

PhD Final Thesis
Attributes & Qualities Desirable in a Leader

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Chapter 1 - Abstract of Thesis

This thesis is written with the specific purpose of trying to put together a framework of points that can be used as a guide by both existing and aspiring Leaders to deal with the Leadership challenges that exist in their functional and professional world. Research shows us that there are various methodologies and models propagated in the professional space which Leaders can refer to but the common thread that ties them all is the fact that they propose a particular approach while mostly remaining silent on the other approaches. While conducting the research it was observed that a few books and articles written by Leadership experts such as Kenneth Blanchard and John Adair do propose a more holistic approach to the subject and not any particular model as such.

The thesis is divided into a few chapters and the first of the chapter's deals with trying to understand the topic of Leadership. It's an often repeated word but does everybody who uses it really understand what it entails and what the role that it plays in society is. People are regularly encouraged to step up and take charge and demonstrate their ability to handle the challenges that come their way but without being privy to how to do it or what it actually means. This chapter therefore discusses how it is the ability to influence others positively to achieve a common goal.

The second chapter deals with the styles of Leadership that one must acknowledge within the framework to make things easier for Leaders. The terms that we hear generally such as autocratic or democratic are actually political in their origin. Therefore it is rather dangerous to suggest that a particular style or model is more

correct than another or appropriate for all situations. This chapter puts together the generally accepted models or styles of leadership prevalent today with the objective of creating awareness about them.

Having received a comprehensive understanding of leadership and the styles that exist the next chapters deal with the framework or ten point guide that forms the meat of this thesis relating to the qualities and attributes that are desirable in a leader which would assist them to deal with challenges at most times. In effect the objective of the thesis is to point out these qualities which are a must for any leader to imbibe while facing their leadership challenges. Each point is discussed in detail in a single chapter but the points are briefly touched upon in this abstract.

The first of these points touches upon how situational leadership can be used effectively to deal with leadership challenges. Situational Leadership deals with the fact that leadership is specific to the particular situation under investigation and how it is the situation that ultimately determines the characteristics and qualities that are to be practiced in dealing with that particular challenge.

The second point deals with being a strategic leader. As a head of an organization, leader of a group etc one has to work out the broad strategy or set of strategic guidelines. Should one use a bottom up approach or a top down approach or should it be leading by consensus because when that happens it is observed that almost everyone is prepared to work forward as if the approach was their preferred mode of execution which then brings everyone together in a common thread.

Every Leader needs to be aware that the only constant in life is change and the third point deals with how leaders must adapt their approach to deal with change in their worlds. The change that affects leaders is all around them. Be it technological, social, economic, political or cultural change these are the harsh

realities that a leader has to accept and understand how to manage if they would like to be effective in their areas of execution.

The fourth point deals with a very prominent and real challenge face by leaders. Sometimes there is just too much to do for one person and unless a leader is willing to discuss issues with a group of people in the team or the key stakeholders in the team in an effort to decentralize some of the decision making process so that they can concentrate on some of the challenges which might be at a higher concern level. In this process the leader may make known to the team the boundaries of authority for them to come up with more comprehensive decisions.

The fifth point deals with how a leader has to work very closely on developing high performing teams. For that they have to develop clear realistic objectives, have a shared sense of purpose, make best use of resources, practice an atmosphere of openness, review programs, build on experience and ride out the storms that may come their way. At the end of the day a successful end product of effective leadership is a high performing team.

The sixth point will deal with the importance of two way communication. Top down communication generally tends to be instructional whereas bottom up communication generally tends to be informational. However effective communication in both directions requires a great deal of training and discipline and is key to ensuring that the challenges that present themselves can be met and dealt with effectively.

The seventh point deals with a topic titled Sharing and Caring. Leaders must personify the qualities expected or required in the members of their teams. Sharing

of risk and reward, success and failure as well as having an empathetic approach to team members embattled with difficult challenges need to be a part of the overall approach and goes a long way in creating an atmosphere of performance thereby proving oneself a leader.

The eighth point deals with handling power effectively and responsibly. Abraham Lincoln once said that with great power comes great responsibility and that is true for a leader. It is often noticed that power corrupts and absolute power corrupts absolutely. It is this temptation that most leaders face when they wield power and that they must guard against. Power is good but it depends on how it is acquired and to what end it is directed.

Respect can never be demanded, it must be commanded. The ninth point deals exactly with how a leader must gain respect and give respect as well. While a leader already has a distance created between them and the team it shouldn't have to be over emphasized. Leadership is about respect that stems from recognition of the leaders worth which the position is justly due. At the same time a leader must be respectful which involves being aware of the team's qualities and acknowledging the expertise that exists in the team.

The tenth point deals with topic of Leading from within. Like light, leadership can be refracted into both qualities and functions or what you are and what you do. Not separating oneself from the people is an integral part of leading from within and every leader needs to be connected with the people that are in their teams. A better way of understanding this is to realize that the person who overcomes others is powerful but who overcomes themselves is strong.

It will be the attempt of this thesis to deliberate in details over these points that have been enumerated above so that the framework or ten point guide can be established as sort of Bible that can be used by established as well as aspiring leaders for their roles in the professional world that they exist in.

Chapter 2 - Understanding Leadership

At the basic level Leadership could be defined to be the ability to influence others to achieve a common goal. A question may arise as to why does one person emerge as the leader of the group compared to another? In the famous book “Alice in Wonderland” the character called the King of Hearts says one should begin at the beginning until you reach the end and then stop.

Doing exactly that let us first consider the most widespread assumption about leaders, namely that leaders possess certain qualities that will make them leaders under any circumstances, such as initiative, determination, patience and so on. Not long after research into leadership had got underway almost five decades back, some researchers had the idea of looking at the various lists of leadership qualities that were beginning to appear in the studies. They found that there was apparently little or no agreement on what the qualities of a leader are.

Advisers at Leadership Training at various prestigious and famous military institutions such as Royal Military Academy, Sandhurst, the US Army and the US Marine Corps as well as countries all across the world from Germany to India have long been teaching only one common quality and that being courage. Even in his book “The Art of War” the great Sun Tzu talks about this being a major quality. However the argument against this is that courage is really a physical and military quality required at such levels and not therefore really a leadership quality.

One could argue therefore that there are certain qualities of leadership which an aspiring leader or existing leader must possess to be able to fit into that bracket.

The most obvious thing therefore is that leaders should possess and exemplify the qualities expected required in that particular working group. As established above physical courage may make you into a military leader, but you cannot be one without it. This principle could be applied to all working groups such as engineers, accountants, academics, nurses, ministers, politicians.....

It goes without saying that if you want to be a Leader of Managers as in a Managing Director or Chief Executive you need to personify the qualities that are expected or required in all the managers. While we need to list down what they could be in broad based terms one should also understand that leadership is more than possessing the qualities that are required and respected in your walk of life. Lets us therefore look are certain qualities that are hallmarks of good leaders.

- *Integrity* --- Integrity has been defined as the quality that makes people trust you. Trust is of central importance in all personal relationships. Integrity means literally personal wholeness. It also conveys the sense of adherence to standards or values outside yourself especially the truth. Trust and truth are first cousins.
- *Enthusiasm* --- It is rather difficult to think of any leaders who lack enthusiasm. It seems to be a general characteristic of leaders.
- *Warmth* --- A cold fish does not usually make a good leader. A warm personality is infectious.

- *Calmness* --- An important characteristic, recognized long ago by the Roman historian Tacitus when he wrote: “Reason and calm judgement, the qualities especially belong to a leader.”
- *Tough but fair* --- The combination of toughness or being demanding as well as fair has emerged in industry during the past ten years as a desirable quality.

The last point especially establishes that it is the juxtaposition of qualities or that pattern of qualities that matters most. Just as oxygen combined with hydrogen is somewhat different from oxygen when it links up with carbon a sense of humour would take on a different nature if allied to one set of qualities rather than another.

Can these qualities be developed? Yes they can and some more than others but it requires a lot of practice and experience. Part of that process which takes place over a lifetime, is contemplating the qualities of other leaders.

Each new leader that is encountered presents a new attribute or quality that has probably not been seen before. It is much like contemplating the different facets of a diamond. Constantly evaluating and discussing on all of the above keeps opening new vistas into understanding the topic of leadership. The next chapter will deal with some of styles of leadership that have evolved over the years of practice and research.

Chapter 3 – Styles of Leadership

Over the years a few styles of Leadership have been acknowledged to be the most effective as per the research of various experts in the field. This chapter aims to discuss the most acknowledged styles to get an idea of what they entail and to acts as sort of a preamble to the ten point guide that forms the bulk of this thesis.

Situational Leadership has emphasized the importance of the situation in determining who should become and remain the leader of a group. According to the early situationalists there is no such thing as a born leader. Put a person in one situation and he or she may emerge as a leader. Alternatively he or she may not emerge as one in another situation. An American professor or by the name of WO Jenkins studies leadership and defined situational leadership as follows:

Leadership is specific to the particular situation under investigation. Who becomes the leader of a particular group engaging in particular activity and what the leadership characteristics are in the given case are a function of the specific situation...There are the wide variations in the characteristics of individuals who become leaders in similar situations and even greater divergence in leadership behavior in different situations...The only common factor appears to be that leaders in a particular field need and tend to possess superior general or technical competence or knowledge in that area. General intelligence does not seem to be the answer.

The point about superior general or technical competence or knowledge in the particular field needs mentioning. There are perhaps three kinds of authority in

leadership. There is the authority of position or rank, the authority of knowledge and the authority of personality. The situational approach emphasizes that second kind of authority. In the words of a Manager of the past “Authority flows from the one who Knows”.

The situational approach seems to lend some weight to the idea that you need not have an appointed or elected leader in the group but rather let the situation decide who should be the leader. That seems to be more democratic than just it being vested in one person. If one were to interpret it on a lighter note it could be compared to a football being passed from one person to another. As an alternative to this, what is observed that works better is flexibility on the part of the designated leader. Initially people may require and welcome a considerable degree of direction. Later they may need coaching or support. When the team is performing really well and achieving its task people may prefer to get on with it without interference. If they encounter problems it may once again be appropriate for the leader to offer support or perhaps even direction if superior knowledge or experience of similar situations is helpful and the advice is therefore effective.

Functional Leadership is the approach to leadership that stemmed from the study of the followers or subordinates or the group of people being led. All working groups are different from each other. Providing that a group has been working together for some time it develops a group personality. Due to this factor within the same organization what works in one group may not work in another. In this respect groups resemble individuals, for we are all unique individuals with our own distinctive personalities, characters and appearances. However we have needs in common. For example we may all be tired at midnight and hungry at breakfast time. In the same way working groups also share certain needs in common.

The three main areas of need that are present in working groups are:

- The need to achieve a common task
- The need to be working together as a team
- The needs that each individual has by virtue of being a human being

The first need is obvious to anyone. The other two needs are less obvious. Every group exhibits potential fractures or social cracks that can widen under pressure. Leaders have to ensure that the forces making for unity are stronger than those making for division or disintegration. If they are then the whole will be greater than the sum of the parts and there will be some added value or extra synergy in the outcome of the cohesion.

Motivational Leadership the third major style of leadership stems from the Abraham Maslow school of thought and is largely based on his pyramid model which spoke about the following basic human needs:

- Physiological needs such as hunger, thirst and sleep
- Safety needs such as security and protection from danger
- Growth needs such as belonging, social activities and love

- Self-esteem needs such as self-respect, status and recognition
- Self-actualization needs such as growth, personal development and accomplishment

According to the theory people work due to particular reason and leaders become leaders due to some of the motivational forces described. The first few needs are stronger and more basic because if they are threatened then the tendency of people is to defend them whereas the needs written about later are less common and less fundamental.

The key points therefore that can be derived from the, Situational Leadership, Functional Leadership and Motivational Leadership are as follows:

- Leaders should exemplify the qualities that are expected or required in their working groups.
- There is plenty of diversity in the characters and personalities of leaders, but to name a few derived from the styles leaders tend to be enthusiastic, energetic, calm in crisis, warm and tough but fair.
- Knowledge whether technical or professional is an important strand in authority but it is not the whole story. Authority flows from the one who knows. A leaders knowledge includes how to adapt leadership style to the situation in which the group finds itself, and to its stage of development as a potential high-performance team.

- There is another approach to leadership, based upon an analysis of the needs present in the working groups which are:
 - To achieve the task
 - To be held together as a working unity
 - To respond to the individual needs of people

- Individual needs help us to understand how people largely motivate themselves. The art of leadership is to work with this natural process and not against it.

- Self-actualization is not the end of the journey. The human spirit gives us the power to transcend ourselves. At its best leadership touches and releases this spirit in us.

Having received an understanding of leadership and the prominent styles of leadership researched and practiced it is now time to turn to the main focus and purpose of the research done towards writing this thesis by putting down the ten point guide that has been worked on for some time with a purpose to provide a framework to aspiring and existing leaders as to the attributes and qualities that are desirable in a leader.

Chapter 4 – Attributes and Qualities Desirable in a Leader

The Ten Point Guide

4.1 Managing Challenges through Situational Leadership

Situational Leadership has emphasized the importance of the situation in determining who should become and remain the leader of a group. According to the early situationalists there is no such thing as a born leader. Put a person in one situation and he or she may emerge as a leader. Alternatively he or she may not emerge as one in another situation. An American professor or by the name of WO Jenkins studies leadership and defined situational leadership as follows:

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On June 5, 1944, just hours before D-Day was to begin, General Dwight Eisenhower paid a visit to the paratroopers of the 101st Airborne. He walked among the men, shaking hands, patting them on their backs, cracking jokes and boosting morale. In his pocket, however, he carried a prepared message, taking full responsibility for the mission’s possible failure. He expected the casualty rate to climb as high as 70 percent, yet the decision to move forward with the plan had been made. Later that evening, the future president saluted each plane as it roared off the runway and then he cried. Eisenhower knew so many of those brave soldiers, whom he’d praised and pumped up just hours earlier that day,

would never return. At that very moment in time, a sacrifice was in the making. This story provides a classic example of how good leaders must be good actors, specifically proficient in what's called "situational leadership."

Plain and simple, situational leadership means having the skills and understanding to assess a scenario you're facing and manage it with the right leadership style. Considering that there are three basic types of leadership – authoritative, participative and hands-on – a good leader acts in the moment, choosing the best style for the challenge at hand.

Situational leaders are good actors because they know how to adapt their leadership style. They can mask fear, panic and worry with a great sense of self-confidence both in themselves as well as those they must inspire and motivate. But to assume the role, they must become great believers in whatever leadership approach they've chosen. And, they must exude extreme self-confidence as they reflect that decision.

Like good actors, good leaders "become" the character in that moment, and their success depends greatly on the purity of their belief. If they don't believe in what they are doing and the type of leadership role they've adopted, they'll come across as a fake. Ironic but true, good acting is one of the strategies good leaders use to communicate with credibility, build trust among their people and motivate others. Had Eisenhower cried in front of the troops that fateful summer day or

shared the message in his pocket, the consequences of D-Day could have been quite different. Instead, he put on his poker face, saving the tears for a more private, appropriate moment.

Good leaders and good actors aren't simply born. If you're in the camp of believing that good leaders are made, not simply born, it's important to note that situational leaders possess key characteristics, which are essentially the qualities of a great leader. In addition to confidence, there are 11 other attributes of leadership, which include: clear vision, integrity, empathy, sense of humor, humility, passion, courage, style, and the ability to recognize potential in others, develop trust and encourage excellence. Some of these attributes might be innate, but many good leaders find they must develop at least some of these qualities. Doing so comes with time, experience, failure, success, coaching and mentoring, and a genuine desire to develop leadership qualities.

For instance, while there's nothing wrong with reading books on the subject of leadership, consider reading books about great leaders, or make a list of effective qualities in the leaders you personally know. Adopt some of their ways, test them out, and see what works. While good leaders actively study and prepare for their role as such, they also make great strides by getting the necessary experience – e.g., climbing the chain of command and taking on greater leadership responsibilities. Coaching and mentoring clearly supports leadership growth, but good leaders and good actors also must develop a strong sense of self-awareness.

Understanding shortcomings and strengths provides a launch pad for improvement and, hopefully, excellence. In becoming a good leader, or good actor, it's likely that you'll have to work on issues around "emotional intelligence." Use 360-degree evaluation to discover how effective your leadership style is and, notably, how you communicate. That's because good actors know that when it comes to delivering a message, 7 percent of it is the content of the message itself, 38 percent is your voice tone and 55 percent is about the visual presentation, which includes a self-confident persona. So, how you sound, look and carry yourself makes up 93 percent of what goes into being an effective communicator – a critical component to leadership success.

Playing the ole throughout the tough times. It was at a dinner party just prior to World War II that President Franklin D. Roosevelt was sharing friendly words with Orson Welles, whose career as a famous actor, film director, writer and producer was just starting to take off at that time. Welles was seated next to the 32nd president of the United States, possibly discussing the serious events of the day or chatting about Welles' radio adaptation of "War of the Worlds". Regardless, the conversation inspired Roosevelt to lean over and whisper, "Mr. Welles, you and I are the two best actors in America." To run the country America, arguably one of the greatest presidents of all times confessed that he had to act and not just act but be one of the best in the national show. Roosevelt led the country through an extremely rough period in United States history in which there was a great degree of uncertainty and economic peril not unlike that of today. We are, in fact, in a time of war and recession.

And still, in these more contemporary, yet very tough economic times, great leadership requires great actors. It's about company presidents, CEOs and managers weathering the hardships with a sense of calm. When the opportunity warrants, it's also about making the choice to throw an occasional fit or communicate frustration, disappointment and even anger in a planned, controlled sort of way.

The role that's played depends on the situation at hand, yet to evolve into a truly good leader, you must learn to thrive in the moment presented, managing it with purposeful grace. Doing so is a talent, for sure, but it's also a practice, one that most any impassioned individual can learn given time, experience, self-belief, and a genuine confidence in this "art" as a business strategy.

Impact of Situational Leadership on Performance and Motivation

Leaders are role models who influence the culture, values, thoughts and actions of the organization and its people. The Leadership style practiced by managers greatly influences the performance and productivity at the work place. The situational leadership model encourages leaders to flexibly use their leadership style based on the situation and thus achieve effective results. Both at the middle managerial level where leaders work closely with people and at the higher managerial level where leaders are responsible to a number of people, their approach has an impact on the motivational level of the organization.

A leader needs to constantly inform him / herself of the motivational needs of the employees, one of simple factors of success cited in the organizations is a motivated workforce. The 4 leadership style of Telling, Selling, Participating and Delegating proposed in the situational leadership model can be used as per the motivational need of the subordinate. For example, for a senior manager who has been recently recruited and who boasts an illustrious career graph would need more responsibilities and opportunities to prove himself i.e. delegating to remain motivated. On the other hand a fresher joining the organization may look at more Telling and a little participative approach to keep him/ her motivated. A leader has to carefully evaluate and then decide on the right approach for the subordinate.

Situational Leadership has all the more relevance when teams work together especially across functions or locations. In these cases the team members might be physically separated from the leaders and the work situations might rapidly change, in such cases, maintaining the involvement and motivation level of team members becomes important. To create a high performance team that's works effectively, the style that the leader would have to choose may be unique for each team.

Apart from this, a leader has to provide a vision to the people, it is the visions which help them direct and redirect their efforts towards it. In the recent times where changes are rapid in the organizations, the leaders have to be fully sensitized to what style would work the best, sometimes they might have to use a combination of styles to address issues effectively. For example, for a new change that is being introduced, the initial approach has to be Selling, where people are educated about the change, the next step becomes Telling, where the people have to be instructed as to how the change would be carried out. When the change starts

settling in and people adopt it, they style can become Participating, where the people get an opportunity to partner in the change and take it ahead. The last step would then become Delegating when the change can now be carried on by the others. The ultimate aim of any leader is to smoothly arrive at stage where he / she can easily delegate tasks without worrying about its completion or effectiveness.

The leadership style also has a bearing when leaders are to act as mentors and coaches for their subordinates. The learning style of the subordinates can be interpreted in terms of Telling, Selling, Participating and Delegating. Some subordinates learn when they know exactly what is to be done, some learn when they know the importance of the task, some learn when they understand the how of what is to be done and ultimately some learn when they are actually allowed to perform the task. When a leader acts as a coach he / she has to keep in mind what works best for the coachee and the fact that what works for one might not work for the other.

4.2 Strategic Leadership

The process of Strategic Leadership has always to be done with others. Observations lead us to believe that top down plans generally do not work. A Leader with his or her team of executives needs to work out a broad strategy or a set of strategic guidelines. In the meanwhile they should initiate the bottom up process of asking the executives to work out their own strategy within the broad framework that is already under way. Bottom up and top down strategic thinking are then merged together which is more like an untidy but orderly process of reaching a consensus.

When the feasible course of action have been debated thoroughly by the group and everyone is prepared to accept that in the circumstances one particular situation is the way forward, even though it might not be every person's preferred solution then the group has reached a consensus. The most important test of a consensus however is that everyone is prepared to act as though the accepted solution was their preferred course of action.

The outcome or product of this dynamic, interactive process described above however is not the PLAN. Many Leaders have fallen into the trap of fixing their sights upon a neat watertight plan for a period of 10 years or more. This kind of blueprint plan gets out of date as soon as its written. Planning is a Leadership function; it's a continuing activity of selecting objectives, identifying alternative courses of action and choosing the right way forwards within the policy framework laid down by the Leaders.

Keeping the above in mind its worth trying to reflect on the mental qualities that a Leader needs to be a strategic thinker in the current scheme of things. Being intellectually brilliant or clever may not be a pre requisite but it helps if you are bright and nobody's fool. I however believe and have observed through various studies that brilliance may actually be a positive disadvantage. Napoleon once wrote to his brother Jerome "Your letter is too brilliant. Brilliancy is not needed in war, but only accuracy, character and simplicity." It is the same in across all Leadership positions. Strategic thinking is largely a matter of common sense, some knowledge, training and considerable experience.

To make it a little clearer one could define common sense as the rare power of seeing things as they are, combined with the ability to draw conclusions and take the correct action. Common sense added to knowledge and experience is the basis for good judgment. It is not the bundle of unreflective opinions of ordinary men and women that passes for common sense but more the natural capacity to reach intelligent conclusions without any sophisticated or special knowledge while judgment is simply common sense tempered and refined by experience, training and maturity.

Keeping the above in mind one could say that wisdom suggests sense and judgment far above average. A sort of blend between goodness, intelligence and experience. One, might ask then what of intuition? Intuition is a feeling that some situation exists or is likely to exist when you have insufficient evidence for drawing that conclusion by logical reasoning. It is no doubt a valuable gift but should be handled in a manner where as soon as it comes to a Leader when trying to make a decision or solve a problem, the longer should the Leader take to check

it out. Conversely if an intuition arrives after some time, the Leader should be prepared to give it more immediate weight.

In the case of some Leaders their subconscious mind takes over and continues to work on whatever challenge for them. In the subterranean recesses of their mind and orderly process of thought continues. Their subconscious mind digests the challenge, analyzing it further into parts and offering them some new synthesis of the parts. It can also evaluate for them, which is why the subconscious mind is the seat of a Leaders conscience as their ability to discern good and bad in their won conduct is called.

Therefore we could say that Strategic Thinking is largely a matter of common sense. Common sense is required to see the realities of the situation while some knowledge of the available strategic ideas in the Leaders field is required as well. Strategic ideas are the simple readymade formulas usually derived from studying outstanding performers. One of the greatest military strategists was Clausewitz who formulated most of his ideas from studying Napoleon, the natural genius in the art of war. If one were to delve deeper it would be learnt that Napoleon studies Fredrick the Great among others.

All Leaders have some simple strategic ideas in their heads, derived from the tradition of their profession. Some of these ideas are incompatible with each other, for what works in one situation may not work in another. The best Leaders always think in clear and simple terms. Montgomery was once asked what the first rule of strategy was. He replied saying that the Leader must be sure what is strategically desirable is technically possible with resources at his or her disposal.

The Leader is like the Grand Chef. It is his or job to set the menu and get everyone else in the kitchen working in the same direction to produce the meal. Where then does Vision fit in? It is certainly a valuable Leadership quality. It literally means the power to see. What the Leader should see clearly is where the organization is going, or rather since success is journey and not destination, in what direction it should be moving. The Leader may have this vision him or herself or may borrow it from someone else but its difficult lead without it.

I would temper the above by saying that research shows nine times out of ten it is not really necessary to have vision. Common sense, maybe transcendent common sense is what a Leader requires and what is within his or her grasp. They definitely need to think creatively about the future and that may give them ideas. Strategic decisions are no different from other decisions and they can be made or taken at different points on the decision making scale. What is important is that they arise out of a proper debate over the pros and cons of the various courses of action.

It should be he endeavor of the Leader not allow superficial debates about strategy as that has very little impact on the direction where things are going. Leaders cannot run things in a day to day basis, abrogating the responsibilities of their subordinates. This leads to the latter being frustrated and senior subordinates not having enough time to think. It would be right to say that it is not just a question of time but the matter of having the will and the ability to step back occasionally to get the overview.

The above is a very important skill. Each person at the Leadership table has to be both a very good speaker and a good listener. A Leader should be able to make their points clearly, simply and concisely with a touch of humor or vividness if

possible, while at the same time listening to not just hearing what the others are saying. The Leader must also note that there is a difference between listening and hearing.

Listening implies that the Leader is genuinely open to conviction. They want to hear what the other person has to say and will help him or her articulate it. They will ask questions to elicit the meaning. It is a rare power, but an essential one for Leaders. It is the need of the hour to have a Listening Leadership. Achieving a bottom up base to strategic thinking and corporate planning gives everyone a chance to contribute the debate. As a Leader it is their job to conduct the debate and lead it to a successful conclusion.

“The great impediment of action is in our opinion not discussion but the want of knowledge which is gained prior to action. For we have a peculiar power of thinking before we act too, whereas other men are courageous from ignorance but hesitate upon reflection”.

These words were said by Pericles, the most famous Leader of Athens, when he was speaking about the reasons why Athens was pre eminent among the cities of ancient Greece. These should obviously apply to the modern day Leader and his subordinates as well.

In summation a real debate about feasible strategic options, culminating in real decisions, is absolutely essential. It has been wisely said that there is usually far too much strategic planning, far too little strategic thinking and rarely if ever enough strategic action! As the proverb says an acre of performance is worth a

whole world of promise. As a Leader there are certain key questions that must be asked which are:

- Where have we come from?
- Where are we now?
- Where do we want to get to?
- How are we going to get there?

These questions will no doubt spur the Leader and his or her team to greater quests in terms of the direction that must be take looking towards the future and facing the leadership challenges that arise accordingly.

4.3 Dealing with Change

The only constant in life is change. When you hear it at first it sounds rather cliched but a closer listen makes one wonder about what it actually means. Over time concepts, words, actions, events change in their context, meaning and occurrence. The Leader has to have that kind of dynamic and proactive approach so that he or she can roll with the punches as and when it is required. Being a Leader is a fluid situation in itself and hence the ability and knowledge of how to deal with changing landscape and situations is very important.

Today's business world is highly competitive, thus change must be a naturally occurring activity in a growing organization. The way to survive is to reshape the needs of a rapidly changing world. Resistance to change is a dead-end street... for both the Leader and the organization. Demands on service exist in a greater quotient than before and if not provided competitors tend to get a foot in the doorway.

Organizations are reshaping themselves to become more agile and flat to meet the changing landscape. The top leader needs to know that he or she cannot throw money at every problem as well as the fact that they need highly committed and flexible workers.

The Leader needs to emphasize action to make the change as quickly and smoothly as possible. "Resistance is futile," as the Cyborg from the famous series Star Trek used to say. To prevent oneself or one's organization from becoming stranded on the tenets of obsolete ideology a Leader must become the champion of change.

Leaders need to keep in mind the four main stages of change that they may experience in their leadership journey's.

1. **Formative Period** — This is when a things are getting started. Although there is a *founding vision* (the purpose of the organization), there are no formal definitions. This is just as well because there should be a lot of experimentation and innovation taking place. These changes of creativity and discovery are needed to overcome obstacles and accomplish breakthroughs.
2. **Rapid Growth Period** — Direction and coordination are added to the situation to sustain growth and solidify gains. Change is focused on defining the purpose of the situations.
3. **Mature Period** — The strong growth curve levels off to the overall pace of the economy. Changes are needed to maintain established markets and assure maximum gains are achieved.
4. **Declining Period** — This is the rough ride. To survive, changes must include tough objectives and compassionate implementation. The goal is to get out of the old and into something new. Success in this period means that the four periods start over again. Failure means the end is near.

In some cases the four periods of growth come and go very rapidly, for others, it may take decades. Failure to follow-through with the needed changes in any of the four growth periods means the death of an idea, situation or organization.

The Japanese have a term called “kaizen,” which means *continual improvement*. It is a never-ending quest to do better. The Leader does better by changing because standing still allows someone else to take his or her place.

Acceptance of Change

Throughout periods of changes, which is just about all the time, leaders need to concentrate on having their people go from change avoidance to change acceptance. There are five steps accompanying change (Conner, 1993):

- **Denial** — Cannot foresee any major changes.
- **Anger** — Aversion at others for what they're putting me through.
- **Bargaining** — Working out solutions and keeping everyone happy.
- **Depression** — Doubt and worry set in.
- **Acceptance** — Reality sets in, we must change or die.

This is why a first reaction to change is often to resist it. People get comfortable performing tasks and processes in a particular manner. This comfort provides them with the security that they are the masters of their environment. Some of the things that cause them to fear change include a dislike of a disruption in their lives, looking like a fool by not being able to adapt and learn, their jobs might become harder, and a loss of control.

Leaders can help the change process by changing their employees' attitude from avoidance into acceptance. This is often best accomplished by changing avoidance questions and statements into acceptance questions:

From “*Why?*” to “*What new opportunities will this provide?*”

When they ask “why,” focus on the benefits that the change will provide them. The Leader should not feel uncomfortable if they are feeling hesitation about the change too . . . they are also human. By spelling out the benefits, the Leader not only comforts others but convinces oneself too.

From “*How will this affect me?*” to “*What problems will this solve?*”

Anything that prevents something from being better is a problem. Let them know what the problem is and how they will be part of the solution.

From “*We do not do it this way.*” to “*What would it look like?*”

Show them, don't tell. Stories can provide explanations, compassion, and encourages your team to ask and answer questions.

From “*When will this change be over so we can get back to work?*” to “*What can I do to help?*”

Get them involved in implementing the change. Help them to become part of the answer, rather than the problem.

From “*Who is doing this to us?*” to “*Who can help us?*”

Focus on the challenges that must be overcome. The Leader should ensure that they enlist help from other departments and colleagues.

Change is further complicated as it does not always produce a direct adjustment. Each employee's attitude produces a different response that is conditioned by feelings towards the change. In [an experiment](#) the lighting was improved in a factory on a regular basis (Roethlisberger, Dickson, 1939). The theory was that better lighting would lead to greater productivity. As expected, productivity did rise. The lighting was then decreased to show the reverse effect, that lower productivity would occur. However, the opposite occurred; productivity increased further! It was not until the lighting was down to the equivalent of moonlight (0.06 foot-candle) that an appreciable decline in output was noticed.

Of course, it was not the change in lighting itself that caused the higher output, but rather an intervening variable. This variable was diagnosed as the employee's attitudes. That is, when the Leader introduces change, each team member's personal history and social situation at work will produce a different attitude towards that change. The Leader cannot see or measure attitudes, but what they can see and measure is the response towards that change:

Change + Personal experience (nurture) + Social situation (environment) = Attitude + Response

In the factory workers' case, productivity rose because they were being observed. This is known as the [Hawthorne Effect](#) (named after the factory where the research took place). It means that the mere observation of a group tends to change it.

Although each person will have a different response to change (personal experience), they often show their attachment to the group (social situation at work) by joining in a uniform response to the change. For example, one person's personal experience might be so strong that he / she works harder when a change is introduced, while the rest of the group's social situation is strong enough that they threaten to strike because of the change.

Although each person in that group might want to something different, such as place more demands, ignore the change, work harder, etc.; the need to belong to a group often sways individuals to follow a few individuals — “we are all in this together.” Sometimes the response towards change is influenced mostly by personal experience, at other times it is swayed by the social situation, as John Donne stated so elegantly:

No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in Mankind; And therefore never send to know for whom the bell tolls; It tolls for thee. — John Donne

Leading the Change

Martin Luther King did not say, “I have a very good plan,” he shouted, “I have a dream!” A Leader must provide passion and a strong sense of purpose of the change.

Feelings are contagious. If a team member is feeling blue, it can bring the Leader down. Likewise, when a team member is passionate about something, it can have an inspiring effect. A Leader should build the change so that others want to be part of it. When he / she give them part of it, also give them the authority and control to act upon it. Share the power so that they do not feel powerless. He / she should want them to feel useful and enthusiastic as well as to make them feel needed, as if to say that the change could not happen without them!

[Kurt Lewin](#) (1951) theorized that there are three stages to change:

Unfreezing

Old ideals and processes must be tossed aside so that new ones may be learned. Often, getting rid of the old processes is just as difficult as learning new ones due to the power of habits. Just as a teacher erases the old lessons off the chalkboard before beginning a new lesson, so must a leader help to clear out the old practices before beginning the new. During this part of the process the Leader needs you to provide a small amount of coaching as team members are unlearning the old ways. At this stage a lot of cheerleading should also be provided to give them the emotional support they require.

Changing

The steps to the new ideals are learned by practicing:

What I hear, I forget.

What I see, I remember.

What I do, I understand.

— Kung Fu Tzu.

Although there will be confusion, overload, and despair, there will also be hope, discovery, and excitement. This period requires a lot of coaching as team members are learning.

Refreezing

The new processes are now intellectually and emotionally accepted. What has been learned is now actually being practiced on the job. The Leader should provide coaching as required and use a lot of cheerleading to set up the next change process . . . He / she must remember it is continuous process improvement!

4.4 Sharing Decision Making

How far should the appointed or elected leader share the leadership function with other members in the group or team? This is a question that probably ranks very high on the list of any leader when it comes to sharing of the decision making process. At this point it would be prudent to revisit the three circles of team, task and individual. It is but obvious that when it comes to building up and maintaining the team or meeting individual needs everyone should pitch in as there is just too much to be done for any one person to do it all himself or herself.

The above holds good in all the task circles. However there is one general function or activity basically decision making that stands out and bears a closer inspection. How far should the leader make or take the decisions himself or herself? That becomes a key issue to be pondered on. It also links up with another concept that bears a lot of thought which is where does democracy fit in with leadership? Can a team really ever be a self-managing team?

To illustrate the above let us imagine that a decision can be shared in varying degrees between the leader and team members:

- Leader makes decision and announces it.
- Leader sells decision.
- Leader presents ideas and invites questions.

- Leader presents tentative decision subject to change.
- Leader suggests a problem, gets suggestions, makes a decision.
- Leader defines limits, asks team to make a decision.

If one is to look at the above points it becomes obvious that in the beginning, the leader has the largest slice of the decision but his or her share gradually decreases as the process begins to be put in place and acted upon.

Something to be noted here is that the more freedom the leader gives people in a decision the less likely he or she is directly in control of the outcome. This is why leaders sometimes find it extremely hard to delegate even when that is what they should be doing. However it must be said that the more the team or a colleague (in case of one to one structure) shares in a decision the greater will be their motivation to implement it.

It is at this point that a question may arise if this is rather manipulative as some leaders play out a charade because they have already made up their mind but pretend as if they haven't. The answer to this is that the actual process if a leader is honest and open about it is not manipulative. It is just plain common sense. A team member may know all about it but if his or her leader makes the effort to involve them in the decision making process, they are far more likely to feel committed and give their best when it comes to making it happen.

Desirable as it is to involve team members / people as fully as possible in decisions that affect their working life, there are some limits. To put a positive spin on it

there are four factors that play a part in the leader judging whether he or she should involve others in the decision making process:-

- *The Situation – this is where the situational approach to leadership reappears in this thesis. Some working groups habitually operate in crises – where time is very short and where life and death is involved. Here the leader is expected to make decisions quickly and the team trained to respond promptly to them. Hospital operating teams, civil airline crews and the police are three such examples.*

One could ask the question that aren't such team always in a crisis situation. While that is true the leaders of such groups can achieve more participation in decision making in such matters as duty rosters and training activities but they must never do so in such a way that will prevent them from swinging back to issuing direct orders and getting prompt compliance. In other words, they should not unwittingly breed a false expectation that all decisions or all problems will be decided or solved by group process.

This is however a pretty difficult tightrope to walk and gives rise to the term crisis management. Let us examine what that exactly means:-

Some leaders lack foresight and they are lazy or incompetent in thinking and planning forward. Such leaders do not have any long term aims and objectives, nor middle term ones either, and therefore lurch from one crisis to another like a drunken person. They often ask the people not to worry and that things will be different the next time around, that they need to make the decision now because the

deadline has been overshoot etc etc. The plain and simple fact is that next time never comes.

While one may not be able to plan for every eventuality forward thinking needs to include the usage of ones imagination through trying to visualize all the things that could go wrong. A leader should certainly have some contingency plans, or at the very least some kind of strategic reserve. Crises should be the expectations rather than the rule. If that is the case and the leader has prepared himself or herself in a general way to meet them, they can radiate confidence and calmness. If deemed appropriate they may even find time to consult people.

Empowerment or delegation may no longer be appropriate in a crisis where the group is unsettled or uncomfortable to the point where results are severely jeopardized. Support, coaching or even significant direction and control may be appropriate. It will most probably be welcomed by the team at such times and it may enable them to regain their confidence, composure and ability to find innovative or adaptive solutions to problems more quickly.

- *The Team Members – The second factor is the relative knowledge, experience and motivation (the maturity) of the group. Clearly if a leaders team are all recent recruits to the situation they will need to be told what to do and they will expect it and welcome it. If they are more knowledgeable and more experienced than the leader, it may be wiser (if time permits) to present them with problem and listen to their ideas or agreeing a decision with them before the leader deciding himself.*

Again a note of caution needs to be sounded here especially when team members object. If people have not had the relevant training or not been informed about the objectives of the organization then they will always be switched off. Therefore the first rule is to have a realistic perception of the people in the team as they are always better than what the leader thinks they are. Secondly they should be trained, equipped and encouraged to take their proper share in the decisions that affect their working life.

- *The Organization – Organizations have different purposes, different values and different cultures. Where organizations place a high value on people they will tend to seek ways of involving people in decisions to ensure that these decisions are effective and implementable.*
- *The Leader – Some leaders always make decisions at the same point on the process described a few pages above as if they were a needle stuck on a gramophone record. They assume that being decisive means making quick decisions by themselves, whereas it means making decisions at the right time and in the right way.*

Caution here about those leaders who can never bring themselves to make decisions. They are always referring things back for further discussion or setting up yet another working party. It can be quite a frustrating experience working with such leaders.

Therefore if one was to refer back to the process that was shown a few pages above it could be argued that there is one point upon where decisions should normally be

made and that depends on the urgency and criticality of any given set of circumstances.

However as a general rule seeking people's ideas and encouraging them to feel involved and valued must be the most preferred. It is certainly, and rightly, the more acceptable way in modern times.

4.5 Developing High Performing Teams

Effective leadership has an end-product – the high performing teams. A Leader needs to look at the team and see if it has the following hallmarks:-

- Clear realistic objectives
- Shared sense of purpose
- Best use of resources
- Atmosphere of openness
- Reviews progress
- Builds on experience
- Rides out storms

A Leader needs to wear three hats while using his or her skills at work. One of course is to be the Leader but the other two are to be a colleague and a subordinate or follower. Needless to say that an established leader would find it very difficult to work for someone else. The ideal example to share in this instance is the case of the famous General Montgomery who scored very highly as a leader but did not achieve half the score when he was a subordinate to the illustrious Eisenhower as well as a colleague to Patton.

It could be possible that a Leader may not be reporting in to a very competent manager and that is fine because not one person can supply all the leadership to the group. The leader has 50 percent of the cards in his / her hand while the balance 50 percent are in the hands of the subordinates. This could be nomenclated as the 50:50 rule. This would then force the Leader to select the followers with greater care. Leadership by example depends on paradoxically being a goof colleague and subordinate. A Leader should have a positive attitude to whoever is the tenant of the leadership role above him / her as part of their loyalty to the organization or group for which they are performing this role. It basically means being the kind of subordinate they would hope to find if they were in the job of their subordinates.

A lot of leadership is done from the marginal positions and critics may argue that it is not fair that credit should go to some of the slightly incompetent leaders but then again life is not fair and the leader should have the attitude of giving credit to others which goes a long way in helping him / her achieve anything in their lives. It's an oft repeated saying that he who gives credit gains credit. Whatever one gives they will get back with interest. Some people are competent to lead one level but not the other.

Having understood a bit about the kind of role that a Leader needs to play to develop high performing teams let us take a look at the specific methods which he / she must use to actually build high performing teams:

- **Setting the direction for a high performing team**

A Leader needs to know the difference between a vision and a mission and understand techniques for crafting them as well as sharing them. Translating the vision and mission into a shared purpose for the team while driving behaviour through that purpose. Further link the vision and mission to priorities and translate priorities into projects and initiatives while using the very same initiatives to drive resource planning and focus because focus leads to success.

- **Gathering and Deploying Resources**

A Leader should properly allocate the three primary kinds of resources that he or she needs to make the team high performing. People, hard resources and time and access to the Leadership. The three depend upon one another and to be successful the leader has to balance them while realizing that initiatives, strategy and vision / mission drive resource planning and skill / capability requirements. The leader also needs to craft proposals that clearly spell out the resource needs and how these resources drive business outcomes that matter to your key stakeholders. Team can't perform well without access to their leaders. That time is an invaluable resource and carving out dedicated time to lead them is a critical aspect of giving the team the resources it needs to succeed.

- **Assembling the Team**

Given the team's mission and key initiatives, the leader needs to map out the skills and capabilities required to succeed then assess if the team has those skills. He / she must also understand the team's culture (driven by vision and organizational culture) and determine if team members are a cultural fit for

the team. The leader should create role descriptions based on team skill needs and be open to hiring members from non-traditional sources based on skill rather than experience. They should try to hire one role ahead so people have headroom to grow. Intangibles are one of the most important elements of a high performing team. They are some of the most elusive things to build and capture. A Leader must bring together the right elements (people / personalities) and build trust between team members quickly and effectively.

- **Allocating Work and Prioritizing**

Distributing work fairly across the team is critical both in terms of performance and perceptions of equality. A leader should distribute work based on priority, skill set, availability, interest and development opportunity. He / she should look at projects as a portfolio of work that must be balanced across multiple objectives over multiple periods of time while using strategic filters to help prioritize their efforts in a way that drives both impact and strategic alignment. They should also set appropriate “commit” and “stretch” goals and understand the behaviours each of those types of goals drives as well as know and see the difference between a goal that weighs down and one that commits. Setting good “stretch” goals for the team to drive high performance is imperative.

- **Executing the Plan**

Achieving high performance requires leaders to make decisions and for the team to act. Therefore he / she need to be willing to set targets and make decisions that advance the team toward achieving them. Politics and personal agendas can derail team performance. Create a mindset to get

themselves and their teams focussed on what matters while enabling everyone to rise above politics and agendas. Leaders should run their team meetings efficiently, focus on a few key metrics and manage by exception. Teams should spend less time in meetings and more time driving results.

- **Motivating People and Resolving Conflict**

On a high performing team members are self-motivated and self-directed. The leader should learn to let go and accept different ways of doing things. Doing so inspires people to perform at higher levels. The leader should know the difference between accountability (externally driven) and responsibility (internally driven). It is absolutely critical to give team members authority to make decisions if they are being given the responsibility for the outcome. Leaders must not be referees but instead get team members to resolve their own issues with each other. Their role as a leader is to help them think through framing the issue, providing feedback and working toward a resolution. The should ask for feedback, establish a fact base, check for understanding, explain their feelings, confirm that the team members can see the leaders their view, petition for action and get commitment to change. Recognizing and promoting successes builds and sustains momentum. Bonuses, visibility, public recognition, increased responsibility and other rewards are all effective ways to celebrate. If there is failure the leader must avoid blame and instead turn it into a learning opportunity with lessons learned and future actions defined and assigned.

- **Developing the Team**

The leader needs to clearly identify skills required based on role competency descriptions and assess an individual's skill gap. Once gaps are identified, give concrete projects and roles designed to help individuals build missing skills and improve their capabilities. They should cross-train their people, perform succession planning and build redundancy of skill sets while building and maintaining a talent pipeline to ensure the team can continue to grow. Taking risks on people is difficult to do but critical to both the leaders and the team members development. The leader needs to balance between stretching abilities and taking on risk for both self and them while ensuring that they create visibility situations for the team members where they can shine in front of the other stakeholders. Finally the leader must understand the difference between talent hoarding and talent development and see to the benefits of the broader picture of bringing people to the team, building and growing them and then sending them off to new roles outside of the leaders team.

4.6 Two Way Communication

One of the top traits of an effective and inspirational leader is the ability to have two way communication with the group of people that he or she is tasked with being the leader of. This skill is so vital to personal, team and overall success and yet it can be the most misunderstood and difficult of any professional skill.

Why is communication so hard? Interpersonal communication flows between the sender and the recipient. When communication involves a team or a large group of people in an organization etc, the number of flows increases, as does the complexity of managing communication. This in turn reduces the opportunities for two way communication. How is it possible therefore for a leader to bridge the gap between individuals, teams and various decision making levels across the board.

The Leader needs to start with individuals. Integrating individuals into the fabric and culture at play is one of the most important pieces to their success and can foster success in the long term whatever the challenge. From day one the leader needs to share the mission, values and strategic goals that they have in mind for the challenge at hand. If these core aspects are imparted and encouraged the individuals will become more engaged and it is quite likely that they will become ambassadors for the leader. Encouraging individuals to reach out to others in the team for information and assistance is also vital as well as creating an open door policy to ensure an environment of immediate inclusion.

The next thing to do would be to share with all team members that they should encourage each other to reach out to one another and share their ideas as well as voice their concerns. In this regard it is quite important to encourage the older

members of the team to approach the newer ones as this will encourage formal as well as informal exchanges that will enhance communication at grass roots level.

While doing this the leaders should start creating communities within and across their teams. A community is defined as a unified group of individuals by Webster. A group of people unified under the mission, values and strategic goals defined for a cause, organization or purpose creates a culture where everyone is rowing in the same direction. Teams are smaller communities within the larger picture and purpose. Keeping these communities and the individuals in these communities linked is paramount to success and the leader can implement the following methods to do so:-

- The leader can create cross functional roles across teams that share positions with similar duties. This could be as simple as cross training individuals as a back-up for teams that have similar administrative functions.
- They can include people from across teams on projects and process improvement efforts. Bringing teams together on projects creates buy in and will help ensure successful implementation and long term adoption.
- Create informal as well as formal opportunities for individuals from different teams to interact. Celebrating individual as well as group and organizational milestones will bring the individuals together, allow for more open communications and help in developing relationships between individuals and teams.

A Leader should avoid allowing teams to become like gated communities. The gates should be in a permanently open position so that individuals can walk in and smell the fragrance of communication.

Leader should also plant seeds to endeavour to grow their teams, purposes, organizations from within. For sure any leader would love to look around themselves and see a team of leaders that have come up the ladder. If they practice the promotion of leadership development and mentoring this would become a reality. Leaders must engage employees from the start and challenge them to improve not only themselves but to share improvement ideas with their teams and the larger groups or groups of individuals. Showing individuals that there is opportunity for personal and professional leadership growth will go a long way in achieving milestones and missions. Some of the ways that a Leader could show this are:-

- By encouraging mentorship and coaching
- Asking for and appointing volunteer mentors and coaches at every level of leadership
- Encourage attendance at professional and leadership conferences
- Reward active mentorship as well as contribution to process improvement

A Leader who grows their leadership right from the moment individuals become a part of their journey ensure that there is communication up and down the organization which in turn solidifies two way communication in the years to come.

A Leader must never forget that the top two skills for leaders is coaching and communication. As the leader it is their responsibility to take the initiative and show others in the group their own commitment to communication.

- They should strive every day to encourage communities.
- Be an outspoken advocate of two way communication.
- Be a mentor and coach to others.
- Encourage sharing of ideas for improvement.
- Encourage continuing education and training.
- Have an open door policy for the individuals and teams that they lead.
- Lastly as Mahatma Gandhi famously said be the change they want to see.

One of the challenges that Leaders face in today's world is the increasing percentage of remote workforce. Leaders must accommodate ways and means to ensure all of the above for those individuals with whom face time becomes a challenge. Online tools are anyways important in the current technological age but all the more to those who do not have a chance for direct engagement through the approaches mentioned above.

Leaders should think about how internal electronic resources or cloud based collaborative tools are used in their groups, missions or organizations and provide guidelines and encouragement to everyone to utilize the tools to their advantage. Providing a central resource website as a hub for communication and tools could play an important part in reaching out to such individuals. Such tools might include the following:-

- Statements and examples of mission, values and strategic goals.
- Guides and resources for usage of collaborative tools, such as document sharing, online meetings and instant messaging.
- Performance KPI.
- Training resources.
- Calendars of important dates and deadlines.

Leaders should always allow channels of communication to flow freely across teams whether it is in the form of direct team interaction or through online collaborative tools. They should also remember that it takes time for an individual or a group of individuals to form a habit.

Phillippa Lally, a health psychology researcher at University College London performed a study to figure out exactly how long it actually takes to form a habit. Her study results are published in the ***European Journal of Social Psychology*** and

stated that it took anywhere between 18 days to 254 days for people to form a habit.

This is not to imply that two way communication as a habit or culture to be imbibed or changed can be done so in a mere 18 days but the reason of sharing this study is to emphasize that there is no magic with respect to change. The key to ensuring the above mentioned mantras for two way communication is repetition. Consistent encouragement of communication as well as creation of open channels for it to happen is key for two way communication to happen.

4.7 Sharing and Caring

An important aspect of a Leaders journey is the ability to be able to care for the team members and share their exertions, deprivations, challenges and experiences. Leaders should personify the qualities expected or required in their people is something that is already established. Therefore ability to face a challenge for example is extremely important for a leader to command any sort of respect from the people that he or she leads.

Contrary to conventional thought leaders need not necessarily have things easy just because of their position but need to constantly earn their stripes by being part of the exertions and experiences of their people and should also encourage their second line of command to do the same. One of Napoleon's veteran grenadiers, no stranger to the Russian winter wrote in his memoirs: "We suffered but were proud of our sufferings, because our officers with their packs on their backs, shared our meagre rations". Wellington was furious when he found some officers in the Peninsular War not eating the same rations as their men.

Slim was equally angry when in Burma he came across some officers sitting down to a meal before their men had been looked after. He also insisted on his headquarters staff having the same scanty rations as front-line soldiers. There are innumerable examples but the point is very clear that Leaders need to care for their people and live their experiences as well.

Paternalism or maternalism means applying the principle of acting like a father or a mother towards your children. It's a bad analogy for leaders if they assume

that those who work for them are merely like young children whose conduct must be regulated and whose every need must be supplied by those in authority. It's a good analogy if it means that leaders should love the people that work with them as parents love their children.

Love is not necessarily the same as liking. Love is taking everyone's interests seriously. Love is believing in people, even if they no longer believe in themselves, and caring about what happens to them. Love is feeling warm about people and being willing to show it. However there should be no ulterior motive in mind. Leaders should do it because it is the right thing to do regardless of the consequences.

Perception is a very real issue for leaders. They must decide how they want employees to view them and act accordingly. Typically, leaders choose a combination of stoic, strong, closed-off, and loud-mouthed. Some even want to be seen as assholes. While this is a strategic decision — usually designed to maintain respect and avoid inappropriate situations — if you're completely avoiding a personal connection with your employees, you're making a big mistake.

Employees who feel valued and appreciated by their leaders are infinitely more likely to go above and beyond for the company and hold themselves accountable for their part of a project. Most importantly, they will be happier in their roles. If leaders disregard the importance of connecting with employees, they lose the benefit of a dedicated, long-term team.

Some find it difficult to personally connect with employees while still maintaining a position of authority — the trick is to simply show them you care. Below are 11 ways leaders can demonstrate their care and appreciation for employees.

1. Go above and beyond to personally help them. It isn't enough to simply assist your employees with work issues — a great leader should keep his eyes open for ways to help out with personal issues as well. A partner at a business firm had difficulty trying to find a place to rent, and the other partner saw her frustration every day. Instead of throwing money at the problem, he went to the complex where she wanted to live and talked to the manager. She got a spot within a week. To the effect that to this day, a loyalty has been created that's hard to break and invaluable in a business relationship.

2. Relate to them; don't act like you're above them. If you've ever been in a culture where the executives have their own parking spaces and make you carry their luggage when traveling, you know first-hand what it feels like to think your leader doesn't care about you. When a leader senses an employee's having a problem, they should think about what they have gone through and share with the employee how they did or didn't overcome the situation. As a leader, employees sometimes place leaders on a pedestal, but putting oneself on their level by showing one's own vulnerability and imperfections helps them overcome their challenges.

3. A Leader should show that he or she cares about the people's personal lives. While the leader shouldn't be chiming in about their employee's new boyfriend/girlfriend or meeting up for an all-night drinking binge, it's completely possible to show that they care about their employee's

personal life without being creepy. Being able to be a part of their lives without invading certain boundaries builds confidence in the leader to a different level.

4. Show interest in their significant others. Leaders sometimes make this error of not involving the partners of their people in official events and that is rather baffling. Why would a leader not want to include the most ardent supporter of any of your people. Work is a lot easier when there is support at home, so leaders should let their employees partners know that they appreciate him or her as well.

5. Back them up. There should be a zero tolerance policy when it comes to anybody mistreating your employees. If an employee complains about being mistreated then the leader should look into the situation and act appropriately. It doesn't matter if it's an issue of business or a partner or anything for that matter once a leader lets his or her employees know that they have their back, he or she will be rewarded with a higher return than any business deal could bring to the table.

6. A leader should do things that set him or her apart. Being creative with employee perks can go a long way. It doesn't have to be costly; it just has to show that the leader has thought about making their peoples personal or professional lives a little better.

7. Be real and transparent with them. If someone asks for feedback then it is the leaders responsibility to be real and honest with them and not try to tell them something which qualifies as rubbish.. That doesn't mean that they should be unkind, but shielding people from the truth will do nothing but hurt them — and the organization. Transparency is usually accompanied by a few

uncomfortable conversations, but those conversations prove that the leader cares enough to deliver the hard truth, which will mean a lot to the people working with them. As a bonus, that truthful and transparent feedback will also garner better results.

8. Make time for them. It's hard for employees to feel appreciated when their leader is too busy for a simple chat. It can be easy to get caught up in day-to-day projects and appear too busy for the people around one, but by holding oneself accountable for regular conversations with the team members, will lead to them feeling valued and respected.

9. Little things do matter. A quick email to the team after a win or a note of encouragement during a big project can go a long way, especially if the leader is working with a limited amount of time. Trying to send a mail or note around a festival expressing appreciation for each member of the team will go a long way in winning them over — just a few sentences to explain why they are valued.

10. Create opportunities for new experiences. A leader must pay attention and accommodate when their people show interest in different aspects of the business.

11. Be aware of the expectations that are set. A leader can do all of the above and let it go to waste if they don't set proper expectations. [Entrepreneurs](#) are prone to getting overexcited and overpromising results to employees, which can lead to trouble. When a leader sets expectations too high to realistically meet, it unravels team morale even if she's nailed the acts above.

Before the people will believe in, or care about, the long-term vision of an organization, its culture, or its success, they need to feel that the leader sees each of them as a person — not just an “body” to execute a to-do list. They need to feel that their leader — and the organization — is invested in them. Once the leader shows his team how much he or she values them, there’s nothing they won’t strive to accomplish.

4.8 Handling Power Effectively & Responsibly

Until three or four decades ago organizations and / or groups as well as nations tended to be run by either by dictators – usually benevolent – or by a committee is an established fact by many commentators and researchers in the field. The emergence of a small executive group at the top is a relatively new development in the history of leadership. While there have been many great leaders in the past the current status seems to now indicate that a leader is neither a dictator nor a committee man. To be a precise the apt word to describe the scenario would be that they are Team Leaders.

The effectiveness of the leader now as established earlier in the piece depends upon him or her being effective in two or three roles. They are now therefore responsible for the three circles of achieving the task, building the team and developing the individual. This seems to present a little dilemma at times when we need leaders to get things done but we don't necessarily like having them. The reason for this is because we have to entrust them – or they acquire by fair means or foul – more power per head so as to speak, than other members in a group.

However the fact that groups can be very powerful, especially in relation to deviant individual members and therefore in this respect the leader's great personal power can be a useful counterpoise. It is almost as if he or she acts like a protector towards an individual against a group. However it all depends on how the power is acquired by the leader and the ends to which its directed. To quote Sir Gordon Brunton :-

“Leadership is the intelligent and sensitive use of power”

Most Managers are still caught up in thinking in a hierarchical manner and the Leader stands on the top of this pyramid above all the others. However if one were to invert the pyramid then the leader or leadership becomes a sort of service with humility as its hidden emblem. A lot of people today look at humility from the wrong perspective where it sort of brings up an image self-abasement which on the face of it looks like nothing to do with leadership.

However, humility the word comes from *humus* meaning the earth. Humility means being on ground level with others. In this scenario a leader is definitely not inferior to others but he or she is amongst equals. Well to put a point on the leader would be the first among equals. When Sir Winston Churchill was told a by a friend that he was a worm (because the worm lives in the earth and symbolizes humility), he replied, “Quite so, quite so, but I do believe that I am a glow worm!”.

As a leader it would be fatal to boss around the senior leadership team. It would be advisable to pass the ball, let them score the goals and make them look good. To the question that may arise about giving credit the leader should remember that he or she can get away with anything if they are willing to pass the credit on to their team members. A case in point being the former Indian cricket captain Mahendra Singh Dhoni. A person who always made his team members look good and for that they worshipped him and were willing to do anything for him. Not only that this humble attitude made ordinary team members perform extraordinary tasks.

Having had an overview of power in leadership let us examine it in a little more details by looking at the challenges and different types of power in leadership and how to handle them. One of the most difficult leadership challenges in all organizations is to create and maintain an ethical climate. From a financial perspective alone, the importance of strong leadership in this arena is clear. The Association of Certified Fraud Examiners (2010) estimated that fraudulent activity results in annual global business losses of \$2.9 trillion. This figure translates to the typical organization losing 5% of its annual revenue to fraud, with nearly one-quarter of frauds involving losses of at least \$1 million. These losses are not restricted to large organizations; small organizations are particularly vulnerable to occupational fraud as they typically lack adequate control systems. Due to the enormous cost of unethical organizational practices, it is important to identify tools leaders can use to mitigate harm to the organization.

Extensive research has focused on the role of leadership in establishing and sustaining an ethical climate, and past research has demonstrated that a strong relationship exists between ethical climate and ethical behaviour “Ethical climate,” as defined by Victor and Cullen (1987), constitutes “the shared perception of what is correct behaviour, and how ethical situations should be handled in an organization”. As employees and team members understand what is acceptable within an organizational context, their ethical choices can be shaped.

Leaders have a unique opportunity to shape an ethical climate because they have access to power. As such, it is important to understand how they can more effectively use power at their disposal. The classic study on power was

conducted by French and Raven (1959) over fifty years ago. According to French and Raven, leaders have access to five distinct sources of power:

- 1. Legitimate - This source of power comes from a belief that the leader has the authority to make demands and can expect compliance from others.*
- 2. Reward - This source of power stems from a leader's ability to provide rewards or inducements to employees.*
- 3. Expert - This source of power is acquired from the knowledge and skills possessed by a leader.*
- 4. Referent – This source of power results from the leader's perceived attractiveness, charisma or likeability.*
- 5. Coercive - This source of power is based on fear of the leader and the belief that the leader can punish others for noncompliance.*

While French and Raven's (1959) taxonomy remains a popular and frequently utilized conceptualization of power, a number of other taxonomies and further refinements of the model have been developed over the past 50 years (Elias, 2008). Although these newer taxonomies have identified additional sources of power, all these sources of power generally fall into two broad dimensions: positional power (power originating from the position) and personal power (power originating from within the person).

Positional Power

Leaders can exert influence over an ethical climate by virtue of the position held.

Legitimate Power

Leaders in official positions or holding certain job titles typically have access to power. As part of their formal responsibilities, leaders are expected to create a vision for an organization, to set forth key organizational values, and to design structures and processes in support of that vision and values. Organizational members will typically agree that those in leadership roles have the authority to request certain behaviours from employees in support of the stated vision and values.

To create and maintain an ethical work climate, leaders may use their power to design the following structures:

1. Hiring strategies to recruit others who reflect and are aligned with organizational values.
2. Orientation sessions to convey values of the firm.
3. Mentoring programs to expose new hires to employees who reflect values of the organization.
4. Training opportunities to reinforce basic values. Frequent reinforcement of organizational values by the leader is important.
5. Ethical codes of conduct to clarify what is right and wrong in a particular organization.
6. Whistle blower protection for those employees who may want to report unethical practices.

Unfortunately, some of the strategies associated with the exercise of legitimate power may have limited utility. Schein noted that organizational climate is only the surface manifestation of culture, and “many organizational change programs that failed probably did so because they ignored cultural forces in the organizations in which they were to be

installed”. Trevino found that ethical codes of conduct were not effective unless those codes were consistent with the organizational culture and were enforced. Similarly, almost 25 years later, a meta-analysis by Kish-Gephart, Harrison, and Trevino revealed that the existence of codes of conduct had no noticeable impact on employees’ ethical choices. Indeed, such codes may be perceived by employees solely as a source of protection for top management in the event of legal improprieties within the organization.

Reward Power

Extensive research on ethical behaviour strongly supports the conclusion that if ethical behaviour is desired, the performance measurement, appraisal and reward systems must promote ethical behaviour. Leaders can determine the allocation of valued incentives such as promotions, bonuses, raises, attractive work assignments, time off and compliments. Leaders need to work hard at catching team members doing things right . . . then recognize and reward them for those behaviours. The corollary is also true that if unethical decision making is rewarded, then higher incidence of unethical behaviour is likely to occur.

The challenge presented by the use of reward power is that some of the rewards may have limited perceived value to the employee. A compliment in lieu of a lucrative financial payoff may not be a sufficient incentive for an employee. Moreover, the ethical conduct may not be observed by top leadership. Finally, some rewards, such as salary increases or promotions, may be controlled by, or more heavily influenced by, direct supervisors within the organization. If these supervisors do not share the same values as top leadership, employees and team members are likely to be

rewarded for behaviours using performance metrics more salient to the supervisor.

Coercive Power

Leaders can punish employees within an organization for noncompliance with ethical mandates by firing, demotion, reprimands, threats, denials of privilege, undesirable work assignments and other disincentives. Trevino and Brown determined that negative sanctions can send powerful messages throughout an organization about the appropriateness of unethical conduct. The impact of coercive power can extend beyond the individual engaged in unethical conduct. By observing how other team members and employees are disciplined for infractions, employees can learn vicariously about the consequences of unethical conduct and the leadership stance on such conduct.

There is a challenge with the use of coercive power. Employees may choose not to engage in unethical conduct for “the wrong reason.” They may not participate in an unethical act due to a fear of being caught, rather than because they believe that the action is intrinsically unethical. As Bazerman and Tenbrunsel observed, a sanctioning approach to unethical conduct may increase the probability that employees contemplating an unethical act will engage in a cost-benefit analysis rather than evaluate the behaviour on its own merits. If employees assess that there is a low probability of detection for engaging in unethical conduct, the impact of coercive power to shape an ethical climate may be limited.

Personal Power

Leaders can exert influence over an ethical climate by virtue of their own abilities and personalities.

Expert Power

A leader can gain power through recognition as an expert in a specific field. To be perceived as knowledgeable about ethical issues, a leader needs to gain a deep understanding of ethical challenges that organizational members may face. For the leader to exert expert power effectively, the leader needs to ensure that other organizational members are aware of the leader's interest in and understanding of ethical challenges. With this awareness, employees may look to the leader for direction and guidance when confronted with ethical choices. As such, the leader will need to gain expertise in the area of ethics, promote an image of perceived expertise, maintain credibility, exert firm leadership, keep updated on advances, recognize concerns of employees, and avoid threatening the self-esteem of employees.

Further, a leader's understanding of ethics needs to extend beyond ethical challenges facing an industry to a personal ethical framework. Various researchers have observed that ethical leaders made decisions based on values and ethical decision rules. Since 25 years of research concludes that the ethical philosophies of management have a major impact on the ethical behaviour of employees and team members, it may be important for leaders to recognize the importance of developing their own ethical guidelines.

Due to excessive work demands and time constraints, leaders may not develop an ethical philosophy or a knowledge base about ethical issues facing their

people. They may also fail to fully comprehend the associated costs of unethical conduct. Some researchers in the early 2000's have contended the potential business costs of ethics failures are chronically undervalued in executive decision-making due to lack of knowledge and common reasoning errors.

They define three levels of cost with increasing complexity of calculation:

- Level 1 costs (e.g., government fines and penalties)
- Level 2 costs (e.g., corrective actions and remedial education)
- Level 3 costs (e.g. loss of reputation, employee cynicism and government regulations)

Leaders will often defer to the Office of Human Resources or to attorneys to determine what is or is not acceptable conduct, and messages regarding unethical conduct may emanate solely from these sources. Such an approach may send a message to team members that observance of ethical conduct is much more of a legal matter rather than an organizational value firmly supported by a leader.

Referent Power

Leaders can influence others if they are admired and liked by others, and if employees can identify with the leader. Leaders need to not only state organizational values, but to make known that their own values and ethics are consistent with the organization's values. To convey their values, leaders may engage in storytelling, have informal conversations with employees, listen with interest and concern to others about ethical dilemmas they face, and address employee concerns with a persuasive appeal to engage in ethical conduct.

Social learning theory posits that ethical modelling by leaders can influence organizational members' ethical conduct. Role modelling is a powerful means for transmitting values, attitudes and behaviours. Brown and Trevino claim that ethical leadership may relate to increased follower ethical decision-making, increased prosocial behaviour, decreased counterproductive behaviour, as well as increased follower satisfaction, motivation and commitment.

A challenge for those with referent power is that they may only be perceived by employees and team members from a distance and, as such, ethical leadership is largely a reputational phenomenon. If top level executives are not highly visible and active role models who communicate a strong message about ethics throughout the organization, employees may not know the leaders' stance on ethics, or may perceive leaders to be "ethically neutral."

Indeed, direct supervisors are more frequently observed than top level executives, so the referent power of senior executives may be muted or contradicted if direct supervisors send a different message. Supervisors often translate messages from senior executives and make those messages real through interaction with employees and by setting daily expectations. Further, a strong organizational culture may override any messages sent either by senior executives or immediate supervisors.

Leaders have access to a variety of sources of power and all these sources can be employed to enhance an ethical work climate. Some sources stem from the position leaders hold, and others emanate from their persona. However, there is little research on the most effective sources of power to influence ethical conduct, and there is limited practical guidance for leaders seeking to harness

the power at their disposal. Yukl maintained that the most effective leaders rely more on personal power than on position power, but the application of this assertion to ethical conduct in the twenty first century organizations, groups and nations has not been tested.

However, research into the philosophic underpinnings of ethics programs by Weaver and Trevino offers fruitful insight. They explored the orientation of ethics programs in an effort to better understand the impact of those programs on employees. They conceptualized ethics programs as having either a “compliance orientation” (emphasizing behavioural monitoring and discipline for noncompliance) or a “values orientation” (making an employee’s ethical role identity more salient). They determined that both a compliance and values orientation contribute to employee advice seeking, ethical awareness, better decision making, and reduced unethical behaviour, but concluded that a values orientation has a “larger unique impact on these outcomes”.

By extending their findings, one might hypothesize that the use of personal power may be more effective than positional power in promoting ethical conduct. Since positional power is based on obedience to authority, rewards, and punishments, it is possible that ethics programs based on a leader’s positional power may promote a “compliance orientation.”

As personal power relies more upon the skills, abilities and traits of a leader, ethics programs relying on a leader’s personal power may reflect a stronger “values orientation.” If so, there may be much to be gained by organizational leaders becoming more visible and respected role models for ethical conduct. Leaders today can use social media to convey their personal values more widely

across an organization and to reflect a depth of knowledge about ethical practices and the impact of unethical conduct on an organization.

Each of French and Raven's sources of power has unique advantages and limitations for leaders. Further research is needed to determine which sources of power, or combination of sources of power, may be most effective in helping a leader to create and maintain an ethical work climate. Research is also needed to explore how the personality of the leader, characteristics of employees, and the underlying culture may interact and influence the efficacy of different power sources.

While the challenges in shaping an ethical work climate are legion, the financial and social costs of unethical behaviour in the workplace require leadership commitment to this task. By a richer understanding and more effective use of the power at their disposal, leaders can play a major role in addressing this societal problem of significant proportion.

4.9 Gaining Respect & Giving Respect

Respect and Leadership

Everybody wants to know what makes a great leaders? The question that often leaves leaders pondering is whether they know how to show people the respect that they deserve or that they don't deserve? The first and most important area of leadership is to show others respect and to gain respect.

Getting Respect

Respect is really another word for admiration? Individual traits or qualities that make people good are items that can inspire admiration. For example, someone that is well spoken, well dressed, and a hard worker will get some respect.

The way to get respect is to develop the traits, in yourself, that you admire in others. Think about whom you respect and why? Most people respect others that are honest, hard-working, ethical, lead by example, face challenges head on and stand by their team members. It isn't easy to just change your personality. However, most anyone can dress well, have good hygiene, be polite, and work hard. These traits show that a leader does care about things and is trying and that is half the battle. People always wonder if the other person is good or not. If the leader can put his or her best foot forward it helps to eliminate much of that doubt.

What Can a Leader do with Respect

With respect a leader can get others to follow them. Getting people to follow one willingly is a key point to leadership. People want to be part of something

special. If people admire a person, they will think that that person has something special to offer and will be much more willing to lend a hand.

Once a leader gets a following, he or she can then use people to achieve the goals of the organization. Great leaders will inspire respect in others and be a great example.

Why Should a Leader Give Respect to Others

Respect is earned. It is not given freely. This statement has been the reason that so many people hold back respect. The truth is that it is important to show respect regardless of whether the person in question deserves it or not.

A lot of employees are not on the same level as their leaders. The employees often feel inferior and wonder how they are valued. A great leader can come in and show people respect and admiration for their work. If the leader is genuine, the employee will feel much more willingness to work hard. The reason is that by being respected and valued employees feel happy to do more than is expected and that is a key component to success for any organization and also builds a bond between the leader and the team members which ultimately leads to success.

Imagine a scenario where people do not respect or admire a team member. Then, one day, someone shows the team member how much they admire his or her hard work and dedication. They may help him or her feel a deep connection to the work and the vision. What will happen is that the team member that was ignored for so long may now start to excel. So many times, leaders make the mistake of finding fault with team members and employees. The result is that the employees start

looking for a new job. People want to be in an optimistic environment where they feel valued.

Leadership – A True Story to Learn From

A good leader must follow the first rule of leading and that is to lead by example. One manager at a an upscale restaurant liked to sit and smoke in the office chair and yell out orders to everyone. Then, when something went wrong, that same manager would come over and yell at any employees that were to blame. What happened is that nobody respected a lazy smoking manager that yelled all the time. People grew to despise the manager. Upper management soon decided to let the manager go. The store was not succeeding as well as it could have.

The manager that replaced the above manager, was quite different. They would come and wash dishes with employees. They would stay late and get things sparkling clean. The manager would show an interest in how people felt and the manager wouldn't yell at people that made a mistake. This manager made the employees feel like more of a team. Sometimes, after a long shift, the manager would diffuse the stress by making it fun.

For example, playing games by throwing some of the stuff around. The result of the new manager was that the employees were happier and the store did better. The management was also much happier and wanted to keep them around.

Like most upper management, they were never happy with the numbers. No matter how well the store did, they would ask for more. After the employees were working their hardest and everyone seemed to click really well, the manager would

feel stressed out by upper management. Upper management was rarely around and their idea was just to keep pushing higher numbers without regard to the effect it was having. In real life, there is only so much blood you can get from a turnip. They didn't understand this. The great manager got tired of all the pressure and the games took the unfortunate decision to quit the restaurant.

The next manager had almost zero experience. The first day of work he had a meeting and showed everyone the book “The One Minute Manager”. He told everyone his goal was to manage the whole thing with as little effort as possible. The respect factor vanished even quicker than the speed at which he spouted his rhetoric.. He was violating the most basic rule of lead by example.

The new manager decided to change things around. He didn't talk with the employees about what was going on or how anyone felt about it. Some people had conflicts with schedules and new requirements and they weren't accommodated for. The manager was not hardly ever around. He was only going to spend a few minutes a day managing and so communication hardly existed.

What happened to a lot of employees, right away, is that they decided to quit. The schedule didn't work for a lot of people, and, the manager was never around to help work any of it out. Like upper management he would try and get people to work faster through numbers. He would say things to the delivery drivers about how they were too slow and to hurry it up. This was before he even knew how long a delivery should take. Again, people did not find favour with him and quit.

Another key point is that the manager would offer rewards for doing certain things. The rewards were false promises that would never materialize. The act of lying to

employees lost the manager a great deal of respect not to mention trust.

To make a long story short, the manager only lasted a few months. After many key personnel quit, the quality of the restaurant went down. Sales also went down and it became apparent that the manager was a dud. Upper management fired the store manager and the story goes on and on.

Leadership Lessons Learned

Keep the Right People

If a leader gets the right person, he or she should make every possible effort to hold onto them. The most important part of any organization or team or are the people. Good leadership needs to know who are the right people and then make the work environment conducive to keeping them around.

Statistics Aren't Everything

If the team is working hard and well, reward them. If the organizations is running at 99% of capacity, the leader shouldn't constantly act unsatisfied with the results. People want to be valued for a job well done. Leaders should not indulge in demoralizing a job well done because they want more profits that don't exist.

People Need Accountability

A good leader needs to know what is going on around him or her. They can't work for five minutes a day and get good results. People need direct supervision and to know that the leader is keeping track of their performance. That is the only way to get people completely on board.

Lead by Example

Nearly any management dud has one core problem. They do not lead by example. So many people think that leading is resting on your laurels and giving out orders. Real leadership is by example. The great leader will work harder than everyone else, longer than everyone else, and care more than anyone else. If you do not exhibit these qualities, you should not be in leadership.

Respect and leadership work together. A leader should think about every small thing he or she you does. Will people admire them for their actions? If they are not admired or respected, their leadership will be weak and performance will suffer. All great leaders convey, with enthusiasm and optimism, goals and they do it with utmost respect for those around them. Leaders that know how to give the utmost respect will get much more loyalty and performance from employees.

In summation leadership is all about respect. A leader who isn't respected is hardly worth the name. Respect stems from a recognition of the leaders worth; that his or her position is justly due. Respect often becomes esteem, which implies a greater warmth of feeling accompanying high evaluation. Admiring someone connotes enthusiastic, often uncritical appreciation. It's the uncritical part that a leader must watch. They have to run the team members silent appraisal of their personality, character and professional and social skills.

There is a tremendous power or energy in an organization if only the leader can locate, release and harness it. Really high performance teams and organizations need a respectful almost invisible type of leadership. A great leader makes the team feel that they achieved it all by themselves.

Lao Tzu wrote this about leadership and respect :

“A Leader is best known when people barely know that he exists, not so good when people obey and acclaim him, worst when they despise him. Fail to honour people and they fail to honour you, but of a good leader who talks little when his work is done, his aim is fulfilled, they will all say “We did this ourselves’.”

4.10 Leading from Within

Similar to light, leadership can be refracted into both qualities and functions: what a person is and what he or she does. Leadership from within means not separating oneself from people. It requires immense amount of self-leadership. A leader therefore must be able to control the messages that are coming out of him or her at all times – notably through their eyes and tongue. The non-verbal behaviour is often more telling as it is difficult to control.

For example it is better to exhibit controlled anger rather than lose the temper completely. It is quite a good thing to have in your leadership skill set what many scholars have referred to as “the glare of the general”. Napoleon’s veteran soldiers were reportedly more frightened by the look in his eye than the glinting bayonets of the enemy. Members of the Royal Philharmonic Orchestra who worked with Sir Thomas Beecham have gone on record saying that when he turned his eye on them they knew exactly how the instrument should be played. Most of the magic was in his eye and not in his beat.

In the past few years leaders have been presented with a new set of challenges as businesses have been hit hard with a talent crunch, a generational shift, and an economic downturn, and that’s all on top of the usual 21st century challenges of globalization, innovation, and technology. Leaders must rise to the challenge. They must, and they will. But in order to do so successfully, they must learn to not only lead their organizations, but also lead themselves. They must learn to practice personal leadership.

As stated above Personal leadership or leading from within is the leadership of the self. It is the ability to define a direction for one's life and leadership, and to move in that direction with consistency and clarity over time. In a positive, unselfish way, personal leadership means putting oneself first. Literally speaking, personal means "about you;" leadership means "coming first." When leaders practice personal leadership, they "lead from the 'inside out.'" The process involves asking themselves, "How do I need to be and act and think in order to be my best?" – a kind of self-driven style well-suited to dedicated leaders who will carry business and other challenges into the future.

The five principles that leaders need to keep in mind and practice on a regular basis when it comes to leading from within could be bracketed into the following areas:-

Get clarity

A Leader should be clear about what he or she want? Getting clarity means being able to connect clearly and instantly to the long- and short-term ideas about success. In most challenges and areas of leadership practice, this philosophy often equates to setting a vision. While a vision is a powerful thing, it's not quite always what a leader requires. A leader may have a personal vision for him or herself, but in addition, they need the skill of getting clarity on that vision again and again over time. Their vision will change as they change. Getting clarity ensures they don't make changes in a direction that they don't want to go.

Find focus

They must pay attention to where they are putting their focus and energy. When they find focus, they fix their attention on top priorities even when the world around them is pulling them away. Generally, focus shows up in the form of a strategic plan. The strategic plan makes it possible for everyone in an organization to see in a single document the vision, mission, goals, strategies and so on of an organization so they can all stay on the same page. A leader would almost always require a one-pager to remind them of their priorities – maybe not down an exhaustive list of tactics, but at least the short list of areas that matter most to them. Having such focus is crucial especially in challenging times.

Take effective action

A Leader should question themselves especially when they have spent a whole day busy at negotiating the challenges of their areas, only to end it wondering if anything actually got done? They can stop spinning their wheels and start driving with direction, quickly, easily, and with time to spare. Action items are the language of productivity in organizations, but as a leader he or she would need more than just a task list. They would need to practice the mindsets and approaches to decision-making that help them take only the most effective actions and leave the rest behind. In his research for the book *Good to Great*, Jim Collins found this kind of results-oriented commitment to action to be one of the hallmarks of successful leadership. Having witnessed “the quiet,

dogged nature” of effective leaders, he concludes, “Disciplined action without disciplined thought is a recipe for disaster.”

Tap into your brilliance

Simply put, leaders need to find out what’s unique about themselves, both positive and negative, and use that same uniqueness to their advantage. In an effort to grow human capital, leaders are constantly trying to attract and retain talent. When they begin to tap into their brilliance, they make the most of the talents they already have. This practice captures the spirit of what author and former Gallup researcher Marcus Buckingham (*Now, Discover Your Strengths* and *Go, Put Your Strengths to Work*) calls “a strengths approach” to leadership. The philosophy is that we are at our best when we are aligned with our strengths.

Based on Gallup’s 40 year study of human strengths as described in Tom Rath’s *StrengthsFinder 2.0*, “People who have the opportunity to focus on their strengths every day are six times as likely to be engaged in their jobs and more than three times as likely to report having an excellent quality of life in general.

Feel fulfilment

In order to be at their most effective as a leader, leaders get to discover what drives them – their values, meaning and purpose – so that they feel fulfilled. “Fulfilment” may not sound like a critical result, but it is an essential requirement for great leaders. Stephen Covey writes, “Deep within each one of

us there is an inner longing to live a life of greatness and contribution – to really matter, to really make a difference.” Bolman and Deal, authors of *Leading with Soul*, agree: “Each of us has a special contribution to make if we can shoulder the personal and spiritual work needed to discover and take responsibility for our own gifts.

From within themselves, from within their teams, Leaders take action and get things done. They do so by inspiring, motivating and being an integral part of their teams. It has been said many times, depicted in many visuals and written over and over again that leaders lead from the front. While this is true most often I agree, there is an interesting component that seems overlooked. Should a leader always lead from the front? This does not mean take the rear and forget their people. No, it does not mean that at all.

Leadership From Within (Themselves)

Great leaders find it within themselves to lead others. What they embody is what others have to gain from them. There have been countless articles, papers and research on what makes a great leader, however if I can simplify - leaders find it within themselves to lead. There is no magic pill, formula or concoction that creates a great leader. Leaders must want to lead. They must also be good (no... great) at leading themselves. Self-starters who know how to follow their own lead, their own internals and 'gut' is a requirement for great leadership.

Leadership From Within (The Team)

Some of the best leaders come from within the team. Consider the Alpha Factor. For a very long time the animal instincts we embody determine that in

all cases there will be an alpha. Put a pile of grade school kids in a room long enough and an alpha emerges. Put a group of dogs in a dog-run and when they interact an alpha emerges. Even on a property when you try to grow a great lawn the weeds dominate. This is life. In life nothing remains equal.

Leading a team requires that central point of leadership where an alpha rises within the team. This is quite different than someone who is not grown within a team but inserted into one. This does not mean that they cannot become the central point of leadership for the team. It does require that leader to make sure that they become a part of that team and lead it from within.

Again, leadership does require a leader to lead from all sides, specifically from the front but it does not take away the need for the leader to also be able to lead it from within.

Another **important** note is that although the Alpha Factor seems to be the natural way of things, this does not mean in any way that leadership should be created through dominance, creating submissiveness or forcing those to obey. Mutual respect is the key ingredient to ensuring that the team 'allows' the leader to lead them from within. Without two-way respect, the leader will be lost.

Leadership From Within (The Organization)

Great organizational leadership also comes from within. The organization as a whole needs to ensure that its leadership team has the best leaders in place, they all work together and create a synergistic vibe that translates into a positive culture. They should also ensure that as they lead from within those

who follow are aware of who they are. If those who follow do not know who the leader is, it takes something away from their buy-in..

Summary

Leading from within is an important factor when building teams and organizations. It is also extremely important when developing oneself. Leaders should remember, respect goes both ways and should always be applied to every situation, every person on the team and everyone within the framework. There is no reason it should be lost. Teams have natural leaders. It does not mean that someone cannot be placed within the team to be its leader, but the leader must become part of the team to lead it from within. These superior leaders when built into an executive leadership team provide the foundation for an excellent culture that trickles down into the ranks, builds synergy and helps to inspire and motivate all.

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