

Leadership Styles-Approaches Satge-1 (UG/PG- less Specialisation)

1. Introduction:

Some people consider ‘managership’ and ‘leadership’ as synonyms, but it should be distinguished. There can be leaders of an *unorganised group, whereas there can’t be managers. However, leadership is an important aspect of managing, the ability to lead effectively is one of the keys to be an effective manager. Managers must exercise all the functions of their role. (POSDCOMB) in order to combine 6 resources to achieve objectives. The essence of the leadership is fellowship. Leadership and practitioners are closely interconnected (*Differences between organised and unorganised shall be explained*).

Note:

1. For the purpose of this basic lecture, leader and manager is being applied interchangeably
2. Where words are in italics or bold shall be amplified for better understanding by the Faculty.
3. Remember! Teacher is a natural leader and he/she continues to be in respect of his position or qualification (Teachers like; Lord Krishna, Chanakya, Manu, Dr. Sarvpali RK or the teacher you loved the most from Primary to date).

2. Meaning and Definition: (Notwithstanding the facts that as many as 100 definitions have already been given and more you shall be studying under EQ, SL and PL styles/ approaches) A few are as under to continue the lecture:

2.1 “Leadership is an art or an act of influencing others to direct their will, abilities and efforts to the attainment of leader’s goals. Here, leadership lies in influencing (not impressing) individual, a group’s effort towards the optimum achievements. It is the manager in an effective and prosperous organisation, who by virtue of his leadership traits inspires the employees to contribute willingly, cooperatively and generously to the optimum achievement of organisational goals”. Recent, case of Titan (Mr. Bhatt, ET, Sunday, 08th Sep, 2019).

2.2 “A process of influence on a group in a particular situation at a given point of time and in a specific set of circumstances that stimulates people to strive willingly to attain organisational objectives, giving them the experience of helping to attain the common objectives and satisfaction with the types of leadership provided.”- James J Crebbin


2.3 “Every soldier has right to competent” or “Every student has a right to have able teacher but teacher has no right to have able student”- Gautam, et. al., 2011 (Monograph on “Training and Development of Faculty, 2011).

2.4 “Leader is a person who leads the troops into battle wisely”- Julius Caesar.

2.5 "To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honour and praise. The next, the people fear; and the next, the people hate ... When the best leader's work is done the people say, 'We did it ourselves!' — Lao-tsu

2.6 "If the blind lead the blind, both shall fall in the ditch."— Jesus Christ

2.7 "Dictators ride 'to and fro' upon tigers which they dare not dismount. And the tigers are getting hungry."— Winston Churchill

Picture later	What you so you are! What you expect that you would get?	
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3. Major Tasks Assigned to a Leadership: A manager is primarily concerned with setting the goals, objectives, developing **strategies and policies**. Here the leadership roles are to:

- (a) Recognise people, as they differ in motivational pattern.
- (b) Create a **conducive environment** to attain the organisational goal.
- (c) Stimulate/motivate the employees for their optimum contribution.
- (d) Understand the changing environment, analyse, interpret to employees and redirect their efforts.

4. Basic or Elementary Ingredients of Leadership: There are four ingredients, which can be taken out of the definition (refer para 2 above)

(a) Leadership in power – It is the ability to use *power and in a responsible manner.

(b) Fundamental understanding of people – That's the ability to comprehend that human beings with different thinking (@ **cognitive dissonance**, with different motivational forces at different times and situations).

(c) A Rare/Unique Ability to Inspire Followers – so that they supply their full potential to a project/assigned task.

(d) Style of Leadership and Development of Climate -That's an ability to develop a conducive climate to respond and awaken motivation.

5. Approaches to Leadership: There are seven main approaches to leadership and each approach has sub-approaches (It does not include various schools of leadership). These approaches are:

5.1 Trait Approach (A): (Physical, other qualities, technical/professional, behavioural/attitude):

5.2 Leadership Behaviour and Style A: Approach based on the use of Authority A (03 As)

5.3 Likert's four systems of Management A (04A)

5.4 Managerial Grid A (05A out of 81 situations)

5.5 Leadership as a continuum A (02A).

5.6 Situational or Contingency Approach to Leadership (02A):

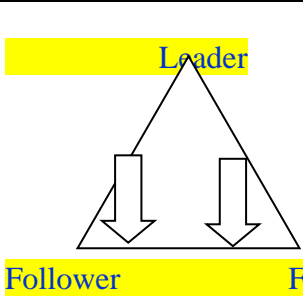
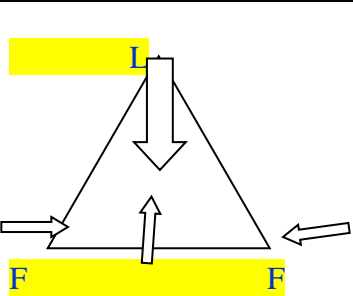
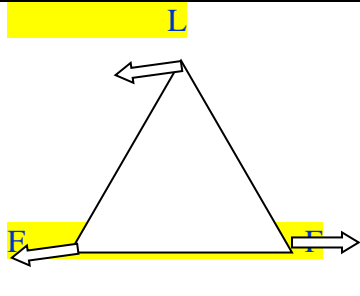
(a) Fiedler's Contingency Approach.

(b) The Path Goal Approach to leadership effectiveness.

5.7 Schools or Studies of Leadership: Various school like; Charismatic leadership, Gandhian way, nAch (need of achievement or ACHIEVE Model), Situational Leadership, transformational Leadership, transactional Leadership, Ohio state studies, Scandinavian studies, Machiavellian studies, Michigan leadership studies,

5.1 The Trait Approach: – It identifies some unique qualities which will distinguish the effective manager/ leader from the others. These traits are really patterning/modelling of behaviour. We have already studied six such approaches with 06X11=66 main traits out of 300, as pre-requisite for the selection of an Officer in the Défense Forces.

5.2 Leadership Behaviour and Style: The behavioural approach differs from the traits approach in that; (1) The traits approach emphasizes some particular trait to be possessed by leader whereas this theory emphasized on particular behaviour by him. (2) The purpose of trait theory was to separate leaders from non-leaders on the basis of traits, whereas the purpose of behavioural theory is to determine how various kinds of specific behaviour affect the performance and satisfaction of subordinates.

Autocratic	Democratic	Free reign-Liaise Faire
		
DO or die no reason why or follow or do what I say	Involvement of command and trust and confidence	No control over command always in Window B or D

	high	
Based on Style Approach: Model 5.3		

5.3 Likert's four systems of Management A (04A): Definition: Rensis Likert along with his associates in Michigan University, USA conducted research to study the patterns and styles of managers over three decades, across 200 organizations and developed a four-fold model of the management system that helped in understanding the leadership behaviour in the form of 04 Systems:

5.3.1 System-1: Exploitative Authoritative System: In this type of management system, the responsibility lies with the people in higher positions in the hierarchy. Here, the subordinates are not involved in the decision-making process. The superior has no trust and confidence in his subordinate and imposes decisions on him leaving no room for further discussions. In this system, the communication flows downwards, i.e. from the superior to the subordinate and hence there is a lack of communication and teamwork. The management is only concerned with the completion of work; it uses any means or threats to get the work completed through the subordinates.

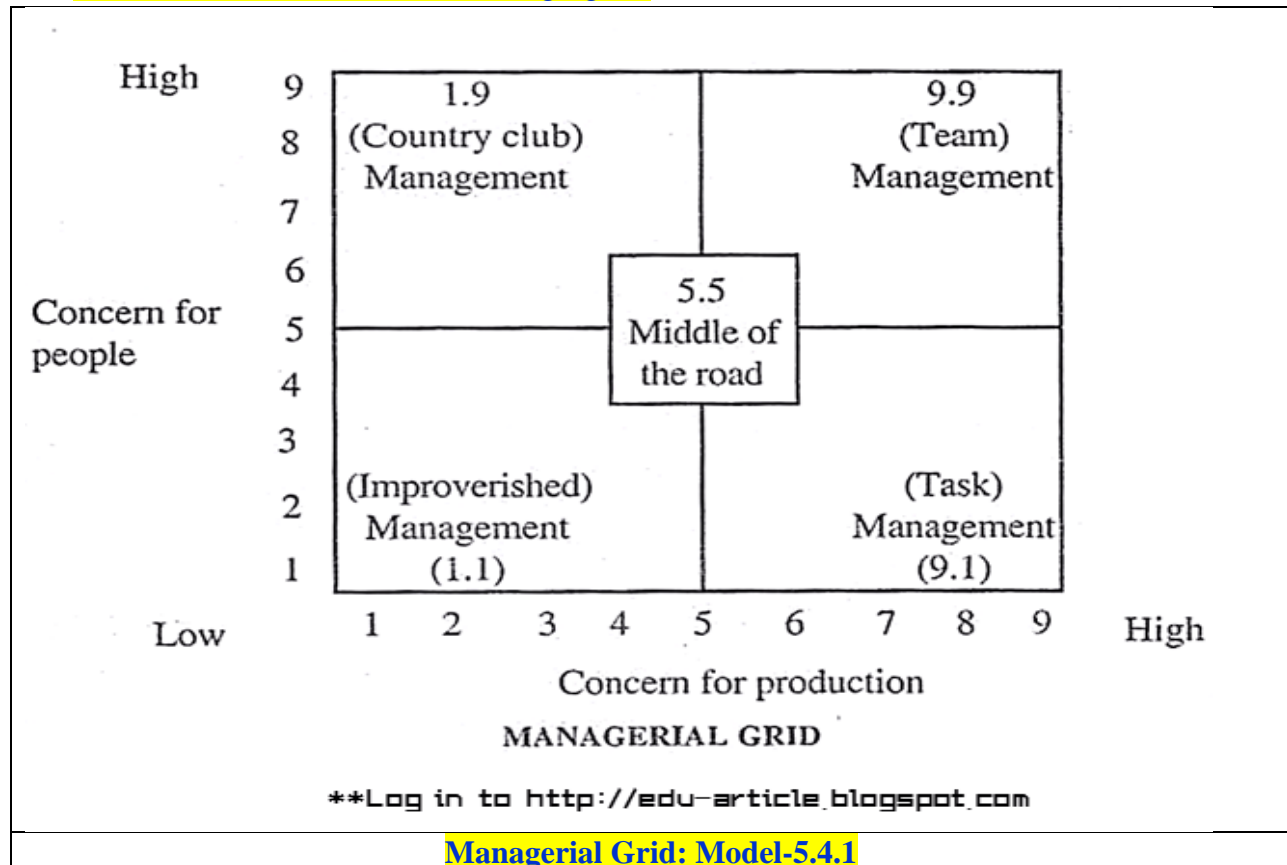
5.3.2 System-2: Benevolent Authoritative System: Like exploitative authoritative system, here also the responsibility lies with the people at the upper echelons of the hierarchy and the only difference is that the motivation is based on the rewards, not on fear and threat. The superior has that much trust and confidence in his subordinates which is required in a master-servant relationship. In this system, the subordinates are given rewards for their participation and the communication may flow upwards i.e. from subordinate to superior, but **restricted to what the superior wants to hear**. Thus, in the benevolent authoritative system also, the subordinates do not feel free to discuss job-related issues with the superior. This results in the lack of communication and a little teamwork.

5.3.3 System-3: Consultative System: In this management system, the superior has substantial but not complete, trust and confidence in his subordinates and constructively uses the views and opinions given by them. Here, the motivation is based on rewards and the amount of the individual's involvement in the decision-making process. The consultative system is characterized by a great flow of information both horizontally and vertically. The subordinates feel free to discuss job-related issues with the superiors and hence, the upward flow of communication is more into the consultative system than a benevolent system. But still, the decisions are made by the senior people in the hierarchy.

5.3.4 System-4: Participative System: In the participative system, the management has full confidence in his subordinates and encourages them to participate actively in the decision-making process. Here, the subordinate feels absolutely free to discuss any issue related to a job with his superior. This system is characterized by a good teamwork and teams are linked with people, who are the members of more than one team and such people are called as **“linking pins”**. The subordinates get motivated through rewards for their participation in the decision-making process.

Note: With these four systems of management, Likert studied seven variables; (1) Leadership, (2) motivation, (3) decision-making process, (4) communication, (5) interaction-influence, (6) control process, and (7) goal setting.

5.4 Managerial Grid A (05A out of 81 situations): They identified five (05) basic leadership styles of practicing managers representing various combinations of the aforesaid two dimensions as shown in the following figure:



Managerial Grid: Model-5.4.1

5.4.2 Managerial Grid Model is based on two behavioral dimensions:

- (a) **Concern for People (1, 9) called Country-Club Style:** This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.
- (b) **Concern for Production called Task Management (9,1):** This is the degree to which a leader emphasizes concrete objectives, organizational efficiency, and high productivity when deciding how best to accomplish a task.
- (c) **Concerned for Production and People both called Team Approach (9,9-Star player):** Explanation.
- (d) **Neither Concerned for Production nor People (1,1-Impoverish Management):**

(e) Concerned for Production and People both (5,5- middle of the Management):
Explanation.

Note: Similar model shall be discussed in Emotional Intelligence on EQ and IQ.

5.4.3 Advantages of the Managerial Grid Model:

- (a) Managers help to analyze their own leadership styles through a technique known as grid training.
- (b) Managers identify how they with respect to their concern for production and people.

5.4.3 Limitations of the Managerial Grid Model:

- (a) The model ignores the importance of internal and external limits, matter and scenario.
- (b) The Grid expanded upon McGregor's and other's theories at the time to provide a richer and more complete design between the manager's concerns for production versus their concern for interpersonal relationships.
- (c) Blake and Mouton strongly argue that style (9,9) is the most effective management style because it improved productivity, and caused high employee satisfaction, low turnover and absenteeism.
- (d) It is widely used as a technique of managerial training and for identifying various combinations of leadership styles.

5.5 Leadership as a Continuum A (02A): Two styles of leadership, Authoritarian and Democratic. This approach offers a range of style, with a suggestion that one is always right and another is always wrong. Here manager should consider the following factors:

- (a) Forces within himself (Leader's capability).
- (b) Forces in subordinates (command's capability).
- (c) Forces in situation (what are the influencing factors or situation- like peace time or war/crisis time) We shall be covering situational leadership in four phases, provided time permits).

Leadership as a Continuum: Model-5.5							
Autocratic-level high and Democratic-level low							
@A+++++				D (-)(-)(-)(-)(-)			
A (-)(-)(-)(-)(-)				D+++++			
@ Use of authority by the Manager				Autocratic-level low Democratic-level high			
				Area of freedom to subordinates			
Manager make decision and announces.	Manager sells decisions.	Manager presents ideas and invite questions.	Manager presents tentative decision, subject to change.	Manager presents problems, gets suggestions, makes decision.	Manager defines limits, asks group to make decisions.	Manager permits subordinates to function, within limits defined by superior.	

5.6 Situational or Contingency Approach to Leadership:

- (a) Fiedler's Contingency Approach.
- (b) The Path Goal Approach to leadership effectiveness

5.6.1 Fiedler's Contingency Approach: – He identifies two kinds of leader behaviour:

- (a) Task oriented
- (b) People and inter-personal oriented

Note:

1.(refer instrument we discussed in last class with 35 questions and discussed after Managerial Grid).

2.Least Preferred Co-worker (LPC) (ASO) Assumed Similarity between Opposites

3.Success of leadership will depend on the situation comprising of:

- (a) Leader's personal relationship with group members.
- (b) Formal authority of the leader and
- (c) Degree of task structure.

5.6.2 The Path-Goal Approach: The leadership effectiveness depends upon his ability to provide opportunities for employees' need satisfaction. This also enhances environment for work in organisation by coaching, motivating and rewarding. (Model to be added later)

6. Case, Discussion and Conclusion:

6.1 Case we shall discuss om Bill Gates in 1995 and now.

6.2 Discussion: on questionnaire that has been administered with 35 questions: to see where do you stand as on date and what to do?

6.3 Conclusion or Summary: