadership is all about leading people with values and principles as the core and centre of leadership. These principles help leaders to build bridges with their people and achieve the desired results. Leadership is the art of influencing others. Influencing others is possible only when you have principles that last forever. People do not appreciate whatever the potential you have, if your principles and behaviour are not proper.

9. **Thought Leadership**

Thought leadership is the sharing of new ideas and insights for the benefit of others. It calls for creativity and innovation irrespective of the areas of interest. Joel Kurtzman, Editor-in- Chief of Strategy & Business Magazine, coined this concept way back in 1994. Opinion leadership believes in expressing only views and opinions. However, thought leadership is beyond expressing one’s opinions. Thought leaders are essential to spread the message of Knowledge from one generation to another.
10. **Authentic Leadership**

Political leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela are all commonly connected through authentic leadership as they walked the talk and practised what they preached. Similarly, corporate leaders like Bill Gates, Warren Buffett and Ratan Tata symbolize authentic leadership. They care for all stakeholders such as employees, shareholders, customers, society and others who are responsible for the success of their organization. Authentic leadership is the ability to lead from front with values and principles and through fairness, trust and transparency. Truth, honesty, courage, convictions and humility are the hallmarks of authentic leadership. It calls for complete synchronization between words and deeds.

11. **Diversity Leadership**

Diversity clearly defines that individuals are not alike. It attempts to know the differences among the employees and respect them accordingly. Diversity leadership is the process of setting the vision, influencing the people, building teams with diversified workforce, motivating them through trust, confidence with a global mindset, aligning their energies and efforts towards organizational goals and objectives.

12. **Flexible Leadership**

Flexible leadership is all about being flexible in styles, attitudes and approaches as per the demanding situations. It is all about use of a particular set of strategies, programs and behaviours. Organizations cannot afford to have different leaders for different stages of product life circle. If only one leader works in each product life circle, he or she understands the needs at each stage, right from introduction to decline, and will be able to adopt the style as per
the changing scenario. The 21st century calls for flexible leadership that can work successfully. Business must focus on leaders who can mould themselves as per the changing demands of the customers and organizations.

13. Servant Leadership

The term ‘servant leadership’ was coined by Robert K. Greenleaf (1970) who retired as an executive of AT & T. In his opinion, leadership must primarily meet the needs of others. The focus of servant leadership is on others rather than upon self and on an understanding of the role of the leader as a servant. Servant leaders provide vision, earn followers’ credibility and trust, and influence others. Leaders like Mahatma Gandhi, Martin Luther King, Mother Teresa, and Dalai Lama are examples of servant leaders who served others without expecting anything from others.

When someone, at any level within an organization, leads simply by virtue of meeting the needs of his or her team, he or she is described as a “servant leader”. Servant leadership involves a higher concern for people because the primary focus of the leader is upon his or her followers. According to Bass (2000), servant leadership is "close to the transformational components of inspiration and individualized consideration". It is a logical extension of transformational leadership. In many ways, servant leadership is a form of democratic leadership also, as the whole team tends to be involved in decision-making. The stress of servant leadership is upon the leader's aim to serve. This desire to serve people supersedes organizational objectives. Servant leadership is a belief that organizational goals will be achieved on a long-term basis only by first facilitating the growth, development and general well-being of the individuals who comprise the organization. The servant leader's motive is not
to direct the activities of followers. Instead, the servant leader's behaviour motivates, influences, inspires, and empowers followers to focus on ways to serve others better. It is a humble means for affecting follower behaviour.

14. Global Leadership

Global leadership is the ability to unify all forces and factors under one platform to achieve global goals and objectives, such as saving environment, maintaining peace and security, and ensuring all-round prosperity for mankind. Global leadership can be defined as the ability to lead global enterprises by managing the diversity in workplace for achieving organizational goals. They are leaders beyond borders. They manage beyond borders with a broad and global mindset.

15. Great leadership

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to be.” (Rosalynn Carter). The common thread connecting across all great leaders, irrespective of their areas of interest in the world, is their humility. Alexander the Great, Napoleon Bonaparte, George Washington and Winston Churchill are a few examples of great leaders.

16. Smart Leadership

Leaders like Jeff Immelt of General Electric, Michael Dell of Dell Computers and Steve Jobs of Apple Computers, are all smart leaders. Smart leaders are SWOT leaders because they regularly undertake SWOT analysis to minimize their weakness, maximize their strengths, minimize threats and maximize their opportunities.
17. **Quiet Leadership**

Leaders do things silently with passion, perseverance and persistence irrespective of the outcome. These leaders are known as Quiet leaders who believe in delivering results without making any noise and without having any intention to swallow credit of their people.

“Help people think better, don’t tell them what to do.” (David Rock). He says that quiet leaders’ job is not to think what followers think.

18. **Talent Leadership**

Talent leadership is the process of spotting and recruiting the potential talent with the right attitude, developing and grooming their talent, skills, competencies and capabilities in tune with the changing times and technologies to ensure seamless supply of talent and to pass on the leadership baton to successors for taking leadership challenges in the corporate world.

19. **Change Leadership**

“Change is the law of life. And those who look only to the past or present are certain to miss the future.” (John F. Kennedy).

“We are not creatures of circumstances, we are the creators of circumstance.” (Disraeli). Change management can be defined as the process of effecting changes in a systematic, structured and sequential manner for transforming the organizations from uncertainty to certainty when faced with competition, complexity and uncertainty arising out of changing times and technologies, whereas Change leadership is the process of effecting change successfully by neutralizing the anti-change forces and persuading the people to fall in line for the prosperity of both people and organization.
20. Knowledge Leadership

According to Davenport (1994), knowledge management is the process of capturing, distributing, and effectively using knowledge. Knowledge leadership is essential for the successful implementation of knowledge management system.

21. Chanakyan / Machiavellian Leadership

When we look at leaders like Chanakya (Kautilya of India), Napoleon, Hitler, Joseph Stalin, Lenin, Peter the Great, Elizabeth I and Henry VIII, it becomes quite obvious that they are all leaders who justified the ends but not the means. They are all authoritarian, paranoid, and above all Machiavillian leaders. They all adopted wrongful means to set right the wrong things.

“A person should not be too honest. Straight trees are cut first and honest people are screwed first.” (Chanakya).

“It is better to be feared than loved, if you cannot be both” (Niccolo Machiavelli). Machiavellian leadership is the process of influencing the people to accomplish one’s personal interests rather than collective interests. It is all about achieving success at any cost. There are no takers for Machiavellian leadership in the 21st century. Therefore, let us say ‘bye’ to Machiavellian leadership that is based on values, morals, principles, policies and procedures to take mankind to peace and prosperity.

22. Entrepreneurial Leadership

Entrepreneurial leadership is neither leadership nor entrepreneurship alone. It is a blend of both disciplines and takes the best of both worlds and disciplines to take forward an idea from inception to reality. Examples of
Entrepreneurial leadership are Bill Gates of Microsoft, Steve Jobs of Apple Computers, Jerry Yang of Yahoo, Ratan Naval Tata of Tata Group and Ted Turner of CNN.

23. Tough Leadership

“The main characteristics of effective leadership are intelligence, integrity or loyalty, mystique, humor, discipline, courage, self sufficiency and confidence.” (James L. Fisher)

Tough leaders have the knack of turning the tides in their favour. They have the ability to overcome their weaknesses by reinforcing their strengths and the ability to convert threats into opportunities.

24. Women Leadership

Indira Gandhi, Indra Nooyi, Hillary Clinton, Helen Keller, Michelle Obama, Benazir Bhutto, Cleopatra and Margaret Thatcher are examples of women leaders.

25. Value-Based Leadership

“A business that makes nothing but money is a poor kind of business” (Henry Ford).

Value-based leadership highlights what is right and what is wrong and who is right and who is wrong. It emphasizes the means, not the ends. Mahatma Gandhi, Martin Luther King and Nelson Mandela are examples of value-based leaders.

The secret of successful functioning of several global companies like P&G, IBM, GE, and Tata is value-based leadership. They emphasize ideas and
ideals, ethical values, leadership and ownership, integrity, trust and passion for winning. These companies make a difference in the lives of others. Although profit is their main motive, they equally emphasize everlasting values and morals. Value-based leadership is the key to survival and success in the 21st century. Leading a life that is purposeful and meaningful makes life interesting and exciting. Money or material comes and goes. What stands at the end of your life is the values and morals and the legacy you leave to your future generations.

26. People-Oriented Leadership or Relations-Oriented Leadership

This style of leadership is the opposite of task-oriented leadership: the leader is totally focused on organizing, supporting and developing the people in the leader’s team. A participative style, it tends to lead to good teamwork and creative collaboration. However, taken to extremes, it can lead to failure to achieve the team's goals. In practice, most leaders use both task-oriented and people-oriented styles of leadership.

27. Task-Oriented Leadership

A highly task-oriented leader focuses only on getting the job done, and can be quite autocratic. Such leaders will actively define the work and the roles required, put structures in place, plan, organize and monitor. However, as task-oriented leaders spare little thought for the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff.

28. Transactional Leadership

Transactional leadership is the traditional management function. In the late 1970s, leadership theory research turned to improve organizational performance
and most of the leaders turned to a transactional leadership style, the most prevalent method of leadership still observed in today's organizations. Transactional leaders lead through specific incentives and motivate through an exchange of one thing for another (Bass, 1990).

Transactional leaders clarify employees’ roles and task requirements, initiate structure, provide rewards and display consideration for employees. Transactional leaders take pride in keeping things running smoothly and efficiently and generally conform to rules and regulations. The transactional leader administers policies, maintains the status quo and gains power from the position bestowed upon him/her.

Avolio, Waldman, and Yammarino (1991) suggest that transactional leadership focuses on ways to manage the status quo and maintain the day-to-day operations of a business, but does not focus on identifying the organization's directional focus and how employees can work toward those goals, increasing their productivity in alignment with these goals, thus increasing organizational profitability. Transactional leadership focuses on control, not adaptation. The concept of transactional leadership is narrow in the sense that it does not take the entire situation, employee, or future of the organization into account when offering reward.

The underlying theory of this leadership method was that leaders exchange rewards for employees' compliance, a concept based in bureaucratic authority and a leader's legitimacy within an organization. Examples of this reward exchange include the leader's ability to fulfil promises of recognition, pay increases, and advancements for employees who perform well (Bass, 1990). Transactional leadership is a theory considered to be value-free. The
limitation is that team members can do little to improve their job satisfaction under transactional leadership and there is no chance for creative work but remains a common style in many organizations.

Transactional Leaders use a process of motivating subordinates by appealing to their self-interest (Bass 1985). According to him, this leadership style has three dimensions including:

**Contingent Reward**

It includes clarification of the work required to obtain rewards, and the use of incentives and contingent rewards to influence motivation. These leaders provide others with assistance in exchange for their effort and they clarify expectations and offer recognition when goals are achieved.

**Management by Exception (Active)**

These leaders specify the standard for compliance and may punish staff for not being compliant with standards. In other words, it focuses on irregularities, mistakes, exceptions, and deviations from standards. It entails actively looking for infractions, and enforcing rules so as to avoid mistakes being made.

**Passive Avoidance Behaviour:**

It means avoiding specifying agreements, not clarifying expectations, and not providing goals and standards to be achieved by followers.

**Management by Exception (Passive)**

It means failing to interfere until the problem becomes serious and waiting for things to go wrong before taking action. It includes the use of
contingent punishments and other corrective actions in response to deviations from acceptable performance standards.

29. Transformational Leadership

This new approach of leadership was initially introduced by Downton, Jr. (1973). After that, Burns (1978) contributed much to transformational leadership study. Then Bass (1985) expanded it, and, it is further refined by Bass and Avolio (1994). Today, the significance of traditional power, derived from a leader's position in a bureaucratic, hierarchical structure, is becoming obsolete and now the effective leaders work for transforming the organization and workers. The job of the transformational leader is not to make every decision within the organization, but to ensure that collaborative decision-making occurs. This type of leadership motivates individuals to work together to change organizations to create sustainable productivity.

Burns (1978) explains transforming leadership in terms of being a "process" in which Leaders and followers raise one another to higher levels of morality and motivation. Transforming leaders appeal to followers’ "ideals" and "moral values (e.g., liberty, justice, equality, humanitarianism) rather than to their baser motives (e.g., fear, jealousy, greed, envy). Transforming leadership is largely about connecting with and developing followers’ "better selves" (i.e., their ethical and moral sides) as opposed to their "self-centred selves" (i.e., baser materialistic and self-centred sides). Burns (1978) clarifies that the leader-follower relationship is not monopolized between superior and subordinate, but rather can be exercised amongst peers and with supervisors as well.
The transformational leader asks followers to transcend their own self-interests for the good of the group, organization, or society; to consider their long-term needs to develop themselves, as opposed to their immediate needs. Through this interaction, followers are converted into leaders. Transformational leadership focuses on followers to bring trust, admiration, loyalty, and respect toward the leader and motivate them to do more than expected.

The primary focus of transformational leadership is on the organization, with follower development and empowerment secondary to accomplishing the organizational objectives. The result is enhanced follower performance. Keller (1995) suggests that the transformational leader is able to help the employee achieve esteem and self-actualization needs. Consequently, the followers of transformational leaders are quicker to adapt to changing internal and external environments. Their ability to quickly adapt to change allows them to function well in an increasingly complex environment.

People with this leadership style are true leaders who inspire their team with a shared vision of the future that will also excite and convert potential followers. Such leaders put passion and energy into everything, are highly visible, and spend a lot of time communicating. Transformational leaders do not necessarily lead from the front, as they tend to delegate responsibility amongst their teams.

The focus of transformational leadership is on what the leadership accomplishes, not on the leader’s personal characteristics. A transformational leader is characterised by having the ability to bring about innovation and change. Transformational leaders are those that drive the “motivation of followers to higher levels of effort”. They inspire their followers to exceed their
own expectations and self-interests and change their awareness of certain issues and are able to excite their followers to exert effort. They focus on longer-term projects and commitment to those projects and their vision is important. The characteristics of this type of leader are focused on the ability to pursue and tackle risky and challenging situations and show high levels of internal locus of control.

The transformational leaders believe that the tangible incentives are not lasting or sustain the followers’ energies, whereas, transforming the followers’ values, beliefs and qualities in themselves is the best way to sustain and keep them motivated. They seek to empower their subordinates by developing their independence and by building their confidence (Bass 1985). This leadership style has five dimensions:

**Idealised Attributes**

These leaders are always acting in ways that build others respect for them and they go beyond self-interest for the good of the group.

**Idealised Behaviour**

These leaders like to talk about important values and beliefs and they consider the moral and ethical consequences of decisions. It arouses strong follower emotions and identification with the leader.

**Inspirational Motivation**

The leader always talks optimistically about the future and also talks enthusiastically about what needs to be accomplished and motivates the staff to achieve the organisational goals.
**Intellectual Stimulation**

These leaders like to encourage new ideas, and creative solutions to problems. Also, the leaders persuade their staff to be innovative and creative by approaching old situations in new ways.

**Individual Consideration**

These leaders stimulate their staff for achievement and growth by acting as a coach and also help their staff to develop their strengths.

Another form of leadership is yet to come, called Hybrid Leadership, a combination of Transformational Leadership and Transactional Leadership.

**30. Autocratic Leadership**

The autocratic leadership still prevails in the present world especially in the private organisations. However, this style was widely prevalent in ancient times and especially in military organizations. Eg., Nepolian Bonaparte, Adolf Hitler.

Autocratic Leadership is a scenario where leaders take decisions without consulting others. It usually prevails in military organizations where the superiors should not be challenged by subordinates. If anything goes wrong, leaders take the blame as they do not consult others. In this style, the leader is the centre of attraction. The employees feel suffocated to work under autocratic leaders. There will be high labour turnover and absenteeism. It is not suitable for supervisory jobs. The style may work in unskilled jobs where there is less need for communication and creativity. Therefore, the team's output does not benefit from the creativity and experience of all team members; so many of the benefits of teamwork are lost. Autocratic leadership
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is an extreme form of transactional leadership, where a leader exerts high levels of power over the employees or team members.

These leaders are task-oriented in nature and least concerned about people. They do not develop and groom their subordinates as leaders. They are basically dominant by nature. They listen less and try to influence more. Finally, they expect others to obey blindly and follow them loyally without any questioning. The leader is competent and is a good coach.

Relevance

Autocratic leadership widely prevails in military and government organizations. It is effective when:

- the employees are new and do not know how to perform their task.
- spoon feeding is needed.
- huge production should take place regularly.
- time is short and confidentiality is to be maintained.
- the leader has all the information to solve the problems.
- the projects are highly technical and complex projects.
- the advantages of control outweigh the disadvantages.
- employees need to perform low-skilled, monotonous and repetitive tasks.

Challenges

Autocratic leaders leave behind a weak management who may not be able to live up to organizational challenges. They do not groom their successors and do not line up leadership pipe line. In this style, there will be too much
organizational politics as leaders do not promote freedom of expression resulting in backbiting. These leaders like to be surrounded by ‘Yes Men and Women’. They have least tolerance for others. They do not appreciate arguments and dissent. They are loners. Finally, there will not be anybody to celebrate their success at the end. Whenever autocratic leaders leave, there will be leadership vacuum where successors fail to fill the gap.

31. Democratic Leadership

Lewin, Lippitt, and White described democratic leadership way back in 1938. This type of leadership believes in working teams and groups. The leaders consult others in decision-making. It is good, especially, when time is more and the issues involved need expert advice and the leaders have trust and confidence in the followers. It also gives great satisfaction to the members as they are part of the team. It also minimizes the risk for the leaders as they do not have to take the blame if something goes wrong because the entire team is involved. Furthermore, it helps in realizing the hidden potential among the participants, motivates and provides them a sense of belonging and promotes fraternity. It helps in decision making as the best decisions are taken after thorough discussions and deliberations. It believes in respecting others’ views and opinions.

Using this style is not a sign of weakness; rather, it is a sign of strength that the employees will respect the leader. A leader is not expected to know everything-this is why you employ knowledgeable and skilled people. In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. The free flow of ideas and positive work environment is the perfect catalyst for creative
thinking which is not only useful for creative industries such as advertising and television but also good for problem solving. However, as participation takes time, decisions are made more slowly than in an autocratic approach, but often the end result is better. It can be most suitable where team working is essential, and quality is more important than speed to market or productivity.

These are the days where the gap between the employers and employees is narrowing down and people expect participation in decision-making. It is an ideal style of leadership where there is room for discussions and collective decision-making. It encourages the participants to contribute their best as they consider themselves as part of the team. It enhances team spirit and esprit de corps. The democratic leadership is going to play a crucial role in handling several organizational challenges successfully in future.

32. Laissez-Faire Leadership

The French phrase Laissez-Faire means “leave it be” and is used to describe a leader who leaves his or her colleagues to get on with their work offering little or no guidance. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very qualified, experienced, expert and skilled self-starters. It also refers to situations where managers are not exerting sufficient control. It often leads to poorly defined roles and a lack of motivation, hence also called ‘passive indifference’, ‘ultimate lack of effective leadership’ or ‘ineffective leadership’.
33. **Bureaucratic Leadership**

The Bureaucratic Leadership Style was proposed by Max Weber in 1947. It is characterized by a clear chain of command, rules and regulations, specialization of work, division of labour, and impersonality of relationships. According to this style, the bureaucrat assumes that the employees are motivated by external forces like the power and authority exemplified by the rules and policies of the organization. The leader trusts neither himself nor his subordinates and mainly relies on the rules and regulations. Here the manager manages "by the book". Everything must be done according to procedure or policy. If it is not covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules. This form of organization has many strengths, but there are also weaknesses. Here, leaders impose strict and systematic discipline on the followers and demand business-like conduct in the workplace. Some of the characteristics of the bureaucratic style are:

**Twelve Characteristics of Bureaucracy**

1) **Functional Specialization.** It means dividing groups of individuals into special functions based on expertise or purpose, for example, marketing, strategic planning, quality, human resources, engineering and so on. Functional specialists exert influence primarily through their use of expertise.

2) **A Well-Defined Dominance Hierarchy.** In dominance hierarchies, authority serves as the primary means of influence for those in the higher levels to influence those in the lower levels of the hierarchy.
3) **Written Procedures and Policies.** The role of the leader is to follow the rules and make sure that everyone does the same thing. This style of leadership follows a close set of standards. Everything is done in an exact, specific way, to ensure safety and/or accuracy.

4) **Control by Policy.** One of the major reasons why top managements love bureaucracy is a simple one. It allows them to control the actions of thousands, thousands of miles from the head office. Authority is typically conveyed through the use of policy and through regulations.

5) **Bureaucracies Prefer Stability and Order.** Bureaucracies commonly assume that the external environments do not change; and therefore, internal organizational structure does not have to change either.

6) **Competence-Based Promotion Systems.** Followers are promoted based on their ability to conform to the rules of the office.

7) **Helpless Feeling.** This occurs primarily at the lower levels of the organization, but even executives are known to experience a lack of control.

8) **Lower Levels of Innovation and Creativity.** There is a certain bureaucratic mind-set that tends to avoid creative solutions to problems.

9) **Responsibility Avoidance Within Policy Voids.** Bureaucratic leadership is often characterized by individuals avoiding making a decision when a decision is required.

10) **Inversion of Means and Ends.** This occurs when there are too many rules, too many controls, and no way to change them. Typically, the primary measure of a person’s success becomes how well the rules are
obeyed. The route to advancement becomes conformity. Risk takers who break the rules are often penalized.

11) **“Glacial” Decision Making.** Compared to smaller, entrepreneurial organizations, decision making in large organizations occurs at a glacial pace. In slow changing environments, this is not a problem. However, in environments undergoing rapid change, bureaucracies tend to adapt slowly and miss new opportunities completely.

12) **Approval Straight Jackets.** Approval is given by the leaders only on the basis of rules, policies and regulations.

**How Bureaucracy Impacts Bureaucratic Leaders?**

Expertise is of secondary importance compared to the use of authority for bureaucratic leaders. Authority is a major form of influence defining the nature of bureaucratic leadership. Good ideas are secondary compared to following the rules. The status quo is preferred-change will be resisted. Transactional influence tends to work better than transformational influence.

**Attributes of Bureaucratic Leadership**

The specific attributes of Bureaucratic leadership are:

1. **Routine and management** are two defining characteristics for this leadership style. It is very management-related as the maintaining of current systems and procedures is paramount to structured success. Creativity and differences in approach are excluded from this mindset and discouraged to the point of alienation.
2. **Detail and account** are two words associated with these practices as the structure is very strong to deal with large amounts of people. This can be hugely beneficial for organizations with high rates of injuries or dealing with large amounts of money. The strength is found in the strict enforcement of detail and accountability to manage these resources and delegate precise procedures.

3. **Layers of control** are added to these organizations to attempt problem solving. The only way in which this leadership embraces change is through regulating new layers of procedure to plug the gaps that arise.

4. **Ruling through information** is the way in which this leader finds authority. They control the flow of information and filter it to, in a way, manipulate the reactions of the people to give power to leadership.

There are several situations where the bureaucratic leadership style may be useful, for example, a job is routine and does not change over a long period of time or a job requires a definite set of safety rules or working guidelines in order to comply with the law. This is a very decent style for work involving serious safety risks, such as handling toxic substances, moving large objects, making sure that the group is doing their job correctly, and making sure that they have their equipment sorted out precisely. The bureaucratic leadership skills would be best utilized in jobs such as construction work, and chemistry-related jobs that involve working with hazardous material.

**Bureaucratic leadership style can be effective when:**

- Employees are performing routine tasks over and over.
Employees need to understand certain standards or procedures.
Employees are working with dangerous or delicate equipment that requires a definite set of procedures to operate.
Safety or security training is being conducted.
Employees are performing tasks that require handling cash.

**Bureaucratic leadership style is ineffective when:**

- Work habits form that are hard to break, especially if they are no longer useful.
- Employees lose their interest in their jobs and in their fellow workers.
- Employees do only what is expected of them and no more
- Increased safety, quality of work and ultimate control are the good effects of this style.

**Disadvantages of bureaucratic leadership**

Bureaucratic leadership is not ideal in all situations. Some of them are:

- resentment from the workforce under the manager over their management style, particularly if it is seen to be more autocratic than democratic.
- if work habits have formed that are unproductive, they can be hard to break and replace with new procedures, and this can alienate and demotivate a workforce.
- if morale in a workplace is low and workers only do the minimum of what is expected of them, but no more.
if the workforce are not allowed to feel part of the decision-making process and their feedback is not considered by the upper management, this can cause resentment and undermine productivity.

Apart from this, a bureaucratic leader does not encourage innovation and change. It dehumanizes the business and there is little self-fulfilment for employees. Employees who rise through the bureaucrat hierarchy will almost certainly experience the many pitfalls of such a system, be it slow processing times, wasteful activities and an inability to deal with extraordinary situations. There is no room for creativity and the communication is very poor among the leaders and employees.

In short, bureaucratic leadership works well with a motivated team, with well-defined procedures and within a productive business framework. In such circumstances, a business can thrive. However, if a business is not motivated, has poorly defined managerial structures and little to no apparent framework within which to operate, attempting this type of leadership can be counter-productive until these issues are solved. In conclusion, this leadership style is very effective when all the team members know what they are doing and have a good understanding and control of the situation. The bad side of this leadership style is that it can take a lot of time for preparation and is ineffective under pressure. The leader’s behaviour is characterized by a high degree of reliance on rules, regulations and procedures to which both he and his subordinates subscribe. To conclude, understanding the many different types of leadership styles is very necessary in leadership development. There are as many leadership styles as there are leaders. A Leader uses one or the other style as the situation demands. While the Transformation Leadership
approach is often highly effective, there is no one “right” way to lead or manage that suits all situations.

It is the time for a **new age of leadership**. In the words of Fred Cohn, the nature of organisational leadership is evolving from a rigid hierarchical model to a more empathetic, people-oriented style. Forward-looking companies are instilling leadership practices that foster collaboration, aimed to give all employees a sense of personal involvement of the organisation’s operations. These new values are especially important to the newest generation of workers. In the words of James MacGregor Burns’ seminal (1978), Leadership is moving from traditional “**transactional leadership**” which binds leaders and followers together in a transaction based on self-interest, to “**transformational leadership**” where all parties work together toward “higher levels of motivation and morality.” In some of today’s best-run companies, Burns’ vision of “transformational leadership” has become a reality.

In this new age of leadership, it is said that “the best organisation is a flat organisation”, though managers are necessary to support and channel the work of employees. “The biggest death knell to empowerment is fear” (Komives). It destroys creativity. Under the new model, leaders focus on the task, the demands of challenges of the business and also on people. “True leaders don’t create followers; they create partners: people who have a sense of ownership in the business.” (Adair). The leaders play a huge role in determining even the attitude of potential employees towards the organisation and also their retention in the organisation. People need to be physically active, relationally active and also see how the work environment treats the whole person.
The present study on ‘Leadership Styles of Managers of Selected Public and Private Sector Banks in Kerala’ takes into account only six Leadership Styles namely, Transactional, Transformational, Autocratic, Democratic, Bureaucratic and Laissez-faire, where Transactional style is the extreme form of Autocratic Style and Transformational Style is the extreme form of Democratic Style. Two sets of Questionnaires covering all the six leadership styles have been prepared and data collected from the employees and managers of selected Public and Private sector banks throughout Kerala. The next section deals with the Analysis of Employees’ responses to the Questionnaire with regard to the comparison of leadership styles of managers in public and private sector banks in Kerala.
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