B.Ed (1.5 years) / B.Ed (4 years) SLM

SCHOOL LEADERSHIP

Course Code 8618

Department of Early Childhood Education and
Elementary Teacher Education

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

SCHOOL LEADERSHIP

Course Code: 8618   **Units: 1–9**

Department of Educational Planning, Policy Studies and Leadership

FACULTY OF EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

DISCLAIMER

The materials for the contents development of this course were initially collected and prepared from several sources. A substantial amount of effort has been made to review and edit the materials and convert them into this courseware. References and acknowledgements are given as required. Care has been taken to avoid mistakes, but mistakes are possible. Please let us know of mistakes or failed links you discover.

(All Rights are Reserved with the Publisher)

COURSE TEAM

Course Development Coordinator: Dr. Sarwat Maqbool

Course Writers: Dr. Nasrullah Bacha

                                  Ms. Amina Nadir

                                  Mr. Aamar Mehmood

                                  Mr. Zulfiqar Ali Shah

                                  Ms. Matin Gul

                                  Dr. Afshan Huma

Course Reviewers: Dr. Sarwat Maqbool

Editor: Fazal Karim

FOREWORD

Teacher Education in Pakistan is going through a transition. As a part of nationwide reforms to improve the quality of teacher education, Allama Iqbal Open University took initiative to launch new programme of B.Ed (1.5) in Education which is a pathway for the Masters' graduates to return to classrooms and teach the future generations. Department of Educational Planning Policy Studies and Learning has been offering stream of specialization courses for leadership and Management. This course titled "School Leadership" is being offered under this specialization.

School leadership is a particular phenomenon that is being studied and developed with the emergence of new trends in educational management. In the early years of twentieth century, all organizational studies were revised and we saw a shift in educational organization from goal oriented management towards improvement oriented leadership. Leadership and management although seem inseparable but they divert at certain points from one another. A leader is the one who leads with a vision of future keeping in mind the human element of working environment; and he/she does not strictly bound himself/herself to the mechanics of the system. Leadership in organizations brings a strong essence of human needs, motivation, diversity, and openness to change and innovation.

"School Leadership" is one of the newly developed course; and it is designed for prospective school heads. Contents of the course is mainly based upon leadership theories, leadership skills and effective leadership for school improvement. As an educator, I am truly inspired by the creativity brought by the writers of this course. I appreciate the efforts of all those who have contributed to this course development process. Particularly the faculty and staff from Allama Iqbal Open University and external experts who gave generously their time and expertise for the purpose of preparing future educational leaders with knowledge, skills and arrangements required for the purpose of preparing future educational leaders with knowledge, skills and arrangements required for development of education at large. I wish all the prospective students of this course a successful educational journey ahead.

Prof. Dr. Nasir Mahmood
Dean
Faculty of Education

INTRODUCTION

This course is designed to introduce and orientate the learners with the field of educational leadership as well as to help them perform as leaders of tomorrow. It includes theoretical and conceptual background along with practical implications of these theories and concepts. Educational leadership is a vast area within which not only top and middle managers but school heads are also seen as the most significant role-players. Leadership styles and strategies vary from situation to situation. Hence a student of educational planning and management needs to have professional and practical knowledge and skills to handle the responsibility of leading and developing effectively and efficiently.

LEARNING OUTCOMES

After completing this course, the learners will be able to:
1.   acknowledge and apply the knowledge about leadership in their practices
2.   identify the role significance of educational leadership
3.   use the leadership skills to develop effective learning environment in and around the educational institutions
4.   lead the field of education to a better tomorrow

CONTENTS

Unit 1

INTRODUCTION TO LEADERSHIP

Written By Dr. Nasrullah
Reviewed By: Dr. Sarwat Maqbool

CONTENT

INTRODUCTION

Leadership is a process in which a leader influences and motivates people to get things done. Northouse (2001) defined leadership as a process in which a group of individuals is influenced by one individual to achieve a common goal. It is a reciprocal process between leaders and followers. It takes place in organizational context. According to Kouzes and Posner (2007), "Leadership is not a solo act; it is a team effort." It involves a sharp interaction of many factors like organizational goals, personal values, individual working preferences, organizational structure and rules (Charles & Townley, 2009). However, leadership is not simply individual characteristic or difference. It is dyadic, shared relational, strategic, global, and a complex social dynamic (Avolio 2007, Yukl 2006).

There are many theories that explain the concept and practice of leadership differently.
The Trait theories concentrate on personal traits. It separates leaders from non-leaders. These traits are inner motivation, integrity, exercise of influence, self-confidence, intelligence, relevant knowledge, emotional maturity, and flexibility. Behavioral theories analyze leaders' behavior to understand leadership. They are also called classical behavioral theories of leadership. A sharp line cannot be drawn between the trait theories and the behavioral theories of leadership. Some researcher and school administrators believe that leadership practice is too complex and cannot be explained just by a set of traits or behaviors. Here, contingency theories explain leadership in a different way. It focuses on the situation and context in which the act of leading is taking place. It says that leadership behavior is dependent on the situation. In unit three you will read these theories in more detail (Lunenburg & Ornstein, 2011).

Dear students the above mentioned theories suggest some style of leadership.
Currently two models of leadership are considered basic. These are transactional leadership and transformational leadership. Transactional leaders give rewards to followers' goal accomplishment and cohesion (loyalty). While transformational leaders think about high-level needs (Maslow's hierarchy) of his followers (Kelly, 2003). They motivate followers to transcend their own needs for some other collective goal (Feinberg, Ostroff & Burke, 2005). According to (Northouse, 2001) transformational leadership is a process which transforms the individuals and organizations. Transformational leaders induce high level of commitment in their teams by shared vision. According to (Leithwood, 2000), Transformational leadership is that which: "facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. It is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents." Kouzes and Posner (2007) identified five practices that transformational leaders use to lead their followers: (1) modeling the way; (2) inspiring a shared vision; (3) challenging the process; (4) enabling others to act; and (5) encouraging the heart.

LEARNING OUTCOMES

1   to understand the concept and process of leadership.
2   to know the needs and scope of leadership.
3   to understand different levels of leadership.
4   to differentiate between management and leadership.

1.1   Concept and Definition of Leadership

The term leadership has been defined by researchers in different ways. According to Yukl (2009) Leadership is the behavior of individuals directing their followers towards shared goal. The person who is assigned the specialized role of leadership is titled as leader and the other members are called followers. Leaders and followers cannot be differentiated sharply, because followers may become leaders in a different situation, and vice versa. It is a multifaceted phenomenon consisting of leaders, followers, and the situation. Hughes, Ginnett, and Curphy (2009) have suggested the following definitions of leadership, to understand the complexity of leadership.

- The process by which an agent induces subordinate to behave in a desired manner.
- Directing and coordinating the work of group members.
- An interpersonal relation in which others comply because they want to, not because they have to.
- The process of influencing an organized group toward accomplishing its goals.
- Actions that focus resources to create desirable opportunities.
- The leader's job is to create conditions for the team to be effective.
- The ends of leadership involve getting results through others, and the means of leadership involve the ability to build cohesive, goal oriented teams. Good leaders are those who build teams to get results across a variety of situation.
- Leadership represents a complex form of social problem solving. (p. 4)

There three terms common in most of the leadership definition; influence, goal, and followers. Leaders influence many aspects of followers' behavior. For example a principal as a leader can change teachers' behavior to control absenteeism and improve teaching and learning.

1.   *Influence*

Leaders influence follower through power. According to Lunenburg (2012), Leaders have some power which makes them influential, because power is the ability to influence. There are two sources of power for leaders; personal, and organizational. Leaders have one thing in common, that is they have a vision to achieve a goal. Vision provides an intrinsic power to leaders making them able, to attract commitment and energizes followers, create meaning in workers' lives, establishes a standard of excellence, bridges the present to the future, and transcends the status quo.

Leaders of different styles possess different types of personal powers to influence people. For example charismatic leaders have power of charisma to influence. According to Stone, Russell, & Patterson (2004), transformational leaders develop a type of influence derived from their expertise, strength of relationships, and charismatic abilities. The personal power of leaders depends on their intelligence, their knowledge, their experiences, and their moral values.

According to Lunenburg(2012, p. 4), "A great deal of power people have in organizations comes from the specific jobs or titles they hold... In other words, they are able to

influence others because of the formal power associated with their positions." There are five sources of power within organization. Legitimate, reward, and coercive are organization, while expert, and referent are personal sources of power within the organization.

Legitimate
It is a formal authority of persons due to their positions in an organization. Using this powers managers influence their subordinates. For example, a boss can assign projects, a policeman can arrest a citizen, and a teacher assigns grades. The subordinates understand that the organization has given certain powers to their bosses, therefore they comply. Influence due to this power is weak and narrow. A leader using legitimate power is influential within the limits of his authority, and as long he is holding the position. Leaders who rely mostly on formal authority are not very influential and can create conflicts. However, its fair use along with the other sources increases influential skills of leaders.

Reward
Promotions, pay increases, working on special projects, training and developmental opportunities, attractive assignments are the incentives. Leaders can use these incentives to influence co-workers. This is effective as long as workers consider it a reward. Like legitimate reward powers are also positional powers. The reward power can influence employees for better performance if the reward given has a link with the behavior of the employees. Therefore the managers should make a clear connection between the reward and the behavior awarded.

Coercive
Warnings, undesirable work assignments, withholding key information, demotion, suspension, and dismissal are the examples of coercive influence. Autocratic leaders use frequently this organizational power. Care must be taken while using this power because it causes negative feelings, and resistance among workers.

Expert
Knowledge, experience, and skills are personal sources of power of leaders to influence followers. Leaders having the expert power can influence followers, even if they are not a high rank position. The influence depends on perception of followers. If followers perceive that the leader's knowledge and skills are relevant and the leader is trustworthy then influence will be deep and lasting. To be influential as expert, leaders continue their professional development through refresher courses, seminars, and workshops.

Referent
The referent power is related to personality of a leader. Charismatic leaders are role models for their followers. The followers follow, even imitate them. Such leaders can influence deeply. They have the power to transform people and organizations, because followers trust them and copy them. According to Yukl(1981),

Referent power is usually greater for someone who is friendly, attractive, charming, and trustworthy…Referent power is increased by showing concern for the needs and feelings of others, demonstrating trust and respect, and treating people fairly. However, to achieve and maintain strong referent power usually requires more than just flattery, favors, and charm. Referent power ultimately depends on the agent's character and integrity. Over time, actions, speak louder than words, and someone who tries to appear friendly but manipulates and exploits people will lose referent power. Integrity is demonstrated by being truthful, expressing a consistent set of values, acting in a way that is consistent with one's espoused values, and carrying out promises and agreements. (p. 207)

Legitimate, reward, coercive, expert, and referent are the basic sources of power. Nature of influence depends on the type of power used. Figure 1.1 depicts the influences caused by different types of powers. Table 1.1 consists of details about an article and book that should be read for further study and understanding of sources of power and their influences.
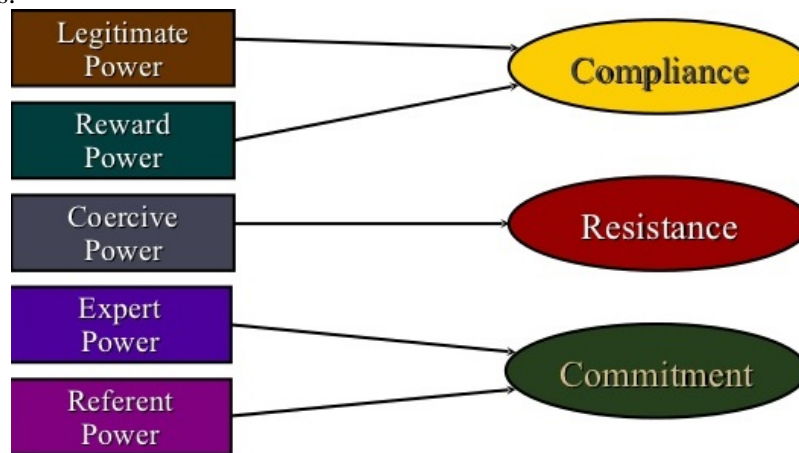
Table 1.1

Lunenburg, F. C. (2012).	Power and leadership: an influence process. *International journal of management, business, and administration*, *15*(1), 1-9.
Yukl, G. A. (1981).	Leadership in organizations. Pearson Education India. (BOOK)

2.   *Followers*

In the process of leadership leaders exert influence on followers. There for leading requires followers. In organizations formal groups are leaded by the leaders, and thus the leadership is formal. In informal leadership the followers are not the subordinates. The followers are influenced by leader due to some special skills, and personality traits. In any case the influence depends on followers' skills and knowledge, too. According to Whitlock (2013), the employees in an organization must have appropriate skills for optimized performance. The leaders then will be able to achieve the organization's goals.

According to Yung and Tsai (2013) there are two dimensions of followership: 1 competency, 2.relationship. Competency implies working efficiently in group, accepting change, understanding what is expected, and seeing one's self as a resource. Relationship refers to building trust, collaborating, identifying with the leader, and adopting the leader's vision.

3.   *Goal*
Leaders influence followers to change their behavior for the purpose of attainment of a goal. Leaders and their followers focus on goal attainment. For example one of the goals of a school could be to inculcate cultural value in children. For attainment of this goal principals influence teachers and other stakeholders, changing their behavior. Leaders guide their followers to develop shared visions and goals. In case if employees do not know about vision and goals of their organizations, they would not be effective. Leaders aligned all their own and followers' actions with the goals of their organizations. New and higher goals are set after achievement of set goals.

Leadership is not a position, but a process. Leadership skills can be learnt, this is the reason that leaders continue their learning to get more effective. The process of leadership involves, influence, followers, and goal attainment. Leaders influence their followers to align followers' behavior with the goal attainment. The sources of power of influence are personal, and organizational. The personal power sources are charisma, skills, experience, and knowledge. While, formal authority or legitimate, rewards, and coercive are granted to leaders by their organizations.

1.2   Need and Scope of Leadership
Dear students, in our society we face many problems, conflicts, and challenges. We seek guidance formally or informally. We look for people who are able to influence and solve the problem, in other words to achieve the objectives. If you feel that there are numerous problems we are facing, or you feel that there is a need to achieve goals then there is an intense need of leadership. It can affect our life in social setup as well as in a formal organizational setup.

Organizations achieve their goals by providing effective leadership. Leaders give vision to their followers and align followers' thoughts with the vision, and translate vision into goals. The influences on followers, exerted by the leaders, modify their behavior in a way that it contributes in achievement of goals. Leaders motivate and empower their followers to ensure the goals attainment.

Leaders are to lead a group, and therefore the way leaders work with their followers is an important factor in goal attainment. School administrators should apprehend leadership styles and should be able adopt appropriate style in different situations. The challenges to the educational institutions are of varying nature. For the school improvement and making it successful institutions educational leaders develop and multiple and different goals for achievement of overall success. Leithwood, Seashore, Anderson, &Wahlstrom (2004) identified the following areas, for goal setting, for school leaders.

Creating and Sustaining a Competitive School

District educational leaders should set goals for school leaders, to make their school competitive with other institutions. Such goals motivate principals, teachers, and students to improve learning environment for better results. Comparisons with other institutions put extra pressure on all stakeholders to perform effectively.

Empowering Others to Make Significant Decisions

This goal is achieved by empowering stakeholders. Making informed decisions with involvement of all stakeholders is a part of this goal. Achieving this goal will improve monitoring and accountability of schools. The administrator should have the ability to delegate powers and guide their followers align their actions with the goal. Teachers should be empowered and should be involved in decision making related to curriculum design and selection.

Providing Instructional Guidance

Principals set goals for improvement of teaching and learning. Setting of professional standards for teachers helps school leaders' in teachers' appraisal and professional development. Principals' instructional leadership skills will help in achieving this goal. They will be to coordinate and communicate effectively with teacher to improve teachers' instructional practices. Learning assessment should be done to make appropriate changes in the process.

Developing and Implementing Strategic and School-Improvement Plans

School improvement plan is a comprehensive and documented strategy. It is a cyclic process, implemented for improvement of every department of a school. It requires competencies and expiries in field, like financing and budgeting, professional development, resources management, implementation, and evaluation. Expert power is basic requirement for a leader to develop and implement the plan. It also requires leadership skills and behavior of teachers and community representatives.

Blasé and Blasé conducted a research in 2000, in USA, to identify the ways principals can influence teachers. Qualitative data was collected from 800 American teaches. They reported that effective principals valued dialog that encouraged teachers to critically reflect on their learning and professional practice. This dialog consisted of five primary talking strategies including:
(1)   Making suggestions,
(2)   Giving feedback,
(3)   Modeling,
(4)   Using inquiry and soliciting advice and opinions, and
(5)   Giving praise.

Principals made suggestions to teachers both during post observation conferences and informally, in day-to-day interactions. These suggestions were purposeful, appropriate, and nonthreatening, and were characterized by:

- Listening,
- Sharing their experiences,
- Using examples and demonstrations,
- Giving teachers choice,
- Contradicting outdated or destructive policies,
- Encouraging risk taking,
- Offering professional literature,
- Recognizing teachers' strengths, and
- Maintaining a focus on improving instruction. (p. 133)

Blase, J., &Blase, J. (2000)	Effective Instructional Leadership: Teachers' perspectives on how principals promote teaching and learning in schools. Journal of Educational Administration, 38(2), 130-141.

Teachers can play their roles as leaders to support school administration in goal attainment. Dear students you can play your role as leader in different ways. For example, you can be a resource provider to your colleagues. As an instructional leader you can make a group to implement effective teaching strategies. Visionary teachers can play their role as change agent. They always look for better way instead of relaxed with the status quo. Teachers can also become part of school administration in such cases teachers must understand leadership and have skills to exhibit. School leaders share vision of the school and align their personal and professional goals with those of the school. They share responsibility for improvement of their schools.

1.3 Levels of Leadership
Maxwell (2011) described five levels of leadership. These levels are Position, Permission, Production, People Development, and Pinnacle. Figure 1.2 shows the levels. It is a road map for those who want to reach the highest level of leadership. It gives a learning path. It gives a clear picture of leadership. In the following section each step is explained in detail.

```
5. Pinnacle
Respect
People follow because of
who you are and what you
represent.

4. People Development
Reproduction
People follow because of what you have
done for them.

3. Production
Results
People follow because of what you have done for the
organization.

2. Permission
Relationships
People follow you because they want to.

1. Position
Rights
People follow you because they have to.
```

Figure 1.2 Five Levels of Leadership

1.3.1 Position

This is the lowest level, leaders by position are considered leaders but they may not have leadership qualities. Such pseudo leaders are usually bosses having the authority to be followed. They have subordinates and ensure implementation of rules regulation. They control people and processes through rules and regulations.

A leader does not need position to influence people. They might not have big name and may not be very famous. However, they possess leadership qualities and influence followers for achievement of a common goal. Those who have a leading position like Principal, DEO, Director, etc. can learn leadership skills to become true leaders. They then will jump to a higher level of leadership.

1.3.2 Permission

At this level leaders influence their followers in a manner that they go beyond comply and orders. Leaders influence followers not by position rather, by liking, caring, valuing, including, and trusting their followers.

Leaders at position level may jump to this level by learning leadership skills and changing their behavior accordingly. Subordinates can be turned into followers, changing totally the working environment.

1.3.3 Production

When leader at permission level achieve or making progress towards achievement of objectives, they jump into production. Some leaders stay at permission level, because they are not productive. Due to lacking of skills, self-discipline, and work ethics they are unproductive.

1.3.4 People Development

Leaders at this level develop their team and organization, turning their followers into leaders. At production level leaders their team to produce something while, at development level leaders focus on personnel development. Leaders at this level possess higher level of leadership abilities.

Human resources are valuable assets of an organization. Human resource development can accelerate and excel an organization. Therefore, leaders must acquire higher abilities of leadership for transit to the developer level. It gives high productivity teams to organizations and transforms the organizations.

1.3.5 Pinnacle

This is the highest level of leadership. Leaders at this level become legends. They go beyond their organization and influence the community. They change the lives of people. Leaders at this level possess leadership skills and some in born qualities. Usually this level of leadership is gained at the final stages of career.

1.4   Relationship between Leadership and Management

The terms leadership and management are used interchangeably, but they are different. For example leaders advocate change and are concerned with the people beliefs and gaining their commitments. While, managers advocate stability and the status quo, exercise authority and worry about how things get accomplished. The process of leadership is different from the process of management. The leadership process involves developing a shared vision for organization, motivating and empowering people, and needs fulfillment. In contrast the management process involves planning and budgeting, organizing staffing, controlling. It reduces uncertainty and stabilizes organization, while leadership creates uncertainty and struggle for change. According to Kotterman (2006),

> Although leadership and management may be similar in a few ways, they have many very distinct differences. Both leaders and managers may have involvement in establishing direction, aligning resources, and motivating people. Managers, however, plan and budget while leaders establish direction. Managers have a narrow purpose and try to maintain order, stabilize work, and organize resources. Leaders seek to develop new goals and align organizations…Managers control problem solve while leaders motivate and inspire. (p. 14)

Lunenburg (2011) did a literature review on difference between leadership and management and concluded that though managers are granted legitimate power to lead,

12

there is no surety that they will lead efficiently. Leaders who have expert power and referent power are able to lead efficiently. Organizations need both strong leaders and good managers for performance optimization. Table 1.1 shows the comparisons, reported by Lunenburg.

Table 1.1
Comparisons between Leadership and Management

Category	Leadership	Management
Thinking Process	Focuses on people Looks outward	Focuses on things Looks inward
Goal Setting	Articulates a vision Creates the future Sees the forest	Executes plans Improve the present Sees the trees
Employee Relations	Empowers Colleagues Trusts & develops	Controls Subordinates Directs & coordinates
Operation	Does the right things Creates change Serves subordinates	Does things right Manages change Serves super ordinates
Governance	Uses influence Uses conflict Acts decisively	Uses authority Avoids conflict Acts responsibly

Lunenburg (2011, p. 2)

In education leadership and management overlap with each other. Schools need both leadership and management (Bush, 2007). However, he criticized the Caldwell (1992) model, proposed for the school principals. According to this model of managerial leadership, principlas should be able to perform seven managerial functions:

- Goal setting
- Needs identification
- Priority-setting
- Planning
- Budgeting
- Implementing
- Evaluating (p. 395)

According to Bush, of leadership model given by Caldwell (1992) lacks the concept of vision. Vision is a basic element of leadership process. Due to absence of this element better future for school cannot be versioned. However, in centralized systems principals' main task is to implement policies made by bureaucracy. They will be very effective if they adopt the model proposed by Caldwell (1992).

Activities:
1. Get a list of those principals and teachers who were awarded for their performance by the governments. Select at least one of them and analyze his personality and work, to find his leadership skills, and style.
2. Analyze your supervisor's sources of power used for influence. Please not the behavioral change caused by the power used.
3. Take a school or any other social organization and identify the areas in which it needs effective leadership.
4. Use table 1.6 given in appendix A to asses your basic leadership skills.

1.5 Self-Assessment Questions
1. Compare source of personal power of servant leaders with that of transformational leaders.
2. How would you define your role as a leader? What is your focus? What is really important to you? How do you define important?
3. Do you think influence, in the process of leadership, is a reciprocal process? If yes, please, explain with examples.
4. Why schools need leadership? How effective leadership can improve schools performance?
5. Do you think leadership and management are similar? Please explain your opinion with examples.
6. If a manager does not have charisma, can he be a good manager? Discuss.

1.6 References

Avolio BJ. (2007) Promoting More Integrative Strategies for Leadership Theory-Building. Am. Psychol. 62:25–33.

Blase, J., &Blase, J. (2000). Effective Instructional Leadership: Teachers' Perspectives on How Principals Promote Teaching and Learning in Schools. Journal of Educational Administration, 38(2), 130-141.

Bush, T. (2007). Educational Leadership and Management: Theory, Policy and Practice. South African Journal of Education, 27(3), 391-406.

Caldwell, B. (1992). The Principal as Leader of the Self-managing School in Australia.

Journal of Educational Administration, 30:6-19

Charles, T. Townley, (2009) "The Innovation Challenge: Transformational Leadership in Technological University Libraries," Iatul Proceedings: 1-7, http://www.iatul.org/doclibrary/public/Conf_Proceedings/2009/Townley-text.pdf

Feinberg, B.J., Ostroff, & Burke, W.W. (2005) The role of Within-group Agreement in Understanding Transformational Leadership. Journal of Occupational and Organizational Psychology, 78, 471-488.

French, J. R. P., & Raven, B. (1959).The Bases of Social Power. In D. Cartwright (Ed.), Studies of Social Power (pp. 150-167). Ann Arbor, MI: University of Michigan, Institute for Social Research.

Gregory Stone, A., Russell, R. F., & Patterson, K. (2004). Transformational versus Servant Leadership: A Difference in Leader Focus. Leadership & Organization Development Journal, 25(4), 349-361.

Hughes, R. L., Ginnett, R. C., & Curphy, G. J.(2009) Leadership: Enhancing the Lessons of Experience.

Kelly, M.L. (2003, January 1) Academic Advisers as Transformational Leaders. The Mentor. Retrieved on November 25 2012, from http://www.psu.edu /dus/mentor /03 0101mk.htm

Kotterman, J. (2006). Leadership Versus Management: What's the Difference? The Journal for Quality and Participation, 29(2), 13.

Kouzes, J.M. & B.Z. Posner (2007) The Leadership Challenge (4th ed.). San Francisco, Jossey-Bass.

Leithwood, K. & Jantzi, D. (2000).The Effects of Transformational Leadership on Organizational Conditions and Student Engagement with School. Journal of Educational Administration, 38(2), p. 112.

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). Executive Summary: Review of Research: How Leadership Influences Student Learning.

Lunenburg, F. C. (2011). Leadership Versus Management: a Key Distinction–at Least in Theory. International Journal of Management, Business, and Administration, 14(1), 1-4.

Lunenburg, F. C., & Ornstein, A. C. (2011). Educational Administration: Concepts and Practices. Cengage Learning.

Lunenburg, F. C. (2012). Power and Leadership: an Influence Process. International Journal of Management, Business, and Administration, 15(1), 1-9.

Maxwell, J. C. (2011). The 5 Levels of Leadership: Proven Steps to Maximize Your Potential. Center Street.

Northouse, Peter G. (2001) Leadership Theory and Practice, Second Edition. Thousand Oaks, CA: Sage Publications, Inc.

Whitlock, J. (2013). The Value of Active Followership. Nursing Management, 20(2), 20-23. http://dx.doi.org/10.7748/nm2013.05.20.2.20.e677

Yukl, G. A. (1981). Leadership in Organizations. Pearson Education India.

Yung, C. T., & Tsai, K. C. (2013). Followership: An Important Partner of Leadership. Business and Management Horizons, 1(2), 47.

Appendix A

SELF ASSESMENT OF LEADERSHIP ABILITIES

Table 1.1 Self-assessment of leadership abilities.

S/No	Statement(tick one of the options given in front of each statement)	Seldom	Occasionally	Often	Frequently
1	I am aware of what I am feeling				
2	I know my strength and weaknesses.				
3	I deal calmly with stress.				
4	I believe the future will be better than the past.				
5	I deal with change easily.				
6	I set measurable goals when I have a project.				
7	Others say I understand and sensitive to them.				
8	Others say I resolve conflicts.				
9	Others say I build and maintain relationships				
10	Others say I inspire them.				
11	Others say I am a team player				
12	Others say I helped to develop their abilities				
Total no of checks in each column:		X1	X2	X3	X4
Multiply this no by:					
To get your scores add the four numbers					

Interpretation: If your score is 36+ you are using key leadership abilities well, 30-35, suggests some strengths but also some unused leadership abilities, 29 or less, suggests room for improvement.

EDUCATIONAL LEADERSHIP

Written By: Amina Nadir
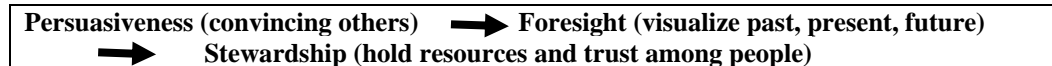*Reviewed By: Dr. Sarwat Maqbool*

CONTENT

INTRODUCTION

Leadership is defined as any "activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect, or practices of other organizational members," (Spillane, 2006). The same concept is applied in educational leadership by engaging people in operational activities and makes the implementation process dynamic.

The leaders are responsible for competitive development of the organization and ensure that everyone should be focused to attain the desired goal. They equip competent people and inspire the talent –pool by value adding in teaching, training and decision making. It provides a healthy effect on organizational culture and environment. As Schein (2004, p.7) said that the managers speak of developing the "right kind of culture," a "culture of quality" or a "culture of customer service," suggesting that culture has to do with certain values that managers are trying to inculcate in their organizations.

In the diverse and heterogeneous society of the new millennium, organizational need is also characterized and influenced by internal and external crises that create conflicts. This situation is continuously moving towards an uncertain future, undirected targets and non standardized sustainability conditions. The various researchers recommended that these circumstances can be dealt through humanistic and moral endeavours rather than a scientific one. But, it would not be easy to explain in the simple term that how the leaders visualize the system? What strategy they follow to design the task? And what style they use in the process of guiding or engaging people on different tasks? But these questions can be answered to some extent by using the mechanism of leadership.

Persuasiveness (convincing others) ➡ Foresight (visualize past, present, future)
➡ Stewardship (hold resources and trust among people)

The educational leader of the institute, like school head, come across this situation daily due to the time bound school activities. Here, it is also necessary that they gain support of other people in achieving organizational goal, motivating and empowering staff to take ownership of each activity and achieve the required objectives.

Quesnay (2003) said that they must give teachers the opportunity for invention, creativity and the exercise of professional judgment, while taking action to reduce the heavy workload which is driving too many of them out of the profession. They must expand the vision, values and ambitions of their pupils as international citizens, while continuing to meet the needs of the local community of which they are part, (p. ix).

LEARNING OUTCOMES

After going through this unit, the students would be able to:
- describe the concept of educational leadership and task of an effective leader.
- enumerate the need of leadership in education sector.
- draw an outline of the historical perspective of educational leadership
- discuss the future of educational leadership in global perspective.
- describe the important factors of educational leadership in Pakistan during Pre and Post Independence.

2.1 Need and Scope of Educational Leadership

Education is of enormous importance as a driver for empowerment and progress of the people. Our national priority in education is based on three components; accesses, quality, and relevance, to enhance the individual capacity to improve their own life and the life of others. In this struggling situation, only educational leaders such as; policy makers, educational experts, school principals and teachers are equipped to handle a complexity of a system and, understand the rapidly changing reforms that lead to sustained improvement in the next generation, (NEP, 2009).

Globally, it is recognized that economic stability comes through educational reforms that address all old and young alike, affluent and poor, and the majority and minority. This gives the paradigm shift in leadership approach that utilizes economic indicators in the development of the education sector for better future.

The educational leaders are competent enough to use a multidimensional approach in maintaining quality and outsourcing the educational resources. They understand the equity and accessibility are the driving force in creating inclusive education and refer to measure achievement, fairness, and opportunity in education.

2.1.1 Influence of Educational Leadership in National Perspective

It is a universally accepted fact that education is considered the most powerful instrument to open the door of awareness and wisdom. In Pakistan, the policy of national unity and observation of the Islamic standards is being disseminated to express the identity. The educational leadership follows the same philosophy to form the learning strategies in which the knowledge, skills and disposition (civilized habits) would generate among individuals and they would able to transfer it to the next generation.

While addressing the students in March 1944, Quaid-e-Azam said; **"Islam is our guide and it is the complete code of life."** He understood the essence of national integrity and addressed its importance to the people of Dhaka, **o**n 21st March, 1948. He said, **"What we want is not to talk about Bengali, Punjabi, Sindhi, Balochi, Pathan and so on. We are nothing but Pakistani. Now it is our duty to act like Pakistani."** (http://history-pak.blog, 2015)**.**

The leaders who realize that no resolution declares and no constitutional plan would work or accept for the people, unless it should be constituted on consensus. Islam has, from its inception, placed a high premium on consensus (musharat) and enforced that responsibilities should be given to rich and intellectual persons. Beside that it emphasizes to disseminate experiences of a new generation for the continuation of the system. For the stability of a nation, the teaching, training, research and sharing of the best practices should be acknowledged by various Sufis.

2.1.2 Influence of Educational Leadership in Economic Perspective
The relationship between education and employment has been the subject of substantial research over the last decade for the improvement of the basic need of the individual. In this context, the purpose of education was identified by West-Burnham, (2003) as:
- to enhance the personal, social, cultural, ethical and spiritual development of every individual;
- to prepare people to play an active part in their communities as citizens in a democracy;
- to develop the potential to be employable and to play a full economic role in society;
- to maximize life chances through academic success;
- to create a society founded in acceptance and tolerance.
  while, Organization of Economic Co-ordination and Development (OECD)-institutional Management in Higher Education suggested that;
- to design of carrier oriented tertiary level programs to maximize educational impact on the society.

In realizing the importance of economics in educational development process, the national curriculum experts emphasize to create opportunities for students to pursue progressively higher levels of study. They recommend that the teacher prepares them for subject–related occupations and engages them in student centered activities appropriate to their interests and abilities. For example; the national science curriculum 2006 has framed these associated objectives to develop our future generation.
- Prepare students to critically address social, economic, ethical and environmental issues related to science and technology.
- Develop varying aptitudes, interests and the knowledge of a wide variety of careers related to science, technology and environment.

These objectives enforce the development of individuals with valuing quality of relevant education and link with the concept of "Knowledge Economy," (means to use knowledge of human capital to generate tangible and intangible values). Its scope is vast in creating relevant opportunities to the competent task force as well as broaden their perspective upon the possibilities of their respective field.

In the current scenario, where the literacy rate is 54.4%, that is, at 153rd ranked out of 176 countries, 40th in 57 Islamic countries and 4th in SARRC. The 100% target achievement at primary level still showed inadequacy, according to Millennium Development Goals (MDGs) joint declaration on Education and the Dakar Framework for Action-April 2000, (Education Censes 2013-14; Economic Survey of Pakistan 2014-15). The previous government policies and plans highlighted the gaps in the political commitment and at policy implementation. The Educational Leaders are the implementing agent in this concern and they are responsible to undertake policy framework and design the strategies which use education for socioeconomic development, economic growth and holistic development of the nation.

After implementation of the 18th Constitutional Amendment 2010, education became the responsibility of the provincial/district governments. National Education Policy (NEP) 2009 reveals that the policy making shall remain a national function with participation from the federal government and the provincial/district governments in a national forum: the Inter-Provincial Education Ministers' (IPEM) shall oversee the implementation of NEP 2009 and review its progress periodically, (Economic Survey of Pakistan 2014-15). By this, it was proposed to establish the "National curriculum Commission," in order to maintain a uniform standard of education all over the country, (the first IPEM Conference, 11th February, 2014).

These situational challenges are continuously in focus and working on Vision 2025 to provide substantial expansion in access to education as well as making significant improvements in quality of education. The 11th Five Year Development Plan (2013-18) is also supporting this vision and emphasizes on Technical and Vocational education by giving targets of increasing 50 percent of all secondary enrolment by 2025. The leaders understand the requirements and advocate that global advancement in educational and technical field is only possible by re-engineering the curricula as well as using the concept of outsourcing and prioritizing the plan to collaborate businesses.

Education is a social instrument for leaders through which they guide people, visualize their destiny and shape future of the nation. They are the founder of socioeconomic development and have a skill to boost the literate and skilled citizen to play a pivotal role in the development/prosperity of the country.

2.2 Historical Perspective of Educational Leadership

The revolutionary period of education always indicates the situational change in the perspective of leadership. Therefore, various interpretations of the concept of educational leadership are found in the literature relating to their societies, religions and cultures. All have acknowledged the development of 'Self'(nafas), to get the high status of knowledge and wisdom.

During the golden age of the Islamic empire, from the tenth to thirteenth centuries, when the Islamic scholarship flourished with an impressive openness to the rational sciences, art, and even literature. Ironically, Islamic scholars preserved much of the knowledge of the Greeks that had been prohibited by the Christian world. They had shown their outstanding contributions in the areas of chemistry, botany, physics, mineralogy, mathematics, and astronomy, as many Muslim thinkers regarded scientific truths as tools for accessing religious truth. A model of the educational leader in the Muslims perspective has to be value-conscious irrespective of the fact to what extent do they follow that path themselves, (Jacobson, 1998).

Generally, from the ages the educational leaders are concerned to promote education by four main reasons, (Kubow and Fossum, 2007, p.3).
- Egalitarian – need for equality and opportunity for all.
- Economic – prepare for future competency and skill in the workplace.

- Civic – educate citizens who can participate in public life.
- Humanistic – develop the whole person for lifelong education.

Thus, education is unequivocally derived from its original need and able to expand understanding beyond its own localized perspective. It is documented that this expansion is moved from one room school to billion dollar business in education. In the 18th century, the requirement was increased and educated people opened private schools. While in 19th century, the stability of government policies motivated the leaders to take the responsibility of child education and gave the vision of public schools. Thomas Jefferson was the first American leader who took the initiative and promoted the "idea of public schools." It was available for all students without discriminating their status and religion and supervised by the government. Horace Mann (May 4, 1796 – August 2, 1859) was an American politician and educational reformer. As a Secretary of the Massachusetts State Board of Education, he started the "Common School Journal" to raise public awareness on educational issues. In 1852, he passed a compulsory school attendance law in Massachusetts, while all other American States implemented the same law later in 1918.

William Edward Forster (English industrialist, philanthropist and Liberal Party statesman and Edward Cardwell (elected Member of Parliament) brought in Education Bills in 1870, and established school boards with the collaboration of elected representatives. During the supervision of these elected leaders over 5,000 new schools had been founded in Britain and imparted compulsory education up to the age of 10. But, due to the absence of reforms for secondary school students, the progress was behind that in Germany and France. The Balfour Education Act 1902, improved this situation and a scholarship scheme encouraged the clever students to complete their secondary education. By 1914, Britain had a well-organized system of education.

These reforms not only gave the educational, scientific, as well as economic stability in the area, but also created well renowned scientist and educationists, like; Albert Einstein (German), developed the Theory of Relativity that is effecting a revolution in physics, Marie Curie discovered two new chemical elements - radium and polonium, Sigmund Freud (Austrian) neurologist and founder of the discipline psychoanalysis, etc. The progressive period of 1920s and 30s gave the concept of a separate department of Education, Laws for Public School Financing, School Personnel and Curriculum. Afterward, the health and safety were the issues added in education policy, due to the community involvement in school management.

A distinguishing education system regarding higher education was only found in Russia in the mid of the 18th century. The university of Moscow and St' Peterburg were producing the highly prestigious graduates. The country honoured number of scientists and educationists during and after this period, like; Alexander Alexandrovich Friedmann, gave the idea of an expanding universe that contained moving matter, Ivan Pavlov was a founder of modern physiology and the first to research classical conditioning that gave the theory of behaviourism, Lev Vygotsky was a founder of cultural-historical

psychology, major contributor to child development and psycholinguistics, introduced zone of proximal development and cultural mediation concepts), Simon Kuznets worked for Economics, Nicolas Florine was a builder of the first successful tandem rotor helicopter, Sergey Korolev supervised first space rocket and worked for Sputnik program.

The leaders of the post-Sputnik era put the educational reforms in the hands of scientists, much to the dismay of some educators and concerned citizens who had previously had enormous input on curriculum design. They made policies for the scientific and technical education in connection on industrial approach and empowered the tertiary education. In the beginning of the 1960s, the leaders realized the importance of the teacher. In this context, they crafted the generation according to the demand of the nation. Many moves were made for the "competency based approach" on teacher preparation, but, slowed by the ongoing disagreement over the "standards." Later on the problems were controlled to some extent through the school assessment system and reforms of school management and administration.

In 1980s, many reforms were seen in the development of human resource, to enhance the management skills, instructional abilities, staff development and training. The models of Corden Cawelti (1982), for the development of effective school administration, Thomas J. Sergiovanni (1982), on quality leadership to achieve the organizational objectives, School Focused Staff Development (SFSD) model of David Levesque (1993),etc., are the examples that helped personnel in performing educational tasks on the basis of real ground.

In Pakistan, a right to education has been recognized by every leader for survival and growth for national stability. It was forcefully strengthened after the declaration of the article 13 of the United Nations, **"the right of everyone to an education,"** in the International Covenant on Economic, Social and Cultural Rights in 1966. Since independence, the education has been considered as one of the most important factors in the development of a new nation. The first Pakistan Educational Conference, (27th November to 1st December, 1947), addressed the message of Quaid-e-Azam in the inaugural session, he said;

> There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them lip as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people take to science, commerce, trade and particularly well planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction. At the same time, we have to build up the character of our future generation. We should try, by sound education, to instill in them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have seen that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan.

It is acquainted to the policy makers to examine political, economical, social, religious and technical aspects of educational policy. It is also envisaged that our education system corresponds closely with the modern needs bounded with the Islamic values, civic sense and ideology of Pakistan.

Pakistan has passed more than sixty five years of independence, political commitment and implementation gaps are the main hindrance seen in educational strategies which make education far from its actual targets, (National Education Policy 2009). The leaders are aware of this situation and exercise policy of free books, uniform and food for students of public schools for the last two decades, especially in undeveloped areas. They took initiatives for adult education and recommended that it should be closely linked with compulsory primary and informal education. The various programs were launched with the collaboration of national and international organizations, but still have one of the highest illiteracy rates in the world, and the second largest out of school population, that is 5.1 million children after Nigeria, (Economic Survey of Pakistan 2014-15). It is fact that it would cause a worse effect on the life of a common person who is earning 3 percent capita income per year. While, our neighbouring countries, like Bangladesh, China, India, South Korea, and Sri Lanka, having between 6 and 9 percent capita income per year. If these trends would continue, by 2047, (the centenary year of the birth of Pakistan), the average incomes of these countries would be between 4 and 8 times higher.

The vision 2025 is the vision of leaderships who integrate the education in the context of the knowledge economy and inclusive growth for the development of the people of Pakistan. They give new directives to all provincial Ministries, members of Special Areas and Public Sector agencies to make concerted efforts in coordination with the Ministry of Planning, Development & Reform. The implementation phase needs proper strategic planning and scrutinize at the administrative level. The performance of the task force would be monitored to estimate the progress through key performance indicators (KPIs). It is also worthwhile that the framework of eleventh five year plan (2013-18) was approved within the perspective of Vision 2025.

The Millennium Development Goals (MDGs), (now called Sustainability Development Goals (SDGs) approved at the United Nations Sustainable Development Summit on 25 September 2015), are another challenging area for educational leaders. The fifth report

2013 highlights the progress made and the challenges faced in meeting the eight MDGs. In framing the post-2015 agenda, the leaders' emphasis to localize the goals and set targets in the socioeconomic context of the country. The targets should be focused and aligned with the available resources. It is also important that all stakeholders sit together and agree on fulfilling their respective roles in order to ensure the achievement. It is a vision of the leaders, who not only accelerate progress, but also value the education by encouraging a spirit of exploration transcending local boundaries, awareness that educators in different parts of the world are wrestling with similar issues as well as act professionally in these contexts.

2.3   Future of Educational Leadership- Global Perspective

Education is the most important element for human progress and prosperity. It provides skill and knowledge for two important purposes (i) to prepare an individual for a vocation and (ii) to provide him with an environment in which he can develop a sound personality (Rahman, 1999, p.9). The formal institutions (Schools, Colleges, Universities) primarily provide a wider range of advancement in education that enhance the progress of the society, while the non-formal institutions (media, distance learning institutions) provide the supplementary support of formal institutions as well as play an important role in reducing the social and economic pressure on the society, (Noor, 2007).

The wide range of technological options and flexible mode of education increases the popularity of educational leadership in all over the world. Thus, on a world-wide basis, both the developed and under developing countries have realized that the combination of formal and informal education has a potential to expand educational clientele and likely involved in problem solving, community service and in linking research and action.

 The world has moved on from one-nation country 'scenario,' and in todays multiply diverse global village the issue is to learn how to live together. The only long term effective option appears to be to enhance knowledge and understanding, and this brings the focus back to further research. No doubt there are, and will be, issues of how and who and what in research, challenging ontology, epistemologies and methodologies. But, even if we do not agree on any answers, at least the questions raised will make us all think.

The harmonization of multiple value-perspectives, presupposes interaction between the leaders and the led having more understanding of their situation than the leader (Freire 1972; 1973). But, before understand the Leadership Concern Areas we cannot express the future intervention required for educational leadership. Ronald H. Heck and Philip Hallinger, (2005) have said the five major points.

> First, today there is less agreement about the significant problems that scholars should address than in past years. Second, scholarly directions seem to be changing, as an increasing number of scholars are approaching educational leadership and management as a humanistic and moral endeavour rather than a scientific one. Third, although there are more diverse and robust methodological tools available for inquiry, programs of sustained

empirical research are few in number. Fourth, a reluctance to evaluate the worth of contrasting conceptual and methodological approaches according to an accepted set of scholarly criteria leaves researchers, policy-makers and practitioners to fall back upon individual judgments of what is useful and valid knowledge. A fifth, a lack of empirical rigour in the field continues to impact the development of a future generation of researchers.

Although the topics of educational management and leadership have generated a great deal of scholarly interest internationally over the years, reviewers have generally suggested it was not an area given to rigorous empirical investigation and knowledge accumulation (Bridges, 1982; Erickson, 1967). Warren Bennis said that leadership is always, in some sense, a matter of values. He suggested that the leaders must ask ourselves, "Leadership for what?" Every leader has an agenda, and analysis of that aim, that intent, often fits uneasily with the objectivity that psychologists rightfully strive for in scholarly research.

Nick Petrie, (2014) defines the Four Trends for the Future of Leadership Development to improve the practices in the organizations.

1. **More focus on vertical development**

   Traditionally, horizontal development related to the competencies of leadership that can be "transmitted" from an expert to the learner. It would be new skills, abilities, technical learning and behaviours. It is most useful when a problem is clearly defined and a person is known techniques for solving it, like surgery operation. The "vertical development" requires the cognitive skills that accomplish at different developmental stages by oneself and it would be earned continuously during the whole life. There is nothing inherently come, which support in the effective performance, but it is fact that we perform better in an adolescent than in a toddler and can think more sophisticated ways. According to McGuire and Rhodes (2009) of the Center for Creative Leadership:

   "Each successive level (or stair) holds greater ability for learning, complex problem solving, and the ability to set a new direction and leadership change. People who gain another step can learn more, adapt faster, and generate more complex solutions than they could before. Those at higher levels can learn and react faster because they have bigger minds; people in later stages are better at seeing and connecting more dots in more scenarios (which means they are better at strategy). That's all. But that's a lot."

2. **Transfer of greater developmental ownership to the individual**

   People develop fastest when they feel responsible for their own progress. They are motivated to handle the challenges and take the decision of their own. In the traditional style people believe that someone else is responsible for their development–human resources, their manager, or trainers. Nick Petrie, recommended that we will need to help people out of the passenger seat and into the driver's seat of their own development. The use of technology and research, facilitate to practice the sense of autonomy in the organization. Ownership signifies permanence and gaining higher significance by associating ethnicity or identity and educational performance.

27

3. **Greater focus on collective rather than individual leadership**

Nick Petrie, (2014) recommended to rise of collective leadership instead of practicing "Heroic Leadership." Usually, in organizations the development of leader has come to a point of being too individually focused and exclusively in decisions. The collaborating approach in educational organization would advance the education and provide an opportunity to exercise the ability to comprehend the dynamics of human affairs as a relevant basis for action under novel condition.

This is a transition period where leadership resides the role of each member to perform effectively in a group. It would need a democratic management style for organizational efficiency and productivity. Bagchi 2004 said that the educational process has become consumer-orientated in the current context of globalization. The interpersonal influence and cooperation among people work in effective planning and execution of the task. In addition, the relationship among working groups also establishes the well defined patterns of organization, channels of communication and methods of procedure.

4. **Much greater focus on innovation in leadership development methods**

For organizational development, the leaders focus on two main approaches, the employee- orientation approach, to make the job-relationship, so that they take interest and concern on the quality. The production-orientation approach needs innovation and technical advancement to accomplish the organizational task. The innovation in methods and product will achieve by:

- Easily adapt the global change,
- Actually anticipate change,
- Be more responsive to the marketplace,
- Generate more energetic, loyal and goal oriented employees,
- Grow through innovation.

A leader will take into account all points of view and will be willing to change a policy, program, cultural tradition that is out-dated, or no longer beneficial to the group as a whole. His exceptional qualities focus on creation and he thinks three steps ahead to visualize the future along with the situational challenges.

5. **Educational Leadership for Community Development**

The nature of education in the schools and its significant implication in the community is a debatable and the favourable theme in every educational forum. The main concerned area of educational leaders is to reduce the major barrier and to provide educational opportunities in terms of equity, access, quality and relevance of education. They experienced their life that the strong community system is formed with social justice in economic, social and cultural respect. They comprehend the active promotion of education in a society based on positive acceptance on legislation and engagement of people in the process of educational development. These leaders also form teams of educational personnel to empower the community talents and energies to accomplish the societal educational need. The school is a place to disseminate educational practices for the community development and their school leaders (head & teachers) are well witty to replicate education policies, procedures, norms, etc. according to community need to lead in

28

this mission. Gelsthorpe & West-Burnham (2003), said that the school becomes a microcosm, a model of the ideal for the community – but this has to be extended if it is to be sustainable. While the moral foundations give a authenticity, it is in the extension into the broader community that it becomes sustainable.

6. **Educational Leadership for Lifelong Learning**

The educational experts have main concern about learning methods and techniques. Many researches reveal that different learning theories and strategies are used to develop constructive learning among students which link in their lifelong learning.

This is an era of knowledge explosion that challenges the leaders to prepare students to accept different flowing information, improve learning abilities as well as making the new knowledge. The organizations, departments, centers etc., are imparting pace-based and theme –based programs to engage the interest and foster the talent. For instance; **National Resource Center for Learning Communities- Washington Center** developed programs for undergraduates to foster both integrated and interdisciplinary learning and thinking. American Association of Colleges and Universities said that the developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly-changing and ever-more-interconnected world, in which integrative learning becomes not just a benefit, but a necessity. It means that the students should be trained to gather the pieces of information and develop habits of mind that prepare them to make informed judgments in the conduct of personal, professional, and civic life.

The learners need well-informed and thoughtful professional judgment about;

- learning worth- explosion of information
- learning time- maximum engagement and guided practice
- learning dissemination-productive conversations, presentation and technology (media / internet)

These will value the intellectual curiosity and bridge the connection between theory and practice in teaching learning process. At the same time, deal with the failure if it occurs and build resilience by giving multiple opportunities to reduce the gaps and self efficacy.

2.4 Educational Leadership in Pakistan – Pre and Post Independence

In Indo-Pak subcontinent, the Mughal Empire (1526 – 1857) had a great contribution in education and cultural development. The principal reforms for which Sher Shah is remembered are those connected with revenue administration. He set up a revenue collection system based on the measurement of land. Akbar's Mansabdari system became the basis of Mughal military organization and civil administration. The reign of Akbar was a period of Renaissance of Persian literature like; Abul Fazl's Akbarnama and Ain-i-Akbare. The Mughal architectural style began as a definite movement under his rule. It was also a period of Sufis for religious innovations and to revive Islam. The name of Sheikh Ahmad, Mujaddid Alf Sani, Qazi Mulla Muhammad of Jaunper, Qazi Mir Yaqoob of Bengal were famous by their teaching of prophet-hood and explaining the inadequacies of human intellect. Muslim education in sub-continent was centered on maktabs, mosques, Khanqahs, madrassas and private houses for an informal transmission of knowledge. The Madrassa was considered the centre of higher learning where the

students were taught the Arabic alphabets with correct pronunciation, punctuation and vocalization and after that, (Ramzan & Rabab, Dec.2013).

Under the Aurangzeb's rule, the borders of the Mughal Empire spread out farther than ever before. Gulbadan Begum's "Humayun Namah," Jahangir's autobiography "Tuzk-i-Jehangiri," Abdul Hamid Lahori's "Padshahnama" and Inayat Khan's "Shah Jehannama are some of the examples of Mughal literature in the latter period of Shah Jehan's reign. But, later on no particular reforms were made in the administrative policies of the Mughal and the influence of British merchants was increased in the administrative matters. It was difficult for Muslim leaders hold the empire together and at last, in 1614, the British East India Company opened its first office in Bombay.

Traditionally, Mughal promoted madrassa system in subcontinent having two parallel streams of education: the revealed knowledge (Manqoolat or Uloom-e-Naqaliya) and the intellectual sciences (Ma'aqoolat or Uloom-e-Aqalia), (Ashraf, 2012). The specialists of the former were known as Ulema, (singular عالِم *Ālim)* while those of the latter were known as danishmands (دانشمند), (Raza, ed.1991). The curricula varied from one madrassa to another. The madrassa of Farangi Mahall in Lucknow was founded in 1693. Here the students were taught Sarf, Nahw, Mantiq, Hikamat, Hisab, Balagha, Fiqh, Sharia, Kalam, Usul Al-Fiqh, Tafsir and Hadith, (Kaur, 1990).

During the Colonial era, Shah Wali Ullah's reform movement (1707-1762) based on religious regeneration by translating Holy Quran into simple Persian. He wrote comprehensive volumes about what is fair and just in the light of the teaching of Islam. Madras SA-I-Rahimiyah played an important role in popularizing Islamic education in the subcontinent. His book Hujjat-Ullah-IL-Balighah pointed out the causes of chaos and disintegration of Muslim society which helped the leadership to maintain the society. The Faraizi movement (1830-57) also support the practice of Islam and imparted teaching by the support of some Madrassas, which were well-known for their specializations, as the Farangi Mahall Madrassa famed for its instruction in Fiqh and Usul Al-Fiqh and the Madrasa of Shah Wall Ullâh was famous for its teaching of hadith, (Haq, 1975). The medium of instruction in the Madrasas was usually the Persian language. Madrassas at a higher level usually prescribed texts in Arabic. A command over the Arabic text was required for those who opted for the specialized pursuits. Khanqah was an institution of residential training and teaching for Sufis. It was usually attached to a shrine (dargah) and a mosque, (Ramzan & Rabab, Dec.2013).

In the mid of Nineteen century, India came directly under the control of the British Government, and they deeply enmeshed the politics of India. In 1835, the Governor General Lord William Bentinck made the law and introduced a secular type of education by replacing Persian with English. Thus the system of the Madrassas received a damaging blow, (Spear, 1938). British educational policies were regarded by Muslim leaders as a threat to the integrity of their religion and culture. The primary design of the Government scheme of education was to advance the progress of civilization in India by Missionary institutions.

At this stage, the Muslim educational leadership had a great contribution, Sir Syed Ahmed Khan (1817- 98) worked for Muslim education through Aligarh Movement. He realized that the plight of Muslims could not be improved without a revolution in their attitude towards education. He knew that the Indian Muslims were inimical to western education for three main reasons.

1.   They considered it inferior to traditional Islamic learning.
2.   It was being forced upon them by a foreign nation, and
3.   They thought that an education saturated with Christianity might corrupt their beliefs.

He comprehended that a Muslim needs peace in the modern world. He wrote many articles and essays to gain attention and provide the educational uplift of his co-religionists. He pleaded that there was no harm in adopting western sciences and in learning the English language. Moreover, his other contributions were;

- Issued a magazine named "Tahzib-ul-Ikhlaq" which projected adoptable European manners.
- Established a Scientific Society. The purpose of this society was translation of English books in the Urdu language.
- Issued a weekly Gazette called "Aligarh Institute Gazette".
- Wrote Khutbat-e-Ahmedya in reply to Sir William Muir's book "Life of Muhammad".
- Wrote a commentary on the Holy Quran and interpreted Islam on the logical and scientific basis.
- Declared the concept of the Two Nation Theory and said openly that the Hindus and the Muslims were two different communities with different interests.
- Established first modern Victoria School at Ghazipur in 1864, to teach Modern Education in five languages (English, Urdu, Arabic, Persian and Sanskrit).

It was his vision that he merged the education with the politics of the government and established Muhammadan Anglo Oriental (MAO) High School in Aligarh in May 1875 and afterward, it gained the status of university in 1921. To boast the competency of the students, many renowned scholars of that period delivered lectures at the institution, like professor T.W. Arnold in Philosophy, Sir Walter Raleigh in English, Maulana Shibli in Persian and Jadu Nath Chakarwati in Mathematics.

In the educational development of sub-continent, the role of Mohammad Ali Jinnah and Muhammad Iqbal are used as a the most revered leader of the Muslims. They are the role model for those who believe that in a Muslim nation personal character of leadership is as important as other necessary inherent qualities of leadership which get radiated to inspire people at large.

During the freedom or Pakistan movement, a group of Muslim students had an opportunity to call on the Quaid to Mohammad Ali Jinnah. He always advised the students to go to their educational institutions and devote time to their studies and acquire knowledge which he explained was their best weapon. Sense of justice and fair play was implicit in the actions of Quaid right from the beginning. He advocated equal rights for all citizens in his government policies after independence, (Javed, 2008). Similarly, Mohammad Iqbal has said a lot for the Youth of Muslims. Iqbal's poetry is so dynamic

and everlasting which teaches the a way of life. He is a leader called Shayer-e-Mashrik, who envisioned a sovereign and independent state for the Muslims of Sub-continent. His contribution is in educating people and promote their self efficacy to execute the real socio-politico-economic system. He imparted the message of hope and belief with visionary and innovative thoughts, (Moin, 2009).

*"Apni Millat par qayaas aqwaam-e-maghrib say na kar
Khaas hai tarkeeb mein qaum-e-Rasool-e-Hashmi"*

*"Un ki Jamiat ka hai mulk-o-nasb par inhesaar
Qoowat-e-Mazhab say mustahkam hai jamiat teri"*

Another educational effort was raised for educational advancement of the Muslims of Sind on the new and modern lines by Hasan Ali Affindi in the form of **Sind Madressah-tul-Islam.** The students from nearly all sections of the society and from areas far and wide joined the institution which later made an impact on national life. Maulvi Umeruddin Sahib was the first Principal of the Sind Madressah. This is the proud institution where the founder of Pakistan Quaid-e-Azam, Dr. Daud Pota, Sir Ghalam Hussain Hidayatullah, Sheikh Abdul Majeed Sindhi, Hasan Ali Abdul Rehman, Tufail Ali A. Rehman and A.K.Baruhi received their early education.

On 21st June 1943, the administrative board of Madressah made it Sind Muslim College (S.M College).

FurtherReadingChapter3EducationalMovements http://www.friendsmania.net/forum/b-com-part-1-pakistan-studies-notes/27003.htm#ixzz3rGCterlT

Pakistan achieved independence from over a century of British colonial rule in August 1947. The colonial period did witness some progress in education. But, modification in the education system was required to create and form an ideological Muslim state, which based on a philosophy of life. The educational leadership understands that the existence of nations is reflected through their ideas and beliefs. By this view, the principles of the Quran and Sunnah are valued in educational, political, social, cultural and economic policies to strengthening the unity among the citizen of Pakistan without losing the national identity.

Since independence, the educational leaders have figured out the two major educational challenges, which are improving literacy and universalization of primary education, especially girls' education. More than half a century down the road, the country remains a largely illiterate country and the literacy rate is at a dismal in rural women. According to economic survey of Pakistan 2014-15, the literacy rate of only 58 percent, i.e. 42 percent of its population remains unable to read or write, due to the budgetary allocation to education which has remained static around 2.0 percent of GDP for the past decade. By which there is a large stock of 6.7 million out of school children; of which 55 percent are girls, reported by Pakistan Education for All (EFA) review report 2015.

In academic session 2013-14, primary education is affected with dropout rate at various levels due to security reasons in the country. It affects the quality of education as quoted by Noor, Rifat & Huma, 2016 that "this year the reduction in the academic session took place and teachers emphasized on the completion of the course and preparation of final examination rather than working with hands-on activities in the class". They also mentioned that the policy of Out of School Children (OOSC), ASER Report 2013, **"Every child enrolls in school, Every child is retained in school, Every child learns and makes progress,"** did not work properly despite the great efforts by the government, schools fail to provide separate classes, extra time and resources to properly entertain the newly enrolled children.

The educational reforms come through policies and plan in connection with laws and rules that govern the operation of education systems. Here, in Pakistan number of Educational Policies and Five Year Plans have been implemented in sixty nine years of independence. The eighth Educational Policy- 2009, Vision 2025 and 11th Eleven Five Year Plan-2013-18 are in progress for attaining the targets. Ministry of Federal Education and Professional Training is in the process of implementing "New Education Policy 2016" next year and it will be uniformly implemented in all provinces including Azad Jammu Kashmir and Gilgit-Baltistan. Pakistan Vision 2025 has aimed to provide a substantial expansion in the levels of education as well as qualitative improvement, by giving 4.0 percent of GDP on education by 2018. While the government at all levels will ensure that the individuals are able to pursue their economic, social, and intellectual objectives in the best possible way,(Pakistan, 2014-15).

The global policies of Economic emphasis the empowerment of youth on competency-based technical and vocational training, in that context the educational leaders launched various programs under Prime Minister's Youth Skill Development Program, which are being implemented by National Vocational and Technical Training Commission (NAVTTC). During the fiscal year 2014-15, federal government has allocated Rs. 350 million for NAVTTC to its 28 on-going sub-projects throughout the country. These programs have produced Pakistani Skill workforce to cater demands of local and international markets and to enhance the employability of Pakistani Youth, (Pakistan, 2014-15).

It is the job of leaders to complete the tasks by using various approaches like adaptability in situations and tactics, direction setting, and by setting high performance standards. To take the corrective action, they observe the reality and orient the problem at various situations to get the proper solution. It forms progressive research culture to align the direction towards targets. The top leadership envisages the importance and persisting financial assistant to Higher Education Commission (HEC), Pakistan to execute programs and projects to enhance the role of research and development in higher education. In addition to that Higher Education Commission has announced the launch of the Smart Universities Project to provide enabling environment to the students helping them with their research and learning opportunities through ubiquitous access of internet.

Educational leaders desire that education needs to be delivered inclusively, effectively and equitably across the country to ensure that it is a driver of social cohesion and resilience. They are making all efforts to recuperate both the quality and the coverage of education through effective policy interventions and expenditure allocations and transform educational services at a grass roots level.

2.5 Self-Assessment Questions
Q.1 What do you understand by the term Educational Leadership?
Q.2 Discuss global perspective of educational leadership in your own words.
Q.3 Do you think that educational leadership is helpful for lifelong learning, if yes explain how?

2.6 References

Annual Status of Education Report. (2014). Retrieved from ASER-Pakistan 2013: http://www.aserpakistan.org/document/aser/2013/reports/national/ASER_National_Report_2013.pdf

Bengali, K. (1999). *History of Educational Policy Making and Planning in Pakistan, Working Paper Series # 40* . Islamabad: Sustainable Development Policy Institute (SDPI).

Cherry, K. (August 19, 2016). Leadership: —theory and practice. http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf.   Retrieved   from http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf

Farooq, R. (1994b). Education System in Pakistan: Issues and Problems. *Asia Society for Promotion of Innovation and Reforms in Education, Islamabad*, 23-55.

Gelsthorpe, T. a.-B. (2003). *Educational Leadership and the Community*. Pearson Education Limited.

Gibb, C. A. (June, 1958). An Interactional View of the Emergence of Leadership. *Austerlian Journal of Psychology*, Vol.10, No.2, pages 101-110, DOI: 10.1080/00049535808255958.

Gillard, D. (2011). *Education in England: a brief history.* Retrieved from http://www.educationengland.org.uk/history/chapter04.html
Hameed-ur-Rehman, M., & Sewani, S. M. (September2013). Critical Analysis of the Educational Policies of Pakistan. *The Dialogue,*, Volume VIII, Number 3, http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/8_3/Dialogue_July_September 2013_247-260.pdf.

Haq, R. (2014, March 20). *Literacy in Pakistan 1947-2014*. Retrieved from Discussion in Economy   &   Development: http://defence.pk/threads/literacy-in-pakistan-1947-2014.305311/

http://history-pak.blog. (2015, December Saturday). Retrieved from Pakistan History,Quaid-e-Azam Muhammad Ali Jinnah, Blog:

http://history-pak.blogspot.com/2009/05/early-years-quaid-e-azam-muhammad-ali.html#comment-form

Islamia College University, 1913.
https://en.wikipedia.org/wiki/File:Islamia_College_University.png.

Javed, M. M. (2008). *Quaid -e-Azam as a Role Model.* Retrieved from http://m-a-jinnah.blogspot.com/2010/12/quaid-e-azam-as-role-model.html, retereived on September 2016

Kaur, K. (1990). Madrasa Education in India: A survey of its Past and Present, . Chandigarh: Center for Research in Rural and Industrial Development.

Khan, A. N. (1975). *A Proposed Stretegy For Reorganizating Secondary School Teacher Preparation in Pakistan.* Denton, Texas.

Moin, A. (2009, November 9). *From Iqbal's Dream to Takmeel-e-Pakistan* . Retrieved from PKKH:
https://pakistankakhudahafiz.wordpress.com/2009/11/09/from-iqbals-dream-to-takmeel-e-pakistan/

National Education Policy 2009. Islamabad: Ministry of Education.

National Resource Center for Learning Communities- (March 2004). *Washington Center.* Washington:
http://evergreen.edu/washingtoncenter/docs/intlearning/statementintlearning.pdf.

Ngirwa, C. C., Euwema, M., Babyegeya, E., & Stouten, J. (04 Feb 2014,). Managing change in higher education institutions in Tanzania, A historical perspective. *Higher Education Management and Policy, Institutional Management in Higher Education,*, No: 22, Volume: 24, Issue: 3 Pages 127–144, DOI 10.1787/hemp-24-5jz8tqsd1vjh.

Noor, A., Rifat, Q., & Huma, A. (2016). Analysis of Management Support and Teaching Practices for the Implementation of New Elementary Science Curriculum in Islamabad Model Schools. *Science, Technology and Development*, Vol 35 (1) :6-15, ISSN 0254-6418 / DOI: 10.3923/std.2016.6.15.

Pakistan, E. S. (2014-15).
http://www.finance.gov.pk/survey/chapters_15/10_Education.pdf.
Petryni, M. (2016, April 2). *Small Business.* Retrieved from Chron:
http://smallbusiness.chron.com/difference-between-strategic-operational-objectives-24572.html

Quesnay, H. D. (2003). *Introduction: educational Leadership and the Community.* Glasgow: Bell and Bain Ltd, ISBN 0273661647.

Schein, E. H. (2004). *Organizational Culture and Leadership,.* San Francisco : Jossey Bass, 3rd edition.

Sewani, M., Hameed-ur, R., & Sadruddin, S. M. (n.d.). *The Dialogue*, Vol. VIII.

Spillane, J. P. (2006). *Distributed leadership (1st edition).* San Francisco: Jossey-Bass. pp. 11–12. ISBN 0-7879-6538-3.

Tutorials. (n.d.). *Education in Pakistan (Policies and Policy Formation).* Retrieved from http://academiatutorials.blogspot.com/2010/09/education-in-pakistan-policies-and.html

Ulama. (2016). Retrieved from https://en.wikipedia.org/wiki/Ulama

LEADERSHIP THEORIES

Written By: Amina Nadir
Reviewed By: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

Leadership is considered as being "a part of the problem-solving machinery of the group," (Gibb 1958, p.103). This recognizes that the leaders are highly powerful acquire all authority, and can influence decisions made in the workplace to achieve organizational goals. The ability to supervise the tasks and assess subordinates in the workplace has been examined from the centuries to study a particular course of action of organizational leaders. For instance;

- Fredrick Taylor (late 1800s) gave the concept of Scientific Management to direct the organizational productivity.
- Max Weber (1922) gave a concept of bureaucracy to deal with the organizational administration, where the leader possessed power by virtue of his position.
- Mary Parker Follett (1926) – participatory management in "power with" as opposed to "power over."

After 1930s a revolutionary change occur in leadership approach and got importance and interest in the academics fields. To look at the leaders around us – be it our principal or director or the President of state, it wonders that how and why these individuals excel in such positions and have a skill to engage people. In this context, a number of theories of leadership have formed to comprehend the flashing characteristics of leaders that are particularly suited to leadership.

LEARNING OUTCOMES

After going through this unit, the students would be able to:
- describe the various theories of leadership.
- discuss the necessary characteristics of Leadership.
- enumerate the leadership styles and need of taking appropriate decisions.
- infer the leadership style that has a high concern for people and for production.
- describe the important role of leadership that encourages participation and enhance contributions from group members.

There are a number of different leadership theories have been introduced to explain exactly how and why certain people become great leaders. How their certain personality traits make them better-suited to leadership roles. The effective leadership is a key factor in the life and success of an organization. It is a role of leader to transforms potential into reality. In this unit, the subsequent theories are described the complexity, subjectivity and dynamic role of leadership.

3.1 Great Man Theory

It describes as "born to lead?" by this point of view, great leaders are simply born with the necessary internal or inherited characteristics, such as; charisma, wisdom, confidence, intelligence, and social skills. These characteristics make them natural born leaders, which assume that the capacity for leadership is inherent that great leaders are born, not made. This theory often portrays great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

The theory was popularized in the 1840s by the work of Scottish writer Thomas Carlyle but, in 1860, Herbert Spencer formulated a counter argument and said that great men are the products of their societies, and that their actions would be impossible without the social conditions built before their lifetimes, (Carneiro, 1981). This argument has remained influential throughout the 20th century.

The various scholars narrated the theory as:

Scholars	Contribution	Digest
Thomas Carlyle (4 December 1795 – 5 February 1881) a Scottish philosopher	On Heroes, Hero-Worship and the Heroic in History published in 1841. It is a collection of six lectures. One of the lecture delivered on May 8, 1940 on The Hero as Prophet. Muhammad: Islam	He saw history as having turned on the decisions of "heroes", giving detailed analysis of the influence of several men, including Muhammad (PBUH), Shakespeare, Luther, Rousseau, Pericles, and Napoleon.
Frederick Adams Woods (1873–1939)	The Influence of Monarchs: Steps in a New Science of History published in 1913	He investigated 386 rulers in Western Europe from the 12th century till the French revolution in the late 18th century and their influence on the course of historical events.
Søren Kierkegaard, (May 5, 1813 – November 11, 1855) a Danish philosopher called "Father of Existentialism."	Fear and Trembling (Danish) published in 1843	His discourses begin with a dedication to the single individual, who has become Abraham in this work. He claims that the individual's subjective relationship to the God-Man Jesus the Christ,which came through faith. Some of his key ideas include the concept of "Truth as Subjectivity", the knight of faith, the recollection and repetition dichotomy, angst, the infinite qualitative distinction, faith as a passion, and the three stages on life's way (aesthetic, ethical, religious).

William James (January 11, 1842 to August 26, 1910) an American philosopher, psychologist and trained physician	Lecture 'Great Men and Their Environment' published by the Harvard University Press	William James began with the fact that people are different. Some possess noticeable talents and gifts. How those differences originate is a legitimate question, going back through the womb to climate, race, divine will, and so forth, (Harter, 2003).

James' favourite quote from Kierkegaard came from Høffding: "We live forwards, but we understand backwards". It is generally appropriate for common people, but the impact of great men or heroes are highly influential, think forward and plan before time due to their personal personality.

The theory assumes that leader is different from the average person in terms of personality traits (like; intelligence, perseverance, ambition, etc.) and these traits might be the inherited traits.

3.2 Trait Theory

Similar in some ways to the Great Man theory, trait theory assumes that people inherit certain qualities and traits that make them effective leaders. In early researches, trait theory was considered some physical leadership characteristics (such as height and appearance), personality characteristics (such as extraversion, self-confidence, and courage) and abilities (such as intelligence and verbal fluency). These characteristics could potentially be linked to great leaders, (Kouqing, 2009).

If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theory to explain leadership. Further research found that not all leaders possess the same traits. No leadership traits have been found to relate consistently to group performance, whereas many of the traits possessed by leaders can be learned or developed. But, possessing leadership traits is not enough, they must take some action. In this context, Kirkpatrick and Locke said that people with the traits are likely to engage in leadership activities. While, Stodgill's (1974) enlisted some of the traits and skills for effective leadership as;

Traits	Skills
• Adaptable to situations	• Clever (intelligent)
• Alert to social environment	• Conceptually skilled
• Ambitious and achievement-orientated	• Creative
• Assertive	• Diplomatic and tactful
• Cooperative	• Fluent in speaking
• Decisive	• Knowledgeable about group task
• Dependable	• Organized (administrative ability)
• Dominant (desire to influence others)	• Persuasive
• Energetic (high activity level)	• Socially skilled
• Persistent	
• Self-confident	
• Tolerant of stress	
• Willing to assume responsibility	

Source: (IAAP, 2009)

It concludes that the leaders born with leadership traits, but inconsistent findings of characteristics among leaders revealed that certain traits may enhance the perception that somebody is a leader.

3.3 Behavioural Theories

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Consider it the flip-side of the Great Man theory, based on defined behaviour of leaders. Here, the actions of leaders not on mental qualities or internal states, but people can *learn* to become leaders through teaching and observation.

The behavioural theories exhibited two general types of behaviour of leaders: Concern for people and concern for production, which gave two assumptions.

- As a leader's consideration increased, employee turnover and absenteeism declined
- As a leader's task orientation increased, employee performance rose.
  But, sometimes the actual findings were contradictory.

3.3.1 The Managerial Leadership Grid

The **managerial grid** model (1964) is a style **leadership** model developed by Robert R. Blake and Jane Mouton. This model originally identified five different **leadership** styles based on the concern for people and the concern for production.
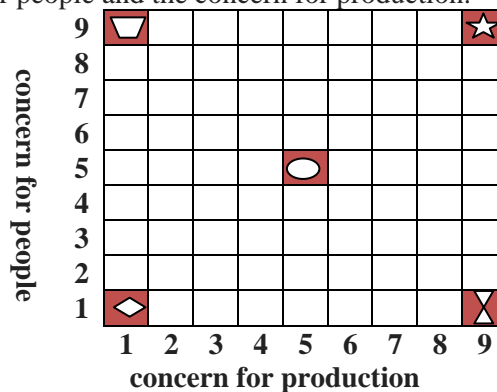
The model is represented as a grid with *concern for production* as the x-axis and *concern for people* as the y-axis; each axis range from 1 (Low) to 9 (High), where various geometrical shapes represented the styles of management.

Style	Features	Concern for People	Concern for Task
Impoverished Management	Laissez-faire style, minimal effort on management, hoping to avoid blame for errors	1	1
Country Club Management	Focus on creating safe, comfortable working environment, minimal conflict	9	1
Task Management	Autocratic style, consistent with McGregor Theory X. Workers have to complete tasks-nothing else	1	9
Team Management	Staff closely involved in decision making and feel valued, consistent with McGregor Theory Y	9	9
Middle of the Road Management	Compromises made to achieve acceptable performance, though to be the least effective leadership style	5	5

Source: http://www.tutor2u.net/business/reference/leadership-styles-blake-mouton-managerial-grid

3.3.2 Role Theory

Role theory of leadership as a theoretical approach borrows from the sociological role theory, in which the essential elements of the social system are used to link between the individual's roles in a society. It means, it is a combination of sociology and social psychology that considers most of everyday activity to be the acting out defined roles like; mother, manager, teacher, etc,. Each role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfilled.

The term role theory has renowned around the period of 1920s and 1930s. It became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Ralph Linton. They presented two concepts – the mind and the self, which are the precursors to role theory, (Hindin, 2007). Cottrell, L. S. (1942) worked further and said that the individuals play a variety of social roles in their lifetimes and these roles identify and describe them as a social being and their basis of self-concept. In addition to that how well they accept the role changes typical of later years, (YODANIS, 2016) (Sociological Theories of Aging, 2006). These roles form social systems which work best with a chain of command. When people have agreed to do a job, a part of the deal is that they cede authority to their leader.

For formal setup in an organization, the role theory reveals that through policies and positions set by upper management to develop corporate culture in an organization. They encourage and utilize resources i.e., 3M (man, material, money) to get product line by delegation of role in the organization. The purpose of this strategy is to influence the role behaviour of organizational members on following aspects:

1.   The norms, determining a social situation.
2.   Internal and external expectations are connected to a social role.
3.   Social sanctions (punishment and reward) are used to influence role behaviour.

These three aspects are used to evaluate one's own behaviour as well as the behaviour of other people. But, to define the role of individuals, Cultural role, social differentiation and situation- specific roles are the main concerned areas of role theory.

Cultural role is stable until political and social conflicts do not appear. If it happens the cultural change occurs and new roles are formed. As we have seen the feminist movement (popular waves came in 1968, 1980 & 1990s) initiated a change in male and female roles in Western societies. Levels of conflict, however, vary across cultures as a result of perceptions of gender roles and the subsequent amount of time given to work and domestic roles, (Moore 1995).

Social differentiation has a lot of attention due to the development of different job roles of employees in the organization. Robert K. Merton distinguished between intrapersonal and interpersonal role conflicts. Role conflict is when a leader and his officers fail to perform a certain role or refuse to accept their role and do not fulfill the set expectations. Another concept "Role overload" is also important in the role theory. It is referred as the experience of lacking the resources, including time and energy, which is needed to meet the demands of all roles. Role overload and conflict often lead to difficulties with meeting role expectations, known as role strain or role pressure and also create various negative psychological and physical problems, (Goode 1960).

Another German-British sociologist Ralf Gustav Dahrendorf (1 May 1929 – 17 June 2009), presented social differentiation by distinguishing between must-expectations, with sanctions; shall-expectations, with sanctions and rewards and can-expectations, with rewards. He also argues that people should accept their own roles in the society and it is not the society that imposes them.

Situation-specific roles develop ad hoc in a given social situation. Nevertheless, the expectations and norms are predetermined by the social role. It is a central weakness of role theory that only describing and explaining deviant behaviour, (Lorette, 2016)**.**

Researches find multiple roles to be associated with both positive and negative consequences in an organization, but immediate attention is required when the problems associated with multiple roles. Under this assumption, leaders and the employee's role often defined or based on their organizational assignments which generate the Leader-Member Exchange theory, (LMX). The goal of LMX theory is to explain the effects of leadership on members, teams, and organizations. It was found that leaders form strong trust, emotional, and respect-based relationships with some members of a team, but not with others, (Bauer & Ergoden, 2015). To strengthen the relationship, team members have to go through three phases to form their relationship with their manager: Role-Taking, Role-Making, and Routinization, (Manktelow, 2016) .

The major work has been done on leader–member exchange (LMX) in the past forty years, but LMX is still being actively researched. One of the main questions regards how

LMX relationships form and how managers can most effectively create them. By this context, the researches are been conducted on organizational culture, employee retention and engagement, job- embeddedness and job satisfaction. It was found that the leadership technique is the two-way (dyadic) relationship between leaders and follower/team. Whereas, their characteristics help to create interpersonal relationship.

> Further Study
> Graen, G. B.; Uhl-Bien, M. (1995). "The Relationship-based approach to leadership: Development of LMX theory of leadership over 25 years: Applying a multi-level, multi-domain perspective". *Leadership Quarterly* **6** (2): 219–247. doi:10.1016/1048-9843(95)90036-5.

3.4 Contingency Theories

Contingency theories of leadership are based on the variables related to the environment and particular surroundings of an organization where the leader rule upon. It might also determine particular style of leader which best suited for the situation. By this, the theory claims no leadership style is best in all situations. Success in any situation depends upon a number of variables; the leadership style, qualities of the followers and aspects of the situation. The various researchers explain the contingency approach through various models and theories.

3.4.1 Fiedler's Contingency Theory

The Fred Fiedler Contingency theory is based on a Model which was created in the mid-1960s, to study the personality and characteristics of leaders. The model states that the best or effective style of leadership is based on the situation or event. The model uses Least-Preferred Co-Worker (LPC) Scale, to identify leadership style.

Least-Preferred Co-Worker (LPC) Scale		
Unfriendly	1 2 3 4 5 6 7 8	Friendly
Unpleasant	1 2 3 4 5 6 7 8	Pleasant
Rejecting	1 2 3 4 5 6 7 8	Accepting
Tense	1 2 3 4 5 6 7 8	Relaxed
Cold	1 2 3 4 5 6 7 8	Warm
Boring	1 2 3 4 5 6 7 8	Interesting
Backbiting	1 2 3 4 5 6 7 8	Loyal
Uncooperative	1 2 3 4 5 6 7 8	Cooperative
Hostile	1 2 3 4 5 6 7 8	Supportive
Guarded	1 2 3 4 5 6 7 8	Opened
Insincere	1 2 3 4 5 6 7 8	Sincere
Unkind	1 2 3 4 5 6 7 8	Kind
Inconsiderate	1 2 3 4 5 6 7 8	Considerate
Untrustworthy	1 2 3 4 5 6 7 8	Trustworthy
Gloomy	1 2 3 4 5 6 7 8	Cheerful
Quarrelsome	1 2 3 4 5 6 7 8	Harmonious

Source: A Theory of Leadership Effectiveness by Professor F.E. Fiedler,1967.

Fiedler said that the leader is analyzed on leadership styles, which are task- oriented and relationship –oriented. He described the model that task-oriented leaders usually view their LPCs more negatively, resulting in a lower score and called these low LPC-leaders. But, the low LPCs are very effective at completing tasks. The leaders are quick to organize a group to get tasks and projects done. Relationship-building is a low priority.

However, relationship-oriented leaders usually view their LPCs more positively, giving them a higher score and called high-LPC leaders. High LPCs focus more on personal connections, and they are good at avoiding and managing conflict as well as better able to make complex decisions, (Yolandé, 2016).

Further Fiedler explains the "situational favorableness" also called "situational control." He said that the leaders are analyzed on 3 dimensions: Position Power, Task Structure, and Leader-Member Relations. These are the "situational favourableness" explains below:

- **Leader-Member Relations** create the level of trust and confidence of team to their leader. Here, the leader who is more trusted and has more influence with the team than a leader who is not trusted.
- **Task Structure** refers that the clear and structured tasks are develop favourable situation rather than vague and unstructured, because no one has a knowledge to achieve them.
- **Leader's Position Power** refers the amount of leader's power to direct the team. The power either strong or weak and also direct reward or punishment for a team or individual.

The main criticism on the Fiedler Contingency Model is a lack of flexibility in leadership style to handle various situations.

3.4.2 Path-Goal Theory

An American Psychologist, Robert House, developed Path-Goal Theory in 1971, and then redefined and updated it in 1996 in The Leadership Quarterly Article. The theory inspired by the work of Victor Vroom (1964) and Martin G. Evans (1970) and assumes that leaders are flexible and that they can change their style, as situations require. The path–goal model can also be classified as a form of Transactional leadership.

The theory is designed on expectancy approach to motivate followers through communication styles of leadership and studying it in various situational factors.

Communication styles	Leadership Role
Directive	The leaders are sensitive to individual team members need, especially when the tasks are repetitive and stressful.
Supportive	The leaders explain the goal and expectations when the tasks are complex and team is inexperienced.
Participative	The mutual participation is required between leader and team before any decision. It works when the team is experienced and skilled.
Achievement-oriented	The leader sets the challenging goals and standards for each team member, when they are unmotivated and unchallenged in their work.

The theory proposes two situational factors; Nature of Followers and Nature of task. In the context of effective followers, Kelley (1988) defines two dimensions that underlie as:
1.   The degree to which a person exercises independent, critical thinking
2.   The degree of active or passive participation, (Chipscholz, 2011).

He further said, "In an organization of effective followers, a leader tends to be more an overseer of change and progress than a hero. As organizational structures flatten, the quality of those who follow will become more and more important," (Kelley, 1988).

To study the situational factors, the nature of tasks also affects the path-goal approach. Any task related to the environment and with the person. The organizational leadership makes the task open or closed depending on whether the task environment is stable or changing as well as discrete, continuous, or serial, depending on their relation to other tasks. It is also found that the organizational practices, use of the mechanism of feedback and adaptive task or teach the task in parts depend upon the individual's ability, (Thompson, 1999). The theory emphasizes that in each scenario, the path clarification and compensation is necessary to satisfy the team and gain the desired outcomes. And, the team shows their confidence and increased efforts in the accomplishment of organizational goals.

3.4.3 Cognitive Resource Theory (CRT)
The **theory** is based on industrial and organizational psychology developed by Fred Fiedler and Joe Garcia in 1987 as a reconceptualization of the Fiedler contingency model. The theory focuses on the influence of the leader's intelligence and experience in account of his or her personality, degree of situational stress and group-leader relations. The theory is originating from studies into military leadership style, but now use in sports and training purposes to assess the performance and contribution of an individual in assigned tasks.

Further Study:
Murphy, S. E., Blyth, D. & Fiedler, F. (1995). Cognitive Resource Theory and the Utilization of the Leader's and Group Members' Technical Competence. The Leadership Quarterly, vol. 3, pp. 237-255.

3.4.4 Strategic Contingencies Theory

It presents the intra-organizational power and hypothesizes that organizations have systems of interdependent subunits and have a power distribution with its sources in the division of labour, (Hickson, Hinings, Lee, Schneck, & Pennings, June 1971). The theory focuses on leadership personality and skills that need to solve the problems. It explains that if a person does not have charisma, but is able to solve problem, then he or she can be an effective leader. Here, the leader has a central role and the ability to view the situation and its problems. Simply, the theory helps to objectify leadership techniques, as opposed to relying on personalities.

In scientific and formal academic problem situations, the theory would have shown more force and effect, because, the persons are rational agents in this situation to identify and orient the problem and able to address it directly.

3.4.5 Situational Theories

Situational theories propose that leaders choose the best course of action based upon situational variables and use different styles of leadership for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be the most appropriate, where group members are skilled and experts, a democratic style would be more effective.

These theories are the essence of contributions of American authors, Dr. Paul Hersey (1931 - December 18, 2012), professor and author of the book "The Situational Leader,"and Kenneth Hartley Blanchard (Born in 1939), leadership trainer and author of popular book "The One Minute Manager." In the late 1970s or early 1980s, the authors both developed their own models using the situational leadership theory; Hersey - Situational Leadership Model and Blanchard et al. Situational Leadership- II Model and both characterized leadership style in terms of the amount of Task Behaviour and Relationship Behaviour that the leader provides to their followers, (https://, 2016) (Clayton, 2016) (Shea, 2016), (Sheroo, 2011)

Hersey and Blanchard's Situational Leadership Model describes;
- The level of maturity of a worker plays a role in leadership behaviour, that is, Maturity consists of; Job maturity which relates to talks-related abilities, skills and knowledge, and Psychological maturity which relates feelings of confidence, willingness and motivation.
- Follower readiness
- Leader behaviour

In case of leadership style, the model is based on a directive and supportive behaviour, and shows four situational conditions; S1, S2, S3, S4.

S3- Supporting	S2- Coaching
Asking/listening **Reassuring** **Facilitating self-reliant problem solving** **Collaborating** **Encouraging feedback** **Appreciating**	**Exploring/asking** **Explaining/clarifying** **Redirecting** **Sharing feedback** **Encouraging** **Praising**
S4- Delegating	**S1- Directing or telling**
Allowing/trusting **Confirming** **Empowering** **Acknowledging** **Challenging**	**Defining** **Planning** **Orientating** **Teaching/showing & telling how** **Checking/monitoring** **Giving Feedback**

LOW ━━━━ **Directive Behaviour** ━━━▶ **HIGH**

(Left axis: **HIGH / LOW Supportive Behaviour**)

For development needs of employees or followers, the model gives the following performance variables based on four levels:
- Competency – function of knowledge and skills
- Commitment – function of confidence and motivation

HIGH ◀━━▶ **MODERATE** ◀━━▶ **LOW**

High Competency High Commitment	High Competency Variable Commitment	Some Competency Low Commitment	Low Competency High Commitment
D4	**D3**	**D2**	**D1**
Peak Performer	**Reluctant Contributor**	**Disillusioned Learner**	**Beginner**

Developed ◀━━━━━━━▶ **Developing**
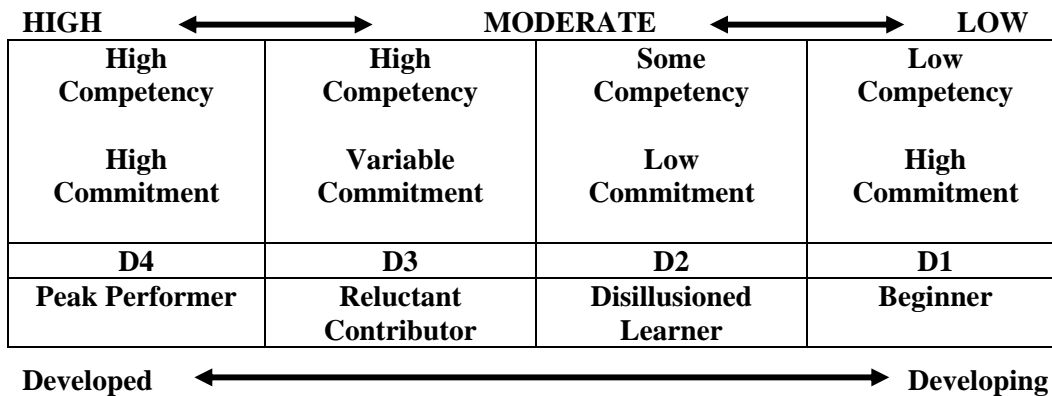
In short, situational leadership is not something that does "For" people, but something that does "With" people.

3.5 Power and Influence Theory

Usually, people ask! Are the leaders' forms with power? Or/and is it true that people come in their influence with their thoughts and attitude? These are correct under some conditions, according to leadership theory of Power and Influence. This theory was the work of J. French and Bertram Raven (1960), to determine the sources of leader's power use to influence others, (Lunenburg, 2012). Power and Influence are the abilities that should be aware of all leaders and managers to make things happen, overcoming potential resistance in order to achieve desired results. Power is considered as a natural talent in the fabric of organizational life, (Haugaard & Clegg, 2012; McClelland & Burnham, 2003). Getting things done requires power (Pfeffer, 2003) by using positive or negative behavior to accomplish various orders. Sometimes, the negative behaviour shows biasness may cause conflict, while positive behaviour overcome conflict and even avert it.
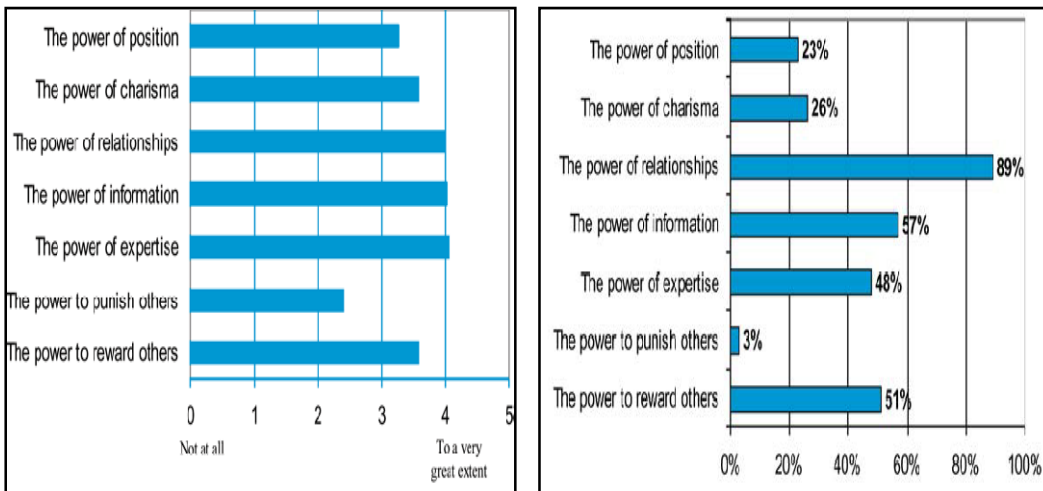
A Center for Creative Leadership (CCL) has conducted a research on the role of power in effective leadership in 2008 and asked with sample participants that to what extent the leader leverage the various sources of power at work.

Source: A CCL Research White Paper 2008, a) Most frequently leveraged sources of power, and b) the sources of power would be most important in the next five years.

The findings in case a reveal that the three most frequently leveraged sources of power are: the power of expertise, the power of information, and the power of relationships. Whereas, the power of punishment was the least leveraged source among all criteria.

The information received from the respondents in case b was slightly different, that they ranked third to the power of reward and it would be most important in the next five years along with top two powers; power of relationships and information.

3.5.1 Sources of Power

The various forms or sources of power are operating within organizations. While, some appear formally on organization charts, and exist by virtue of official position or capacity to reward or punish. Expert power succeeds because of its ability to convince or persuade people based on what rhetoricians call the ethos of the person doing the persuading. To deal the organizational situations different sources of power have been identified and can be described on the basis of two main categories; (a) Positional Power, and (b) Personal Power

3.5.1.1 Positional Power Sources

The common positional power sources are Legitimate Power, Reward Power and Coercive Power.

Legitimate Power

Legitimate power is a power of formal position in the office and forms the organization's hierarchy of authority. For example, the president of state has certain powers because of position or status in the state. Legitimate power gives the manager power over their direct reports. By this sometimes, the person in power believes that they have the right to make demands on others and expect them to be compliant. To some extend the position power is right but, usually the subordinates influenced by the **position** and not to the person. It weakens the working relationship and lead to the conflicts rather than sharing of expertise.

Reward Power

Reward power is the ability to give rewards. For examples; the rewards are promotions, pay increases, working on special projects, training and developmental opportunities and compliments. Reward is the result of position-power and sometime shows the limitation in designing the categories for rewards. Due to key position in the organization, the influence on the rewarding system might be happened to use other's behaviours and actions on oneself benefit.

Coercive Power

Coercive Power is the opposite of reward power and promotes the expression of threats and punishments. Extensive use of coercive power usually seen in autocratic leadership which is inappropriate and people feels stifled. (Khagendra, 2012) (Daugherty & Williams) (Faeth, 2004).

3.5.2 Personal Power Sources

The common personal power sources are Referent Power, Expert Power, and Information Power.

Referent Power

Referent power is one of the Social Power, which refers to the ability of an organization leader to influence a team, because of the team's loyalty, respect, friendship, admiration, affection, or a desire to gain approval. Here, the leader needs strong interpersonal relationship skills. Therefore, it is important for the organizational leadership to increase collaboration and influence rather than command and control. The team members feel

comfortable to express about work in front of their leader and more committed in duties due respect of their self esteem.

Expert Power
Expert power is based upon individuals' perception that an individual can influence other individuals on the basis of a high level of knowledge or a specialized set of skills that others do not possess in the organization. These experts do not require position power and people tend to listen more to those who demonstrate expertise. It also shows the potential of the expert and can be developed by offering guidance and support to others. These expertise should be rationalized by keeping yourself informed of new developments in your concerned areas, (Bal, Campbell, Steed, & Meddings, (2008); http, 2016).

Power and influence theory occupy an exalted status in any organization. It is required to take appropriate decisions. The leaders use it to find new paths or modify an existing path or supervise, train and review others. They also use it to figure out ways to increase the productivity, profit and brand value of the organization.

Leadership Development: Past, Present, and Future Trends
Researches indicate that the effective leadership is more strongly correlated with lower turnover rates, higher productivity, and higher employee satisfaction. The Command-Coordinate-Control (CCC) is the strategy used to value the leadership techniques. The past and present trends of leadership provide recognition of the importance of a leader's emotional resonance with others, along with the organizational activities like coaching, mentoring, action learning, and 360-degree feedback. Future trends require exciting potential advances in globalization, technology, return on investment (ROI), and new ways of thinking about the nature of leadership and leadership development, (Hernez-Broome & Hughes).

Universities Project to provide enabling environment to the students helping them with their research and learning opportunities through ubiquitous access of internet.

Educational leaders desagree that education needs to be delivered inclusively, effectively and equitably across the country to ensure that it is a driver of social cohesion and resilience. They are making all efforts to recuperate both the quality and the coverage of education through effective policy interventions and expenditure allocations and transform educational services at a grass roots level.

3.6   Self-Assessment Questions
Q.1   What is Trait Theory?
Q.2   What is managerial leadership describe through managerial grid model?
Q.3   What is the difference between cognitive resource theory and Strategic contingency theory?

3.7   References

Bal, V., Campbell, M., Steed, J., & Meddings, K. (2008). A CCL Research White Paper: The Role of Power in Effective Leadership. Center for Creative leadership.

Bauer, T., & Ergoden, B. (2015). *The Oxford Handbook of Leader-Member Exchange.* New York, NY 10016: : Oxford University Press. ISBN 9780199326174.

Carneiro, R. L. (1981). Herbert Spencer as an Anthropologist. *Journal of Libertarian Studies, vol. 5,* , pp. 171–172.

Cherry, K. (August 19, 2016). Leadership: —Theory and Practice. http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf. Retrieved from http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf

Chipscholz. (2011, June 8). *Effective Followers: 4 Qualities to Strive For.* Retrieved from http://www.chipscholz.com/2011/06/08/effective-followers-4-qualities-to-strive-for/

Clayton, V. (2016). *Situational Leadership.* Retrieved from www.portfolio-info.co.uk/files/file/Situational%20Leadership.ppt

Daugherty, R. A., & Williams, S. E. (n.d.). *Power and Influence: Strategies for Leaders.*

Faeth, M. A. (2004, April 8). *Power, Authority and Influence: A Comparative Study of the Behavioral Influence Tactics Used by Lay and Ordained Leaders in the Episcopal Church* . Retrieved September 28, 2016, from https://theses.lib.vt.edu/theses/available/etd-04202004-172143/unrestricted/mabfaethdiss.pdf

French, J., & Raven, B. (1959). The bases of social power. Studies in social power . Retrieved from The bases of social power. Studies in social power (1959).

Gibb, C. A. (June, 1958). An Interactional View of the Emergence of Leadership. *Austerlian Journal of Psychology*, Vol.10, No.2, pages 101-110, DOI: 10.1080/00049535808255958.

Harter, N. (2003). Between Great Men and Leadership: William James on the Importance of Individuals . *Journal of Leadership Education* , Volume 2, Issue 1, http://aole.memberlodge.org/Resources/Documents/jole/2003_summer/JOLE_2_1_Harter.pdf .

Haugaard, M., & Clegg, S. (2012). Power and organizations. *Thousand Oaks, CA: Sage* .

Hernez-Broome, G., & Hughes, R. L. (n.d.). *Leadership Development: Past,Present,and Future.* Retrieved from Center for Creative Leadership: http://www.ccl.org/leadership/pdf/research/cclLeadershipDevelopment.pdf, retreived on October 2016.

Hickson, D. J., Hinings, C. R., Lee, C. A., Schneck, R. E., & Pennings, J. M. (June 1971). A Strategic Contingencies' Theory of Intraorganizational Power. *Administrative Science Quarterly*, Vol. 16, No. 2, pp. 216-229, Sage Publications, Inc.

Hindin, M. J. (2007). *Role Theory in George Ritzer (ed.) The Blackwell Encyclopedia of Sociology.* Blackwell Publishing, pp 3959-3962.
http. (2016). https://www.mindtools.com/pages/article/leadership-theories.htm.
https://. (2016). Retrieved from https://en.wikipedia.org/wiki/Situational_leadership_theory

IAAP. (2009, April 28). Leadership Theories and Styles. 2009 Administrative Professionals Week Event.

Kelley, R. E. (1988). *In Praise of Followers.* Harvard Business Review.

Khagendra. (2012, June). *Theories of Leadership.* Retrieved September 28, 2016, from http://www.slideshare.net/kesarinandan96/theories-of-leadership-13415459

Kouqing, L. (2009). Leadership:Theory and Practice. Strategic Leadership for GMS Cooperation Learning Program, Asia-Pacific Finance and Development Center, Shanghai, PRC.

Lorette, K. (2016). *Small Business*. Retrieved from Chron: http://smallbusiness.chron.com/role-theory-organizational-leadership-4958.html retrevied September10, 2016

Lunenburg, F. C. (2012). *Power and Leadership: An Influence Process.* International Journal Of Management, Business, And Administration, Volume 15, Number 1,.

Managerial Grid Model. https://en.wikipedia.org/wiki/Managerial_grid_model.

Manktelow, J. (2016). *The Leader-Member Exchange Theory*. Retrieved from Mind Tools: https://www.mindtools.com/pages/article/leader-member-exchange.htm

McClelland, D. C., & Burnham, D. H. (2003). *Power is the Great Motivator.* Harvard *Review, vol. 81(1), 117-129.*

Pfeffer, J. (2011). *Power: Why Some People Have it-and Others Don't.* New York, NY: HarperCollins.

Riley, J. (2015). *Leadership Styles - Blake Mouton Managerial Grid.* Retrieved from tutor2u: http://www.tutor2u.net/business/reference/leadership-styles-blake-mouton-managerial-grid

Role Theory of Leadership. (n.d.). Retrieved from http://link.springer.com/chapter/10.1007/978-3-7908-2158-1_10#page-2

Shea, D. (2016). *Situational Leadership.* Retrieved from cte-ects.info/She0809/509/In-service%20Situational%20Leadership.ppt

Sheroo. (2011, June 8). Retrieved from http://www.slideshare.net/sherooo83/situational-leadership-ii
Sociological Theories of Aging. (2006, Febuary 20). Retrieved from : Lecture 7- Chapter 9, www.csub.edu/~isumaya/382/382lec7win06.ppt

Thompson, D. (1999, Feburary 11). *Motor Teaching and Motor Learning*. Retrieved from http://coph.ouhsc.edu/dthompso/web/mtrlrng/ntask.htm

Winkler, I. (2009). *Contemporary Leadership Theories.* ISBN: 978-3-7908-2157-4 (Print) 978-3-7908-2158-1 (Online) .

Yodanis, C. L. (2016). *Role Theory - Accumulating and Changing Roles.* Retrieved from Net Industries and its Licensors: http://family.jrank.org/pages/1417/Role-Theory-Accumulating-Changing-Roles.html

Yolandé. (2016). https://www.mindtools.com/pages/article/fiedler.htm.

Unit 4

LEADERSHIP STYLES

Written by: Aamar Mehmood
Reviewed by: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

Leadership styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating peoples. As seen by the employees, it is sum of all explicit and implicit actions performed by their leader. (Newstrom, Davis, 1993).

Leadership styles are adopted according to the situation and need of the organization for which you are working, according to the people involved and goals, vision and challenges of the organization. Leaders adopt different styles when needed. Each and every style has its own advantages as well as disadvantages. There is no hard and fast formula to determine the style of leadership for a particular situation and organization. Selection of leadership style and switching among the styles should be the first quality of leader. Good leaders use different styles normally dominant with one style.

Daniel Goleman (2004), in the book "Primal Leadership," describes six different styles of leadership.
i. **Visionary.** This style is most appropriate when an organization needs a new direction. "Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks,".
ii. **Democratic.** It works best when the direction the organization is unclear and the leader needs to tap the collective wisdom of the group. Mr. Goleman warns that this consensus-building approach can be disastrous in times of crisis, when urgent events demand quick decisions.
iii. **Commanding.** This rigid authoritative model probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction.
iv. **Coaching.** This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization.
v. **Affiliative.** Mr. Goleman describes this approach is good "when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization". This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other.
vi. **Pace setting.** In this style, the leader sets high standards for performance by doing things better and faster and expects the same of subordinates." But Mr. Goleman warns this style may can undercut morale and make people feel as if they are failing.

Here we will discuss following leadership styles
4.1. Moral Leadership:
4.2. Participative Leadership
4.3. Transactional Leadership
4.4. Transformational Leadership
4.5. Charismatic Leadership
4.6. Parentalistic Leadership

LEARNING OUTCOMES

After going through this unit, the students would be able to:

- Understands the different leadership style.

- Know about their advantages and disadvantages.

- Difference between different leadership styles.

4.1 Moral Leadership

According to burham (2016) leadership behavior which is consistent with personal and organizational values which are in turn derived from a coherent ethical system.

Firstly education is an ethically based process decisions as to the nature of educational process are ethical decision and given the incredibly complex range of option and variable available. It is appropriate to say that leaders should be ethically literate.

Other element is to be considered is leader as a model. One of the defining characteristics of leadership is that the exemplification of what the society values. The leader should be role model for others, individuals, society and for the employees. It means not every leader should be paragon but their action should be seen to the ethically based, value driven, and morally consistent.

It is responsibility and quality of the leader to make sure the standards of moral and ethical conduct. Moral leadership involves leading in a way that respects the rights and dignity of others. A moral leader stimulate a moral influence by influencing the subordinates through his character and own morality. Effective leaders make their known values and ethics and reflect them in their leadership style and action and sets high moral and ethical standards for their subordinates.

Moral leaders make decision keeping in view the long term benefits which looks unprofitable in short terms. Moral leaders not only have the understandings of high moral and values but show them from their actions and hold themselves accountable for them and Helps them in winning the trust of subordinates.

Moral leaders consider the viewpoints and needs of all stakeholders while making decisions, and respects the rights and dignity of others.

Moral leaders as a role model of ethical behavior communicate the organization values and help other in learning and sharing these values.

4.1.1 Development of Moral Leadership:

Moral Leadership is part of process of personal development an intellectual and spiritual struggle that moves towards personal authenticity, intuitive understanding and so action based on a sophisticated model of personal meaning.

Burham (2016) purposed following strategies to improve leadership

1. Engagement with meta-narratives i.e. reading ethical classics which include text of great religion and literature on ethics to deepen the awareness and understanding of one's mental models and stimulate reflections.
2. Coaching by a experienced leader or skilled facilitator or by peer is a powerful process to improve the skills.
3. Networking is another powerful strategy that facilitates exemplification, clarification, problem analysis, solution generation, advice and reassurance.

Subordinates feel comfortable with moral leaders usually have good focus on work, have high self-esteem and produce good results, However, there are .shortfalls in particular, the focus on values can exclude people with different values who might otherwise have contributed strongly to the organization.

4.2   Participative Leadership
A Participative Leader seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders.

According to business dictionary Style of leadership in which the leader involves subordinates in goal setting, problem solving, team building but final decision making authority will remain with leader.

Participative leader involve his subordinates in all decision making process and hence create a democrative way to manage the activities. A participative leader ask her subordinates to give solutions to a particular situation. In this way subordinates are involved in the process and they own their decisions and work hard and with more commitment to achieve the goals of the organization. Other benefits are more satisfied employees as they feel honor and respect for being involved in the organization decisions. One major benefit is that the solution comes from multiple minds rather than a single mind.

The level of involvement of subordinates in process is depended on the circumstances and organizational structure, goals , leader attitude and confidence of leader in his subordinates and situation of the problem.

The more is the control, the more is leader mind involves in process.

decision by only leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team

No participation   Maximum participation

4.2.1 Types of Participation
Generally, there are two types of participation
i)   Representative participation
ii)   Participatory management

Representative participation
In Representative participation, organizations involve a group of employees in decision making process.

Participatory management

In participatory management, subordinates share a degree of joint decision making with their immediate supervisors.

4.2.2 Advantages of participative leadership are;
- multi mind solution
- participants take ownership of the decision
- work with more commitment
- employees are more motivated and work hard
- team work rather than competition
- better understanding of goals or problems of organization

4.2.3 Disadvantages of participative leadership include
- create anxiety when opinion are not valued or considered
- it is not possible to include subordinates in all the cases

A famous series of studies on leadership were done in Michigan University, starting in the 1950s. They found three critical characteristics of effective leaders.

Task-oriented Behavior

Effective managers did the different job from their subordinates. They were mostly involved in planning and scheduling work, coordinating activities and providing necessary resources. They also spent time guiding subordinates in setting task goals that were both challenging and achievable.

Relationship-oriented Behavior

Effective managers were more considerate, helpful and supportive of subordinates, including helping them with their career and personal problems. They were not only concentrated on the task, but also on their relationship with their subordinates. They do not get close control rather they give employees space to work according to maximum of their abilities. They recognized effort with intrinsic as well as extrinsic reward, thanking people for effort.

Participative Leadership

Effective leaders use a participative leadership style. The role of the manager is more facilitative than directive, guiding the conversation and helping to resolve differences. The manager, however, is responsible for results and is not absolved of responsibility. As such, they may make final decisions but take recommendations from the team into account. The effect of participative leadership is to build a cohesive team which works together rather than a set of individuals.

4.3 Transactional Leadership

Leaders who determine what subordinates need to achieve objectives, classify those requirements, and help subordinates become confident they can reach their objectives. Stoner (2016).

Another definition is "A transactional leader is someone who values order and structure". Transactional leadership focuses on results, strongly believe in order structure and SOPs measure success as the organizational goals believe in success and reward of the system and penalties and check and balance. Transactional leaders have typical power and position in an organization.

These type of leaders are most like operational managers who are responsible to maintain the day to day work according to set of rules and usually have short term goals. Other point is size of the organization, this style is more used where system is large. This type of leadership is best where less creativity is required and employees know their job and belief in reward and penalty system.

These type of leader usually involved in setting the target, making the rules and busy in communicating with their employees about targets.
Weber (1947) made a study and divided leadership styles into three categories:
- Traditional
- Charismatic
- Rational-legal, or bureaucratic.

In 1947, Weber was the first to describe rational-legal leadership the style that would come to be known as transactional leadership as "the exercise of control on the basis of knowledge."

In the 1980s and 90s, researchers including Bernard M. Bass, Jane Howell and Bruce Avolio defined the dimensions of transactional leadership:
- Contingent reward, the process of setting expectations and rewarding workers for meeting them
- Passive management by exception, where a manager does not interfere with workflow unless an issue arises
- Active management by exception, in which managers anticipate problems, monitor progress and issue corrective measures

4.3.1 Characteristics of Transactional Leaders
Some of the characteristics of transactional leaders are;
- it is usually the characteristic of front- line managers, supervisors and foreman.
- very left-brained
- tend to be inflexible
- opposed to change
- focused on short-term goals
- favor structured policies and procedures
- focus on following rules and doing things correctly

4.3.2 Advantages and Disadvantages of Transactional Leadership

Advantages:
- Rewards those who are motivated by self-interest to follow instructions
- Provides an unambiguous structure for large organizations, systems requiring repetitive tasks and infinitely reproducible environments
- Achieves short-term goals quickly
- Rewards and penalties are clearly defined for workers

Disadvantages:
- Creativity is limited since the goals and objectives are already set
- Does not reward and encourage personal initiative

Transactional leadership might be preferred in different situations. It is generally suited in big organization where normal running of operations are required rather than any creativity. One of its best uses is in multinational corporations where not all of the workers speak the same language. Once the structure and the requirements are learned, it is easy for workers to complete tasks successfully. This works because transactional leadership is simple to learn and does not require extensive training. The transactional approach is easy to understand and apply across much of an organization.

4.4 Transformational Leadership
Leaders who through their personal vision and energy inspire followers and have a major impact on their organization are called transformational leader. Stoner (2016).

According to covey (2016) "the goal of transformational leadership is to "transform" people and organization in literate sence- to change them in mind and heart; enlarge vision, insight and understanding; clarify purpose; make behavior; congruent with beliefs, principles or values; and bring about changes that are permanent, self perpetuating and momentum building.

Concept of transformational leadership first introduced by the Burns (1978) in his book "leadership" while studying the political leadership. He says:

> "It is an on going process in which leaders and followers raise each other to higher levels of morality and motivation"

Burns was influenced by Maslow theory of needs and thinks that transformational leadership fits into higher level of needs.

Bernaed Bass (1985) defines transformational leadership in terms of how the leaders affects the followers who are intended to trust, admire and respect the transformational leader. Bass (1985) introduced three ways of transforming followers;
- increase their awareness of task importance and value.

- getting them to focus on team or organizational goals, rather than their own interests.
- activating their higher order needs

Yulk (1994) draws some tips for transformational leadership:
1. develop a challenging and attractive vision together with employees.
2. tie the vision to a strategy for its achievement.
3. develop the vision, specify and translate into actions.
4. express confidence, decisiveness and optimism about the vision and its implementation.
5. realize the vision through small planed steps and small successes in the path of its full implementation.

4.4.1 Components of Transformational Leadership
According to bass four components of transformational leadership (4Is) are;
- idealized influence
- inspirational motivation
- intellectual simulation
- individualized consideration

1. **Idealized Influence** – The transformational leader serve as a role model for followers. Because followers trust and respect the leader, they have strong influence on the followers.
2. **Inspirational Motivation**: Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.
3. **Intellectual Stimulation** – Transformational leaders encourages creativity and support followers to explore new ways of doing things and new opportunities to learn.
4. **Individualized Consideration** – Transformational leadership in order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower.

There is a lot of criticism on this style:
1. Transformational leadership includes the elements of other styles such as charismatic leadership.
2. Autocraticism is the strongest criticism on transformational leadership. Because leader create changes which also possible using participative and autocrative approaches. Avolio (1999).
3. Transformational leadership concerned with change and new vision but who knows that the
The change will be better or not?
The new vision will be better than older? (Northhouse, 2001)

Difference between Transformational and Transactional Leadership:
According to burns (1978) transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of exchange of valued things while transformational leadership occurs when one or more persons engage with one another in such a way that leaders and followers raise one another to higher levels of motivation and morality.

Transactional leadership uses reward and punishment while transformational leadership uses motivation and morality.

Transactional leadership deals with day to day smooth running of operations, while a transformational leader goes beyond managing day-to-day operations and crafts strategies for taking his company, department or work team to the next level of performance and success.

Transactional leadership focus on structure and procedures while transformational leadership focus on team-building, motivation and collaboration with employees at different levels.

According to Burns the difference between transformational and transactional leadership is what leaders and followers offer to one another.

4.5   Charismatic Leadership
Basic assumption of charismatic leadership is that charm and grace are all that is needed to create followers. The Charismatic Leader gathers followers through personality and charm, rather than any form of authority.

Robert J. House's provides notable contribution to charismatic leadership. He says that charismatic leaders have high referent power and that power comes from their need to influence others .the charismatic leader have high levels of self confidence and strong ability to convince his followers. He suggests that leaders communicate a vision that captures energy and commitment of the followers. They also communicate high expectations and confidence that followers will perform up to those expectations.

Charismatic leaders use the verbal and non verbal communication to win the confidence of the followers. They move from person to person and give much attention to their followers. Charismatic leaders also have a close look on environment and interest of peoples.

Examples of charismatic leaders are:
Religious leaders, who communicate beliefs.
Political leaders, who sells change and vision
Charismatic leaders often have larger number of followers and major characteristic is strong bonding of followers with their leader.

Firstly charismatic leaders uses communication skills to create the image and for winning the confidence of followers Secondly they focus on building a group or team which is

totally different from others or have some point different with others. They, than build the image of the group through different actions at least in the minds of the followers.

Apart from process or structure, this style focuses on personality and actions of leaders. These leaders usually come in times of crises and show great concerns to the indviduls and peoples at large.

Conger & Kanungo (1998) describe five behavioral attributes of Charismatic Leaders:
- Vision and articulation;
- Sensitivity to the environment;
- Sensitivity to member needs;
- Personal risk taking;
- Performing unconventional behaviour.

4.5.1 Similarities of Charismatic Leadership with Transformational Leadership:
- The transformational leader may be charismatic.
- Both have strong relationship with their followers.
- Both leaders want to change the large number of followers.
- Leader,s quality to inspirer is the core point and main concern in these style.
- Initiative and boldness are encouraged.

4.5.2 Advantages and Disadvantages of Charismatic Leadership
There are many advantages to this leadership style. Charismatic leaders are often a catalyst for social change. They are, however, not a fit for organizations that depend on rigid structures and processes to function.

Advantages of Charismatic Leadership:
- Charismatic leaders inspire people to work together for a common goal.
- Organizations are committed to a central mission
- Charismatic-led companies tend to be cohesive because their workers have a clear purpose

Disadvantages of Charismatic Leadership:
- Leaders may develop tunnel vision
- Organizations can become dependent on charismatic leaders and may suffer if he or she retires, leaves the company, or dies suddenly
- Charismatic leaders sometimes become unresponsive to their subordinates or constituents
- These leaders may not learn from their mistakes, compounding them
- Charismatic leaders may believe they are above the law, committing financial or ethical violations

4.6 Parentalistic Leadership
The leadership approach in which a father like figure use his power and authority to run, control and protect the employees and in return expect respect, obedience and loyalty from them.

The figure may be woman or man who treats his subordinates like family members and is dominant. He treats employees like parents. In this style of leadership the leader supplies complete concern for his followers or workers.. The workers are expected to stay with a company for a longer period of time because of the loyalty and trust. Not only do they treat each other like family inside the work force, but outside too.

In this leadership style all the decision are taken by the parents like figure and employees are assumed to follow it .This leadership style is best for the organization where normal flow of working is required and simple hierarchal structure is followed. No creative thinking is required from the employees.

According to B. M. Bass who wrote *Leadership and Performance Beyond Expectations*, workers who follow paternalistic leadership also have better organization skills. The leader encourages organization because they allow the workers to complete tasks so that they can stay on top of their work. The workers complete tasks this boosts self-confidence and it makes them work harder to reach a goal and exceed the goal to prove to their boss they are working hard. Having this style of leadership can also help implement a reward system. This system will allow their workers to work even better because there is something for them at the end of the tunnel. While doing this, they will also be able to accomplish more work in a set time frame.

The father like leader vision is broader and he has higher level of respect among his employees and he in return demands loyalty and respect.

4.6.1 Difference between Transactional and Parentalistic Style:
The major difference between the two style is of degree of respect which subordinates have for their level and on the other side strong affiliation of leader with employees.

4.6.2 Advantages and Disadvantages of Parentalistic Leadership

Advantages:
Advantage of parentalstic leadership style is that is employees may work harder and more commitment to complete the job and achieve the goals to make happy their boss (parent like figure).Other benefit is to run the normal working smoothly as directed by the leader.

Disadvantages:
Disadvantages include the use of authority if use unfairly creates grievances. If a parental leader favor some members over others, jealousy can poison the environment and leader will no longer have the respect and trust. In time of crises the approach of leader may adversely affect the employee, environment and goals.

4.7 Situational Leadership Model
An approach to leadership developed by Hersey and Blanchard as discussed by stoner describes that how leaders should adjust their leadership style in response to their subordinates evolving desire of achievement, experience, ability, and willingness to

accept responsibility. According to this, the leadership style varies with the "readiness" of employees. Hersey and Blanchard believe that the relationship between manager and followers moves through four phases.

First or initial stage , the task behavior by manager is most appropriate. Employees must be instructed in their job and make them familiarized with structure or procedures. A non directive manager would cause confusion among employees.

Second stage, task behavior remain essential. However, leader trust in and support of employees increases as the leader become familiar with them and wishes to encourage further efforts on their part. Hence leader needs to increase relationship behavior.

Third phase, employees have more ability and achievement motivation begins to surface and they begins to seek more responsibility. Leader will no longer to be directive.

In the fourth phase as employees has gained confidence and experience, no longer need or expect direction.

The situational model has created interests because it recommends a leadership style dynamic in nature and flexible. It also recommends that to choose the appropriate leadership style employees ability, motivation, and experience must be assessed over the times.

Conclusion
Each leadership style has its own pros and cons. Some time it become necessary to stick with one style depending on the situation. Different management styles are best suited to different situations. When it comes to front-line supervisors, for example, a transactional leadership style can be more effective. On the other hand, CEOs can be more effective if they are transformational leaders. Leader may switch between styles according to the circumstances. There is no hard and fast rule to tell us which style to use. But some of the common qualities of leaders are clear vision, strong communication and convincing skills, good relationship with subordinates and commitment to the cause.

4.8 Self-Assessment Questions
Q.1. You are supposed to be as DEO. Being an Educational Manager what do you think which leadership style is most appropriate for the said post? Also explain why not other styles are appropriate?

Q.2. "Leader creates leaders". Give rationale which leadership style is best in truthment of this statement?

Q.3. Charismatic leadership is said to be dangerous some times. Give examples from practical life to support your answer.

Q.4. As a student of EPM what do you thing which type of leader you are? Which type of leader you want to be? Give pros and cons of both the styles.

Q.5.   What is situational leadership model?What do you think up to which extent this model is effective?

Q.6.   What are the ideal condition for using parantalistic leadership style?

Q.7.   Being a Educational Manager you want to introduce new courses in a particular program. Which leadership style you want to chose and why?

4.9   References

Annual Status of Education Report. (2014). Retrieved from ASER-Pakistan 2013: http://www.aserpakistan.org/document/aser/2013/reports/national/ASER_National_Report_2013.pdf

Bengali, K. (1999). *History of Educational Policy Making and Planning in Pakistan, Working Paper Series # 40* . Islamabad: Sustainable Development Policy Institute (SDPI).

Cherry, K. (August 19, 2016). Leadership: —theory and practice. http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf. Retrieved from http://www.afdc.org.cn/afdc/UploadFile/2009111335843449.pdf

Farooq, R. (1994b). Education System in Pakistan: Issues and Problems. *Asia Society for Promotion of Innovation and Reforms in Education, Islamabad*, 23-55.

Gelsthorpe, T. a.-B. (2003). *Educational Leadership and the Community.* Pearson Education Limited.

Gibb, C. A. (June, 1958). An Interactional View of the Emergence of Leadership. *Austerlian Journal of Psychology*, Vol.10, No.2, pages 101-110, DOI: 10.1080/00049535808255958.

Gillard, D. (2011). *Education in England: a brief history.* Retrieved from http://www.educationengland.org.uk/history/chapter04.html

Hameed-ur-Rehman, M., & Sewani, S. M. (September2013). Critical Analysis of the Educational Policies of Pakistan. *The Dialogue,*, Volume VIII, Number 3, http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/8_3/Dialogue_July_September2013_247-260.pdf.

Haq, R. (2014, March 20). *Literacy in Pakistan 1947-2014.* Retrieved from Discussion in Economy & Development: http://defence.pk/threads/literacy-in-pakistan-1947-2014.305311/
http://history-pak.blog. (2015, December Saturday). Retrieved from Pakistan History,Quaid-e-Azam Muhammad Ali Jinnah, Blog: http://history-pak.blogspot.com/2009/05/early-years-quaid-e-azam-muhammad-ali.html#comment-form

Islamia College University, 1913. https://en.wikipedia.org/wiki/File:Islamia_College_University.png.

Javed, M. M. (2008). *Quaid -e-Azam as a Role Model*. Retrieved from http://m-a-jinnah.blogspot.com/2010/12/quaid-e-azam-as-role-model.html, retereived on September 2016

Kaur, K. (1990). Madrasa Education in India: A survey of its Past and Present,. Chandigarh: Center for Research in Rural and Industrial Development.

Khan, A. N. (1975). *A Proposed Stretegy For Reorganizating Secondary School Teacher Preparation in Pakistan.* Denton, Texas.

Moin, A. (2009, November 9). *From Iqbal's Dream to Takmeel-e-Pakistan* . Retrieved from PKKH: https://pakistankakhudahafiz.wordpress.com/2009/11/09/from-iqbals-dream-to-takmeel-e-pakistan/

National Education Policy 2009. Islamabad: Ministry of Education.

National Resource Center for Learning Communities- (March 2004). *Washington Center.* Washington:
http://evergreen.edu/washingtoncenter/docs/intlearning/statementintlearning.pdf.

Ngirwa, C. C., Euwema, M., Babyegeya, E., & Stouten, J. (04 Feb 2014,). Managing change in higher education institutions in Tanzania, A historical perspective. *Higher Education Management and Policy, Institutional Management in Higher Education,*, No: 22, Volume: 24, Issue: 3 Pages 127–144, DOI 10.1787/hemp-24-5jz8tqsd1vjh.

Noor, A., Rifat, Q., & Huma, A. (2016). Analysis of Management Support and Teaching Practices for the Implementation of New Elementary Science Curriculum in Islamabad Model Schools. *Science, Technology and Development*, Vol 35 (1) :6-15, ISSN 0254-6418 / DOI: 10.3923/std.2016.6.15.

Pakistan, E. S. (2014-15).
http://www.finance.gov.pk/survey/chapters_15/10_Education.pdf.

Petryni, M. (2016, April 2). *Small Business.* Retrieved from Chron: http://smallbusiness.chron.com/difference-between-strategic-operational-objectives-24572.html

Quesnay, H. D. (2003). *Introduction: educational Leadership and the Community.* Glasgow: Bell and Bain Ltd, ISBN 0273661647.

Schein, E. H. (2004). *Organizational Culture and Leadership,.* San Francisco : Jossey Bass, 3rd edition.
Sewani, M., Hameed-ur, R., & Sadruddin, S. M. (n.d.). *The Dialogue*, Vol. VIII.

LEADERSHIP ROLES AND RESPONSIBILITIES

Written By. Zulfiqar Ali Shah
Reviewed By: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

Leaders set the agenda. Leaders influence the organization's culture and turn the long term effectiveness of the organization. Leaders and managers set the context within which organizational members strive for excellence and work together to achieve organizational goals.

Human Synergistic International's research, particularly that of Robert A. Cooke, Ph.D. (HIS CEO) and distinguished academic), clearly highlights the relationship between leadership strategies, the impact leaders have on others, and effectiveness in the leadership role. This impact has enormous significance in helping to understand organizational culture and the role that norms and expectations play in organizational effectiveness. Leadership helps shape culture norms. Culture norms in turn shape leadership. They both drive performance.

LEARNING OUTCOMES

After going through this unit, the students would be able to:

- Enumerate the need of leadership in education sector.

- Draw an outline of the historical perspective of educational leadership

- Discuss the future of educational leadership in global perspective.

- Describe the important factors of educational leadership in Pakistan during Pre and Post Independence.

5. Shaping Norms and Values

The influence leaders and managers have on the performance of their teams and, ultimately, their organizations cannot be understated.
Leaders shape the way people think and behave—leaders are viewed by others as role models, and employees look around to see if their behavior is consistent with the organization's espoused values and philosophy.
Leaders set the agenda. Leaders influence the organization's culture and in turn the long term effectiveness of the organization. Leaders and managers set the context within which organizational members strive for excellence and work together to achieve organizational goals.

Human Synergistic International's research, particularly that of Robert A. Cooke, Ph.D. (HSI CEO and distinguished academic), clearly highlights the relationship between leadership strategies, the impact leaders have on others, and effectiveness in the leadership role. This impact has enormous significance in helping understand organizational culture and the role that norms and expectations play in organizational effectiveness. Leadership helps shape culture norms. Culture norms in turn shape leadership. They both drive performance.

5.1 The Impact of Values on Leaders
Personal values impact leaders in at least two ways: 1) as a perceptual filter that shapes decisions and behavior, and 2) as a driver of their methods of creating value.

5.1.1 Values as Perceptual Filters
Hambrick and Mason's (1984) Upper Echelon Theory and Finkelstein & Hambrick's (1996, p. 54) extension to it provide a theoretical model that illustrates that personal values act as a perceptual filter for how leaders perceive the external environment and shape strategic choice, behavior, and ultimately organizational performance.

How leaders' values impact performance Lichtenstein (2005) empirically operationalzed the *Values*, *Observable characteristics*, *Strategic choice & behavior,* and *Performance* elements of the Upper Echelon Theory. He found that executive values had a direct and significant impact on organizational performance, whereas *age*, *tenure*, *functional experience,* and *level of education* did not. Personal values are a more fundamental leadership attribute than the age, tenure, functional experience, and level of education in the process of how leaders influence organizations. Executive selection based on age, experience, tenure, and education to the neglect of t heir values ignores the invisible force that drives visible results.

Higgs and Lichtenstein (2010) found no relationship between psychological traits based on the leadership "Big 5" five-fact or model of personality (McCrae and Cost a 1997) and personal values. This result highlights that "psychological characteristics" and "values" suffer from the "jingle fallacy" (Kelley 1927): "psychological characteristics" and

"values" sound similar so they are lumped together. Values and personality trait s are complementary but separate and distinct attributes of leaders and must be treated as such.

5.1.2 Values as a Key Element of Strategy
Leadership is not solely about making people feel good, but includes profit and loss responsibility, achieving operational and financial performance, and developing strategy. The personal values and aspirations of senior management have been identified by Porter (1980) as a key component of competitive strategy but have been neglected by the field.

Finkelstein and Hambrick (1996, p. 48) recognized the research void that exists in the examination of strategic leaders' values and their relationship with strategy, noting, "Even though values are undoubtedly important factors in executive choice, they have not been the focus of much systemic study."

Why has so little research been done in the area of values and its relationship to strategy despite values being identified as critical to strategy formulation and implementation? In part because there was no theory to understand this until Hambrick and Mason's Upper Echelon theory arrived f our years after Porter's work. Also, the tools and techniques to measure values didn't exist until relatively recently. A lack of access to leaders allegedly not willing to have their values examined is also cited as another reason. In short, the field has focused on the difficult elements of strategy rather than the more challenging elements, and values are a more challenging element. Effective leaders know they need to focus on the difficult and the challenging element s of strategic leadership.

5.2   Direction and Protection
Direction A basic management function that includes building an effective work climate and creating opportunity for motivation, supervising, scheduling, and disciplining. The directing arm of our company is frequently mentioned as we believe our entire working environment contributes to our success. A new Leader when hired in the hope of directing the development division to a better creative environment unlike the one we had before.

Protection
Protection is the act of shielding from harm: the state of being shielded from harm. Protection involves the assignment of new responsibilities to subordinates and additional authority to carry them out. Although direction and protection is usually regarded as a variety of participative leadership such as consulting and joint decision making. A leader may consult subordinates, peers or superior but in most cases direction and protection is appropriate with subordinates

5.2.1 Guidelines for Enhancing Learning and Innovation
Leaders at all levels can help to create conditions favorable to learning and innovation. The following guidelines are based on theory, research findings and practitioner insights.

5.2.2 Recruit Talented, Creative People and Empower them to be Innovative

New and better way to accomplish work unit objectives are more likely to be found by people who are talented and creative .One way for a leader to facilitate innovation is to recruit people who have skills an enthusiasm to develop new ideas , and then empower them to pursue these ideas by providing necessary time and resources

5.2.3 Encourage Appreciation for Flexibility and Innovation

Change will be more acceptable and less disruptive if people develop pride and confidence in their capacity to adapt and learn. Confident people are more likely to view change as an exciting challenge rather than an unpleasant burden. To develop an appreciation for flexibility and adaptation, encourage people to view all practices as temporary. Each activity should be examined periodically to determine whether it is still needed and how it can be improved or eliminated? Encourage subordinates and peers to question traditional assumptions about the work and to "think outside the box" when solving problem .Encourage people to apply creative ideas for improving work processes. Encourage and support relevant learning practices and quality improvement programs (e.g., benchmarking, Six Sigma, TQM, quality circles).

5.2.4 Encourage and Facilitate Learning by Individuals and Teams

Organizations can learn only when individuals members of the organization are learning (Senge,1990) .More individual learning will occur if the organization has strong cultural values for personal development and lifelong education, and it provides training and development programs to help individuals learn new skills. Opportunities for learning are also increased by empowering individuals learn new skills. Opportunities for learning are also increased by empowering individuals or teams to try new and innovative approaches for doing the work. However, providing learning opportunities is not enough to graduate actual learning will occur .Leaders should keep subordinates informed about relevant learning opportunities (e.g., allowing time and providing education subsidies).Leaders can also encourage and facilitate collective learning in teams by using procedures such as after activity reviews. Finally leaders can provide tangible rewards to encourage individuals to acquire new knowledge and apply it to improve their job performance.

5.3   Conflict Management

5.3.1 What is Conflict?

Conflict manifests itself as a difference between two or more persons or groups characterized by tension, disagreement, emotion or polarization, where bonding is broken or lacking. The most important conflicts – the ones that, when managed well, lead to positive results in teams – are the ones in which people feel personally invested in their positions or are bringing something of themselves as human beings into the interaction.

Conflicts are caused by a number of aspects that create tensions between people. Corvette (2007) contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Moreover, this author avers that conflict arises in personal relationships, in business and professional

relationships in organizations, between groups and organizations, and between nations. Many schools have broken down relationships because of the existence of this incompatibility. School managers in "conflict schools" will face mammoth task as they try to be effective. It is also important to note that the leader's philosophy will influence how they react to conflict; some perceive it as something to be avoided at all costs while others see it as an aspect that is necessary to propel change and foster organizational regeneration. Corvette (2007: 34) posits:

It is the perception or belief that opposing needs, wishes, ideas, interests, and goals exist that create what we commonly call conflict. Conflict is everywhere, and it is inevitable. It arises from many sources. In addition to being the antecedent for negotiation, conflict may also arise during negotiation.

The subject of conflict is large and complex. Conflict if misdiagnosed, can lead to a spiral of antagonistic interaction and aggravated, destructive behavior. School managers and leaders need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. When conflict managers have determined and defined the nature of the conflict in a conflict situation, they try and find ways of resolving it. Various conflict writers have highlighted various ways of resolving these conflict situations. Many of these are relevant in school situation. Effective school principals will have the qualities highlighted in conflict literature. Blake and Mouton (1964) identified five conflict solving strategies; smoothing, compromising, forcing, withdrawal and problem solving. Furthermore, Dana (2001) avers that leaders need to comprehend structure to be able analyze conflicts well. There are six parts of conflict structure that people can pay attention to:

- interdependency – How much do parties need one another?
- number of interested parties- How many distinct parties, individuals or groups have an interest in how the conflict is resolved?
- constituent representation-Do the parties represent the interests of other people who are not personally or directly involved in the process of resolving the conflict?
- negotiator authority- If the parties consist of more than one individual, say a department within an organization, is the person or team of people who represent the interests of that department within an organization, is the person or team or team of people who represent the interests of that department able to make concessions or reach creative solutions without going back to their constituents for approval?
- critical urgency-Is it absolutely necessary that a solution be found in the very near future to prevent disaster?
- communication channels-Are parties able to talk to each other face to face in the same room.

5.3.2 Conflict Management
Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how

to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and, at times, this can lead to disputes with other members of the team.

5.3.3 How to Manage Conflict for High Performance?

Before we can manage conflict, we must manage ourselves. In the face of conflict, our natural reaction is fight, flight or freeze. We can overcome this fear by mastering our emotions and our focus. Human beings exist in one of many 'states'. A state is a combination of feelings, thoughts, physiology, and behavior, and it largely determines how we act. We can change a 'state' from negative to positive, from fear to courage, and do what is counterintuitive: go towards the person with whom we are in conflict.

A key tactic for doing this is to manage our focus in the mind's eye, one of the brain's most powerful mechanisms. It forms the way we view a particular situation and determines how we will act or react. Most of us have heard about how successful athletes improve performance by visualizing winning and never losing sight of their goal. Another example is the way some executives improve their public speaking skills by imagining themselves captivating their audience. All high performers use their mind's eye to focus on the benefits beyond the fear, the danger or potential pain.

The mind's eye is a fundamental tool to create a positive or negative result in managing conflict. Our mind's eye is shaped by experiences and choice, which determine the way we view the world and, ultimately, determine success or failure in dealing with conflict. Many leaders in conflict situations are 'hostages' to their inner fears and other negative emotions and fail to see the opportunities in resolving them.

Professors Chris Neck and Charles Manz1 suggests that we can change the way we perceive a situation by creating an inner dialogue – telling ourselves to see something as an opportunity, not as an obstacle. It is a case of changing the half-empty glass to one that is half full – seeing the 'adversary' as a potentially and moving towards the threatening person to build a bond by focusing on common goals.

5.3.4 Six Essential Skills for Managing Conflict Effectively

a) **Create and maintain a bond, even with your 'adversary'**
The key to defusing conflict is to form a bond, or to re-bond, with the other party. We do not have to like someone to form a bond with him or her. We only need a common goal. Treat the person as a friend, not an enemy, and base the relationship on mutual respect, positive regard and co-operation.
Leaders must learn to separate the person from the problem, genuinely want to help the other party and avoid negative responses to attacks or intense emotions.

b) **Establish a dialogue and negotiate**
At all times it's important to keep the conversation relevant, stay focused on a positive outcome and remain aware of the common goal. It is imperative.

"Many leaders in conflict situations are 'hostages' to their inner fears and other negative emotions and fail to see the opportunities in resolving them."
to avoid being hostile or aggressive. The next stage is negotiation, in which we add bargaining to the dialogue. Talking, dialogue and negotiation create genuine, engaging and productive two way transactions. We need to use energy from the body, emotions, intellect and the spirit.

c)   **"Put the fish on the table"**
This expression means, simply, raising a difficult issue without being aggressive or hostile. The analogy comes from Sicily where the fishermen, who are strongly bonded, put their bloody catch on a large table to clean it together. They work through the messy job and are rewarded by a great fish dinner at the end of the day.

If you leave a fish under the table it starts to rot and smell. On the other hand, once an issue is raised, we can work through the mess of sorting it out and find a mutually beneficial outcome. The important thing to remember is that we should not slap the other party in the face with the fish! We should be direct, engaging and respectful, always helping the other person to 'save face.'

In addition, timing is important. It would not be beneficial to raise a difficult topic just as a senior colleague is leaving to the airport. We can decide not to put the fish on the table as a tactic, but not because we wish to avoid the conflict. Choosing the right time and the right circumstances are part of an effective conflict management strategy.

d)   **Understand what causes conflict**
To be able to create a dialogue aimed at resolving the conflict, we need to understand the root of the disagreement. Among the common causes of disagreement are differences over goals, interests or values. There could be different perceptions of the problem, such as 'It's a quality control problem' or 'it's a production problem', and there may also be different communication styles. Power, status, rivalry, insecurity, resistance to change and confusion about roles can also create conflicts. Egotistical people, for example, leaders who manipulate others to build their own identities and self-importance often generate conflicts.

It is crucial to determine whether a conflict relates to interests or needs. Interests are more transitory and superficial, such as land, money, or a job; needs are more basic and not for bargaining, such as identity, security and respect. Many conflicts appear to be about interests, when they are really about needs. The most conflict provoking losses have to do with needs, and those needs may connect to the deeper wounds people have suffered in their life. Someone passed over for promotion, for example, may seem to be upset about the loss of extra money, when the real pain is caused by a loss of respect or loss of identity.

e)   Use the law of reciprocity

The law of reciprocity is the foundation of cooperation and collaboration. What you give out is likely to be what you get back. Humans have a deeply hardwired pattern of reciprocity. Researchers have recently discovered mirror neurons in the brain, suggesting that our limbic system (emotional brain) that establishes empathy re-creates the experience of others' intentions and feelings within ourselves. Mutual exchange and internal adaptation allows two individuals to become attuned and empathetic to each other's inner states. Hence a powerful technique to   master in any kind of dispute is to empathize with the feelings and views of the other individual by managing what we express – both verbally and non-verbally. This social awareness allows you to make the right concessions at the right time. Once you have made a concession, it is likely that the other party will respond in kind. Moreover, when you recognize a concession has been made, reciprocate with one of your own.

f)   Build a positive relationship

Once a bond has been established, we must nurture the relationship as well as pursue our goals. We need to balance reason and emotion, because emotions such as fear, anger, frustration and even love may disrupt otherwise thoughtful actions. We need to understand each other's point of view, regardless of whether we agree with it or not. The more effectively we communicate our differences and our areas of agreement, the better we will understand each other's concerns and improve our chances of reaching a mutually acceptable agreement. The deepest bonds are founded on what the eminent psychologist Carl Rogers called 'unconditional positive regard'.

We can all learn to communicate acceptance of the other person while saying no or disagreeing with a specific point or behavior. Feeling accepted, worthy and valued are basic psychological needs. And, as hostage negotiation demonstrates, it is more productive to persuade than to coerce.

Dana perceives these six dimensions as elements that are necessary to be able to analyze conflict well. There are many similar theories that analyze conflict resolution and management. Anderson et al. (1996) contend that negotiation is one of the most common techniques for creating agreements during conflict situations. Furthermore, these authors cite Putnam who defines negotiation as a type of conflict management characterized by an exchange of proposals and counterproposals as a means of reaching a satisfactory settlement. The Harvard Business Essentials publication (2003: xi) concur with the above definitions when they aver: Negotiation is the means by which people deal with their differences. Whether those differences involve the purchase of a new automobile, a labor contract dispute, the terms of a sale, a complex alliance between tow companies, or a peace accord between warring nations, resolutions are typically sought through negotiations. To negotiate is to seek mutual agreement through dialogue. Negotiation is

an ever-present feature of our lives both at home and at work. Negotiations also present a form of conflict management that is more consciously controlled. Yes although negotiation involves more controlled communication than other conflict situations, the overall process is marked by greater ambiguity because of the stakeholders' lack of control over the outcome (Anderson et al. 2003).

Negotiations are sometimes plagued by pitfalls that might hinder any success in resolving the conflict situation. Deutsch (1991) highlights aspects such as cultural factors and how they have a potential of hindering negotiations. Deutsch argues that negotiators need to have an implicit understanding of cultural assumptions which are likely to determine how negotiators from different places perceive the world. "Lacking such knowledge, negotiators from different cultural backgrounds are likely to misunderstand one another and apt to engage in behavior that is unwittingly, offensive to the other: circumstances not conducive to constructive conflict resolution" (Deutsch 1991: 36).

5.3.5 Conflict Competence and School Management

Conflict resolution is an important area that calls for professional development among the participants. The participants showed that they lacked negotiation and mediation skills when conflict situations arose. Many school principals lack the capacity to manage conflicts and this can be detrimental to organizational growth.

Foley (2001) states that in a time where many schools support collaboration, conflicts are bound to happen. Foley (2001:20) argues: Principals and teachers may experience conflict due to unclear parameters of their roles in a collaborative-based system, presence of competing responsibilities (for example, instruction of class vs. making time for team planning), and overload of tasks due to inadequate time, energy or resources (Cliff et al. 1992). Thus conflict resolution skills may be a prerequisite skill for administrators supervising collaborative based programming. Emerging and established research shows that for leadership excellence to be attained, leaders need to manage conflict effectively. The *Dynamic Leadership Essential Four* lists skills that effective leaders will have and these include;

- Management of own emotions;
- Addressing own conflicts;
- Addressing others' conflicts;
- Assertiveness;
- Negotiation; and
- Mediation.
- Johnson (online 2003) also lists guidelines for becoming an expert conflict manager:
- Beginning each conflict episode with an "I win you win" intent to resolve conflict;
- Use communicator styles that show a focus on others, rather than on self;

81

- Assess the power relationships involved in the episode;
- Employ strategies used by expert problem solvers;
- Spend time reflecting on the relationships of conflict responses, problem-solving, communication, and power to each conflict scenario;
- Analyze the behavior of expert school leaders who have become expert conflict managers;
- Evaluate and reflect the aftermath of one's conflict episode for signs of emerging expertise in conflict management and continue to work toward expert leadership.

Runde and Flanagan's (2010, 2008) theory as to what strategies can ensure that school leaders become effective conflict managers. The participants reiterated how they lacked conflict management skills. They were never trained or prepared for conflicts linked with their positions. The participants showed that it was crucial for them to develop conflict competence to be able to deal with conflict situations in their schools. All concurred that schools experience conflicts from time to time and when school principals are competent in handling conflicts, this would help in ensuring that teaching and learning never stops in their schools. Runde and Flanagan (2010) define conflict competence as the ability to develop and use cognitive, emotional, and behavioral skills that enhance productive outcomes of conflict while reducing the likelihood of escalation or harm. Furthermore, the results of conflict competence include improved quality of relationships, creative solutions, and lasting agreements for addressing challenges and opportunities in the future.

Runde and Flanagan (2008) assert that conflict is at the root of many leaders' best ideas as well as the core of their worst failures. How conflict has worsened relations, collegiality and teamwork in their schools. All pointed out that they were not competent enough to deal with conflict. They attribute the lack of competency to the lack of training or induction when they were appointed school principals. Their schools are usually in dire straits during times of conflict because they utilize instincts than expertise to deal with conflict. Conflict is also compounded by the fact that few people understand it as shown in the study. Runde and Flanagan (2008) contend that most leaders define conflict in negative terms such as anger, frustration and stress.

Few describe conflict with words such as opportunity, energizing or resolution. The latter was also evident in this study when many participants maintained conflict needs to be avoided and discouraged. Self-knowledge is important if one is to be an effective conflict manager. Understanding one's own values in relation to others as well as different conflict management styles are key.

Managers who will manage conflict well need to use a phased approach which emphasizes *cooling down*, *slowing down* and *engaging constructively* (Runde and

Flanagan 2008). Below the focus is on these processes explicating how these two authors envisage these. Cooling down – this is a phase that starts with increasing one's self-awareness about what gets one angry. This self-awareness is a crucial first step in learning to cool down. In a school a school principal will be irritated by various colleagues but has to know how to deal with each. Slowing down – the challenge that leaders encounter is to stay cool in a conflict situation. Yet it is important for a person to wait until they cool down before moving ahead in a conflict situation. It is also crucial at this stage to step back and try to get a clear picture of what is happening. A person needs to be momentarily distracted from the conflict so as to begin to relax and be able to reflect well. In the ensuing paragraph the focus is on how a competent school principal can create and sustain the "right" school culture after working on his or her conflict competence.

5.3.6 Conflict Management and the 'Right' School Culture

The "right" school culture is crucial in any school if it was to deal with conflict effectively. Effective school principals would set an atmosphere of collegiality where conflict is managed to the benefit of all in the organization. School principals and their management teams should foster a culture that would be receptacle to change. Usually it is change initiatives that are a source of many conflicts in schools. Many school principals who are attempting to change the culture in their schools do so by instilling a culture of collegiality and collaboration. Sergiovanni (1991) defines collegiality as the responsibility given to teachers to become an integral part of the management and leadership processes of the school. There are a number of ways to achieve this collegiality.

Leithwood et al. (2004) highlight three crucial leadership practices:
- Developing people-enabling teachers to do their jobs effectively, offering intellectual support and stimulation to improve the work and providing models of practice and support;
- Setting directions for the organization developing shared goals, monitoring organizational performance and promoting effective communication;
- Redesigning the organization-creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes. Linked to the above is Martinez's (2004: 32) Martinez stresses that for collegiality to be ingrained in a school's culture each of the three aspects in the triangle needs to be addressed well. These also relate well to Leithwood et al. (2004) cited above. Both shed light on an effective organisational culture. conflict is unavoidable and is necessary. Therefore, it is crucial to ensure that the school culture has correct practices. In the study participants underscored how their schools lacked a culture of collaboration and collegiality. In many instances this

resulted to conflict leading to strained relationships and these strained relationships made running the schools very challenging.

Martinez (2004) contends that in a collegial school environment teachers are able to:
- Work well with other teachers;
- Work well with administrators;
- Manage conflict with others, including teachers, administrators, parents and students; and
- Match their educational strengths and preferences with an appropriate school. A number of schools in the study lacked the above qualities. Yet, collegiality contributes to ensuring that change does not lead to dysfunctional conflict. It is very difficult to handle conflict in the absence of collegial environment. Collegiality is about relationships forged by professionals.

It hinders aspects that can stunt organizational growth. The participants portrayed that their schools lacked collegiality. DeLima (2001:97-98) postulates: *School may benefit from teacher collegiality by taking profit from a co-ordination of teaching work across classrooms, from a better organization for tackling pedagogical and organizational innovations, and from better preparation to buffer the negative effects of staff turnover, by providing assistance to newcomers and socializing them into the values and traditions of the school (Little 1987). Collaborative schools may also be better prepared than others to promote instructional effectiveness (Smith 1987) and to provide teachers with increased and enriched opportunities for professional growth and accomplishment*

De Lima also highlights the need to build professional communities. In communities people feel more interdependent than when they act in isolation. In communities people would want to deal with conflict in positive ways that would build the organization.

5.3.7 Teams and Conflict Management
One of the effective ways utilized by many managers today is to develop teams as many of them believe that it is much easier to attain the school's vision and goals when teachers work as teams. In the study, six of the participants stated that they try to work in teams. In the study the participants highlighted the importance of teams in their schools. However, many did not know how to use these teams effectively in times of conflict. Yet, Somach (2008:360) writes: In applying teamwork in education one must recognize that in schools tasks are often structured for the individual, and teachers are isolated within their classrooms. The teachers' main socialization into the teaching profession has been characterized by an individualist approach: professional training, development, and promotion focus on specialization, and teachers are trained to develop their careers independently of their staff colleagues (Somech and Drach-Zahavy 2007). Despite, these challenges in the nature of teaching and schools, principals need to develop teams that

would be beneficial to their schools especially in times of conflict. The school principals who have teams in their schools should be able to identify the various dynamics at play when it comes to schools and teamwork. When trying to see cooperation happening conflict may happen and school principals need to be able to deal with this. In the above discussions we have seen that conflict is not necessarily negative. Many organizations that use teams cannot and will never avoid conflicts. Without these conflicts teams could never grow and perform optimally. Conflict is about power and participants in the study have spoken about the way in which groups from unions clash in their schools. An empowered school principal would prepare team members for a number of roles that they need to play in the organization, including conflict resolution.

Convey (1994) states that if a team is to be successful, it is crucial that members know the basics of conflict resolution, delegation and consensus building. As highlighted above, the school principals in this study lacked the capacity to deal with conflict in their teams. Conflict literature points out that manager need to develop strategy of training members to deal with conflict. Gahr (1995) lists training phases that may be useful for school principals working with teams:
- Conflict resolution awareness
- Conflict resolution training
- Mediation training
- Reinforcement training
- Reinforcement workshops
- Institutionalization of the program.

However, what is apparent above is that if school principals are not equipped with skills of dealing with conflict, they cannot train their teams. Therefore, group performance in many schools will be far from best. Behfar et al. (2008) point out that a number of scholars have contended that conflict management and conflict resolution are important predictors of group performance. Teachers who lack skills of managing conflict will hardly be satisfied in their jobs. When teachers learn to solve conflict in teams, they learn fairness, justice and moral uprightness.

5.4   Decision Making

Most important component of decision-making is self- confidence. If you are confident in your mental capabilities and how you envision the world around you, then you will have no problem in analyzing a situation and making a decision you can stand by for better or worse. That leads into the second element, the ability to be analytical. The value of analysis cannot be overstated because it allows a person to systematically break down a situation and see its individual parts for what they are, thereby, providing a thorough overview. Thirdly, a major part of decision-making is the ability to think critically. The great value of critical thought can be traced all the way back to the philosopher Socrates

(b.399 B.C.) of Athens, who advocated that critical thought and self-reflection are major components of what it is to be human.

Finally, the last two attributes of being a decisive person understand the value of research and the ability to manage conflict, within yourself and your belief structure, and with and amongst others. One must be able to 'nip things in the bud' before they grow and turn into invaluable and possibly destructive forces within the workplace. All these components make up decisive behavior techniques and flow out of an overall orientation toward action, and an assumption of risk. These components do encourage individual development through self-awareness, as well as skill acquisition and improved competence.

To clarify, this writer is not advocating that managers must take responsibility for everything going on in the workplace, and it is okay to "decentralize decision- making and rely on decision teams rather than solely on ourselves" (Novak 1997,24). However, this focuses on the different kinds of decisions required by organizations; who should be involved; and how to make the best decision in a complex situation. Regardless of team support, when all is said and done, we must be the ones who step up to the platform and make things happen.

Talking about his book *The Leadership Engine*, Noel M. Tichy says that good leadership is a lot like good parenting; both need the systematic investment of time and what he calls "a teachable point of view" (HRFocus Jan. 1998,5). He insists that you must have the *edge* to make the important yes/no decisions: the edge or the courage. Courage is the missing link that puts the concept of taking risks and having the guts to be decisive into play and transforms them into a reality, often, in the face of great opposition.

An important responsibility of formal leaders is to make decisions about objectives, strategies, operational procedures and the allocation of resources. The decision making is extensive, and much progress has been made studying how important decisions are made in organizations. Descriptive studies and analyses of cognitive processes have both been useful for understanding how decisions are made in groups and organizations (Narayanan, Zane & Kemmerer, 2011).

5.4.1 Emotions and Intuition are often Involved in Decision Making
Decision processes are often characterized more by confusion and emotionality than by rationality. Instead of careful analysis of likely outcomes in relation to predetermined objectives, information is often distorted or suppresses to serve preconceptions and biases about the best course of action. The emotional shock of discovering a serious problem and anxiety about choosing among unattractive alternatives may result in denial of negative evidence ,wishful thinking ,procrastination, vacillation between choices and

panic reactions by individual managers or by decision groups(Janis & Mann,1977).The greater the job demands and stress for a manager ,the less likely it is that a prolonged search or careful analysis of potential costs and benefits will be made (Hambrick, Finkelstein ,&Mooney,2005).Instead , a highly stressed executive is more likely to respond to serious threats and problems by relying on solutions used in the past or by imitating the practices of similar companies. Individuals with strong negative affect (fear, anger, depression) are more likely to use dysfunctional methods for decision making than individuals with positive affect (Ganster, 2005).

Decisions often reflect influence of intuitions rather than conscious rational analysis of available ,alternatives and their likely outcomes (Dane & Pratt.2007); Salas, Rosen & Diaz Granados ,2010;Simon,1987).Experienced managers try to determine is a problem is familiar or novel, and for familiar ones they can apply past experience and learned procedures to determine the best course of action. However, failure to classify a problem accurately is likely to result in a poor decision on how to resolve it .When mangers become attached to mental models that are no longer adequate, it is more difficult for them to recognize novel problems or innovative solutions (Narayannan et al., 2011). Involving other people can improve the quality of problem diagnosis and decision choice, but only if appropriate processes are used by the group.

When we think of what makes someone a great leader, one characteristic that comes to mind is decisiveness. We do not envision successful leaders standing around appearing unclear and uncertain. Instead, we view them as people who are able to quickly arrive at their decisions and communicate the goals to others.

Leaders often have to make challenging decisions, such as what direction to move their company in; whether to keep an employee reposition them or let them go; whether or not to share "bad news" with stockholders, and many other such challenges.
Great leaders understand how to balance emotion with reason and make decisions that positively impact themselves, their employees, their customers and stakeholders, and their organizations. Making good decisions in difficult situations is no small feat because these types of decisions involve change, uncertainty, anxiety, stress, and sometimes the unfavorable reactions of others.

Great leaders also know when to move quickly and proceed with the available information, versus when to take more time and gather additional information. When leaders opt to pursue additional information or avenues, they must also know when to stop. While a large amount of data may be desirable in a perfect world, the data gathering process can utilize too much time, and the vast amount of data can also be paralyzing and take attention away from the big picture or key data points.

Three crucial qualities that great leaders must develop to become great decision-makers: emotional intelligence, the ability to handle uncertainty, and the ability to weigh evidence with intuition. The article concludes with a step-by-step process employing these characteristics to arrive at the best possible decision given the many variables that can and will come into play.

5.4.2 Emotional Self-Control and Decision Making

Imagine that you were presented with a critical high-stakes situation with a significant potential downside and you needed to make a decision and take action right away. You would likely have a significant emotional reaction, including feelings such as anxiety, fear, or anger. Unfortunately emotions such as these cloud our ability to make good decisions. When we get into the emotional part of our brain, our innate reaction is to protect ourselves. We get an adrenaline rush or flight-or-fight response, and short-term survival is the immediate goal. As you can imagine, being in this state is not particularly conducive to making strategic, long-term decisions. This is why emotional self-control is so important. Great leaders are aware of their emotional state and are able to manage intense emotions so they can make smart decisions.

5.4.3 Reigning in Emotions for Strategic Decisions

In order to make strategic, long-term decisions, we must know how to bring down the intense emotional reaction so that we can engage a different part of our brains (the prefrontal cortex), which is responsible for looking at the big picture and long-term planning. Paradoxically, the way to do this is to accept and allow whatever emotional reaction we are having and choose to focus on the facts as much as possible.

Trying not to experience an emotion is like trying to pull a rollercoaster backwards as it heads down the hill. It takes a lot of effort, which ultimately backfires and we feel worse. Instead, simply jump on board and ride it out. The intensity of the emotions will quickly pass and then you can think logically. The goal, however, is not to take feelings out of the decision-making process. It is simply to keep them from taking over and losing emotional self-control.

Why is it so difficult to make decisions? Perhaps it is because the variables and the outcomes are often uncertain. We do not like uncertainty. Uncertainty creates discomfort and analysis paralysis. We try to analyze the situation from every angle to alleviate the sense of uncertainty. These efforts are often futile and waste valuable time and energy because so often we must make decisions in the face of uncertainty.

5.4.4 The Lengths We Go to Avoid Uncertainty

In a 1992 study conducted by cognitive scientists Amos Tversky and Eldar Shafir, college students were asked whether they would purchase a great deal on a trip to Hawaii over their holiday break. They were told that they would receive the grade on their most

important exam before they had to decide. Of those who were told that they passed the exam, 57 percent said they'd go for the trip. Interestingly, a similar percentage (54 percent) of those who were told that they failed also said they'd go.

When researchers designed uncertainty into the mix, results changed dramatically. Students were told that they would not receive the exam grade for two days and that they could buy the trip now, pass on it now, or pay $5 to wait for two days until they received their grade. The majority of students (61 percent) said that they would wait. The first part of the study showed that students for the most part wanted to go if they passed *or* if they failed the exam, but here they were willing to pay to wait and find out their grade.

The lengths that we will go to avoid uncertainty. Students seemed to think that knowing their grade would help them make a good decision when in reality it would not make a difference in their decisions.

We are often paralyzed by uncertainty and end up basing our decisions on things that aren't even related. Question your attempts to find certainty before making decisions because you may be seeking a false sense of security. Much like the aforementioned method to reign in negative emotions to achieve emotional self-control, acceptance is a crucial starting place. If we are able to accept the uncertainty rather than try to resolve it, we can focus our limited time, energy, and money on making the best decisions in the face of an uncertain outcome.

This does not mean that you should not bother to analyze a situation before making a decision. Various analyses can be helpful in providing the information necessary to make the best decisions in the situation. The key is to know when what you don't know is important, and if so, how to go about gathering the necessary information to resolve the uncertainty. If what you don't know is not important, then the next step is to accept the uncertainty and proceed in spite of it.

If, however, you find yourself getting stuck or investing too much time or other resources in the analyses, ask yourself if the uncertainty that you are attempting to resolve is truly resolveable. If not, it would be best to accept the uncertainty and move on.

5.4.5 Limit Your Choices
One of the decision-making mistakes we commonly make is to give ourselves a lot of options. We figure that if we consider every possible alternative, we will have better choices and make the best decision. Sometimes we do this exhaustive search as a way to resolve uncertainty. We assume that if we go through everything, no stone will be left unturned and there will be no uncertainty. The problem is that we are likely to get overwhelmed and make no decision.

In 2000, Sheena Iyengar of Columbia Business School and Mark Lepper, chairman of Stanford's psychology department, conducted a study in which two tasting displays of gourmet jams were set up in an upscale supermarket. They had 24 jams set up for tasting in one display, and just six jams in the other. They found that more people were attracted to the table with 24, an equal number tasted at both tables, and a huge difference in purchasing resulted: only 3 percent of those who had tasted at the table with 24 jams bought a jar, whereas 30 percent of those who had tasted at the table with six jams bought a jar.

Others like it show that when there are more than five or six options, people have a more difficult time deciding and often opt not to make a decision. To help yourself and others effectively and efficiently make decisions, limit your options. Keep options fewer than five and you will find it much easier to make a decision.

5.4.6 Trusting Your Intuition

Excellent leaders often say that they go with their gut to make decisions. They are able to trust themselves and their expertise and not get stuck in the cycle of over-thinking. The more you know about a subject, the more reliable your intuition will be. Make yourself an expert in your field and your intuition will be your best guide.

5.4.6.1 Intuition Leads to Satisfaction with Decisions

Participants in a study conducted by Timothy D. Wilson and his colleagues at the University of Virginia and the University of Pittsburgh were asked to choose a piece of art to hang in their homes. Half of them were asked to think rationally about their choice, and the other half were instructed to go with their gut. Those who went with their feelings rather than their analysis were happier with their selection. We can rationalize our way into anything, but our first impressions often tell us how we really feel.

5.4.6.2 How to Hear Your Intuition

You may have heard intuition described as a nagging little voice inside you. It typically speaks softly rather than screaming out at you. Unfortunately in our non-stop, busy, technology-filled worlds, it can be easy to not hear our intuition. It is always speaking, but we are often not listening.

Hone your skills at listening to your intuition by building some form of meditative practice into your daily life. It doesn't have to be actual meditation; it can be a few moments of reflection, a warm bath, a walk with your dog, and so on. We are typically so bombarded with information all day (television, radio, Internet, cell phone, Blackberry…) that we miss out on opportunities to notice ourselves thinking and feeling. To hear your intuition you must have some time when you're a human *being*, not a human doing. Build periods of quiet into your life and you will be surprised at what you hear.

5.4.7 Decide Your Way to Great Decisions

Great decision making takes practice. As you now know, this process requires a certain level of comfort with discomfort. We could play it safe and defer important decisions to others, spend hours and hours analyzing and agonizing over every option, or we could accept the level of risk and go for it. Many people are afraid of making a bad decision or the wrong decision. We can only do our best with the information we have available to us at the time. There is typically not a right or a wrong answer. In the worst-case scenario, however, you select the wrong option. Even if you choose an option that reveals itself to be inferior in the short-term, you will learn that you can handle the outcome and make the best of it. You may even find unexpected opportunities by going down the "wrong" path. Practice this process using the following steps:

1. Decide whether to take action quickly or gather additional information. If you decide to gather additional information, create parameters to determine what information is essential and when to cease your information-gathering process.
2. Be aware of the emotions that come up as you proceed with your decision. Accept the emotions and allow them to guide you without controlling you.
3. Recognize the uncertainty elements in the situation and decide how much of the uncertainty needs resolution. Know that most situations cannot be calculated with complete certainty and, even though it may be uncomfortable, it is often necessary to accept the uncertainty and proceed.
4. Allow yourself to hear your intuition. Do not over-think important decisions because you may talk yourself into something that goes against your instincts and experience.
5. Seek out opportunities to thoughtfully and proactively make challenging decisions. Recognize that even "negative" outcomes may be better than you expect, and gain confidence in your ability to make great decisions.

Be a leader in your personal life and career by committing to make difficult decisions in a timely manner. The best way you can inspire others to change is by making changes yourself. Practice this process and become a confident leader of yourself and others. Just think of all of the time and energy you will save in the process, and how great you will feel as you remain calm, trust yourself, and make great decisions.

5.5 Self-Assessment Questions

Q.1 Write short answers to the following:
  1. What do you understand by the term values as perceptual filter?
  2. What is conflict management?
  3. How emotional self control effects decision making?

5.6 Refrences

Choan, P. S. (2003). Value Leadership: The Seven Principles that Drive Corporate Value in any Economic.

San Francisco, CA: Jossey-Bass.

Dubrin, A. (2004). Leadership: Researching Findings, Practice, and Skills (4th ed.). Boston, MA: Houghton Mifflin.

George Kohlrieser, Hotage at the Table :How Leaders can overcome Conflict, Influence Others, and Raise Performance (San Francisco:Jossey-Bas,2006)p.99-122.

Goetsch David L, Chauhan, D & Chauhan .P.S. (2012). Effective Leadership Strategies for Better Results. Pearson Education,Inc.p.157-172.

Yukl.G.(2013). Leadership in Organization. Pearson Educationp.67-73
http://www./admin/Downloads/Conflict_Management_and_School_Leadershi.pdf
http://www.business dictionary .com/definition/directing.
htmlhttp://www.humansynergistic.com/ourApproach/Impact of leader
culturehttp://www.leadershipnow.com/changequotes.html.
http://www.newdirectionsconsulting.com/leadership-engagement/conflict-management-the-manager-as-conflict-mediator/http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1133&context=ojwehttp://webs.wichita.edu/depttools/depttoolsmemberfiles/ccsr/Publications/articleChange_Resistors___People_Who_Block_Change.SA.pdf

Unit 6

EFFECTIVE LEADERSHIP STRATEGIES

Written By: Matin Gul
Reviewed By: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

A remarkable amount of time, effort, and money has been devoted to the study of leadership. Despite all this, there is little agreement about exactly what leadership is? Still, people know effective leadership when they see it, and while great leaders may sometimes be born that way, there are certain traits that great leaders share in common that anyone can practice and adopt to become more effective leader. Highly effective leaders are not afraid to be decisive and to make tough calls quickly when circumstances require it. Once you have all the information, you need to make an informed decision, then do not hesitate – make it. And once you make a decision, then stick it unless there is a particularly compelling reason for you to change it.

LEARNING OUTCOMES

After completion this unit the student will be able to describe the:
a)   what is vision?
b)   how we craft vision?
c)   how we set common goals?
d)   what mistakes we do while setting common goals?
e)   how Team Building important in leadership strategies?
f)   is team leading play important role in leadership?

6.1   The Vision Crafting

6.1.1 Vision
In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision provides guidance to an organization by articulating what it wishes to attain? It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go"? (Nanus, 1992). By providing a picture, vision not only describes an organization's direction or goal, but also the means of accomplishing it. It guides the work of the organization. Seeley (1992) describes vision as a "goal-oriented mental construct that guides people's behavior." Vision is a picture of the future for which people are willing to work.

However, vision is more than an image of the future. It has a compelling aspect that serves to inspire, motivate, and engage people. Vision has been described by Manasse (1986) as "the force which molds meaning for the people of an organization." It is a force that provides meaning and purpose to the work of an organization. Vision is a compelling picture of the future that inspires commitment. It answers the questions: Who is involved? What do they plan to accomplish? Why are they doing this? Vision therefore does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment. For educational leaders who implement change in their school or district, vision is "a hunger to see improvement" (Pejza, 1985).

As important as it is to know what vision is, it is also important to know what vision is not? Nanus (1992) states that vision is not "a prophecy, a mission, factual, true or false, static, [or] a constraint on actions."Fullan (1992) warns against visions that blind and states that there is a tendency for "overattachment to particular philosophies or innovations."
To assist leaders in developing an appropriate vision, Nanus (1992) maintains that the "right vision" has five characteristics:
- attracts commitment and energizes people,
- creates meaning in workers' lives,
- establishes a standard of excellence,
- bridges the present to the future, and
- transcends the status quo.

Other descriptions of vision provide more explicit information, especially pertinent to educational leaders. Seeley (1992) defines two types of vision, both related to Cuban's (1988) concepts of first and second order changes. Using the construct of first order changes, those that deal with improvements, Seeley asserts that these changes are connected to first order vision or program vision. An example of a change requiring program vision is a school's adoption of a new reading program.

Second order changes are those that require restructuring or a reconceptualization of an organization's roles, rules, relationships, and responsibilities. Seeley (1992) asserts that

such second order changes require system vision. "The leader has to visualize not just how a new program or practice would work, but how whole new sets of expectations, relationships, accountability structures, etc., would fit together into a coherent whole"? (Seeley, 1992).

An example of a change requiring system vision is the restructuring of a secondary school's schedule to include two-hour class periods. Some of the major changes related to this vision are rethinking the types and number of courses offered, considering teachers' needs for instructional planning, and accommodating extra-curricular activities. The distinction between program and system vision provided by Seeley extends our understanding of vision and its role in changing schools because the vision reflects the type of school or district change that is being implemented.

6.1.2 Crafting a Vision Statement

A vision statement is a powerful tool that has the ability to galvanize and motivate people around an idea. It provides a beacon and a direction, against which we can measure our own ideas, our actions and even our values.

A great vision has the following characteristics:

- it is simple and idealistic, appealing to core values. These can be personal core values or a company's core values;
- it is challenging but also realistic. A vision is usually expressed in a way as to appear far reaching, but people must feel like that it can, somehow, be achieved;
- it provides focus, serving as a guide when decisions have to be made;
- it provides clear benefits. If you want people to follow your vision, you'll have to provide one that they can invest in (emotionally first and actively later on).

One can find a lot of resources online and offline on how to write compelling vision statements. However, I'm much more interested in the process of crafting a vision. That introspective process that helps people and organizations alike to define a Vision.

Looking Within

In the 1996 Harvard Business Review article titled "Building Your Company's Vision", authors James C. Collins and Jerry I. Porras, outlined a framework to define organizational vision, suggesting that it should be made up of two fundamental components:

- A core ideology
- An envisioned future

According to the authors, the core ideology defines the character of the organization, which should endure beyond any external or environmental trends and changes, while the envisioned future should be laid out as a 10-30 year audacious goal with vivid descriptions of the result of achieving that goal.

Core Ideology
The core ideology is made up of core values and a core purpose. These are the guiding principles and tenets of the organization and it's most fundamental reason for being.

Core Values
Core values are the enduring guiding principles of an organization. They are timeless and are not necessarily expressed in the mission statement, whose wordings might change over time. Rather, the core values are the underlying ideology that remains constant. These guiding principles should be intrinsic to all members of the organization providing a common frame for everyone and do not require external justification ("this is why we do what we do"). They provide the internal motivation to stay the path and keep on going, even in spite of adverse external circumstances.

Core Purpose
The core purpose of a company is it's "raison d'être". It expresses the soul of the organization, usually through a mission statement.

The core purpose should be expressed in a timeless and unattainable way. It should be a tantalizing objective, driving change and progress but never completely realized.

To uncover the organization's true purpose, the authors suggest using the 5 Whys technique.

An example of a core purpose:
Hewlett-Packard: To make technical contributions for the advancement and welfare of humanity.

Envisioned Future
The company's envisioned future is composed of a long term goal and a vivid, exciting description of a possible, plausible future state resulting from the achievement of that same bold objective.

Big Goals, Bold Mission – The Quest
Defining a bold goal to pursue might require a great deal of introspective thinking. The big goals we are talking about cannot be achieved easily or quickly as that would defeat it is purpose. As in a proper Quest, they should be nigh impossible to achieve while at the same time leave people wondering about the future if they were actually achieved. Also the mere expression of that goal through a Mission Statement should be inspiring and provide a focal point for the organization's continued effort.

We should not forget that the whole purpose of this exercise is to capture people's imagination and provide a focus that can stand the test of time – it is a Quest for the whole organization.

Here's an example of a (fairly well-known) Quest, that was able to capture the imagination, not only of an industry, but of a whole generation:
Microsoft's Mission Statement: A computer in every home and on every desk.

Vivid Description
A vivid description should help all of us visualize a greener, brighter future resulting from the successful completion of the Quest.

This description should enthuse and excite the listener. It should be passionate and emotional and should convey these feelings through it's message. Business people tend to shy from conveying emotional messages about hopes and dreams, but that's exactly how to motivate others. Great leaders know this and, as any student of rhetoric knows, have used it time and again throughout history to gather support around an idea or a course of action.

Summing it up
Here's a quick step through on how to craft your organization's Vision:

Core Ideology
- Define Core Values
  - Should be small in number (usually between 3 to 5)
  - Do not change through time
- Discover Core Purpose
  - Company's reason for being
  - Reflects people's idealistic reasons for doing company's work
  - Should be enduring (but not necessarily eternal)
  - Use 5 Why's technique to get at the organization's purpose

Envisioned Future
- The Quest
  - 10-to-30 year BHAG (Big Hairy Audacious Goal) or Bold Missions
  - Clear and compelling
  - It's a unifying focal point of effort
  - Acts as a catalyst for team spirit
  - Has a clear finish line
  - Applies to the whole company
  - Requires a long timeframe to complete (10-30 years)

- Vivid Description
  - Expressed as future casting
  - Should be Engaging
  - Should be Vibrant
  - Expresses what will it be like to achieve the previously set Bold Goals

6.1.3 Characteristics of an Effective Vision

By George Ambler, February 3, 2013

An effective vision is critical during the turbulent times of today. Turbulent times require fast and effective action and this means people cannot spend time checking with an executive every time a critical decision needs to be made. Effective vision provides the "north star" by which we can navigate in times of uncertainty. When the sea is crashing all around and the dark of night sets in, having a north star by which to steer the ship is a matter of life or death.

A Vision Statement does not a Vision Make!

A vision is a much broader concept than the stodgy vision statements one tends to find on the walls of some corporate head office. A vision statement is not a vision. It's just one of many ways that we can use to express a vision.

Ask an organisation what is their vision is and the response you will get is a one liner vision statement that sounds like a corporate slogan. These one liners usually sounds something like "*one company, one vision*" or "*to be the number one [place your industry, product or organisation name here] in the world*" or "*to provide world class [place your industry, product or organisation name here]*" I think you get the idea.

The problem with these one liner vision statements is that they fail to fulfill the purpose of a vision, which is to provide direction. It's not enough to say "climb the mountain" people need to understand which mountain and why the mountain is worth climbing?

An effective vision is much broader than a vision statement stuck up somewhere on the corporate head office wall. Effective visions are a combination of ideas that express the following:

- The organisation's purpose, their reason for existence.
- The organisation's core values, who they are and striving to become.
- The organisation's value proposition, what makes them unique, what they are good at and why it matters.
- The organisation's strategic intent, a stretch goal and future aspirations.

The Benefits of an Effective Vision

A vision provides direction and road map into the future, it describes the type of organisations that you want to become and how it's unique, it creates purpose and identity.

"If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea." – Antoine de Saint-Exupery

Some benefits of effective visions are as follows:
- Vision provides direction and helps the organisation prepare for the future.
- Vision provides guidance for decision-making.
- Vision shapes the organisation's strategy.
- Vision guides the types of people you hire and promote.
- Vision defines what you will and what you will not do.
- Vision helps set priorities and guides planning.
- Vision aligns people and activities across the organisation.
- Vision provides purpose and a source of inspiration.
- Vision reflects an organisation's core values and beliefs.
- Vision empowers people and helps focus their efforts.
- Vision brings change and hope for the future.

Not all visions are created equal. We do not gain the above benefits simply because we have a vision statement on our wall. These benefits are only gained if our vision is effective.

What Makes an Effective Vision?
Most visions suck. They're boring, they reenforce the status quo, full of corporate jargon, bureaucratic mambo jumbo and far too bland to drive any real change.
If a leader is to inspire and enlist others to their cause, they need an effective vision. This then raises the question, "What makes an effective vision?" The following characteristics will help you develop a vision that is meaningful and compelling, it will help you avoid ending up with a vision that sucks. That is a vision that is vague, lacks ambition, tries to be all things to all people and void of meaning. Use these characteristics to help you evaluate your current vision and if necessary to guide you in creating a new one.
1. **Future Focused:** An effective vision answers the question "what will our business look like in 5 to 10 years time?" It describes the organisation's desired future. A vision makes clear the organisation's direction, providing a clear picture of what the business will look like in 5 − 10 years time. Vision provides the "big picture". Vision provides the "north star" by which everyone in the organisation navigates. It sets the context for action.
2. **Directional**: An effective vision provides direction and makes clear where the organisation is going. This means that a vision needs to be specific enough to shape decision-making and appropriately broad to allow innovative strategies for realizing the vision.
3. **Clear**: An effective vision provides guidance for decision-making and independent action. This requires the vision to be clearly articulated and easily understood. The

vision must clarify focus, direction and constraints, to ensure that scare resources are focused on the most strategic initiatives. Vision that is clear enables effective allocation of scare resources. Clarity allows individuals across the organisation to have a shared sense of what's important and what's not, to ensure that they are free to act within those constraints.

4. **Relevant**: An effective vision is grounded in and an extension of the organisation's past. Visions don't exists in a vacuum. They exist within the current reality and talks to the context in which the organisation exists. The vision must be relevant to the organisation and the times, it reflects the organisations response to the challenges of the day. An effective vision is a good fit with the organisation's history, current reality, culture and values. An effective vision connects what has happened in the past to the desired future this gives the vision credibility.

5. **Purpose-Driven**: An effective vision provides a larger sense of purpose for the organisation and it's people. That purpose must be more meaningful than getting bigger or beating the competition. Purpose is about why we exist and why anyone should care. Vision connects people to a meaningful purpose, allowing them to feel that they are part of something bigger than themselves. As Steve Jobs said, *"We're here to put a dent in the universe. Otherwise why else even be here?"*

6. **Values Based**: An effective vision connects people to the oganisation's core values. Values are the beliefs or ideals that the organisation shares about what's good or bad. They influence the behaviour and attitude of people. Given this values are deeply connected to an organisation's vision. Vision implies a set of values and beliefs that are required to support who organisations need to become to execute the vision.

7. **Challenging**: An effective vision challenges us, it's an invitation to greatness. A vision is a goal that should challenge us, stretch us and set a high standard for the organisation. Effective visions represent a future that is beyond what is possible today or what we think possible tomorrow. It is the highest level goal that unites and challenges an organisation.

8. **Unique**: An effective vision reflects what's unique about the organisation, it recognizes what makes it different. A vision is unique when it declares what makes the organisation stand out and why it matters. Vision must make clear the activities that the organisation will and will not pursue, the capabilities to be developed and the market position it will occupy.

9. **Vivid**: An effective vision provides a vivid mental image of what the organisation will be like in the future. Well crafted visions describe the future in a way that is easy to imagine and to picture in the mind's eye. What would it feel like to work in the future organisation? What would it be like for customers who engage with this organisation?

10. **Inspiring**: An effective vision engages and inspires people to commit to a cause. Vision appeals to the hearts and minds of people. Vision is inspiring when it

captures the hearts of people. Vision is inspiring when it stops you in your tracks, grabs your heart and causes you to pay attention. An effective vision moves you emotionally, creating a desire to sign up to the cause.

6.2 Setting Up Common Goals

Defining Goals

To have common goals, you first need to define what those goals are. Goals generally can be divided into short term and long term. Short-term goals might include reaching a certain amount of sales for the month, improving on specific customer service issues or successfully launching a new product. Long-term goals may include generating a certain amount of profit over the course of a year or expanding into more locations over the course of five years. Short-term goals should be in support of the larger long-term goals.

Communicating Goals

For goals to be common between staff and management, they need to be communicated from the business owner to all involved. Bring all the employees together to outline what goals you have and what concrete steps are to be taken to reach them. Detail what each person's responsibilities are and what actions are needed to reach these goals. Let management and staff know that every person is involved in this process and that everyone plays an important role. Revisit and reinforce the goals as you go along.

Employee Input

Listening to employee input from management and staff can be key in setting and attaining common goals for the betterment of the business. Most businesses make it a habit to ask for input from management. Sometimes staff members get overlooked and can feel left out of the process of growing and improving the business. Involve staff by specifically requesting feedback on what goals they would like to shoot for and how to attain them. This can be as simple as providing a feedback box or calling a meeting to ask for ideas. Employees will feel more invested in and dedicated to the business.

Morale

Having common goals gives management and staff something to work toward together. This can improve morale on both ends, increase trust between different levels of workers and keep management in touch with the employees they are responsible for supervising. Bringing staffers into the process of setting and achieving common goals makes them feel valued and more invested in the success of the business. This is a tremendous morale booster that will show in employees' interactions with each other, management and customers.

Rewards

Setting common goals is a good start. Another step to take is to reward management and staff for achieving those goals. This plays into the personal motivations that encourage people to work together and share a dedication to improve the business. Reward management and staff with recognition, bonuses or promotions. This sets productive team members up as good examples for others to follow and gives management and staff a personal investment in reaching goals.

Team Building & Developing Common Goals

Businesses and organizations of all sizes use team building projects and training to keep their members working together. In business, goals are the broad, overall aims of an organization. Through team building, a business can focus its employees on common goals and improve working conditions and the bottom line.

Understanding Goals

Working toward common goals is one of the defining characteristics of a team. When individual employees work toward their own objectives, it becomes impossible to be productive and compete with organizations that are more goal-focused. This means that clear communication and consistent goals are essential to team building. Business leaders are responsible for ensuring that all employees understand the organizational culture, overriding goals and specific personal objectives at the time of hiring. Managers need to monitor team development and individual progress to keep common goals in the minds of workers.

Approaches

Team building takes on many forms, including retreats, workshops, supplemental on-the-job training and recreational activities. Placing staff members in positions where they must work together to achieve a shared goal or a series of related goals introduces the goal-centered team model. Teaching workers about how their efforts fit within the larger model of the organization is another way to enlighten employees about the need for teamwork.

Elements of a Team

Team building that seeks to unite employees around a common goal should promote the characteristics of productive teams. These include mutual trust among team members, self-motivation within the team, shared responsibility for mistakes and participation from all members. Effective teams also exhibit strong communication and a willingness to ask questions for clarification. Business leaders should assess each of these elements to devote time and money to developing those characteristics that a goal-directed team lacks.

Individuals Within Teams

Team building and assessment also involves individual evaluation and training. A single member can move a team off course, or introduce confusing or contradictory goals and strategies. Business leaders that seek teams with common goals should recruit individuals

who are open to discussing their beliefs, willing to listen to and express opinions, and able to serve as leaders when necessary. Team members can develop these skills through training, but team building works best when employees already possess some of the basic traits of successful team members. Other elements, such as the nature of the team's goals and the consequences of reaching them, are left for managers to define for each team project.

Setting Team Goals: How to Ensure No One's Ideas Get Left Out?
Effective teams don't just happen. It's up to the manager or team leader to set the stage for success. That includes guiding work teams toward the establishment of team goals and, ultimately, to a positive outcome. Here are some key points that can help you along the way.

Start by Clarifying Team Objectives
Successful teams are driven by a deeply rooted sense of mission. So make sure that everyone understands the mission right from the start. With this approach, shared team goals become more important than individual agendas. And these team objectives help bind a team together and keep it cohesive, even when obstacles or internal disagreements arise. When you establish team goals upfront, the payoff is enhanced productivity later on.

Define Individual Responsibilities
To achieve the team goal, you also need agreement on how it will be accomplished. And individual responsibilities need to be well defined. If they are not, productivity slows down, as team members wait for more guidance. Or else, more dominant team members simply take charge. The ideal situation, of course, is for everyone to participate equally. Then, each team member is just as invested as the next.

Help Everyone Participate
Sometimes, team leaders or managers need to step in to provide the right balance of participation. For example, try to make sure everyone has a chance to contribute by drawing out quieter or less-experienced members. You might ask for their opinions in meetings — or steer particular aspects of a project their way. Make it one of your team goals to ensure that everyone has a voice. It's generally fine for your top performers to take on a bigger role or more responsibility than others. But make sure this doesn't cause your star employees to feel overburdened — or make other team members feel squeezed out.

Remember some team meeting do's and don'ts
When leading a team meeting, keep the following guidelines in mind during the session:

Do:
- Listen to everyone
- Play devil's advocate
- Propose solutions
- Prepare a meeting agenda and stay on track

- Ask open-ended questions

Don't:
- Criticize others' ideas
- Be overly demanding
- Enforce your ideas
- Be a dictator

Eight Common Goal Setting Mistakes

Achieving Your Dreams the Right Way

The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we hit it. – *Michelangelo Buonarroti, Renaissance artist*

John is reflecting on the last goal that he set for himself... Everything started well – he was making progress, he felt great about what he was doing, and he was excited about future possibilities. But then things unraveled.

The goal took longer to complete than he thought it would, and he became discouraged. And, because he did not stop to look at what he had achieved, he lost his drive and focus. Before he knew it, the goal – and the opportunities it would have brought – were forgotten. Sound familiar?

In this article, we'll look at some common mistakes that people make when they set goals. Learn how to recognize these mistakes, so that you can avoid making them yourself!

Mistake 1: Setting Unrealistic Goals

When you are exploring possible goals, you need to unleash your imagination and ambition, put your reservations aside, and dream big dreams. However, once you have decided on a goal, make sure that it is realistic, and that you can actually achieve it in the time frame that you have set for yourself.

For instance, if your goal is to run a marathon, it is wildly unrealistic to sign up for one next month, unless you've already done several months of training. Or, if your goal is to become CEO of a company, but you have no experience, this goal might not be practical – at least not yet!

To set realistic goals, use SMART Goal Setting strategies: make sure that your goals are Specific, Measurable, Attainable, Relevant, and Time-bound.

Mistake 2: Focusing on Too Few Areas

Imagine that you have just written your list of goals for the next year. You have committed to increasing your sales by 15 percent, applying for a promotion, and reading one leadership book each month.

Although this is an ambitious but achievable list of goals, there is a potential problem: these goals focus only on your career. You have completely omitted goals from other parts of your life.

Many people focus solely on their work when they set goals. However, you can not neglect activities that bring you joy. Goals like writing a book, competing in an adventure race, or starting a home garden might also be incredibly important for your happiness and well-being.

So, when you set your goals, make sure that you strike the right balance between different areas of your life. And remember that "balance" is different for everyone – use the Wheel of Life tool to understand which areas of your life you need to focus on most.

Mistake 3: Underestimating Completion Time

How often has a task or project taken longer than you thought? Probably more times than you can count! You may also say the same for goals that you've set in the past.

If you do not estimate goal completion time accurately, it can be discouraging when things take longer to achieve than you think they should. This can cause you to give up.

So, use Action Programs and effective scheduling strategies when planning your goals. And always pad your timelines to account for delays and setbacks. If you add extra time into your estimate, you will feel less pressure to rush and finish by a certain date.

Mistake 4: Not Appreciating Failure

No matter how hard you work, you will fail to achieve goals from time to time. We have all been there, and it is not fun!

However, your failures are what ultimately determine your character. They also contain lessons that can change your life for the best, if you have the courage to learn from them.

So do not be too upset if you fail to achieve your goals – just take note of where you went wrong and use that knowledge to reach your goals next time around.

Mistake 5: Setting "Other People's Goals"

Some people – family, friends, or even your boss – may want to influence the goals you set. Perhaps they feel that they know what's best for you, or maybe they want you to take a certain path or do certain things.

Clearly, it is important that you have good relationships with these people, and you need to do what your boss asks, within reason.

However, your goals need to be your own – not anybody else's. So be politely assertive, and do what you want to do!

Mistake 6: Not Reviewing Progress
It takes time to accomplish goals. And sometimes it can feel that you are not making much progress.

This is why it is important to take stock of everything that you've accomplished on a regular basis. Set small sub-goals, celebrate your successes, and analyze what you need to do to keep moving forward. No matter how slow things seem, you probably are making progress!

You can also take this opportunity to update your goals, based on what you have learnt. Have your priorities changed? Or do you need to set aside some extra time for a particular goal activity?

Goals are never set in stone, so do not be afraid to amend them if you need to.

Mistake 7: Setting "Negative" Goals
How you think about your goal can influence how you feel about it, and whether you achieve it.

For instance, many people have a goal to "lose weight." However, this goal has a negative connotation; it is focused on what you do not want – your weight. A positive way to reframe this goal is to say you want to "get healthy."

Another example of a negative goal is to "stop staying late at work." A positive way to rephrase this is to "spend more time with family."

Negative goals are emotionally unattractive, which makes it hard to focus on them. Reframe any negative goals so that they sound positive: you may be surprised by the difference this makes!

Mistake 8: Setting Too Many Goals
When you start setting goals, you may see many things that you want to accomplish. So you start setting goals in all areas.

The problem with this is that you have a fixed amount time and energy. If you try to focus on many different goals at once, you cannot give individual goals the attention they deserve.

Instead, use the "quality, not quantity" rule when setting goals. Work out the relative importance of everything that you want to accomplish over the next six to twelve months. Then pick no more than, say, three goals to focus on.

Remember, the success of your work towards a goal rests on focusing on just a few things at a time. If you limit the number of goals you are working on, you will have the time and energy you need to do things really well!

Tip:
A good way to avoid these mistakes and to set goals effectively is to use the Mind Tools Life Plan Workbook . Supported by worksheets and advice, this guides you through a simple, five-step process for setting your goals, and for organizing yourself for success.

6.3   Team Building
Meaning, Exercises and its Need
When individuals with similar interest, attitude, and taste come together to work for a common objective, a team is formed. Every individual contributes equally and performs his level best to meet the team targets and achieve the organization's goal. Team members strive hard to live up to the expectations of others and successfully accomplish the assigned task. A team cannot do well unless and until each and every member is focused and serious about his responsibilities. For every team member, his team should come first and everything else later. Personal interests must take a backseat.

Every individual must feel motivated to perform his level best. Never impose things on anyone; instead, the individuals must take the initiative on their own. They should come forward and accept the challenge.

Let us go through the below example:
Mike and Jordan were reporting to Steve - their team leader. Steve had a tremendous faith on Mike and Jordan, always appreciated them in front of others and even went out for dinners with his team. His team was way ahead of the other teams and never fell short of their targets. Steve was the most admired team leader.

Steve never had to convince Mike and Jordan to take up any new responsibility; they were always on their toes and accepted new assignments willingly.

Why do you think Mike and Jordan were always eager to work ? The answers to this question are the various efforts which their team leader took to motivate and extract the best out of them. This explains team building.

What is Team Building?
Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. You just can not expect your team to perform on their own. A motivating factor is a must. Team Building activities consist of various tasks undertaken to groom a team member, motivate him and make him perform his best.

We all are human beings and love appreciation. Any individual performing exceptionally well must be appreciated well in public. He feels happy and motivated to perform even better the next time. If any team member has come out with a unique idea; treat him with anything that makes him happy. Never criticize any team member or demotivate him if he has failed to perform. Ask him to "Buck up".

Team Building Exercises
Let us throw some light on some team building execises.
▪   **Encourage many trust building exercises in your team. Team members must trust each other for the maximum output**. Blindfold half of your team members and ask them to jump over bricks with the help of members who can see. Repeat this exercise and now blindfold those who could see earlier. This exercise goes a long way in building the trust among the team members. An individual might be a little hesitant initially, but the moment he jumps over the brick with his fellow team member without getting hurt, he starts trusting him. The trust factor increases with time and relations among the team members improve.
•   **One must know his fellow team member well**. You cannot work with someone you do not know. Include a lot of exercises which help the team members know each other well. Make pairs and ask them to write whatever they know about their partner and vice a versa. You can ask anyone to write his partner's favouritecolour, favourite outfit, preferred hangout zone and so on. Ask his partner to correct him if he is wrong in his answers. People know a lot about each other this way and also find out some unknown facts about their partner. Ask the team members to give their introduction one by one once the team is formed.
•   **The team members must be compatible with each other. Include icebreaking activities in the team**. Take them out for picnics; get togethers where they can interact with each other freely on any topic. Allow the individuals to bring their families as well. People come a lot closer this way. Relationships improve. Remember your team member's birthday, anniversary or any other important date and do not forget to wish him that day. Ask for a treat! This way, individuals are no longer strangers to each other and the bonding increases.
•   **Encourage activities where individuals come together as a single unit and work for a common task**. Collect some even sized sticks, rope, nails, hammer, and glue stick. Ask your team members to construct a bridge out of the sticks using the rope, hammer, gluestick and nails. You will be surprised to see that everyone

will be involved in the activity and help each other in making the bridge. The concentration and will power to do something increases and individuals learn to work as a single unit. They all work together, each one contributing something or the other to construct the bridge i.e. accomplish the task assigned to their team.

Need for Team Building - Why Team Building?
Team Building activities are of utmost importance as they help in the overall development of the team members and in turn improving the team's performance. It also strengthens the bond among the employees and they feel motivated to work and achieve the targets. Some kind of team building activities must be undertaken from time to time to encourage the team members to work hard and realize their dreams.

Stages in Team Building

Forming
Storming
Norming
Performing

Stage 1: FORMING

The Team
- defines the problem
- agrees on goals and formulates strategies for tackling the tasks
- determines the challenges and identifies information needed
- Individuals take on certain roles
- develops trust and communication

Stage 2: STORMING

During the **Storming** stage team members:
- realize that the task is more difficult than they imagined
- have fluctuations in attitude about chances of success
- may be resistant to the task
- have poor collaboration

Stage 3: NORMING

- During this stage members accept:
  - their team
  - team rules and procedures
  - their roles in the team
  - the individuality of fellow members

- Team members realize that they are not going to crash-and-burn and start helping each other.

Stage 4: PERFORMING

Team members have:
- ✓ gained insight into personal and team processes
- ✓ a better understanding of each other's strengths and weaknesses
- ✓ gained the ability to prevent or work through group conflict and resolve differences
- ✓ developed a close attachment to the team

6.4   Team Leading

Effective teamwork is one of the most important aspects in the corporate world today. Today, team members should be completely comfortable while working with each others in order to give their best professional touch to whatever they do.

A team is normally comprised of a number of team members and a team leader. Needless to say, the onus of success lies on the shoulders of the entire team, but the team leader bears most of the burden.

Almost everyone on the team would like to become a leader, but there are very few who would actually possess the characteristics to be a team leader.

How to be a Good Team Leader?

The findings of extensive research on what makes a team effective point to the fact that: teams that have the talent and skills to manage themselves do better. This means a dominate team leader does not seem to lead to consistent and better performance – it's the organizational support makes a difference. Therefore, a good team leader should design and support/balance the talent of the individuals to work together in harmony so that the team ends up managing itself…

Being an effective team leader requires basic leadership skills. Here are some of the actions that the team leader should consistently carry out:

- Build trust between team members.
- Inspire and motivate teamwork for achieving goals.
- Influence valuable changes.
- Be open to new ideas coming from team members.
- Consult frequently with key team members.
- Establish an open discussion for decision-making.
- Distinguish the team from others – create an identity for the team.
- Encourage and support independent thinking.
- Recognize the skills of key team members and utilize their strengths to the benefit of the team.
- Define and state expectations and objectives with the team members. Ensure that all members understand the missions ahead.
- Eliminate disagreements between members – be the mediator. Set a behavioral code if necessary.
- Consider giving incentives to boost results.
- Evaluate results in a timely fashion.

What makes an effective/good team leader?

When it comes to defining team leadership, there are several characteristics that could make a positive impact. In addition to the above points, the following are some of the characteristics of a good team leader:

1. **Decision Making Abilities:** This might be by far the most important characteristic that a team might want in a person who would lead them. There are several scenarios in the professional world which require a level-headed person to make various decisions. These decisions basically make or break the team's work as well as the person's career. Therefore, these decisions have to be made with extreme care and caution. Only an experienced individual would be capable of making such decisions.
2. **Lead from the Front:** Gone are the days when the leaders would be cooped up in administrative rooms while the real action would take place at the battle front. In the corporate world, unless the leader gets down to the brass tacks with the team members, the leader would not be respected.
3. **Balance Between Personal life and Professional life:** With the fast paced times, professional and personal lives are quickly overlapping each other. Therefore, it is necessary for a leader to understand the difference between the two and pay respect to the team member's personal life as well as professional growth.
4. **Serve as an Example:** This is also quite am important aspect of being a leader of a team. Only if a leader acts as an example, would the leader be respected enough to be given the proper respect as a leader. Being an example can be anything, right from the way they work, to the way they make professional decisions. Serving as an example is not easy in this fast paced world, but one can always try.
5. **Forgive, but do not Forget:** No employee can ever say that they have not made mistakes in their professional life. A good leader would remember these mistakes and try to make sure that the said individual does not make the same mistake again. However, the leader should also keep in mind that this employee should not be unnecessarily persecuted for the mistake.
6. **Cohesive Force:** Finally, the leader should be a cohesive force between all the team members. In a professional atmosphere, it is a miracle that all the people in a team are on good terms with each other. Therefore, it is the responsibility of the leader to make sure that all of them are comfortable with each other and have a working relationship that makes the team a productive one instead of a team that is wracked by problems.
7. **Provide Purpose.**
   Everything starts with **vision**. You cannot have a real team without one because people will not find the desire to achieve the common goal. The team members will work together and sacrifice only if they can see what they are working toward? Capturing and communicating vision is your role as a team leader. Only you can do it. Create an inspiring vision. Provide the big picture and keep the vision of the big picture before yourself and your people. Every team member "has a role to play, and every role has its part in contributing to the bigger picture. Without that perspective the team cannot accomplish its goal, whether the team's "game" is sports, business, family, ministry, or government," says John C. Maxwell, the author of *The 17 Indisputable Laws of Teamwork*. >>>
8. **Build a Star Team, not a Team of Stars**
   Your team will not reach its potential if players are unwilling to subordinate their personal goals to the good of the team. As Ervin "Magic" Johnson put it,

"Everybody on a championship team doesn't get publicity, but everyone can say he's a champion." Be personally a team player. Teach people to cooperate to make a team a winning team, and thus all of them winners. Involve everyone. Establish **shared values** and an environment oriented to trust, joint creativity, open communication, and cohesive team effort. Help resolve dysfunctional behavior. Facilitate join problem solving and collaboration. Fully utilize

9.   **Establish Shared Ownership for the Results**
       Start with yourself – share your own individual results with the group. Shared responsibility is better achieved if the pay and reward system has a significant element that is dependent on the overall outcome. Keep the team informed how individual members are performing – it is important if Individuals' rewards depended on the performance of the group as a whole.

10.   **Develop Team Members to Fullest Potential**
       Bring out the best in your people. Help team members to develop so that all of them could effectively participate on the team.

11.   **Make the Work Interesting and Engaging**
       Create enjoyable work environment. Encourage **entrepreneurial creativity**, risk-taking, and constant improvement. This includes also freedom to fail and fun in the workplace. Maintain healthy group dynamics. Facilitate problem solving and collaboration.

12.   **Develop a Self-managing Team.**
       Be a superleader. Develop team members so that they can lead themselves. Don't give direct commands or instructions, use questions (such as "What do you think should be done?") and coaching instead. **Empower** people, delegate authority, and be open to ideas. Trust your team, rely on their judgment. Give your people authority to decide as much as possible. Encourage your team to engage in self-leadership behaviors such as self-observation, role-playing exercises, and self-**problem solving**. Encourage your team or groups within your team to evaluate themselves and to give both positive and negative feedback. Share with the team members certain areas of your responsibility. Ask for their input when you need to make a decision regarding recruitment, firing, discipline, training, and promotion.

13.   **Motivate and Inspire Team Members**
       Be enthusiastic, **inspire** and **energize people**. Set **stretch goals**. Recognize and celebrate team and team member accomplishments and exceptional performance

14.   **Lead and Facilitate Constructive Communication**
       Lead the rich array of types of communication exchanged between team members that include goal setting, task assignments, work scheduling, announcements, problem solving, performance evaluation, **corrective feedback**, praise, discussions, etc. Communicate in a way that is truthful and believable to team members. Provide constructive feedback to the team on where and how it might improve. Encourage open communication among team members and communicate team views to and from other teams. Encourage self-criticism and rehearsal. Strive for team consensus and win-win agreements. Provide guidance to the team based on upper management direction. Escalate issues which cannot be resolved by the team

and communicate team views to upper management. Serve as a focal point to communicate and resolve interface and integration issues with other teams.

15. **Monitor, but don't micromanage.**
   Avoid close supervision; do not over boss; do not dictate. Help keep the team focused and on track. Communicate team status, task accomplishment, and direction. Intervene when necessary to aid the group in resolving issues.

6.5 Self Assessment Questions
1. Whats make a leadership strong?
2. Is crafting of Goal impact on leadership?
3. What are the stages of Team Building?

6.6 References

Spillane, J. P. (2006). Distributed leadership (1st edition). San Francisco: Jossey-Bass. pp. 11–12. ISBN 0-7879-6538-3.

Tutorials. (n.d.). Education in Pakistan (Policies and Policy Formation). Retrieved from http://academiatutorials.blogspot.com/2010/09/education-in-pakistan-policies-and.html

Ulama. (2016). Retrieved from https://en.wikipedia.org/wiki/Ulama

Hughes, R. L., Ginnett, R. C., &Curphy, G. J.(2009) Leadership: Enhancing the lessons of experience.

Kelly, M.L. (2003, January 1) Academic advisers as transformational leaders.The Mentor. Retrieved on November 25 2012, from http://www.psu.edu /dus/mentor /03 0101mk.htm

Kotterman, J. (2006). Leadership versus management: what's the difference?.The Journal for Quality and Participation, 29(2), 13.

Kouzes, J.M. & B.Z. Posner (2007) The Leadership challenge (4th ed.). San Francisco, Jossey-Bass.

Leithwood, K. &Jantzi, D. (2000).The effects of transformational leadership on organizational conditions and student engagement with school.Journal of Educational Administration, 38(2), p. 112.

Leithwood, K., Seashore Louis, K., Anderson, S., &Wahlstrom, K. (2004). Executive Summary: Review of Research: How Leadership Influences Student Learning.

Lunenburg, F. C. (2011). Leadership versus management: a key distinction–at least in theory. International Journal of Management, Business, and Administration, 14(1), 1-4.

Lunenburg, F. C., & Ornstein, A. C. (2011). Educational administration: Concepts and practices. Cengage Learning.

Lunenburg, F. C. (2012). Power and leadership: an influence process. International journal of management, business, and administration, 15(1), 1-9.

Maxwell, J. C. (2011). The 5 levels of leadership: proven steps to maximize your potential.

LEADERSHIP CHARACTERISTICS AND SKILLS

Written by: Matin Gul
Reviewed by: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

There are relatively few people that are universally regarded as visionaries. These might include individuals, while universally acclaimed, they are often disregarded as super-talented genius, outliers that live outside of the range of normal human experience. A good leader is enthusiastic about their work or cause and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working towards the goal. The greatest benefit, your attitude will provide is a culture of success. Develop your team members. Provide opportunities for them to grow. Give them direction, and create structure and process to channel their growth. Create an environment where people will give their very best efforts. As channel their growth. Create an environment where people will give their very best efforts. As you cultivate these behaviors in your own life, you will reap the benefits.

LEARNING OUTCOMES

After reading this unit, the student will be able to;
1. differentiate the different leadership characteristic and skills.
2. describe the meaning and importance of long-sightedness and visionary ability in leadership.
3. describe the importance of optimism and enthusiasm in leadership qualities.
4. describe how empathy skill makes great leader?
5. mention that how today technical skill important for skilled Leaders.
6. describe how vital role of communication skill plays in leadership skill.

7.1   Long-Sightedness

Visionary and Long Sighted Leaders
Far-sightedness in a leader is the ability to envision and articulate a successful future in a compelling and inclusive way. It's one of the essential qualities we look for in a leader. If a leader cannot tell us where he or she believes we can go, what we can accomplish together, we hesitate to follow him or her. Visionary leader/long sighted leaders are uncommon, but they share many characteristics. **The qualities of visionary leader/long sighted leaders include openness, imagination, persistence, and conviction.** Albert Einstein and Thomas Edison are examples of great visionaries.

Qualities of Visionary Leader/Long Sighted Leaders/Long Sighted Leaders
There are relatively few people that are universally regarded as visionaries. These might include individuals such as Steve Jobs, Thomas Edison, Albert Einstein, the Wright Brothers among others. While universally acclaimed, they are often disregarded as super-talented genius, outliers that live outside of the range of normal human experience.

Visionary leader/long Sighted Leaders are Open to New Information
Visionaries possess an unusually large degree of openness to new information. This openness may or may not extent to people. Inflexible people, once they make up their mind, cannot be persuaded, nor do they continue to search for or take in new information. Not so with visionaries, they are constantly searching for additional information. Visionaries know that each new piece of information might yield an insight that helps solve a problem or create a breakthrough. In addition, visionaries typically exercise a low degree of deference to convention, historical precedent, or authorities within their fields. While they seek to know as much as possible within their fields, they do not defer to the judgments of the existing authorities within their fields. By ignoring or purposeful violating norms with their respective disciplines, visionaries are able to experiment and try things that others overlook or are not willing to challenge. As a result of their willingness to experiment and try things, visionaries often are in the best position to make "breakthrough" creative discoveries or happy accidents.

Visionary Leader/long Sighted Leaders Possess Mental Mind's Eye
Visionaries often possess the ability to see things with their mind's eye often long before others. This might include certain observations that unlock the secret to understanding the natural world, trends that are still in their infancy stage (or that haven't even begun yet), or the possibilities of new inventions, discoveries, products, or even new social or historical movements.

Visionary leader/ long sighted leaders are highly sensitive
A common quality of Visionary leader/ long sighted leaders is that they are usually sensitivity. This quality of sensitivity can manifest itself as "quirkiness" or even in

certain cases as mental illness. Think for example about Van Gogh, Howard Hughes, or John Nash.However, this sensitivity results in extra information being accessible to visionaries that others to not have access to. Thus, the mark of a true visionary is that they can often see what others cannot.In some senses, Visionary leader/ long sighted leaders seem to "see" the future. With the exception of ancient and modern prophets, most Visionary leader/ long sighted leaders don't actually see the future.What Visionary leader/ long sighted leaders do, however, is to build an accurate conceptual model of the future based on their keen understanding of the present. And then successful Visionary leader/ long sighted leaders bring that model into reality, creating the future.

Thus, the Visionary leader/ long sighted leaders key ability is not their prophetic sight, but rather the gift to predict accurately from the present into the future. When accurate prediction is combined with executive ability to carry out the vision, visionaries literally creates the future. While there is some difference between predicting and influencing the future, possessing the former skill is helpful (and the first step) to developing the later skill.

Visionary leader/ long sighted leaders have a vivid imagination
Another quality of Visionary leader/ long sighted leaders is that they often have a vivid imagination. Visionary leader/ long sighted leaders take great care to nurture their imagination and mind's eye carefully.Visionary leader/ long sighted leaders spend their lives following their dreams and seeking to bring them into reality. In contrast, the masses turn off their imaginations as they mature, feeling that imagination is akin to child's play.Visionary leader/ long sighted leaders often reside in two worlds – the external world, the other being a rich internal world of ideas, pictures, and thought. The reason why Visionary leader/ long sighted leaders are so driven to carry out their dreams is because their dreams are so real and vivid (in their mind's eye) to the visionary. Thus, clarity of imagination leads to a compelling desire to carry out the vision.

Visionary leader/ long sighted leaders have the quality of strong conviction
Once a visionary has a worthwhile vision, they must have strong conviction if the vision stands a chance at being brought into reality. Certain visions are extraordinarily difficult to carry out and thus require an extraordinary strong belief in the vision and the visionary's ability to carry it out.Several specific traits support the development of the quality of conviction in a Visionary leader/ long sighted leader. One such trait is the willingness to take calculated risks. In order to form conviction, a Visionary leader/ long sighted leader must be willing to lay it all on the line for a worthy cause.Similarly, a certain amount of discontent with the status quo is necessary for one to be willing to lay things on the line. In addition, an unconventional nature is somewhat helpful in that it tends to make one immune to negative social pressures that are experienced as naysayers constantly doubt the vision and the visionary.

Finally, Visionary Leader/ long Sighted Leaders Often Possess a Sense of personal destiny. If you asked them and they were honest, they would admit that they always believed that they were destined to accomplish great things, even though they might not have known the details of how it was going to happen. In some sense, this is necessary because the visionary needs to have a strong belief that they have the ability to carry out.

Visionary Leader/ long Sighted Leaders have the Quality of Persistence
One specific challenge unique to visionary leader/ long sighted leaders is best expressed by the warning label on a driver's mirror, "objects in mirror are [further] than they appear." Because of the vividness of their visions, visionaries often underestimate the difficulty in bringing the vision into reality or the "distance" between the present and envisioned outcome (as the vision seems so close and obtainable to them). The other challenge faced by Visionary leader/ long sighted leaders is that they tend to have dreams that are larger and more difficult than average persons, and thus an extraordinary degree of persistence is required.

Visionary leader/long sighted leaders must possess the quality or attribute of persistence. Unabashed persistence allows the visionary to push through all difficulties, including the opposition of others, bad fortune, insufficient resources, or dead-ends.In the end, the difference between a successful and unsuccessful visionary often comes down to drive and persistence.

7.2   Optimism and Enthusiasm

Optimism Enthusiasm and Integrity – Leaders must have it
Optimistic: Great leaders should also be optimistic. Few pessimists are real leaders even though they may have the title. Great leaders are committed to the future and so any pessimism or negativity in what the future holds will undoubtedly be felt by their team.

Furthermore, all leadership actions and behaviours must be carried out with absolute integrity and so when leaders are genuinely enthusiastic, positive, energetic and confident, they will be able to harness the energy that is already within their team to achieve success.

Optimism in leadership is one essential quality you must have toward life. An optimistic person is excited about his future and there is certain energy about his life. He is not fearful of the uncertainties that life brings, but he looks forward in anticipation, knowing that life will only get better and better. Attitude is everything. Optimism is one of the many attitudes you should adopt, especially as a leader. It is only when you are optimistic about your future that you can be a progressive person; someone who continually improves and moves toward the future. A pessimistic person, on the other hand, is afraid of the future. He is afraid of the failures, anxieties, problems that the future will bring. A pessimistic person is fearful about the future. That is why optimism is the foundation of

courage. Without the prospect of a promising future, who would have the courage to face and overcome today?

What is the difference between empathy and sympathy? Although the words are similar, they are, in fact, mutually exclusive. According to Norman Paul, in sympathy the subject is principally absorbed in his or her own feelings as they are projected into the object and has little concern for the reality and validity of the object's special experience. Empathy, on the other hand, presupposes the existence of the object as a separate individual, entitled to his or her own feelings, ideas and emotional history (Paul, 1970). As one student so eloquently put it, "It's nice when a project leader acknowledges that we all have a life outside of work."

However, many people like to dismiss optimism as wishful thinking. "They're just daydreaming", they would say. Oliver Pell even once said," Optimism is a psychological disorder exhibited by those out of touch with reality." What a strong statement to make of the positive people in our world today. But the truth is, these people say these things because deep inside their hearts, they're envious of the kind of life these optimistic people lead; happy, joyous, and hopeful. They have been disappointed by life before and they don't want to hope again, in case they get hurt by disappointment again. The reality is this: You create your reality. It is your attitude today that determines your future. Asking people to be realistic is one thing, but asking them not to live like there's a great future ahead of them is another. As a leader, don't ever listen to another person who tells you to be 'realistic' when you share a dream or a vision with him. Remember that the world is changed by people whom were called out-of-touch, weird dreamers. As a leader, you have to know the difference between optimism in leadership and just simply being out of this world.
Five Reasons why optimists make better leaders

Carmine Gallo
Opinions expressed by Forbes Contributors are their own.
President Reagan with National Security Advisor Colin Powell (1988) (Photo credit: Wikipedia)
Intel co-founder Robert Noyce once said that optimism is "an essential ingredient of innovation. How else can the individual welcome change over security, adventure over staying in safe places?" Noyce and his partners started Intel in 1968, a year when the U.S economy faced the greatest crisis since the Great Depression. In addition, tumultuous events shook the foundation of American society: riots and protests, the Vietnam war, the assassinations of Martin Luther King and Robert Kennedy. It was a tough year to start a business, but Noyce embraced change and built a brand that changed the world.

In a previous column I revealed the 7 secrets of inspiring leaders. Optimism is one of those ingredients and I believe it is the one essential trait that today's leaders must exhibit. Here are five reasons why optimists make better leaders.

123

Optimists Start Businesses. An optimistic sees opportunity where others see uncertainty and despair. When the economy is down like it is today and millions of people are out of work, the pessimist uses those factors as excuses to stay in place. The optimist refuses to let macro-economic trends impose hurdles on their imagination. Nothing will dissuade them from starting businesses that ultimately put people to work. As Winston Churchill once said, "optimists see opportunities in every difficulty." Optimists have the successful mindset. You simply cannot start a successful business in a difficult economic environment unless you cast off the negative emotions of fear, uncertainty, and worry.

Optimists are Inspiring Communicators. Inspiration means, "to elicit a fervent enthusiasm." You cannot elicit enthusiasm for an idea unless you're a strong communicator. It's no coincidence that Ronald Reagan, one of the most optimistic Americans we'll ever know, was designated "the great communicator." Colin Powell served under Reagan and said that optimism was the secret behind Reagan's charisma. In fact everyone who knew Reagan described him as an eternal optimist, someone who believed in a better future. I work directly with some of the world's best communicators. Each and every one of them is more optimistic than the average person.

Optimists Rally People to a Better Future. Reagan had his share of skeptics, but his speeches brought out the best in people. They wanted to live in the world he painted with his words. Another optimist—Winston Churchill—also faced skeptics. In Churchill's case, nearly the entire British population was skeptical about going to war with Nazi Germany. Churchill single-handedly turned around public opinion in World War II with a series of optimistic speeches, painting a picture of how Britain could turn back the Nazi tide washing over Europe. In a matter of weeks, the British attitude shifted from one of appeasement to one of certainty that they could fight and win. Members of Churchill's wartime Cabinet said his words and attitude made people feel braver in his presence.

Optimists See the Big Picture. We all need optimists in our lives to fight the recency effect. The recency effect is a psychological term that simply means the most recent experiences we go through are the ones we are likely to remember and we assume those experiences will continue into the future. It's the primary reason investors pull their money out of stocks when the market goes down and put their money in when the market is nearing a high. As any astute investor will tell you, that's exactly the wrong way to invest in the market.

The following example is offered in the Wikipedia definition of the recency effect: "if a driver sees an equal total number of red cars as blue cars during a long journey, but there happens to be a glut of red cars at the end of the journey, he or she is likely to conclude that there were more red cars than blue cars throughout the drive." We need leaders who are immune to the recency effect and who see the big picture, reminding us of the long-term. No recession is ever as bad as it seems in the moment. If you're surrounded by pessimists you're likely to assume that nothing will get better—the economy or your personal situation.

Optimists Elicit Super Human Effort. In Colin Powell's new book, It Worked For Me, he says that great leaders know things will get better because they themselves will make them better! Powell says military training is the best preparation for approaching difficult situations with an optimistic outlook. The following was drilled into Powell: "Lieutenant, you may be starving, but you must never show hunger. You may be freezing or near heat exhaustion, but you must never show that you are cold or hot. You may be terrified, but you must never show fear. You are the leader and the troops will reflect your emotions." People must believe that no matter how bad things look, you will make them better.

Powell is not an unabashed optimistic. He tempers his optimism with logic. "Maybe it can't be done, but always start out believing it can be done until facts and analysis pile up against it. Don't surround yourself by skeptics but don't shut out skeptics who give you solid counterviews." Great advice.

In The Rational Optimist, Matt Ridley describes how, if we look at the world rationally, there's no other conclusion than to believe we are living in an unprecedented era of prosperity. Yes, there are some places that are worse off. "But the vast majority are much better fed, much better sheltered, much better entertained, much better protected against disease and much more likely to live to old age than their ancestors have ever been."

Your employees are looking to you for inspiration and they are not getting it from the news headlines. Today we need business leaders who inspire their employees, clients, and customers, infusing them with the confidence that in the end, all will be well.

Enthusiasm: A good leader is enthusiastic about their work or cause and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working towards the goal. The greatest benefit your attitude will provide is a culture of success. Develop your team members. Provide opportunities for them to grow. Give them direction, and create structure and process to channel their growth. Create an environment where people will give their very best efforts. As you cultivate these behaviors in your own life, you will reap the benefits. Let enthusiasm drive your leadership.

Plain and simple, we don't like leaders who are negative - they bring us down. We want leaders with enthusiasm, with a bounce in their step, with a can-do attitude. We want to believe that we are part of an invigorating journey - we want to feel alive. We tend to follow people with a can-do attitude, not those who give us 200 reasons why something can not be done. Enthusiastic leaders are committed to their goals and express this commitment through optimism. Leadership emerges as someone expresses such confident commitment to a project that others want to share his or her optimistic expectations. Enthusiasm is contagious and effective leaders know it.

As a leader demonstrates personal enthusiasm for a vision, it becomes contagious among disciples. People like to be around enthusiastic leaders. Understand that every group, every team has a set of defined roles and positions. Each position must be executed properly for the success of all. As a chain is only as strong as the weakest link, so a team is as strong as it is weakest member. Each role must be played, including the role of the leader. Accept the role, just as each member accepts their position. It is the role of the leader to express enthusiasm, eagerness, urgency and an excitement for the design of the future.

If you do not naturally radiate enthusiasm, this too is a skill that can be learned and improved. Enthusiasm is demonstrated by having a sense of urgency. Excitement in your voice is expressed through changes in volume and tempo. Your body language expresses enthusiasm through increased gesturing, and with postures that lean forward instead of reclining. Before presiding over team meetings, give yourself a pep talk, fire yourself up with enthusiasm, and let it be seen by the rest of the team. They will respond to your excitement.

Leaders have high energy levels. They do not only communicate well but they are able to transfer their enthusiasm to the team. Motivate the team to perform better than their perceived capability. Such leadership characteristics can be practiced especially when you receive a task that you may not feel entirely interested in. How do you do that? Try researching deeper into the task. Understand it. Understand your role in the bigger scheme of things. Understand your team's role in achieving goals. When you get highly involved, you have a higher chance of being more enthusiastic about it. Then you can begin to get others interested.

Being a leader is all about enthusiasm. Even one enthusiastic person in a group can change the entire attitude of that group – and if you are the leader it must be you. Enthusiasm is one of the critical characteristics that defines the leader that gets superior results from their people. Do you know anyone who 'sucks the oxygen out of the room' when they enter – someone whose presence immediately drives down everyone's motivation & positivity and generally drags the group down?

That's what the psychologists call 'Emotional Contagion' – whereby the moods and attitudes of one group member can spread like a virus through an entire group in the blink of an eye. The good news is that this works in reverse too – and positive emotions can be spread just as effectively as negative ones.

Why a Leader Need Enthusiasm?
It is like electricity. You cannot see it, but you can see its power and what that power can do. Everyone is irresistibly attracted to a leader who emanates energy and passion. It is highly transmissible. When you work with a leader like that you finding yourself mimicking their mood and behaviour – followers automatically start behaving like their leader. That's emotional contagion at work. Do something you love. You cannot sustain a genuine, consistent, driving, passionate and motivated energy in the long term unless you are doing something you love, something you feel passionate about, something you

believe in. When you are excited about what you are doing you become more animated and energetic – and when that happens you become unstoppable. Success is inevitable. If you cannot be excited about what you are doing now think hard: is it time to look at other ways of investing your precious life?

Tap into previous passion. Of course, being human, even if you are doing something you are crazy about, there will be days when you find that you are not automatically overflowing with your normal level of enthusiasm. On those days you have to find a source of enthusiasm to consciously tap into. Simply recall a time when you were positively alive with energy, when you were aware that others around you could feel your passion. Remember that moment and tune into it. Remember what you felt, how you walked, how you spoke – and you will recover that excitement and tap into the energy it brings with it. With practice you will find that you are able to turn it on instantly at will simply by recalling an occasion when you were at your most enthusiastic. Plug in to someone else. Alternatively call someone you know who is reliably passionate and plug in for a recharge. Just talking with someone energetic will get you going faster. Do not expect it to be there all of the time automatically – work on it.

Negative attitudes bring the entire team down. As a manager with enthusiasm and an optimistic outlook you will elevate those around you and energize your entire team. Adopting a can-do attitude and implementing enthusiasm in your day-to-day interactions will encourage others to look for the positive in even the most challenging situations presented.

"Being a leader can be challenging and at the same time hugely rewarding. When you are in a leadership role, people will look to you to provide inspiration, motivation, direction, drive to name just a few.

Those that succeed as leaders are enthusiastic and upbeat. They know that they might not have everyone on board with all of their ideas, that they might not have all of the skills or the knowledge they need. They are however highly positive and know that there is a solution to obstacles that arise. The challenge for the enthusiastic leader is to find the solution to the obstacles that they encounter. There are a number of real benefits of being an enthusiastic leader. These include:

Others follow: Imagine that you had two leaders. The first leader is someone who is upbeat, positive and focused on achieving. The second leader is someone who spends most of their time focusing on the problems and circumstances. Which leader would you want to follow most?

People deliver more: Think about the people that you have worked with. Chances are there were people that really inspired you. Their desire to deliver great results motivated you to deliver more than you thought was possible. You go that extra step to deliver.

You become a role model: People are drawn to people who are high performers and authentic. In many ways you become a role model. They are someone who others aspire to be like and achieve results that you achieve. You show them by the way you behave and your attitude how to get results.

You build a reputation: If you are a leader who is enthusiastic, finds ways of overcoming obstacles and deliver results, you will build a reputation as someone who delivers. When you get a reputation for being someone who delivers, you will get opportunities to take on new challenges and opportunities.

You achieve personal success: If you are starting to be viewed as someone who is enthusiastic and has a reputation for getting results, personal success and rewards will follow. Each personal success will encourage and motivate you even more and in many ways create a ripple effect.

7.3   Empathy

What does empathy mean?
In order to appreciate the role empathy plays in leadership, we first need to have a clear understanding of what empathy means. Most times, we tend to confuse empathy with sympathy; that to be empathetic means agreeing or relating to the feelings another person has regarding a given situation or individual.

However, what empathy really means is being able to understand the needs of others. It means that you are aware of their feelings and how it impacts their perception. It does not mean you have to agree with how they see things; rather, being empatheticmeans that you are willing and able to appreciate what the other person is going through.

What role does empathy play in leadership? Why does it matter?
Let's be honest, when it comes to the keys for successful leadership, empathy is rarely included in such a list. However, instilling a sense of empathy in how you lead those under your care offers a number of advantages:
- empathy allows us to feel safe with our failures because we won't simply be blamed for them.
- it encourages leaders to understand the root cause behind poor performance.
- being empathetic allows leaders to help struggling employees improve and excel.
- empathy allows leaders to build and develop relationships with those they lead.

It's one of those vague terms you are fairly certain you know what it means, but you are not quite sure. You know empathy centers on other people's feelings, but it's often confused with its sister – sympathy. Let's take a look at empathy – what empathy is exactly, what traits do empathetic leaders have, and why is empathy such a critical skill for effective leadership. To discover what empathy is, let's first talk about what it is not. Empathy is not sympathy. It does not mean you have to agree with how someone is

feeling, or even relate to their feelings. Instead, empathy is all about the awareness of other people's feelings – even when you cannot sympathize with them! Empathy means you are able to then apply that awareness of another's feelings, and understand how it affects their needs. When you are an empathetic leader, you are aware of how these feelings (whether you agree with them or can relate to them or not) impact the other person's perception. You can appreciate what another person is going through, when you display empathy.What are the Traits of an Empathetic, Effective Leader? They are three key traits to empathetic, effective leaders

a.   Good listener
b.   Nonjudgmental
c.   Emotional intelligence

Empathetic leaders follow the "2 Ears – 1 Mouth" rule… they spend more time listening than talking. Leaders who are empathetic focus on the person who is speaking too. Today, there are so many distractions around us, it can significantly impact the quality of our listening skills. Empathetic leaders put away their smartphones and close their e-mail inbox when listening, so all of their attention is on the speaker in front of them! Empathetic leaders are also nonjudgmental, even when the feelings of others are in direct disagreement with their own feelings. They appreciate what the other person is feeling and understand how those feelings are affecting that person's perception, without passing judgment whether those feelings are right or wrong. Lastly, empathetic leaders are emotionally intelligent. They are able to step back from their own and the other peson's feelings and analyze those feelings in a subjective manner. Empathetic leaders don't let the feelings involved in the situation control the outcome.

Why is Empathy Such a Critical Skill for Effective Leadership?
Empathy is critical skill for effective leadership for one, simple reason – trust.If your employees don not trust you, you are not a leader; you are just a manager. A key component for building trust with others is empathy. When you show that you are aware of your employees feelings and appreciate those feelings, even when you don not agree with them, it builds trust. The employee has faith that you will at least take their feelings into consideration. You can then use this understanding of their feelings to then give your employees what they need to succeed, further strengthening your relationship, increasing collaboration and improving productivity.Without empathy, your employees will always have their guards up. They will always feel like they have to look out for their own emotional interest. While with an empathetic leader, the employee knows that their feelings will never be simply overlooked or ignored.

In order for a leader to state his personal and group needs in an effective manner, he or she needs to be able to be assertive when required. Assertiveness is an important part of effective communication – it enables others to not only be clear about what you want and where they stand but also gives them an opportunity to modify their behaviour or respond with their own needs and ideas.

The importance of empathy in the workplace

By: DeLores Pressley | 9:09pm EDT November 16, 2012

Empathy is the ability to experience and relate to the thoughts, emotions or experience of others. Empathy is more than simple sympathy, which is being able to understand and support others with compassion or sensitivity.

Simply put, empathy is the ability to step into someone else's shoes, be aware of their feelings and understand their needs.

In the workplace, empathy can show a deep respect for co-workers and show that you care, as opposed to just going by rules and regulations. An empathic leadership style can make everyone feel like a team and increase productivity, morale and loyalty. Empathy is a powerful tool in the leadership belt of a well-liked and respected executive.

We could all take a lesson from nurses about being empathetic. Time and again, nurses rate as the most trusted profession. Why? Because they use proper empathy to make patients feel cared for and safe.

Over the years I have discovered that most people who score high on assessments for empathy have no idea why. They do not completely understand what it is they actually do that makes others see them as empathetic. They can only express that they:

- like people.
- enjoy working with and helping others.
- value people as individuals.

In order to facilitate a deeper understanding of the importance of empathy in the workplace, I will pose four questions regarding the nature, role and benefits of empathy.

1.   **Why Does it Matter for us to Understand the Needs of Others?**
    By understanding others we develop closer relationships.
    The radar of every good executive just went off when they read the word "relationships." This is not a bad thing since most people understand the problems that happen when improper relationships are developed in the workplace.

    This being said, the baby cannot be thrown out with the bath water. In order for a team of workers and their leaders to work powerfully together, proper relationships must be built and deepened.

    When this happens through empathy, trust is built in the team. When trust is built, good things begin to happen.

2.   **What traits/behaviors distinguish someone as empathetic?**
    Empathy requires three things: listening, openness and understanding.
    Empathetic people listen attentively to what you are telling them, putting their complete focus on the person in front of them and not getting easily distracted.

130

They spend more time listening than talking because they want to understand the difficulties others face, all of which helps to give those around them the feeling of being heard and recognized.

Empathetic executives and managers realize that the bottom line of any business is only reached through and with people. Therefore, they have an attitude of openness towards and understanding of the feelings and emotions of their team members.

3. **What role does empathy play in the workplace? Why does it matter?**
When we understand our team, we have a better idea of the challenges ahead of us.
To drive home the above point, further consider these:
- Empathy allows us to feel safe with our failures because we won't simply be blamed for them.
- It encourages leaders to understand the root cause behind poor performance.
- Being empathetic allows leaders to help struggling employees improve and excel.

Empathy plays a major role in the workplace for every organization that will deal with failures, poor performance and employees who truly want to succeed. As leaders, our role is simple—deal empathetically with our team and watch them build a strong and prosperous organization.

4. **So why are not we being more empathetic at work?**
Empathy takes work.
- Demonstrating empathy takes time and effort to show awareness and understanding.
- It's not always easy to understand why an employee thinks or feels the way they do about a situation.
- It means putting others ahead of yourself, which can be a challenge in today's competitive workplace.
- Many organizations are focused on achieving goals no matter what the cost to employees.

Each of these reasons can be seen as true.
Let me ask a question though: What distinguishes average to mediocre leaders from those who excel?

In my opinion, the distinction comes through the ability of the leader who actively works against all the so-called "reasons" and incorporates an attitude of empathy throughout his or her organization. That type of leader will excel.

By spending more time learning about the needs of their employees, leaders can set the tone and approach taken by their employees to achieve their organization's goals.

When writing about empathy I am reminded of the famous quote from Theodore Roosevelt:

"Nobody cares how much you know until they know how much you care."

This is a truth that has long stood the test of time. It is true for our relationships in and out of the workplace.

7.4   Assertiveness

Assertiveness

A good leader will know how to use assertiveness to gain respect and authority, without alienating any members of the group or anyone outside the group. Like many leadership skills, assertiveness is something that can be learned and maintained with regular practice.

People often confuse assertiveness with aggressiveness when in fact, the two are completely different. Assertiveness is not about being loud, rude, arrogant or disrespectful of others – rather, it is a direct, honest expression of your own feelings and needs. Unlike aggressiveness, it does not involve hurting another person, whether physically or emotionally, or violating their rights. When you are assertive, you are aiming to equalise the balance of power, as opposed to just "winning the fight", possibly through negative ways such as humiliating or hurting another person,. Leaders who practise assertiveness correctly are more interested in negotiation a new solution with the other individual, than in just "I win / you lose". By being assertive in the right way, leaders can express their legitimate needs, wants, ideas and feelings – and in this way, create honest relationships with others while at the same time also enabling others to respond with their own needs, wants, ideas and feelings.

Assertiveness in Leadership

Assertiveness is very important in leadership – it is one of the key leadership skills for achieving success in leading a group of people. Leaders who are not assertive enough fail to stand up for themselves or their groups or organisations and thus allow themselves (or their group or organisation) to be taken advantage of. There are many benefits to being assertive in the right way – by standing up for yourself and your group and communicating your needs, you will gain respect for yourself and your group, because people respect those who can honestly express their feelings and needs in a non-confrontational manner. Being assertive can help relationships to become more authentic, as you will be able to share your honest reactions with others and encourage them to do the same with you. In addition, expressing your feelings about other people's behaviour gives them an accurate indicator of where they stand and enables them to modify their behaviour. In fact, although many people fear being assertive because they worry about the potential for conflict, not being assertive can also damage relationships because you end up sacrificing your integrity and denying honest, personal feelings – which can lead to resentment and damaged relationships.

Assertive Behaviour

Assertiveness is not only about what you say but how you say it. There are many forms of assertive behaviour – the basic form is simply to stand up for your beliefs, opinions or feelings. However, you can also be assertive in an empathic way, so that you express your feelings and beliefs but relate them sensitively to another individual. Alternatively, you can display escalating assertive behaviour where you start with just some basic assertions but then increase the intensity of your feelings and ideas if the other person remains unresponsive to your expressions. Finally, there is confrontational assertive

behaviour when the other party's ideas and beliefs are directly in conflict with yours. Different types of assertive behaviour will suit different people and different individuals. However, there are some general guidelines which hold good for all instances – for example, don't be afraid to set limits and be firm in holding to them; don't back down at the first instance of pressure from others. Similarly, don't be afraid to say "No" – don't fall into the guilt trap – be honest with others if you are unable or unwilling to take on a responsibility, follow through with a project or agree with an opinion.

Finally, if you are having trouble showing assertive behaviour, trying "rewriting the whole scene" – in other words, picture a time when you weren't assertive enough and go through it again, imagining what you would have or should have said instead and what the idea assertive response would be. These mental role-plays will help you be more assertive in similar situation in the future.

7.5 Communication Skills

Communication Skills and Leaders
Effective leadership in a small business requires knowing how to communicate with all elements of the organization, including employees, other managers, customers and investors. Each group may require a different communication style and leadership style. Leaders must be able to adapt based on the group they are communicating with at the time. Effective communication skills are an important aspect of any leader's portfolio of skills and experience.

Verbal and Nonverbal Communication
Verbal communication is the most obvious form of communication. However, research has shown people pay much less attention to the words that are said and much more attention to the actions and nonverbal cues that accompany those words. Nonverbal cues include facial expressions, use of hand motions, body posture and eye movements. Leaders should strive to always match their nonverbal cues to their words; when they do so, they are more believable and trustworthy.

Adapting Styles
A good leader adapts his communication style depending on his audience. When speaking to employees, he may need to have a much more directive style than when he is delivering a presentation to the community or speaking to customers. Leaders should identify the audience and their characteristics and interests, then adjust their communication style based on what the audience needs and what will encouage them to react to meet the goals of the communication. Throughout the course of a day, the leader may have to switch between an authoritative style with employees and an inspiring style with stockholders.

Listening

An important aspect of communication is the ability to listen. Active listening should always be a goal, with the leader focusing on both the verbal and nonverbal language of the speaker. Active listening involves concentrating only on the speaker and ignoring outside interruptions, including the listener's own wandering thoughts or possible responses. Active listeners also refrain from interrupting, give the speaker time to finish, show they are listening by doing things like nodding or smiling, and reflect or paraphrase back to verify their understanding.

Setting an Example

Leaders and business managers should realize employees will look to them as a model of how they should behave under certain circumstances. Employees tend to emulate how they see leaders acting and communicating. If employees see a leader using an active listening style and empathetic tone with customers, they are more likely to do the same. When leaders are open to the ideas of others and praise often, employees will tend to follow suit. When speaking, leaders should consider whether they would want their employees to speak in the same way to the same audience. If not, the leader should adjust his communication style.

Considerations

Effective communication skills do not come naturally for most people. Many people, including business leaders and managers, need to practice repeatedly in order to improve their skills. In addition to practicing, leaders should consider classes or training that will help them communicate effectively. With the tool known as 360-degree evaluation, every person in the organization is evaluated by one or more superiors, colleagues and employees. Leaders can participate in 360-degree evaluations both to serve as an example for employees and to identify whether their communication skills need improvement.

Effective team leaders communicate clearly. Quality verbal and written communication skills allow leaders to present expectations to team members in a way workers can understand. Effective communication skills also allow team leaders to listen to the input of others.Think about it … how do the best leaders motivate and inspire their people?

Good Leaders, Good Communicators: There's no mystery here. Regardless of whether you are talking about business, politics, sports or the military, the best leaders are first-rate communicators. Their values are clear and solid, and what they say promotes those values. Their teams admire them and follow their lead. Likewise, if you want your company to reach new benchmarks of achievement, you must master the art of clear communication. So, how do you do it? First, you must realize and accept that clear communication is always a two-way process. It's not enough to speak clearly; you have to make sure you are being heard and understood. To facilitate this, use the following two-way communication primer:

1. **Prepare how you'll Communicate**
   - Clarify the goal of the communication.
   - Plan carefully before sending it or meeting in person.
   - Anticipate the receiver's viewpoint and feelings.

2. **Deliver the Message**
   - Express your meaning with conviction.
   - Relate the message to your larger goals.
   - Identify the action to be taken.
   - Confirm the other person understands.

3. **Receive the Message**
   - Keep an open mind.
   - Identify key points in the message.
   - Value constructive feedback and use it to grow.
   - Confirm your understanding.

Communication Is the Key: Bottom line, clear communication is the most important key to a business leader's success. So to grow as a leader and manager, you must learn how to be an effective, compelling communicator. And if you want your company to succeed, you and your team have to master the art of clear communication together, as well. By using these and other strategies, you and your employees can reach new levels of leadership excellence.

7.6 Self-Assessment Questions
Q.1 Describe the qualities of visionary leader.
Q.2 In your opinion why a leader need enthusiasm.
Q.3 Do you think that empathy is a critical skill for effective leader.
Q.4 What do you understand by the term assertiveness in leadership?

7.7 References
Leithwood, K. &Jantzi, D. (2000).The effects of transformational leadership on organizational conditions and student engagement with school.Journal of Educational Administration, 38(2), p. 112.

Leithwood, K., Seashore Louis, K., Anderson, S., &Wahlstrom, K. (2004). Executive Summary: Review of Research: How Leadership Influences Student Learning.

Lunenburg, F. C. (2011). Leadership versus management: a key distinction–at least in theory. International Journal of Management, Business, and Administration, 14(1), 1-4.

Lunenburg, F. C., & Ornstein, A. C. (2011). Educational administration: Concepts and practices. Cengage Learning.

Lunenburg, F. C. (2012). Power and leadership: an influence process. International journal of management, business, and administration, 15(1), 1-9.

Maxwell, J. C. (2011). The 5 levels of leadership: proven steps to maximize your potential. Center Street.

Northouse, Peter G. (2001) Leadership Theory and Practice, second edition. Thousand Oaks, CA: Sage Publications, Inc.

Whitlock, J. (2013). The value of active followership.Nursing Management, 20(2), 20-23. http://dx.doi.org/10.7748/nm2013.05.20.2.20.e677

Yukl, G. A. (1981). Leadership in organizations.Pearson Education India.Yung, C. T., & Tsai, K. C. (2013). Followership: An Important Partn

CHANGE LEADERSHIP

Written by: Mr. Imran Ashraf
Reviewed by: Dr. Sarwat Maqbool

137

CONTENTS

INTRODUCTION

Globalization and constant innovation of technology result in a constantly evolving business environment. Phenomena such as social media and mobile adaptability have revolutionized business and the effect of this is an ever increasing need for change, and therefore change management. The growth in technology also has a secondary effect of increasing the availability and therefore accountability of knowledge. Easily accessible information has resulted in unprecedented scrutiny from stockholders and the media and pressure on management.

With the business environment experiencing so much change, organizations must then learn to become comfortable with change as well. Therefore, the ability to manage and adapt to organizational change is an essential ability required in the workplace today. Yet, major and rapid organizational change is profoundly difficult because the structure, culture, and routines of organizations often reflect a persistent and difficult-to-remove "imprint" of past periods, which are resistant to radical change even as the current environment of the organization changes rapidly.

Due to the growth of technology, modern organizational change is largely motivated by exterior innovations rather than internal factors. When these developments occur, the organizations that adapt quickest create a competitive advantage for themselves, while the companies that refuse to change get left behind. This can result in drastic profit and/or market share losses.

Organizational change directly affects all departments and employees. The entire company must learn how to handle changes to the organization?

LEARNING OUTCOMES

At the end of this unit, you will be able to:
1. Understand the Concept of Change Management
2. Discuss Change Agent
   a. Creating Awareness
   b. Campaigning
   c. Advocacy
3. Explain the process of leading the change

8.1 What is Change Management?

When your organization undertakes projects or initiatives to improve performance, seize opportunities or address key issues, they often require changes; changes to processes, job rules, organizational structures and types and use of technology. However, it is actually the employees of your organization who have to ultimately change how they do their jobs. If these individuals are unsuccessful in their personal transitions, if they don't embrace and learn a new way of working, the initiative will fail. If employees embrace and adopt changes required by the initiative, it will deliver the expected results.

Change management is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes.

While all changes are unique and all individuals are unique, decades of research shows there are actions we can take to influence people in their individual transitions. Change management provides a structured approach for supporting the individuals in your organization to move from their own current states to their own future states.

Change management has typically been defined as a process involving unfreezing, moving, and refreezing values, practices, and procedures within organizations. Unfreezing refers to the creation of a perceived discrepancy between the existing and ideal state of an organization that generates a desire for change and lowers people's resistance to change. Moving refers to the various processes such as training, education, and restructuring that lead to the development of new behaviors, attitudes, and beliefs. Refreezing regards reestablishing a new state of equilibrium within the organization by stabilizing the new patterns through a variety of support mechanisms.

Change is often resisted by organizational members. The primary reason for resistance is that change requires employees to alter their existing individual and organizational identities. Changing one's identity can be anxiety provoking and it is common for employees to use strategies such as denial, rationalization, idealization, fantasy, and symbolization to resist change.

Ultimately, the goal of change is to improve the organization by altering how work is done?

When you introduce a change to the organization, you are ultimately going to be impacting one or more of the following four parts of how the organization operates:
- Processes
- Systems
- Organization structure
- Job rules

While there are numerous approaches and tools that can be used to improve the organization, all of them ultimately prescribe adjustments to one or more of the four parts of the organization listed above. Change typically results as a reaction to specific problems or opportunities the organization is facing based on internal or external stimuli. While the notion of 'becoming more competitive' or 'becoming closer to the customer' or 'becoming more efficient' can be the motivation to change, at some point these goals must be transformed into the specific impacts on processes, systems, organization structures or job rules. This is the process of defining 'the change'.

However, it is not enough to merely prescribe 'the change' and expect it to happen - creating change within an organization takes hard work and structure around what must actually take place to make the change happen. To begin, let's look at the formal definitions of project management and change management - two key disciplines required to bring a change to life. These are two commonly accepted definitions that help us begin to think about these two distinct but intertwined disciplines.

Project management	Project management is the application of knowledge, skills, tools and techniques to project activities to meet project requirements. Project management is accomplished through the application and integration of the project management processes of initiating, planning, executing, monitoring and controlling, and closing.
Change management	Change management is the process, tools and techniques to manage the people-side of change to achieve the required business outcome. Change management incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change.

As shown in Figure 8.1, both project management and change management support moving an organization from a current state (how things are done today), through a transition state to a desired future state (the new processes, systems, organization structures or job roles defined by 'the change'). Project management focuses on the tasks to achieve the project requirements. Change management focuses on the people impacted by the change.
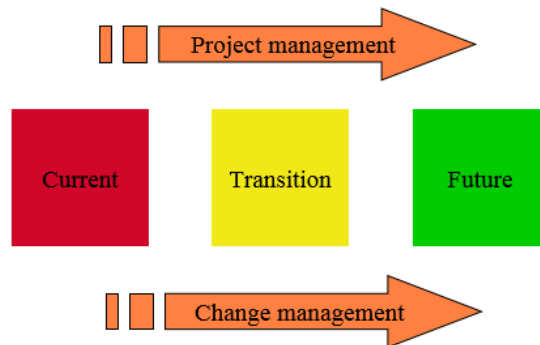
141

Fig. 8.1

Any change to processes, systems, organization structures and/or job rules will have a 'technical' side and a 'people' side that must be managed. Project management and change management have evolved as disciplines to provide both the structure and the tools needed to realize change successfully on the technical and people side.

Discipline:	Process:	Tools:
Project management	• Initiating • Planning • Executing • Monitoring and controlling • Closing	Statement of work, Project charter, Business case Work breakdown structure, Budget estimations, Resource allocation, Schedule Tracking, Risk identification and mitigation, Reports on performance and compliance
Change management	• Planning for change • Managing change • Reinforcing change	Individual change model Communications Sponsorship Coaching Training Resistance management

Change management and project management are tools that need to be applied independent of the actual change that you are undertaking. Anytime you alter processes, systems, organization structures or job rules, you need a structured approach to manage both the 'technical' side and the 'people' side of the pending change.

Do project management and change management look the same for every initiative? Typically not. While the right amount of project management and change management is at least some, each of these tools are at their best when they are customized for the unique situation that you are facing and are fully integrated. Your organization, its culture and history, and the specific change that you are implementing all influence the right amount of project management and change management.

How much project management is needed?	Depends on the complexity and degree of change to processes, systems, organization structure and job roles.
How much change management is needed?	Depends on the amount of disruption created in individual employee's day-to-day work and the organization attributes like culture, value system and history with past changes.

8.2 The Role of Communication in Change Initiatives

Communication is key to developing change initiatives and implementing them. Communication can serve many functions during change initiatives.

Information Sharing: Communication may be used to announce organizational changes and to provide stakeholders with information about the nature, timing, and significance of the change.

Participation: Change agents may create communication processes that actively involve lower-level employees in the planning and implementation of change initiatives or may construct communication processes that emphasize the role of upper-level management and limit lower-level participation.

Vision and Motivation: Communication can be utilized to convey the vision, set the goals, and highlight the important drivers for changing existing organizational attitudes, beliefs, and practices.

Social Support: Change efforts can produce high-levels of anxiety, and communication may be needed to determine employee responses to change, alleviate potential fears, and encourage the establishment of social support systems among employees. Evaluation/ Feedback: Change efforts require the structuring of communication processes that provide employees feedback about their performance during change initiatives and provide feedback to implementers regarding strengths and weaknesses of the change initiative.

Selected Strategies for Managing Change Communication Lewis, Schmisseur, Stephens, and Weir (2006) highlight several general strategies to consider for communication during change initiatives.

Ask for Input: Participation is generally regarded as a key success factor during organizational change. Input can be obtained through a variety of processes including multi-stakeholder dialogue, listening sessions, and the establishment of planning teams.

Use informal Networks and Knowledge of Key Stakeholders: Involving key stakeholders in the change process is important because they have access to important information from their networks that may be useful in determining how well the process is working and what challenges and difficulties exist. Key stakeholders can also influence the change process by disseminating information through their network and acting as opinion leaders.

Disseminate Information: Keeping stakeholders informed about the change process is critical. When disseminating information, it is important to use multiple methods for communicating the message as well as repeating the message consistently throughout the initiative. A variety of media may be used such as team meetings, email, newsletters, posters, public presentations, and Websites.

Manage the Style and Content of Communication: Change messages need to be credible, clear, and motivational. Formal and informal organizational rewards should be structured to encourage and support the desired behavioral changes.

Create and Communicate Vision: Visions should be clear, unambiguous, personally relevant, simple, and vivid

8.3 Three Levels of Change Management

Individual Change Management
While it is the natural psychological and physiological reaction of humans to resist change, we are actually quite resilient creatures. When supported through times of change, we can be wonderfully adaptive and successful.

Individual change management requires understanding how people experience change and what they need to change successfully. It also requires knowing what will help people make a successful transition: what messages do people need to hear when and from whom, when the optimal time to teach someone a new skill is, how to coach people to demonstrate new behaviors, and what makes changes "stick" in someone's work.

Individual change management draws on disciplines like psychology and neuroscience to apply actionable frameworks to individual change.

Organizational/Initiative Change Management
While change happens at the individual level, it is often impossible for a project team to manage change on a person-by-person basis. Organizational or initiative change management provides us with the steps and actions to take at the project level to support the hundreds or thousands of individuals who are impacted by a project.

Organizational change management involves first identifying the groups and people who will need to change as the result of the project, and in what ways they will need to change. Organizational change management then involves creating a customized plan for ensuring impacted employees receive the awareness, leadership, coaching, and training they need in order to change successfully. Driving successful individual transitions should be the central focus of the activities in organizational change management.

Organizational change management is complementary to your project management. Project management ensures your project's solution is designed, developed and delivered, while change management ensures your project's solution is effectively embraced, adopted and used.

Enterprise Change Management Capability
Enterprise change management is an organizational core competency that provides competitive differentiation and the ability to effectively adapt to the ever-changing world. An enterprise change management capability means effective change management is embedded into your organization's roles, structures, processes, projects and leadership competencies. Change management processes are consistently and effectively applied to initiatives, leaders have the skills to guide their teams through change, and employees know what to ask for in order to be successful.

The end result of an enterprise change management capability is that individuals embrace change more quickly and effectively, and organizations are able to respond quickly to market changes, embrace strategic initiatives, and adopt new technology more quickly and with less productivity impact. This capability does not happen by chance, however, and requires a strategic approach to embed change management across an organization.

Managing the Change Process
Change management involves collaboration between all employees, from entry-level to top-management. Although there are many types of organizational changes, the critical aspect is a company's ability to win the buy-in of their organization's employees on the change. Effectively managing organizational change is a four-step process.

1. Recognizing the changes in the broader business environment
2. Developing the necessary adjustments for their company's needs
3. Training their employees on the appropriate changes
4. Winning the support of the employees with the persuasiveness of the appropriate adjustments

As a multi-disciplinary practice that has evolved as a result of scholarly research, organizational change management should begin with a systematic diagnosis of the current situation in order to determine both the need for change and the capability to change. The objectives, content, and process of change should all be specified as part of a change management plan.

Change management processes should include creative marketing to enable communication between changing audiences, as well as deep social understanding about leadership styles and group dynamics. As a visible track on transformation projects, organizational change management aligns groups' expectations, integrates teams, and manages employee-training. It makes use of performance metrics, such as financial results, operational efficiency, leadership commitment, communication effectiveness, and the perceived need for change in order to design appropriate strategies, resolve troubled change projects, and avoid change failures.

8.4 Factors of Successful Change Management

Successful change management is more likely to occur if the following are included:
1. Define measurable stakeholder   aims and create a business case for their achievement (which should be continuously updated)
2. Monitor assumptions, risks, dependencies, costs, return on investment, dis-benefits and cultural issues
3. Effective communication that informs various stakeholders of the reasons for the change (why?), the benefits of successful implementation (what is in it for us, and you) as well as the details of the change (when? where? who is involved? how much will it cost? etc.)
4. Devise an effective education, training and/or skills upgrading scheme for the organization
5. Counter resistance from the employees of companies and align them to overall strategic direction of the organization
6. Provide personal counseling (if required) to alleviate any change-related fears
7. Monitoring of the implementation and fine-tuning as required

How to Lead Change: 3 Simple Steps

While there is little debate that the successful implementation of change can create an extreme competitive advantage, it is not well understood that the lack of doing so can send

146

an organization (or an individual's career) into a death spiral. Organizations that pursue and embrace change are healthy, growing, and dynamic organizations, while organizations that fear change are stagnant entities on their way to a slow and painful death.

Agility, innovation, disruption, fluidity, decisiveness, commitment, and above all else, a bias toward action will lead to the creation of change. It is the implementation of change which results in evolving, growing and thriving companies. While most executives and entrepreneurs have come to accept the concept of change management as a legitimate business practice, and change leadership as a legitimate executive priority in theory, we have found very few organizations that have effectively integrated change as a core discipline and focus area in reality. The change life-cycle in three easy steps are discussed below:

1. **Identifying the Need for Change**:
   The need for change exists in every organization. Other than irrational change solely for the sake of change, every corporation must change to survive. If your organization doesn't innovate and change in accordance with market driven needs and demands it will fail – it's just that simple. The most complex area surrounding change is focusing your efforts in the right areas, for the right reasons, and at the right times. The ambiguity and risk can be taken out of the change agenda by simply focusing on three areas: 1) Current Customers – what needs to change to better serve your customers? 2) Potential Customers…what needs to change to profitably create new customers? and; 3) Corporate Culture…what changes need to occur to better serve your workforce and improve their resources such that they can better influence items one and two above?

2. **Leading Change**:
   You cannot effectively lead change without understanding the landscape of change. There are four typical responses to change: *The Victim;* those who view change as a personal attack on their persona, their role, their job, or their area of responsibility. They view everything at an atomic level based upon how they perceive change will directly and indirectly impact them. *The Neutral Bystander;* This group is neither for nor against change. They will not directly or vocally oppose change, nor will they proactively get behind change. The Neutral Bystander will just go with the flow not wanting to make any waves, and thus hoping to perpetually fly under the radar. *The Critic;* The Critic opposes any and all change. Keep in mind that not all critics are overt in their resistance. Many critics remain in stealth mode trying to derail change behind the scenes by using their influence on others. Whether overt or covert, you must identify critics of change early in the process if you hope to succeed. *The Advocate;* The Advocate not only embraces change, they will evangelize the change initiative. Like The Critics, it is important to identify The

Advocates early in the process to not only build the power base for change, but to give momentum and enthusiasm to the change initiative. Once you've identified these change constituencies you must involve all of them, message properly to each of them, and don't let up. With the proper messaging and involvement even adversaries can be converted into allies.

3. **Managing Change**:
    Managing change requires key players have control over 4 critical elements: 1) Vision Alignment – those that understand and agree with your vision must be leveraged in the change process. Those who disagree must be converted or have their influence neutralized; 2) Responsibility – your change agents must have a sufficient level of responsibility to achieve the necessary results; 3) Accountability – your change agents must be accountable for reaching their objectives, and; 4) Authority – if the first three items are in place, yet your change agents have not been given the needed authority to get the job done, the first three items won't mean much. It's critical you set your change agents up for success and not failure by giving them the proper tools, talent, resources, responsibility and authority necessary for finishing the race.

There you have it; the foundational elements of change in three short paragraphs. Now that you understand change, following are the 10 points that need validating prior to launching a change initiative:

1. **Alignment and Buy-in**: The change being considered should be in alignment with the overall values, vision and mission of the enterprise. Senior leadership must champion any new initiative. If someone at the C-suite level is against the new initiative it will likely die a slow and painful death.
2. **Advantage**: If the initiative does not provide a unique competitive advantage, preferably a game changing advantage, it should at least bring you closer to an even playing field.
3. **Value Add**: Any new project should preferably add value to existing initiatives, and if not, it should show a significant enough return on investment to justify the dilutive effect of not keeping the main thing the main thing.
4. **Due Diligence**: Just because an idea sounds good does not mean it is. You should endeavor to validate proof of concept based upon detailed, credible research. Do your homework – put the change initiative through a rigorous set of risk/reward and cost/benefit analyses. Forget this step and you won't be able to find a rock big enough to hide under.
5. **Ease of Use**: Whether the new initiative is intended for your organization, vendors, suppliers, partners or customers it must be simple and easy. Usability

drives adoptability, and therefore it pays to keep things simple. Do not make the mistake of confusing complexity with sophistication.

6. **Identify the Risks**: Nothing is without risk, and when you think something is without risk that is when you are most likely to end-up in trouble. All initiatives should include detailed risk management provisions that contain sound contingency and exit planning.

7. **Measurement**: Any change initiative should be based upon solid business logic that drives corresponding financial engineering and modeling. Be careful of high level, pie-in-the-sky projections. The change being adopted must be measurable. Deliverables, benchmarks, deadlines, and success metrics must be incorporated into the plan.

8. **The Project**: Many companies treat change as some ethereal form of management hocus pocus that will occur by osmosis. A change initiative must be treated as a project. It must be detailed and deliverable on a schedule. The initiative should have a beginning, middle and end.

9. **Accountability**: Any new initiative should contain accountability provisions. Every task should be assigned and managed according to a plan and in the light of day.

10. **Actionable**: A successful initiative cannot remain in a strategic planning state. It must be actionable through focused tactical implementation. If the change initiative being contemplated is good enough to get through the other 9 steps, then it's good enough to execute.

8.5   Principles of Leading Change Management

Since the mid-2000s, organizational change management and transformation have become permanent features of the business landscape. Vast new markets and labor pools have opened up, innovative technologies have put once-powerful business models on the chopping block, and capital flows and investor demand have become less predictable. To meet these challenges, firms have become more sophisticated in the best practices for organizational change management. They are far more sensitive to and more keenly aware of the role that culture plays. They have also had to get much better on their follow-through.

Yet according to a 2013 Strategy Katzenbach Center survey of global senior executives on culture and change management, the success rate of major change initiatives is only 54 percent. This is far too low. The costs are high when change efforts go wrong—not only financially but in confusion, lost opportunity, wasted resources, and diminished morale. When employees who have endured real upheaval and put in significant extra hours for an initiative that was announced with great fanfare see it simply fizzle out, cynicism sets in.

Our experience with organizational change management suggests that there are three major hurdles to overcome. The first—no surprise—is "change fatigue," the exhaustion that sets in when people feel pressured to make too many transitions at once. A full 65 percent of respondents to the Katzenbach Center survey reported this as a problem. The change initiatives they suffered through may have been poorly thought through, rolled out too fast, or put in place without sufficient preparation. Fatigue is a familiar problem in organizational change management, especially when splashy "whole new day" initiatives are driven from the top.

Change initiatives also flounder, according to 48 percent of the respondents, because companies lack the skills to ensure that change can be sustained over time. Leaders might set out eagerly to raise product quality, but when production schedules slow and the pipeline starts looking sparse, they lose heart. Lacking an effective way to deal with production line problems, they decide their targets were unrealistic, they blame the production technology, or they accuse their frontline people of not being up to the task. A much better way to solve the problem is to invest in operational improvements, such as process design and training, to instill new practical approaches and give people the knowledge and cultural support they need.

The third major obstacle is that transformation efforts are typically decided upon, planned, and implemented in the C-suite, with little input from those at lower levels. This filters out information that could be helpful in designing the initiative while also limiting opportunities to get frontline ownership of the change. In the Katzenbach Center survey, 44 percent of participants reported not understanding the changes they were expected to make, and 38 percent said they did not agree with the changes.

The following list of 10 guiding principles for change can help executives navigate the treacherous shoals of transformation in a systematic way.

1.   Lead with the Culture. Lou Gerstner, who as chief executive of IBM led one of the most successful business transformations in history, said the most important lesson he learned from the experience was that "culture is everything." Business people today understand this. In the Katzenbach Center survey, 84 percent said that the organization's culture was critical to the success of change management, and 64 percent saw it as more critical than strategy or operating model. Yet change leaders often fail to address culture—in terms of either overcoming cultural resistance or making the most of cultural support. Among respondents whose companies were unable to sustain change over time, a startling 76 percent reported that executives failed to take account of the existing culture when designing the transformation effort.

Skilled change managers make the most of their company's existing culture.

Why would this be true, given the widespread recognition of culture's importance? Perhaps it's because change management designers view their company's culture as the legacy of a past from which they want to move on. Or they get so focused on structural details—reporting lines, decision rights, and formal processes—that they forget that human beings with strong emotional connections to the culture will be enacting these changes. Or they assume that culture, because it is "soft" and informal, will be malleable enough to adapt without requiring explicit attention.

Yet skilled change managers, conscious of organizational change management best practices, always make the most of their company's existing culture. Instead of trying to change the culture itself, they draw emotional energy from it. They tap into the way people already think, behave, work, and feel to provide a boost to the change initiative. To use this emotional energy, leaders must look for the elements of the culture that are aligned to the change, bring them to the foreground, and attract the attention of the people who will be affected by the change.

In two healthcare companies undergoing a merger, culture led the post-deal integration. Using a culture-related diagnostic questionnaire, the change management team asked people to describe each company's operating style—and mapped the responses from the two legacy companies to get a sense of their combined strengths and challenges. It quickly became clear that where one company had a culture attuned to bottom-line results, the other tended to focus on process. Optimally, the new company would need to skillfully use processes to deliver clear results. By first taking the time to recognize and acknowledge each company's underlying culture, leaders of the merged firm harnessed deeply ingrained strengths to energize the change and avoided the incoherence that could have resulted from a less intentional and sensitive redesign.

2.   Start at the Top. Although it is important to engage employees at every level early on, all successful change management initiatives start at the top, with a committed and well-aligned group of executives strongly supported by the CEO. This alignment cannot be taken for granted. Rather, work must be done in advance to ensure that everyone agrees about the case for the change and the particulars for implementing it.

A clinical research firm was committed to tripling its size over the next decade to achieve a more competitive position. Because the company was still pretty much operating as a startup after 25 years, this required a far-reaching organizational redesign. Before starting the design phase, finance leaders gathered at an off-site meeting to begin a rigorous exercise in alignment. The exercise included a leadership team effectiveness survey, which revealed that though these leaders called themselves a team, they didnot really see themselves that way. Instead, they mostly operated as lone rangers, in characteristic startup style.

Each of the executives in the group made a thoughtful individual presentation about the case for change. Most of them agreed on the general direction the company needed to take to achieve rapid growth. But their descriptions of how to move in that direction–for example, what the first concrete steps should be–were all over the map. They were then tasked to work together to develop a case for change that every one of them could support.

To hammer out these agreements, these top executives had to listen closely to their colleagues and weigh conflicting points of view. The exercise was demanding, but they began to coalesce around a coherent vision for what the company should look like in 10 years. Most importantly, the experience of working together so intensely led the executives, for once, to act as a collaborative and committed team. By the end of the off-site meeting, they found that they were all using the same language to describe what the company needed to do. As one participant noted, the experience had transformed *him*, which in turn gave him confidence that together they could cascade the plan to other groups at other levels of the hierarchy.

3.   Involve Every Layer Strategic planners often fail to take into account the extent to which midlevel and frontline people can make or break a change initiative. The path of rolling out change is immeasurably smoother if these people are tapped early for input on issues that will affect their jobs. Frontline people tend to be rich repositories of knowledge about where potential glitches may occur, what technical and logistical issues need to be addressed, and how customers may react to changes. In addition, their full-hearted engagement can smooth the way for complex change initiatives, whereas their resistance will make implementation an ongoing challenge.

Planners who resist early engagement at multiple levels of the hierarchy often do so because they believe that the process will be more efficient if fewer people are involved in planning. But although it may take longer in the beginning, ensuring broad involvement saves untold headaches later on. Not only does more information surface, but people are more invested when they've had a hand in developing a plan. One common aphorism in change management is "you have to go slow to go fast."

IBM recognized the need for such an approach in 2003, when rolling out a new initiative on culture. The leadership team had met intensively to develop clear definitions of the cultural traits the organization would require going forward. They then declared a "values jam," a website set up for a 72-hour period, where anyone in the company could post comments, responses, suggestions, and concerns. Leaders then made key changes based on the feedback they received and communicated clearly how the input they'd received was being incorporated.

4. Make the Rational and Emotional Case Together. Leaders will often make the case for major change on the sole basis of strategic business objectives such as "we will enter new markets" or "we will grow 20 percent a year for the next three years." Such objectives are fine as far as they go, but they rarely reach people emotionally in a way that ensures genuine commitment to the cause. Human beings respond to calls to action that engage their hearts as well as their minds, making them feel as if they are part of something consequential.

Hewlett-Packard CEO Meg Whitman and her senior executive team appear to be following this principle in their transformation efforts. They have sought to activate a strong personal connection between HP and its employees, by drawing directly on the company's cultural history and traditions. For example, through symbolic gestures such as tearing down the fences that surrounded the executive parking lot and moving top executives into cubicles, the company has reinforced the original "HP Way" ethic in which the intrinsic quality of the work is as important as one's position in the hierarchy. (Whitman tells this story in an April 2013 LinkedIn blog post, "The Power of Transparent Communication.") This strategy contrasts with that of Whitman's immediate predecessors, who had declared it was time for the company to abandon its core identity. In any organization facing a challenging environment, the emotional connection fostered by moves like these is likely to make a major difference.

5. Act Your Way into New Thinking. Many change initiatives seem to assume that people will begin to shift their behaviors once formal elements like directives and incentives have been put in place. People who work together on cross-functional teams will start collaborating because the lines on the chart show they are supposed to do so. Managers will become clear communicators because they have a mandate to deliver a message about the new strategy.

Yet lines on a chart and bold statements of intent have only so much impact. Far more critical to the success of any change initiative is ensuring that people's daily behaviors reflect the imperative of change. Start by defining a critical few behaviors that will be essential to the success of the initiative. Then conduct everyday business with those behaviors front and center. Senior leaders must visibly model these new behaviors themselves, right from the start, because employees will believe real change is occurring only when they see it happening at the top of the company.

Leaders of a major global manufacturer seeking to escape bankruptcy believed the company had lost touch with customers because of entrenched problems in its culture. Managers operated in an overly layered system without much accountability. They were ponderous, risk averse, insular, and prone to spending time on approvals and office

politics. Instead of implementing a dramatic, full-scale turnaround, the change team demanded that leaders adopt three specific behaviors:

- Make major, visible decisions in days instead of weeks or months.
- Spend time with people at the frontline leadership (supervisory) level, asking for their input and engaging them in frank discussions.
- Ensure the middle and lower ranks have direct contact with real-life customers.

Because these behavioral shifts were both limited and clearly spelled out, they were implemented quickly. Leaders were asked to act "as if" the organization did things this way, rather than trying to think their way out of old ways of being. These behaviors accelerated the company's passage out of bankruptcy, which occurred ahead of schedule.

6.   Engage, engage, engage. Leaders often make the mistake of imagining that if they convey a strong message of change at the start of an initiative, people will understand what to do. Nothing could be further from the truth. Powerful and sustained change requires constant communication, not only throughout the rollout but after the major elements of the plan are in place. The more kinds of communication employed, the more effective they are, which is why HP's tearing down that fence was so important: Symbols reinforce the impact of words.

A global publisher undertook a major initiative to become more digital, putting in place far-reaching structural changes. The top leaders decided to engage people throughout the company at a variety of levels. First, they convened a series of town halls where large groups were given the news and invited to ask how the company-wide shift would affect them. Executives followed this with function-wide meetings where people could learn, for example, about the prospective impact on finance or human resources. The company also offered a version of fireside conversations they called "PIE chats" (PIE stood for performance, innovation, and execution). Finally, an internal trade fair was planned to showcase what various teams were doing to make the company more digital. This multifaceted and ongoing communications effort kept the message alive, giving every employee an understanding of the change and a stake in the outcome.

7.   Lead Outside the Lines. Change has the best chance of cascading through an organization when everyone with authority and influence is involved. In addition to those who hold formal positions of power—the company's recognized leaders—this group includes people whose power is more informal and is related to their expertise, to the breadth of their network, or to personal qualities that engender trust.

We call these informal leaders "special forces." They can be found throughout any organization. They might include a well-respected field supervisor, an innovative project manager, or a receptionist who's been at the firm for 25 years. Companies that succeed at

implementing major change identify these people early and find ways to involve them as participants and guides. There are three distinct kinds of informal leaders:

- **Pride Builders** are great at motivating others and inspiring them to take pride in their work. People influenced by them feel good about working for the organization and have a desire to go above and beyond.
- **Trusted Nodes** are go-to people. They are repositories of the organization's culture. They are the ones approached by people who want to know what's really happening in the organization–for example, when they are trying to figure out if those leading a change initiative are actually going to follow through.
- **Change or Culture Ambassadors** know, as if by instinct, how to *live* the change the organization is making. They serve as both exemplars and communicators, spreading the word about why change is important.

Informal leaders must be identified before they can be engaged. The best way to do this in a large organization is to run a network analysis. By mapping out connections and seeing who people talk to, you can complement the formal org chart with one that enables you to lead outside the lines.

8.   Leverage Formal Solutions. Persuading people to change their behavior won't suffice for transformation unless formal elements—such as structure, reward systems, ways of operating, training, and development—are redesigned to support them. Many companies fall short in this area.

A law firm tried to professionalize its clubby culture, which clients perceived as inwardly focused. The lead partner group recognized that associates needed more formal mentoring and development. The existing system, in which partners who headed the practice groups conducted all the training, had led to uneven results. So the transformation team created a development committee and put out a call for experienced staff members willing to work with new hires. The team was delighted when a strong group of contributors volunteered and put in the time required to design a robust development program and start engaging associates.

After a strong start, however, the effort faltered; people who had been enthusiastic fell away. Debriefing those involved, leadership identified the problem: No formal mechanisms were in place to support or reward this participation. Calculations for bonuses left development work out of the equation, and although senior partners paid lip service to the "wonderful work" the development committee was doing, they seemed to regard its members as internal volunteers. Once they recognized this problem, the firm's leaders enacted substantial policy changes, starting with a mechanism the compensation committee could use to take into account the contributions made by those who trained others.

**9.	Leverage Informal Solutions.** Even when the formal elements needed for change are present, the established culture can undermine them if people revert to long-held but unconscious ways of behaving. This is why formal and informal solutions must work together.

A top-tier technology company was trying to inculcate a more customer-centric mind-set after a decade focused on relentlessly cutting costs. Survey diagnostics revealed significant customer dissatisfaction with the quality of the company's products, which were too often released into the marketplace with significant flaws. A set of new procedures was put in place along with metrics to identify gaps in product development, process quality controls, and cross-teaming at the front lines.

But one of the most powerful solutions was purely cultural and informal—changing the informal motto that governed frontline decision making. The slogan of the cost-cutting era, "Ship by any means," was replaced by a new aphorism: "If it's not right, don't ship it." Pride builders were enlisted to instill the message that everyone needed to prevent flawed products from going out, even if that meant pulling products apart to check them or slowing down production. By asking people at every level to be responsible for quality—and by celebrating and rewarding improvements—change leaders were able to create an ethic of ownership in the product and vanquish the old ethic: "We just do what we're told."

**10.	Assess and Adapt.** The Strategy & Katzenbach Center survey revealed that many organizations involved in transformation efforts fail to measure their success before moving on. Leaders are so eager to claim victory that they don't take the time to find out what's working and what's not, and to adjust their next steps accordingly. This failure to follow through results in inconsistency and deprives the organization of needed information about how to support the process of change throughout its life cycle.

A global consumer products company had made a far-ranging commitment to lowering costs. Leaders designed a robust change template and implemented it widely; the metrics indicated that they were succeeding. But the company wanted to be sure that people understood the ongoing nature of this commitment. So they rolled out a series of pulse surveys and convened focus groups to describe the case for change and the new behaviors required of everyone.

The first round of surveys found that only 60 percent of respondents understood the message. The company then called on informal leaders to play a bigger role in evangelizing for the initiative. They continued to run these surveys and focus groups to

measure the result until a more sizable majority of the staff had shown they were prepared.

These 10 guiding principles offer a powerful template for leaders committed to effecting sustained transformational change. The work required can be arduous and exacting. But the need for major change initiatives is only going to become more urgent. It behooves us all to get it right.

8.6   Self Assessment Questions

Answer following questions:
1.   Define Change management.
2.   Discuss level of Change Management
3.   Explain steps for leading change.
4.   Write down factors of successful change management.

8.7 References

- Lewin, K. (1951). Field Theory in Social Science. New York: Harper. Seo, M., Putnam, L. L., & Bartunek, J. M. (2003). Dualities and Tensions of planned Organizational Change. In M. S. Poole & A. V. de Ven (Eds.), Handbook of organizational change, 73–107. Thousand Oaks, CA: Sage.

- Brown, A. D., & Starkey, K. (2000). Organizational Identity and Learning: A Psychodynamic Perspective. Academy of Management Review, 25, 102–120. Fiol, C.M (2002). Capitalizing on Paradox: The Role of Language in Transforming Organizational Identities. Organization Science, 13, 653–666.

- Lewis, L. K., & Seibold, D. R. (1998). Reconceptualizing Organizational Change Implementation as a Communication Problem: A Review of Literature and Research Agenda. In M. E. Roloff (Ed.), Communication Yearbook 21, 93–151. Thousand Oaks, CA: Sage.

- http://www.forbes.com/sites/mikemyatt/2012/02/07/how-to-lead-change-3-simple-steps/#903b11c5ce64

- https://www.prosci.com/change-management/what-is-change-management

- http://www.change-management.com/Prosci-Defining-Change-Management.pdf

- http://siteresources.worldbank.org/EXTGOVACC/Resources/ChangeManagement web.pdf

Unit 9

USE OF TECHNOLOGY IN EDUCATIONAL LEADERSHIP

Written by: Dr. Afshan Huma
Reviewed by: Dr. Sarwat Maqbool

CONTENTS

INTRODUCTION

Twenty first century is marked for technological boost in all aspects of life. Even the socialization patters of world are changing and today when someone thinks of his/her friend the range of friendships, it is no longer limited to one geographical region. Information Communication Technology has made it possible for all of us to think and link beyond borders. People in leadership positions have to connect to the world around them and keep pace with fast changing work environment. Educational Leadership in particular has multiple goals for communication inside and outside the institutions. Here are some significant considerations to begin with:

First, leaders must recognize that we are in the midst of a technological revolution that is comparable in to the Industrial Revolution. The most successful organizations are not simply doing the same things more efficiently with technology; rather, they are *using* technology to establish a market in entirely new ways.

Second, leaders must recognize and address the silent generation gap in most organizations between older and younger employees. Digital natives are those who under the age of 35, they are grown up with technology, they can work much more virtually than their senior colleagues and managers. It is important that an organization's leadership understand what its younger employees are doing and how they work. Instead of making them do it in traditional way, enable them to work in the most productive and creative ways.

Third, leaders must not forget to encourage older employees, managers and executives to embrace the new technologies and think creatively about using them. Too many people are prone to and feel comfortable in doing their work in the traditional ways. They are resistant to technological advances in the workplace. To compete, everyone must take full advantage of current and emerging technologies.

Fourth, leaders should have a clear understanding of how their organization is using technology in all key areas of the work. For instance in an educational institution how far is the registration and enrolment process made easy through effective use of technology? How is the record keeping and access to records maintained through MIS? Are teacher and students using technology in classroom?

Fifth, traditional office space is expensive and increasingly unnecessary or even counterproductive for efficient work. Leaders should carefully determine and design physical environment that helps in independent as well as collaborative work. Technology is now providing broad options as to where people should work, and these critical questions should be asked and answered intime.

Sixth, and most important, leaders should ask themselves: Does the institution have the technology and corporate culture needed to ensure it will have the most productive

workforce in its field; best interaction with its organizational network? If the answer is no, it's time to initiate a change**.**

LEARNING OUTCOMES

By the end of this unit the learners will be able to:
1.   Elaborate upon the need and significance of technology as an educational leaders
2.   Use technological tools for various purposes and effectively integrate technology into their work
3.   Identify multiple media sources and utilize them for their own professional tasks

9.1 Need of Using Technology

The first question that arises in one's mind is that why a school leader would need to rely more and more upon the latest technological tools in the coming years. Here are a few points of consideration:

9.1.1 Transparency

The good governance brings together issues and challenges of transparency. The power of using technology and media rests in the ability to engage stakeholders in two-way communications. Tools like MIS enable us to share information about the institution frequently and accurately and provide updates in real time—which engaged more stakeholders than traditional methods had. For this to happen, we need to commit to a new level of transparency and openness.

9.1.2 Flexibility

One important aspect of modern approach to educational leadership is to involve students, parents, teachers, and community members in shaping the tools and processes that could be used to make informed decision making. The only way we could create a tool that may meet everyone's needs is to invite representatives from the community to lead the design process. Such collaborative efforts shape the requirements and features, a process that involved both face-to-face brainstorming and eliciting feedback through online tools.

9.1.3 Expanding Access to Learning

Digital connections help educational institutions to grow professionally. Through interaction we can discover like-minded, passionate educators from all over the world. When struggling with a challenge, it is easier to collect diverse ideas and resolve the challenges and issues with collaborative efforts. Especially in programs of Professional Development the technological tools help the workers learn on job. Open distance learning is strengthening day by day with the use of e-portals and open educational resources as well as specifically designed LMS.

9.1.4 Public Relations Strategy

A new kind of communications strategy evolved with the use of technological resources that helps an institution to build a powerful public relations strategy of targeted blog posts, tweets, and Facebook updates. These communications about the work taking place in our institution catches the eye of national and international media, which can then begin to produce news stories focused on our innovative practices. Educators make a difference every day, but mainstream media often focus on very few stories. Subtle but hopeful stories such as a teacher's conversion to a paperless digital learning environment should not go unseen and unheard. Social media give school leaders the means to shape and share their school's narrative on their own terms, to highlight the everyday successes and hard work of students and teachers.

Activity 1

Not only educational leaders but teachers and students could use any format they wanted to share their success stories–a written document, poster, collage, pin board through Pinterest, or any other media or combination thereof

Try and develop a success story of your own by answering the following questions:
1. Tell about your creative self and how creative you are?
2. When do you feel the most inspired?
3. What stifles your creativity?
4. Tell about (at least) one other person whose creativity you admire.
5. Tell at least one successful event in which your own initiative and innovative idea made you feel great.

9.2 Effective Use of Technology

Following are the key features for which educational leaders have been using technologies in recent years.

- **Scaling up Success:** Educational leaders focused on identifying and expanding educational programs that seemed to have a positive impact on education. Technologies have been used from the time of advertisement, announcements, campaigning to enrolling and continually communicating with the larger populations.

- **Enhancing Teacher Effectiveness:** Professional development has become a major focus for making it possible for the teachers to work more effectively.

- **Using Data to Inform Learning, Teaching, and Leadership:** There is an increased emphasis on generating datasets for evidence based decision making in the process of educational attainment of students. Hence technological help is needed by the teachers as well as educational leaders to make informed decisions

- **Increasing Academic Achievement:** It is evident that technological use in classrooms has helped teachers across all levels of education in instructional development which in result enhances student achievement.

- **Driving Innovation and New Educational Models:** Once it is recognized that increased numbers of schools that offer technology-rich, Internet-ready learning environments staffed by teachers who are ready to translate those opportunities into deeper, more authentic academic learning are performing better; it is essential to motivate teachers and design new education models based on technology.

9.2.1 Principles of Application

Technology integration is a complex challenge that is not easily addressed with a single intervention. While access to technology and teacher training are important, other key elements are necessary to ensure the effective use of technology in schools. One such element is leadership. The following principles, will help leaders−−school administrators, technology staff, and innovative practitioners in making informed decisions and support the effective integration of technology.

- **Access** − School leaders must ensure equitable access to current hardware, software, and connectivity that supports instructional goals.

1. **Integration** − School leaders must model the purposeful use of technology and ensure that administration, teachers and students integrate technology into daily practices.
*   **Assessment and Evaluation** − School leaders must utilize technology based assessment and evaluation techniques to inform decision making and reporting.
*   **Support** − School leaders must ensure that a technical and methodological support system exists that facilitates the use and maintenance of technology in their institutions.
*   **Community Relationships** − School leaders must develop strategic community relationships that foster collaboration in planning, implementing, and assessing the use of technology in schools.

9.2.2 Currently Required Skills for Leadership

Here are some of the essential skills of leading an organization in the twenty first century as given by World Economic Forum (2016):

*   **Developing useful Management Information System**
    An institutional leader should know what information s/he needs time and again, what information is required by organizational heads and what information is required by the clients. Thus a useful MIS will help in managing and sharing information.
*   **Data Mining and Data Analysis**
    Once the data is entered in an MIS or in any web based information gathering; the leader must keep an eye on big data and learn data mining techniques to answer and inquire specific set of questions or problems.
*   **Presentation and Projection of Institutional Progress**
    In today's world every institutional head is expected to keep a cohesive and comprehensive information at hand in one form or another that s/he can present at any forum. Institutional website is one of the best kind of projection now days.
*   **Web Presence**
    Organizational and personal profiles at all professional and social networks is a must. People should know the organization as well as the leaders by their web presence.
*   **Mobile Accessibility Development**
    Every child, teacher, parents and other personnel as well as officials need to have access to the information. Mobile accessibility is made possible through 3 and 4G across the planet. An institutional leader has to identify the needs and requirements of its user and should know how to design user interface for mobile accessibility.
*   **Network and Interface Security**
    Once we put our information out there on MIS or Web we need to take extra care of our network and interface security. Only registered users are allowed to enter certain parts of the information sets and firewalls are required to keep the original dataset safe.

- **Search Engine Optimization**
  Every organization today needs to ensure that they get maximum outreach by having search engine optimization which enables the official website of your organization to be at the top of all other search options.
- **Cloud and Distributed Computing**
  Institutions are not limited within walled buildings any more. If your work environment is based on cloud and distributed computing, your workforce can work from anywhere anytime.

9.2.3 Levels of Integration

At schools or any other educational institution we can easily see that there are different levels of adaption which are mainly categorized by Dwyer, Ringstaff, and Sandholtz (1991) as:

- **Entry.** People in the beginning only learn the fundamental aspects of using new technology, including the basics of configuring hardware and software.
- **Adoption.** Individuals concern themselves with ways to use the technology to support traditional work, for instance using computers as type writers only.
- **Adaptation.** At a further level integration technology into existing activities begin. The emphasis is productivity. Administration, teachers and students use word processors, databases, and some graphics programs to create familiar products of instruction.
- **Appropriation.** This is the phase when people begin to use technology to bring innovation in their practices. Teachers begin to develop new approaches to teaching and learning that make the most of the technology available to them. A teacher's mastery and skill level has developed to allow the creation of new learning activities not possible without the technology.
- **Innovation.** At this level practitioners no longer try to adapt technology but adjust their fundamental perceptions of work and bring innovations. Creation of online classrooms and Learning Management System are results of such innovations.

9.3 Technological Resources

Technological resources are systems and tools required to effectively produce or create a product or service. These include people, energy, information, tools, machines, capital and time. Technological resources aid production processes and service delivery in companies and organizations. The most important resource of technology is people. Without them, no product would be formed, and no service would be delivered. For example, many school administrators spend time reviewing and revising handfuls of crucial documents. Administrators also need to be able to communicate with staff anytime, anywhere; appease anxious parents; know learning standards and implementation strategies; and provide 21st-century professional development for staff– not an easy job. However, it doesn't always require the latest and greatest technology to make an administrator's job more efficient; sometimes, it is often-overlooked technology, that an administrator may not know about, that can help multitasking. Keeping administrator's work in mind, this following list presents often-basic, yet tried-and-true

technology resources that can help administrator's complete tasks more easily and with greater efficiency.

9.3.1 Management Information System

Information is not worth much if it does not serve a purpose. A computer based management information system, helps to manage various information sets so that they best serve the needs of managers, staff and customers. Leaders of institutions need to have knowledge of how to create systems for finding and storing data and they should also learn the skill for using computer databases, networks, computer security, and lots more.

9.3.2 The Cloud/Drive

Many educators have used products like Apple's iCloud and Google rive, sky drive or amazon cloud etc., All these are free applications—to store data and documents in the web cloud, which can then be safely accessed anywhere from any device.


9.3.3 Dropbox

Dropbox is a free service that lets you bring your photos, docs and videos anywhere and share them easily. Put your stuff in Dropbox and get to it from your computers, phones, or tablets. Edit docs, automatically add photos, and show off videos from anywhere. Share photos with friends, or work with your team like you're using a single computer. Everything's automatically private, so you control who sees what.

9.3.4 EdWeb.net

EdWeb.net is a free professional social and learning network that provides an intuitive Web 2.0 platform that includes webinars, blogs, discussions, file-sharing, shared calendars, wikis, live chat, messaging, polling, and shared links. Administrators can share best practices, information on what's working, and support each other across schools, districts, states, the country, and even around the world. Forums cover a variety of topics and include everything from the characteristics of a 21st-century school leader to game-based learning. To watch the webinars or participate in communities, visitors must register, but registration is free and edWeb.net does not spam mail.

9.3.5 Pedagogy Wheel

This wheel, created by Allan Carrington, learning designer with the eLearning Development Team at the University of Adelaide in Australia, is about technology integration, encouraging education leaders to focus on redefining current standards and the current role tech plays in the

167
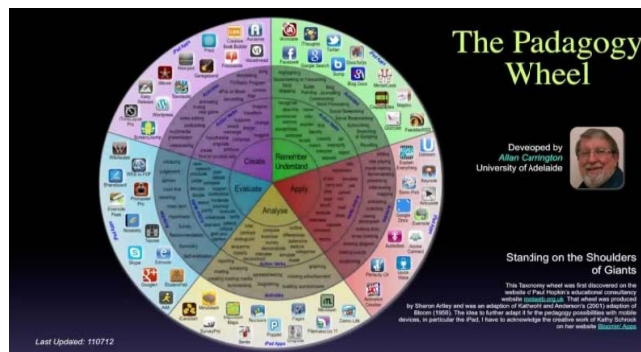
classroom. The wheel depicts Bloom's Taxonomy as Bloom's Digital Taxonomy.

9.3.6 Parent Portal

Appeasing parents and allowing them to interact with their student's schedules, homework and assessments is crucial for any 21st century administrator who's looking to bridge school and community. If you don't have one already, parent portals allows not only parents, but administrators who want a quick snapshot of a student's progress, to view schedules, teacher contacts, end-of-term grades, state assessment results from previous years, and more. More resources on creating parent portals can be found here.

9.3.7 Mobile Devices

A mobile, a tablet or an iPad, are now a need of every professional. Available upgraded operating systems and better design functionality of these gadgets are amazingly helpful for academic communication and sharing as well as time keeping. These devices can connect wirelessly, enable on-the-go e-mail and app access, and more.

9.4 Technological Communication

Communication technology is evolving quickly, offering us more and more options than ever before. Technologies tend to evolve in favor of convenience. Making a phone call from a dedicated landline was once the most convenient means of communication available--you could connect across the country in an instant! Today, you can send text messages, initiate calls, or even transmit video messages all on a single, mobile, handheld device. Here we shall explore some of the most commonly used technological resources by the institutional leaders.

9.4.1 Telephone

There has been phenomenal growth in communication technology in the past 50 years and this has impacted all our lives. Telephone was one of the earliest technological communication resource and has grown into the most sophisticated and useful technology in the form of smart phones. The key to using technology to our advantage is to control how we use it and not let it control us. Since the emergence of mobile phones the organizations have found it as the most feasible resource to provide to the employees and maintain the contact even after work hours. Telephonic communication helps in short and quick conversation to resolve every day issues and minor challenges of work. Telephonic communication has certainly helped institutional leaders to stay in contact with large teams and professionals as well as stake holders across the institutional boundaries

9.4.2 Text Messaging

Mobile phones and hand held devices made it possible in the world of communication to connect to someone even if s/he is not available to talk to. Through text messaging quick response and at the same time saving of communication record was made possible. An additional advantage is that same text message can be "broadcasted" to a number of people at the same time, e.g. to tell everyone in the group about an upcoming meeting.

Similarly now the text message alerts are becoming popular. However, for this to work effectively the organizations select very carefully who is sending the texts. Clients, stake holders and officials' lists of names and numbers are to be inclusive an exhaustive for ensuring the dissemination of information through messaging. When sending such group texts it is important to keep the contact list up to date and also routinely provide a way for people to opt out. Text messaging is short and less expensive. Smart phones using online messaging services have now brought multiple innovations to it. Such as unlimited packages, instant messaging and MMS became free of cost.

9.4.3 Email
According to google counts it is estimated that there are about 4 billion email accounts worldwide with close on 200 billion emails sent/received daily. These statistics are not surprising given that anyone can setup any number of (free) email accounts, provided they have internet access. Current trends indicate that whilst email traffic in the business sector is increasing, it is decreasing for individuals who are moving more towards social media and instant messaging (**IM**) forms of communication. Although personal email accounts are free to setup, most organizations do not use free email services as they prefer to have email accounts with their domain name (i.e. grow.ie) and managed centrally. Prior to the availability of email, organizations would have had to rely on printed or written post for all communications so the advent of a "free" delivery mechanism such as email has had a major positive financial impact. School leaders use emails to continually stay connected to the parents. Schools' newsletter and other intimations which are to be delivered to almost many people at distance it is the cheapest mode to send it out via email.

9.4.4 Video Chat
Online chatting as a source of communication began as early as the year 2000 but then Skype was founded in 2003 and is basically a mechanism to use the internet for voice calls and video chat. Then many other video chatting messengers were launched but the challenge with all of them is that a good internet connection is required along with a suitable device (laptop or smartphone). Skype is yet the most frequently used video chat messenger service. Like email and Facebook, Skype is also free to use if making calls to other Skype users, but that is limited to one to one call. For group calls it is not free. There is also a mechanism to apply credit to a Skype account and then use it to make inexpensive calls to landlines or mobiles, if there is a need to contact someone who is not available on Skype. Like Facebook, Skype also provides a simple instant messaging mechanism which is useful if the line quality is poor and if the other party is not on-line, and then they will see the message next time they log in.

9.4.5 Tele Commuting
When the organizations expand and have huge networks nationally or internationally, they need to have a service that may keep them connected from distance. Telecommuting is a service that maintains connection 24/7 if all end users remain online. They can send and receive calls and messages instantly. There are many benefits to telecommuting. Telecommuting allows a worker greater freedom regarding his or her work hours and

work location. This gives the employee more flexibility to balance work and personal obligations. It is believed in certain kind of jobs that working from home can actually make you more productive, because you do not have the distractions of an office space. There are also many benefits to employers. Allowing workers to telecommute often makes them more productive, which benefits the company. Telecommuters are also likely to be happier in their jobs and are therefore more likely to stay with the company. Telecommuting even saves companies money in office expenses.

9.4.6 Teleconferencing and Video Conferencing

A teleconference is a telephone meeting among two or more participants involving technology more sophisticated than a simple two-way phone connection. At its simplest, a teleconference can be an audio conference with one or both ends of the conference sharing a speaker phone. Today's audio teleconferences are sometimes arranged over dial-up phone lines using bridging services that provide the necessary equipment for the call. With considerably more equipment and special arrangements, a teleconference can be a conference, called a video conference, in which the participants can see still or motion video images of each other. Video conferencing (or video conference) means to conduct a conference between two or more participants at different sites by using computer networks to transmit audio and video data. Each participant has a video camera, microphone, and speakers mounted on his or her computer. As the two participants speak to one another, their voices are carried over the network and delivered to the other's speakers, and whatever images appear in front of the video camera appear in a window on the other participant's monitor. Multipoint video conferencing allows three or more participants to sit in a virtual conference room and communicate as if they were sitting right next to each other. Until the mid 90s, the hardware costs made video conferencing prohibitively expensive for most organizations, but that situation is changing rapidly. Many analysts believe that video conferencing will be one of the fastest-growing segments of the computer industry in the latter half of the decade. Because of the high bandwidth of video and the opportunity for larger and multiple display screens, a video conference requires special arrangements and a special room at each end.

Activity 2

Before we move on read this small piece and discuss with a colleague!
These social media tools can improve your school's communications.

Blogs: A blog is the 21st century's newsletter. Blogs provide two-way engagement and enable leaders to integrate multimedia content to make stories pop. There's no better medium for sharing strategies, ideas, and success stories. Try the platforms Google Blogger or Wordpress. Besides my official blog as New Milford's principal, I established a professional blog to tell the story of our school's digital transformation and learn from others interested in digital leadership.

Digital Photo Sharing: Pictures can quickly capture and share student work, facility enhancements, and accomplishments. During classroom observations, you might snap

photos of student projects, then post them to Instagram. From your Instagram account, you can easily share any photo across other accounts such as Twitter.

Video Platforms: Creating a YouTube channel or Vine account for your school enables you to capture and share learning and social activities as they happen. Through tools like Ustream, you can share live events like school concerts in real time.

Twitter: 140-character tweets can be a dynamic combination of text, pictures, videos, and links to websites. By creating a hashtag for your school, you can share a searchable conversation on any threaded issue–meaning categorized and tagged through Twitter–with stakeholders. Use established hashtags to increase exposure of your stories. During the beginning of each school year, leaders should send home a letter to parents that describe Twitter, how to create an account, and how to configure settings to receive text messages. The ability for people to receive Twitter updates on their own terms makes it unlike any traditional communication tool. As principal, I created an official school account.

Facebook: This tool can become your storytelling hub. Parents, students, alumni, and community members will begin to congregate in this virtual space. If you set up your page to support two-way communications, they can add their own content as well as "like" posts and comment. All the tools above can be integrated or shared on a Facebook page.

Source: http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx
http://www.webopedia.com/TERM/V/videoconferencing.html

9.5   Use of Traditional Media

Media in its most traditional as well as latest form has always been a very helpful tool to convey message to the larger population or masses. We use one to one or small group interactions for targeted and smaller number of people. For larger populations, when an educational leader wishes to convey a message to all then he/she will go more towards using mass media.

9.5.1 Newsletters

It has been a tradition since first half of twentieth century that institutions began to publish their own newsletters, weekly, monthly, quarterly or after six months. To create your newsletter, you will need content contributors, and someone to serve in the role of editor, and you will also need someone in charge of production. Ideally, all of these people need to be in close communication with each other. Often the editing and production roles can be combined into a single position with just one person responsible for both tasks, depending on the size of your newsletter and the capability of the person or people involved. The overall challenge of creating, producing and distributing a newsletter can be greatly enhanced and made much more efficient if a set of production guidelines are established and followed.

9.5.2 Electronic Media

In the second half of twentieth century more and more institutions began to use electronic media for education, advertising, campaigning and communicating. The first and foremost form of electronic media which broadcasted their message to larger population was definitely radio and then came the TV as another source. We still watch specific institutional programs and video lectures on TV serving the purpose of different levels of educational institutions. By the end of twentieth century FM became more popular than the older AM radio frequencies. These local FM channels broadcasted more and more specified and cultural specific programs. Institutions tend to use these channels more than any other to campaign and communicate with local community. Similarly Web TV emerged in the beginning of twenty first century and now many educational institutions have their own Web TV channels to serve their targeted population without any hindrance of specific time and place.

9.5.3 Use of Social Media

Today the leader of the institution, the principal (or head of school) needs to be involved in the social media platforms of choice for their school. Part of the role of the principal is relationship building . By leaving the social media experience up to their marketing departments or other leadership persons in the school, today's school principal misses out on an incredible opportunity to connect with members of their community (and beyond) that they normally might not be able to. Majority of school heads are unaware of this opportunity now, see its importance, and some of them who are becoming more involved find it extremely useful as they can connect to a larger community easily.

Facebook

Founded in 2004 and with about 1.4 billion active users worldwide, Facebook is the dominant social media platform and it is also free to use. Founder of this amazing social network Mark Zukerberg describes Facebook as a company which "hopes to strengthen how people relate to each other" and he emphasises that "even if our mission sounds big, it starts small — with the relationship between two people". He goes on to say that "personal relationships are the fundamental unit of our society" and "relationships are how we discover new ideas, understand our world and ultimately derive long-term happiness". No doubt this small beginning has become a world trend within less than two decades. To use Facebook it is necessary to setup a personal account and become familiar with privacy settings.

Many organisations and companies have Facebook Pages which "fans" can "like" and the content from these pages then become part of the news feed into their own page. As this is a public page, the content on it is also accessible to be viewed by anyone, including those not logged in to Facebook. The main purpose of Facebook page is to connect with stakeholders which include students, teachers, parents and other educational institutions, as well as volunteers and other organisations and to share information and ideas. Organizational pages are big source of advertising, campaigning and advocacy. Facebook also enables users to setup private groups which provide an easy mechanism to share information in a very controlled manner to a selected number of people. The key to

making this work is to ensure that there are very clear guidelines on what can be posted – i.e. these groups apply the same principles as the middle routine of a meeting where personal issues are not up for discussion.

Twitter

Twitter has come a long way for educators, and now include many hashtags specific not just to education, but to administrators as well. By joining Twitter, you'll be able to follow individuals of your professional interest as well as groups such as #edchat, #cpchat (connected principals), #edadmin (school administrators), #edtech, #commoncore and many other groups. By following specific groups, you'll be able to keep in touch with colleagues, meet and share ideas with other administrators, and find new ideas and solutions for your workday challenges.

Last Thoughts

There are some unstoppable forces that seem to ignore age or gender on the human side, and speed of internet or firewalls on the technology front. The aforementioned force also ignores the brand of computer, phone, laptop or tablet. Social media is that force and has profoundly challenged norms and broken down more taboos than one would have thought possible 25 years ago when the world was emerging from the Cold War, a conflict that defined our globe. Here we are living in a time when social media has become a part of the daily life of people across generations, and has become a link for multigenerational families and friendship groups. Far from being a barrier to authentic communication, social media has seen more people feeling connected to more people, thus creating relationships that are forcing us to consider what we mean by 'community'. Isolation could be a thing of the past for people with mobility limitations, for older people living alone and for those living in remote locations.

A couple of years ago, digital media allowed us to replace our traditional paper based school newsletter with a blog where articles, events and announcements were published as necessary and not just once every 2 weeks or once a month. Starting next year, we are moving to a multi-blog, multi-author platform for communication. It will take all of the blog posts, tweets, Facebook posts, Google calendar events and curate them into a dynamic electronic magazine for our community enabling us to share more of our learning with an even wider audience. Readers will be able to share, repost, and comment in a much more interactive manner.

9.6 Self Assessment Questions

a) Fill in the blanks:
1. To watch the webinars or participate in communities, _____ must register.
2. TV channels to serve their targeted population without any hindrance of specific _____ and place.
3. The main purpose of Facebook page is to connect with _____ which include students, teachers, parents and other educational institutions.

4. Digital connections help educational institutions to _____ professionally.
5. Telecommuting allows a worker greater freedom regarding his or her work hours and _____ location.

b) Write short answers:
1. What do you understand by the terms Teleconferencing and Video Conferencing? Explain it in your words.
2. What is MIS? How it is useful in educational system?

9.7 References

- https://www.entrepreneur.com/article/243574
- https://www.entrepreneur.com/article/243574
- https://thejournal.com/articles/2010/04/23/5-trends-in-education-technology-leadership.aspx
  https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education
- lliance/files/uploads/KLOOM_tech_entire.pdf
- http://www.eschoolnews.com/2014/02/26/education-technology-administrators-777/
- http://www.eschoolnews.com/2014/02/26/education-technology-administrators-777/
- http://grow.ie/blog/phone-text-email-skype-or-im-a-friend/
- https://www.thebalance.com/what-is-telecommuting-2062113
- http://searchunifiedcommunications.techtarget.com/definition/teleconference
- http://searchunifiedcommunications.techtarget.com/definition/teleconference
- Source
  http://www.ascd.org/publications/educationalleadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx
- http://acb.org/node/875
- http://acb.org/node/875.

Recommended Books

John, C. Maxwel. (2011). *The Five Levels of Leadership: Proven Steps to Maximize Your Potential*. New York: Hachette Book Group

Kouzes, J. & Posner, B. (2002). *Theleadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey Bass.

Northhouse, P. (2001). *Leadership: Theory and practice (4th ed.).* Thousand Oaks, CA: Sage.

Avolio, B. J. (2005). *Leadership development in balance: made/born*. Mahwah, N.J.: Lawrence Erlbaum.

Cockburn, A. D. (2013). *Headteachers, Mediocre Colleagues and the Challenges of Educational Leadership.* Hampshire : Palgrave Macmillan

Daresh, J.C. (2007). *Leading and Supervising Instruction.* California: Crown Press

Web References

http://www.ila-net.org/communities/MIGs/LES.htm

http://www.ascd.org/publications/educational-leadership.aspx

http://www.sagepub.com/upm-data/38970_1pdf.pdf

http://changingminds.org/disciplines/leadership/theories/great_man_theory.htm

http://www.leadership-central.com/leadership-theories.html#ixzz3L0488r3M

http://www.leadership-central.com/behavioral-theories.html#axzz3L03vXud1

http://www.sagepub.com/northouse6e/study/materials/reference/reference6.1.pdf