CHAPTER - III

CONCEPTUAL FRAME WORK
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CHAPTER - III

CONCEPTUAL FRAME WORK

The success of an organization, or any group within an organization depends largely on the quality of its leadership. Whether in business, Government, education, medicine or religion, the quality of organization's leadership determines the quality of the organization itself. Successful leaders anticipate change, vigorously exploit opportunities, motivate their followers to higher levels of productivity, correct poor performance and lead the organization towards the achievement of its objectives.

3.2. WHY OF LEADERSHIP:

For the question why leadership is so important to an organization's success, the answer lies in the need for co-ordination and control. Organizations exist to achieve objectives that are either impossible or extremely difficult to achieve if done by individuals acting alone. The organization itself is a co-ordination and control mechanism. Leadership contributes toward integrating various job activities, co-ordinating communication between organizational sub units, monitoring activities and controlling deviations from standard. No amount of rules and regulations can replace the experienced leader who can make rapid and decisive decisions. (Robbins 1995)

"Though men abound all ready for the war
No army is where no fit leaders are" (Thirukural 770)

To survive in the twenty first century, we are in need of a new generation of leaders - leaders not managers. The distinction is an important one. Leader conquers the context-the volatile, turbulent ambiguous surroundings that sometimes seem to conspire against us and will surely suffocate us if we let them -
while managers surrender to it (Warren. G. Bennis 1989) Another important distinction between the leader and the manager is that the former knows what must be done while the latter knows how to do things well. (Bennis)

While the manager plans, the leader develops and proposes a direction and vision;
While the manager organizes, the leader implies and means involvement.
While the manager controls procedures and solves problems, the leader enlists and transforms problems into challenges and opportunities.
While the results sought by manager are in the or of the foreseeable, results sought by the leader look for change and adaptability. (Kotter 1990)

3.3. WHAT OF LEADERSHIP:

Few terms in Organizational Behavior inspire less agreement on definition than leadership. There are almost as many definitions of leadership as there are persons who have attempted to define the concept. (Robbins) Almost everyone seems to agree that leadership involves an influence process. Besides influence, leadership has been defined in terms of group processes, personality, compliance, particular behaviors, persuasion, power, good achievement, interaction, role differentiation, initiation of structure and combination of two or more of these. The specific definition is not important. What is important is to interpret leadership in terms of the specific theoretical framework and to realize that leadership however defined, does make a difference. Throughout history, it has been recognized that the difference between success and failure whether in a war or in a business, a protest movement or a basketball game, can be attributed largely to leadership.
The leadership is the ability of a superior to influence the behavior of his subordinates and persuade them to follow a particular course of action. (Chester Barnal 1989) Leadership is the activity of influencing people to strive willingly for group objectives (Terry 1960) It is a personal relationship in which one person directs, co-ordinates and supervises others in the performance of a common task. (Fiedler 1965)

Leadership is an exchange process between the leader and the follower. It means shifting the values, beliefs and needs of their followers (Luthans 1993). Leadership is the ability to persuade others to seek defined objectives enthusiastically (Keith Davis 1976). It is the ability, capacity and potentiality to persuade and influence others to follow him. It is more expressed in terms of acts. (Michael 1989)

Leadership means action, not merely good ideas of action. It means making the organization to function for ever.

Leadership is integrated, synchronized expression of group effort. By exerting interpersonal influence, by being the fulcrum which gives leverage to collective will, it enables work of others to be done economically and to their maximum satisfaction. (Adithan 1993)

Leadership means that there is something about the person that makes other people do what that individual wants them to do - because of their commitment to that individual as a person and not necessarily to his position. (Richard De Fiore 1995)

Leadership is not having stars on the shoulder. It is 'doing'

(Peter Drucker 1993)
The central theme running through most of the definitions is that leadership is a process of influencing individual and group activities towards goal achievements in a given situation. The leadership process is therefore a function of the leader, the follower and other situational variables.

Leadership is a resultant force of various elements that creates an incremental change in the desired direction. The elements are (i) leader role (ii) people (iii) organization (iv) strategy to convert plan into action (v) counsel (vi) marketing (vii) resource and (viii) teaming. It is a dynamic force of various elements that create an incremental change in the organization to maintain a dynamic equilibrium.

A common factor agreed on about leadership is influence process (i.e.,) the effect that results a change. The direction of change will depend on the resultant effort exerted, which in turn is going to depend on action and reaction.

The present day ideas about leadership lead us to believe that it originates in a communication and collective process through which a community of individuals grand to one of its member or a group of its members a mandate for guidance. Leadership cannot be exercised if there is no communication or community. (Sanssonai 1995)

Educational leadership rests on a fundamental belief that individuals will enlist in a project that satisfies the expectations of all and the needs of each. The nature of educational leadership consists in drawing out of each one a collective project, to give it form and to make sure that one and all are actively engaged in its achievement.
It is the process of drawing out what is already latent in individuals. It is the art of getting others to want to do something that they are convinced that it should be done. (Sanssonci 1994)

In fact Managership and leadership feature different mind set:

- Leaders provide the vision, managers carry it out.
- Leaders make it better, managers make it run
- Leaders make it happen, managers hope to happen and
- Leaders create more leaders, managers create more managers.

(Madhavan 1996)

3.4. WHO OF LEADERSHIP:

"Even when there is no offensive skill and capacity An Army can try the win when organized properly" (Kural 768)

To be effective, the role the leader takes has to fit in terms of mission of the institution and its values. To work, the role has to fit in three dimensions. First, the role has to fit the individual - who he is. The role he takes has to fit the task. And finally, the role has to fit expectations.

Leader has two things to build on:

The quality of the people in the organization and the new demands the leader makes on them. (Peter Drucker 1996)

The hallmark of the truly effective leader is that he does not feel threatened by strength. Most leaders are neither born nor made. They are self made.
Most organizations need somebody who can lead regardless of the weather—what matters is that he or she works on the basic competence. The first basic competence is the willingness, ability and self-discipline to listen. Listening is not a skill; it is a discipline. The second essential competence is the willingness to communicate, to make oneself understood. The next important competence is not to alibi oneself. The basic competence is the willingness to realize how unimportant one is compared to the task. Leaders need objectivity, a certain detachment.

A leader must have vision. It is natural for a leader to be a person who is primarily future-oriented. The first duty of a leader is to define reality. Every organization, in order to be healthy, to have renewal processes, to survive, has to be in touch with reality. (Max De Pree 1991)

A leader's qualifications exist because they are continuously regenerated by other individual's activity. One cannot exercise leadership unless others accept to follow and recognize that leadership.

Leaders are more concerned with the concept of power to, than power over. They are concerned with how the power of leadership can help people become more successful, to accomplish the things that they think they are important to experience a greater sense of efficiency. They are less concerned with what people are doing and more concerned with what they are accomplishing. (Smith John 1989)
For our modern schools of learning the educational leader will need qualifications that can be listed under four main categories:

- Personal abilities
- Symbolic abilities
- Interpersonal abilities and
- Organizational abilities. (Sanssonaci 1994)

Four skills found to some degree in all leaders are identified: Knowing how to manage attention, manage purpose, manage trust and manage one's self (Bennis).

The most successful leaders have four qualifications:
Simplicity, trust worthiness, uprightness and exactness (David Culver 1993)

Leaders are those who first go forward. It is those who break ranks to show others what direction to take. They are harbingers of a new order. They leave beaten path and are the first to venture in a direction no one has ever taken. Since leading almost always involves initiating and usually risk taking, its absence is often not easily observed. Yet its presence will always be felt. (Jaces MC Gregor 1988)

3.5 HOW OF LEADERSHIP:

In our Colleges and Institutes, exercising leadership can take various form and take place on many levels. The first to be found is the individual level. It is there that the first steps are taken, that the first orientations are seen. When this
leadership is exercised in an educational manner, it not-only brings others to follow, but brings them also in tune to lead, accept and exercise fully their own leadership functions. It is at this point that individual leadership becomes Institutional leadership, conditions governing its rise and practice are not then solely related to individual traits, but to those conditions found in the organization.

When leadership operates in an educational process, it goes beyond the individual and Institutional level to reach the level of the community. Then it becomes an aspect of culture and of community values.

Exercising leadership in Colleges and Institutes must function in an educational setting; but it can and should also be practised in other areas such as culture, economic and administrative activities and society.

The table 3.4 offers a matrix concept of leadership which positions its practice in Colleges and Institutes within four areas in relation to three levels of practice.
# 3.6 A LEADERSHIP MATRIX FOR COLLEGES:

**TABLE: 3.1.**

<table>
<thead>
<tr>
<th></th>
<th>INDIVIDUAL</th>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational</strong></td>
<td>- keep informed of trends. Value training and self development.</td>
<td>- Become learning organization. Focus action on the student-teacher relationship.</td>
<td>- Create links between the education mission and the community (sponsorship, community program, open houses, advisory committees etc.)</td>
</tr>
<tr>
<td></td>
<td>- Value risk taking and innovation. Propose ideas and solutions that leave the beaten path</td>
<td>- Work at establishing quality programming. Create a systematic process for rewarding quality teaching and pedagogical performances. Insure value added educational</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural</strong></td>
<td>- Value and promote culture. Get involved culturally. Learn about art and culture</td>
<td>- Value cultural learning that goes beyond curricula. Encourage activities that foster cultural enrichment. Set up cultural events. Display art</td>
<td>- All the colleges to become a cultural agore. Allow the college's resources to support cultural activities the community</td>
</tr>
<tr>
<td><strong>Economic &amp; Administrative</strong></td>
<td>- Find new projects. Provoke change. Accept risks. Work at self improvement both as leader and a manager</td>
<td>- Promote creative approach to management. Search for new funding sources. Implement a total quality management process.</td>
<td>- Offer custom training services to various community groups. Support economic development agent, associations get your college involved in regional development.</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>- Communicate quickly and efficiently. Relate. Get involved socially (volunteer work, community work)</td>
<td>- Create climate that facilitates personal and professional development. Foster participative management collaboration and team work.</td>
<td>- Get involved in social and community partnership. Insurance that the college becomes a drop in center for the community</td>
</tr>
</tbody>
</table>

(Yves Sanssonaci 1994)
The first job of the leader is to think through and define the mission of the Institution. The leader who basically focuses on himself or herself is going to mislead. The three most charismatic leaders in this century who inflicted more suffering on the human race than almost any trio in history are Hitler, Stalin and Mao. What matters is not the leader's charisma. What matters is the leader's mission. (Peter Drucker 1993)

The most important task of an organization's leader is to anticipate crisis. One has to make the organization capable of anticipating the storm, weathering it and in fact being ahead of it.

One of the key tasks of the leader is to balance up the long range and short-range, the big picture and the pesky picture details. Another balancing action a leader is to do is the balance between concentrating resources on one goal and on enough diversification. The third balancing is between being too cautious and being rash. Then there is a balance decision between opportunity and risk.

Many leaders believe that what they do and why they do it must be obvious to everyone in the organization. It never is. Far too many believe that when they announce things, everyone understands. No one does as a rule.

Effective leaders have to spend a little time on making themselves understood. (Peter Drucker 1994)

The leader has to grow with success - change success creates its own euphoria. The leader should be able to maintain Institution's momentum, its flexibility, its vitality and its vision. The leader should recognize that change is not a threat. It is an opportunity. He has to look for changes as indications of an opportunity for innovation. (Peter Drucker 1994)
The exercise of leadership is enabled when it rests upon certain values. It must be at once critical, in the sense that its exercise derives from an enlightened reflection on influence and its purposes are submitted to criticism in the sense that its exercise is subjected to the evaluation of different and even opposing viewpoints.

Members of an organization form a community. Speaking of leadership is also speaking of team, family, unity. Even people who do not share the same viewpoint can have the feeling of belonging to a community. Leadership draws its source and its meaning in the very existence of the community. It must not be accomplished in the achievement of narrow objectives subordinate to the interest of a few but in the achievement of objectives that reach the largest number and contribute to the well being of the community.

3.7 LEADERSHIP THEORIES:

There are four approaches in explaining what makes an effective leader. The first seeks to find universal personality traits, social, physical, intellectual that leaders have to some greater degree than non-leaders. It is called Trait theory of leadership.

The second tries to explain leadership in terms of behavior that a person exhibits. This theory proposes that specific behaviors differentiate leaders from non-leaders. There are two major studies on these lines. 1) Ohio State studies 2) University of Michigan studies.

The Ohio State studies considered two dimensions (1920) of leadership: initiating structure and consideration. The initiating structure refers to the extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment. Consideration is described as the
extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinate's ideas and regard for their feelings.

Michigan studies have considered two dimensions of leadership as Employee oriented and Production oriented. The employee oriented leader emphasizes interpersonal relations whereas production oriented leader emphasizes technical or task aspects of the job.

The third approach refers to contingency models, which explain that effective groups depend upon a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. Apart from Fiedler Model, there are:

- Cognitive Resource theory
- Hersey and Blanchard's situational theory
- Leader member exchange theory
- Path goal theory and
- Leader participation model under this third group.

Fourth comes the recent approach to the leadership theories. These are attribution theories of leadership, charismatic leadership and transactional versus transformational leadership. All these de-emphasize theoretical complexity and look at leadership more the way the average person views the subject.

3.8 LEADERSHIP vs. MANAGEMENT

The concepts of leadership and Management are not interchangeable. Leadership comes in many shapes; it can be intellectual, charismatic, humble, indirect or active. In whatever way, it is always directed to social change or development in one form or another and not aimed at control or production imperatives. While management is an essential function in a modern society, leadership reveals itself in a form of communal life which as a rule is preoccupied more with a life style than discipline. (Yves Sanssonci 1995)
One clear distinction between management and leadership is in "bringing others to do and bringing others to want to do" Efficient management will provide a sense of security and efficiency; but its impact is often short lived. It will not let the sea-changes come and prepare the enterprise for them.

The table 3.2 compares leadership and management's main characteristics as proposed by Kotter.

**TABLE 3.2**

<table>
<thead>
<tr>
<th></th>
<th>LEADERSHIP</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda Creation</td>
<td>Establishing Direction</td>
<td>Planning budgeting</td>
</tr>
<tr>
<td></td>
<td>Develop future vision</td>
<td>Develop detailed steps</td>
</tr>
<tr>
<td></td>
<td>Develop change strategies</td>
<td>Develop time table</td>
</tr>
<tr>
<td></td>
<td>to achieve vision</td>
<td>Allocate necessary resources.</td>
</tr>
<tr>
<td>Net work development</td>
<td>Aligning people communicate</td>
<td>Organizing/ staffing</td>
</tr>
<tr>
<td>for Agenda achievement</td>
<td>direction by words and deeds</td>
<td>Develop necessary planning</td>
</tr>
<tr>
<td></td>
<td>to those whose co-operation</td>
<td>staffing delegation and</td>
</tr>
<tr>
<td></td>
<td>is needed.</td>
<td>structures</td>
</tr>
<tr>
<td></td>
<td>Influence creation of coalition/</td>
<td>Provide policies</td>
</tr>
<tr>
<td></td>
<td>teams that understand and</td>
<td>procedures for guidance</td>
</tr>
<tr>
<td></td>
<td>accept vision and strategies.</td>
<td>and methods/systems for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>monitoring</td>
</tr>
<tr>
<td>Execution</td>
<td>Motivating/Inspiring</td>
<td>Controlling/Problem solving</td>
</tr>
<tr>
<td></td>
<td>Energise to overcome barriers</td>
<td>Monitor results vs. plan</td>
</tr>
<tr>
<td></td>
<td>(e.g. political resource,</td>
<td>in detail.</td>
</tr>
<tr>
<td></td>
<td>bureaucratic) to change by</td>
<td>Identify results plan</td>
</tr>
<tr>
<td></td>
<td>satisfying basic needs.</td>
<td>deviations and plan and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>organise to correct.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Tends to produce</td>
<td>Tends to produce</td>
</tr>
<tr>
<td></td>
<td>Change often dramatic</td>
<td>Order/predictability</td>
</tr>
<tr>
<td></td>
<td>provides potential for</td>
<td>Key results expected by</td>
</tr>
<tr>
<td></td>
<td>every useful change</td>
<td>by stake holders.</td>
</tr>
<tr>
<td></td>
<td>(e.g. new products, services etc.)</td>
<td>(e.g. on-time within budget)</td>
</tr>
</tbody>
</table>


Executives must resolve to lead, not merely to manage. Many organizations are well managed and poorly led because executives address routine problems while ignoring or slighting important matters.

(BENNIS WARREN)

**TABLE: 3.3.**

**MANAGERSHIP AND LEADERSHIP FEATURE - DIFFERENT MINDSET.**

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>LEADERS</th>
<th>MANAGERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shape the outputs</td>
<td>Chase the inputs.</td>
</tr>
<tr>
<td>2.</td>
<td>Focus on group products</td>
<td>Focus on individual jobs.</td>
</tr>
<tr>
<td>3.</td>
<td>Encourage new ideas</td>
<td>Enforce old ideas.</td>
</tr>
<tr>
<td>4.</td>
<td>Stimulate right things</td>
<td>Monitor for wrong things.</td>
</tr>
<tr>
<td>5.</td>
<td>Thrive on fought competition</td>
<td>Talk little of competition</td>
</tr>
<tr>
<td>6.</td>
<td>Prize comparison with others</td>
<td>See scant need for comparison</td>
</tr>
<tr>
<td>7.</td>
<td>Think of involvement programs</td>
<td>Think of suggestion program</td>
</tr>
<tr>
<td>8.</td>
<td>Empower others to make decision</td>
<td>Tightly control the decision process.</td>
</tr>
<tr>
<td>9.</td>
<td>See leading as animate and proactive</td>
<td>See managing as inanimate and reactive.</td>
</tr>
<tr>
<td>10.</td>
<td>Think of dynamic, caring human system.</td>
<td>Think of business following a script.</td>
</tr>
<tr>
<td>11.</td>
<td>Think of improving initiative and innovation</td>
<td>Think of improving compliance and conformance</td>
</tr>
<tr>
<td>12.</td>
<td>Shape organization character</td>
<td>Assume that is neither a big deal nor their job</td>
</tr>
</tbody>
</table>

3.9 **PERSPECTIVES ON LEADERSHIP QUALITIES:**

Leadership is indispensable and is an active dynamic and interactional activity. It can ever be learnt, developed and practised as an art. Social Scientists agree that leadership can maximally be 'learned' or improved. Leaders are therefore, not born, they are surely made.
Among the various resources available - money, material, machine and men- the last is the most important. Effective and efficient leaders always get work done through and with people. Production and people go hand in hand together. The leader's self concept, needs and values move the followers rather than the marionette. Charismatic leadership has a certain magic effect with its followers. Similarly, inspirational leadership does not depend on personal identification of the leaders.

The kind of leadership needed today and tomorrow is very different from yesterday's hierarchical management models. Leaders are able to make things happen, influence people and events, create changes invariably and produce results.

There are no overall comprehensive personality traits to leaders. Leadership is not a constant requiring fixed abilities, nor standards and determined qualities. It also differs from organization to organization and leader to leader. The effect intensity also differs according to the nature of work. The qualities differ very enormously according to experts.

The qualities of effective leader are assertiveness, ambition, action orientation, affection, articulation, authoritativeness, administrative ability, communication ability, courageoussness, creative capacity, decisiveness, enlightenment, empathy, enthusiasm, endurance, friendliness, flexibility, fairness faith, inspiration, initiative, integrity intelligence, interpersonal skill motivation, optimism, organising ability, objectivity, persuasiveness, practice, risk-taking, role model, responsibility, self confidence, self sacrifice, self assurance, status, technical skill and will power.

Leadership especially at the top levels of an organization has to be creative. Leaders need to be active, innovative and inventive. Interpersonal competence is fundamental a quality to even successful and effective leadership.
Skills, technical and conceptual are promising predictors of leader effectiveness and essential for the most leadership roles. Leaders are to watch out and be watchful. A leader's confidence will inspire confidence in others.

Most great leaders share one characteristic desire for continuous learning and self-development or improvement i.e., leaders are always learners and ever learners. Some leadership skills can be acquired and other dormant skills can be brought to the surface by clever training programmes periodically. All that is required is a positive mental attitude and the desire to improve.

The great leaders do not achieve any production, fame through constraints, strains and limitations of the followers. They normally provide opportunities and chances. The leaders get a job done through the efforts of all individuals working as a team. Leaders effectively delegate and organise. One must take a lead, but has to listen and respond accordingly. Accurate and flexible leadership loses its stresses and strains and becomes a process and facilitation. Leadership provides for improved replanning and reorganization of the systems accordingly. (Krishnamoorthy.S 1997)

Leadership in management is just a plain and simple recognition of this axiom: the conduct and direction of efforts of a group of people, facilitating their attainment of the basic human value pari-passu accomplishing goals of the organization of which they are proud members.

Almost everyone recognises a true leader. In the presence of a leader, others feel an urge to follow him to do as he suggests to accomplish some goal under his direction.
Leadership does not exist without followership. A leader has to be accepted by the group which the former is supposed to lead. To gain acceptability the leader should cause an emotive impact on the group members. Yes, leadership is emotive in its effect. Leadership is gaining a place in the depths of the heart of people making the organization.

When men follow a leader, they do so willingly: they follow because they want to do that which their leader wants them to do. Herein lies the distinction between an authority and a leader. A leader stimulates, motivates and inspires a group of people to follow willingly and even eagerly. An authority pushes and drives people who yield and obey only because they dread the consequences of disobedience.

An effective leader achieves much higher goals (both qualitative and quantitative) by making his people want to follow him. In some mysterious way, some people are able to get others who have faith and confidence in them do what they want them to do. This is leadership.

Leadership as a quality cannot be handed over or taken from an external source. It has to be earned by an individual who must work for it, and strive for it.

Leadership is not a personal or individual accomplishment by one person, by oneself; it is rather the process or method used by a person to inspire others to accomplish things by working with him. If leadership were to be measured purely by the volume of accomplishment, then the best produced in the plant or the person who does maximum quantity of work in an office would be the leader. Leaders do not produce things by themselves. They get others want to do things under guidance.

No one can lead by remote control. The leader must not only be of the group; he must be in the group too. In all situations of leadership, there is always a will to lead on one-side and a will to follow on the other side. Participative culture
and consultative process is an important ingredient for lasting leadership. The following are the ten qualities which are essentially important for leadership.

- thoroughness
- fairness
- initiative
- tact
- enthusiasm
- emotional control
- mental ability
- communication skill
- maturity and administrative acumen. (Devarajan.R 1995)

Webster's New World Dictionary for Young Adults gives the meaning for 'knowledge' as what is known or learned through study, experience etc. and for 'competence' as enough skill or intelligence to do.

A person may have knowledge, but until it is used intelligently (competently) for the desired goal, the knowledge is of no use. Likewise the person may act. If he acts without skill, he will not achieve the desired goal. He will not be the competent person for that mission. So knowledge competence is essential.

When the ability is added with willingness for action, the competence arises. When the available knowledge is 'willed' for a good cause, knowledge competence develops. The knowledge competence in action reveals the wisdom. Thiruvalluvar calls it "Arivu".

He explains:

"Who lack the power of subtle, large and penetrating sense
Like Puppet, decked with ornaments of clay, their beauty's vain pretence"

(Kural 407)
Knowledge qualities are detailed in Thirukural-knowledge qualities like willing for listening, discerning what is listened for good or bad, valid or invalid statements, retaining what is listened, logical intelligence, selective abandoning, understanding non-verbal expression, analysing capacity, avoiding unwanted things, firmness in faith are essential for a leader. These qualities result in Arivu or wisdom. "Arivu" evolves out of education, training habits, contact with people, gaining worldly knowledge, participating in various activities.

Thiruvalluvar considers "Arivu" (wisdom) as a tool. It is an inner shield that will defy an attack from outside.

"True wisdom wards off woes, A circling fortress high; Its inner strength man's eager foes unshaken will defy" (Kural 421)

3.10. LEADER'S STYLE:

A leader's style should be one that can be emulated by all irrespective of cadre, class and caliber. Simplicity in one's day today conduct is the only thing that can be adopted by all. When the leader is simple, he is counted as one belonging to the group of which he is the leader. That is enough to motivate the people. Motivation is the innate quality that enables an individual or group to contribute unlimitedly with limited means. It is the proud prerogative of enlightened human resources.

A leader needs to assume the role of a guide. Quintessential to fulfilling this role is knowledge-ability. Technical and administrative knowledge of the guide in balanced quantity and of right kind are essential to a leader, possession of more administrative knowledge is stressed. Administrative knowledge is essentially the knowledge of human relation management. When the leader is good at this, his guidance is sought and accepted. Thus he fulfills the role of a guide.
3.11. COMMUNICATIVE SKILL:

The leader is a negotiator within and outside the organisation to seek budgetary allocations for his group, to plead for the group's interests and the like. The group members want their leader to be good at negotiation. Besides, the leader in his conversation with the led is keenly assessed by the latter on his ability to communicate. The leader has no other magic wand to win over the led than his communicative skill. The style and syllabi of communication count much. Politeness in articulation, clarity of thought, sequence of content, reverence for context, humanness in tongue, firmness in presentation and flexibility in pleadings are the hallmarks of communicative skills. To be a good communicator, one needs to be a good listener too. And a leader has to be more a listener than a matter of fact communicator. In a listener people find the leader they want.

3.12. SHAPING THE PEOPLE:

The leader shapes the people and moulds character. To achieve this the leader should maintain equanimity. Equanimity is keeping oneself poised and balanced at all times. To remain neither agitated over adversities nor exhilarated over advantage gained is equanimity. The former character exhibits the sense of confidence and hope for future and the latter shows the sense of composure. Together these mould the character of people. Here the leader stands as a model for emulation. Pain and pleasure, failures and victories and brickbats and bouquets alternate in life. A mind to receive both in one and the same mood is needed. It is actually a mental makeup to bear lightly one's joys and sorrows equally. A leader is simply great if he can mould his followers with this frame of mind. He does this by his own example.

3.13. PHILOSOPHICAL ASPECT OF LEADERSHIP:

Philosophy is dedicated pursuit of what is good for the common people, of general causes and equanimity. Philosophy is made of thought which
analyses our presuppositions and assumptions in every field of action and thought. It has bearing on the shape of the past as well as the shape of the things to come. It is an activity of logical analysis which seeks to locate issues in dispute and to help to clarify them. General causes and common good are achieved by adhering to certain values in all circumstances. Commitment to quality consciousness of environment, concern for fellow persons, consideration for social purpose etc. are certain values. Values are endeared and never given up. In the values pursued, the value of a person lies. By adhering to these high social esteem values, the leader sows seeds, there emerges continuity of leadership. Both the current and future demands of the society are thus addressed. Hence the philosophical aspect of leadership is an imperative.

A leader should become a friend of the followers. Friendliness is the opposite of selfishness. The right place to plant love is the people. Love for people is the surest way to reap the love for production. Winning the friendship of the followers is therefore the task of the leader. Kindness is subtle and sure way to gain this friendship. Mind, this is functional friendship with a purpose a super ordinate goal that binds the leader and the led.

3.14. THE LEADER — DIRECTOR:

The leader is a director of activities in the organisation. Activities result from the actions of people. Taking all the people together and making them pull and push in one direction are the tasks of the director here. The leader has to convincingly put through the futility of a fragmented orientation and the fruits of a coordinated orientation. A difficult task indeed, as vested interests do exist. Fruits of whole are bigger and more blessed than the sum of individual parts. This is the system perspective of management. In directing the affairs of the organisation the leader's thrust should be on the 'whole'. And he cannot afford to identify himself with this or that but with all. 'Oneness' is the only goal. (The leader needs to activate people to realise their full potential. There is no limit to human capability.
Human resource appreciates by use. This undepletable resource is to be activated more and more. Bias for action is therefore the culture to be insisted on. Converting potentials into realisations is what is stressed. Indeed, a result oriented work culture to be created. Here also the leader should serve as a model. He, thus, becomes an activator of the group. Labour is honour. If this message is carried to people, they get activated.

The leader is not to be tunnel-visioned or short sighted with the eye on current gains. Past is past present even as we try to tighten our grip over it, just flows down off our hands. Future is the hope. Future lies in the people. So give them opportunities. Opportunities must be given to each regardless of one's past. For a good leader as he inherits leadership, all are equal. Judge people not by the past. But by the present and future. This will help creating a new environment an environment that nourishes all, that enlightens all, that activates all, that benefits all. (Selvam.M 1995)

3.15 SYNTHESIS:

For the question why is the leadership important to an organisation, the answer is given by Kural 770 that even if the men are abound with talent the war cannot be won without a good leader.

For the question what is leadership the answer is given by many authors as a process of influencing the others for achieving the envisioned goal.

For the Question who is the leader, the answer lies in fitment of an individual role in three dimensions who he is, the role he takes has to fit the task and the role he takes has to fit the expectation.

For the Question how the leadership is exercised, the answer lies in a matrix concept in four areas with relation to three levels of practice that is
For the question of theoretical approaches to the leadership studies, there are four approaches:

- Personality trait approach
- Behavioural approach
- Contingency model approach
- Attribution theory and charismatic leadership approach.

For the question of qualities and competencies there are two basic competencies required for a leader: a. Knowledge competence and b. Action competence with corresponding knowledge qualities and action qualities. The titles under action competence are:

- Initiation
- Environmental and political affiliation
- Problem solving
- Resource and support mobilization
- Challenge facing and stress tolerance
- Decision making
- Task accomplishment and win
- To be innovative
- Selecting counsel
- Human relation to realise potential
- Effective communication
- The role change to suit the task/situation
- The role to fit the expectation and self development.
Performance Dimension:

Action must result into good performance. Performance requires good planning. Strategies convert the plan into results. They convert the wants into accomplishments. There are various strategies.

- Marketing and fund development strategy.
- Win strategy
- Innovative growth strategy
- Innovative competitive strategy.

Any institution forms by making human resource productive. It accomplishes its performance through work. The work has to be productive. For that certain basic rules are to be adhered and effective decision is to be taken.

People dimension:

People decisions are the ultimate perhaps the only control of an organisation. People determine the performance capacity of an organization. No organisation can do better than the people it has.

People development is essential for the better performance of the organisation. It has to give informal learning and training. Building a team is an important aspect of people dimension. Organisations use teams and task forces for specific missions. Teams are created to pool the talent, energy and initiative of several persons so that this group of persons can achieve what may be very difficult for individuals to achieve alone.

With this conceptual framework we look into the leadership behaviour of Polytechnic Principals in TamilNadu.