A CRITICAL ANALYSIS OF THE MEANING AND NATURE OF LEADERSHIP

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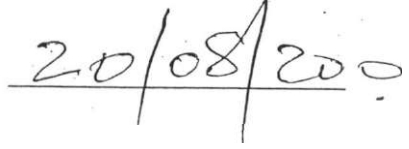**E-mail: pgitonga@integrity.go.ke**

DECLARATION

I, hereby declare that this independent paper is my original work and has not previously in part or in its entirety been submitted to any other college, institution or university other than the University of Nairobi.

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CHAPTER ONE

INTRODUCTION

1.1 Background

Leadership is the pivotal force behind successful organizations, leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organization to change toward the new vision (Bennis and Nanus, 1997). Leadership is a complex term with various definitions advanced by different authors and management writers. Armstrong (2003) quoting Bennis and Nanus (1997), states that there are about 250 definitions that have been produced by writers on leadership. He notes that not one of them achieved the necessary combination of clarity and completeness. Most attempts to define what a leader is concentrate on the qualities required, the factors influencing success, the personality traits of successful leaders or the types of leader that exist. Apparently, everyone talks about leadership; few understand it. Most people want it; few achieve it (Maxwell, 1993).

Maxwell (1993) argues that most people define leadership as the *ab'My* to *achieve a* position, not to get followers. Therefore, they go after a position, rank, or title and upon their arrival they think they have become a leader. This type of thinking creates two common problems: first, those who possess the "status" of a leader often experience the frustration of few followers; and second, those who lack the proper titles may not see themselves as leaders and therefore don't develop their leadership skills.

This paper is concerned with the subject of leadership because leadership plays a critical role in the success or failure of almost every aspect of the profit or not-for -profit environment, in other words, everything rises and falls on leadership (Lussier and Achua, 2007). Leadership plays a key role in human resource management; in that the achievement of excellence in business and management depends largely on the ability of the leader to convey his vision, enthusiasm and sense of purpose to his team (Armstrong, 1988). Leadership is required because someone has to point the way and that same person has to ensure that everyone concerned gets there. Organizations effectiveness depends on the quality of leadership. Armstrong (2003) is of the opinion that all managers are by definition leaders, in that they can only- do what they have to do with the support of their team, who must be inspired or persuaded to follow them

Leadership is therefore about encouraging and inspiring individuals and teams to give their best to achieve a desired result. It is for this reason that the topic of leadership is being discussed as a human resource issue.

In the current millennium, companies need leaders who are able to operate in multicultural environments, are aware of global marketing issues, and recognize the need for diversity because these will allow organizations to remain competitive and survive in multicultural environments (Pool and Cotton, 2004). In the new millennium, there are four competitive forces that generate an enhanced demand for leaders namely: emergence of global competition, deregulation of industries and privatization of firms, the computing, communication, consumer electronics and entertainment, and the new age of information that has created untold opportunities as well as destroyed many of the old ways of competing (Hesselbein, Goldsmith and Somerville 1999). Hesselbein, Goldsmith and Somerville (1999), note that the complexities of the competitive environment demand leaders and not cautious administrators. But "what kind of leadership will this competitive milieu demand"? How prepared are leaders? Hesselbein, Goldsmith and Somerville (1999) posit that little attention has been focused on the nature of leadership in organizations, especially on personal qualities of leadership. Today's leaders need to acquire a challenging set of competencies if they intend to be effective in present -day global societies (Ting-Toomey 1999).

Leaders must have the ability to be interpersonally competent and interculturally competent. Leaders will have to cope with a diversity of intellectual traditions, in other words managing diversity. Personal integrity will continue to be a key ingredient of leadership. A sense of selflessness is critical to leadership. Leaders will have to be accountable for their performance.

CHAPTER TWO
THE CONCEPT OF LEADERSHIP

2.1 What is leadership?

There is no clear consensus regarding exactly what leadership is and how the term should be defined. There are as many definitions of leadership as there are researchers who have studied the topic (over 3000 empirical studies of leadership have been carried out (Feldman and Arnold 1983). There are also numerous books and courses on leadership that discusses who should lead, how to lead, when to lead, and where to lead, yet they all seem to struggle when it comes to describing 'what" is leadership. Some authors' resort to describing what leadership is not, and others attempt to compare and contrast leadership with management and command. In fact, leadership is the most studied and least understood topic of any in the social sciences.

What then is this intriguing subject that we call leadership?

Leadership is the ability to influence followers. According to Cohen (1990), leadership is the art of influencing others to their maximum performance to accomplish any task, objective, or project. Lt Gen Walter F. Ulmer views leadership as "essentially an influence process whereby one gains the trust and respect of subordinates and moves them toward goals Nzuve (1999, p.65) too defines leadership as "the ability to influence the opinions, attitudes and behavior of others. It is the influence under which followers accept willingly the direction and control of another person-leaders influence others to perform beyond the actions dictated by formal authority". Maxwell (1903 p. I) too postulate that leadership is "influence" (that is, the ability to obtain followers). He states

"he;   lhinkcth he icadeth and hath no one following him is only taking a walk" This implies that 'if you are not influencing, you are not leading' Graham and Rernnert (1305, p.98) too define leadership "as the ability of a person to mRucr.;.   b and behavior of others" Thus, leadership implies that followers must consent to being snHuonccd.   aascp&ig an individual as leader, the followers voluntarily give up some of their freedom to make decisions in order to achieve a goal Hellriegel, Sloum and Woodman (1986, p302) posits: "if people want to know whether they ore exercising leadership, they should look behind them, is anyone following then

Leadership involves working with and through people. Prentice (1961 p. 102) defined leadership as "the accomplishment of a goal through the direction of human assistants, and a successful leader is one who can understand people's motivations and enlist employee participation in a way that marries individual needs and interests to the group's purpose; -a great leader is one who can do so day after day and year after year, in a wide variety of circumstances". *From* the above *definitions it is implied that: leadership involves a relationship between two or more people and that leaders do not* exist in isolation. Burns (1978) differentiated between "leaders", who by definition take the motives and goals of followers into account, and lesser mortals whom he labeled "power wielders". Kellerman (January, 2004, p.43) quoting Burns. (1978; 2003), states that: "leaders create shared meaning, have distinctive voice, have the capacity to adapt, and have integrity. Whereas, "power wielders" may treat people as things, leaders may not". Both Bennis and Burns state that - to be a leader is, by definition to be benevolent.

Leadership is the ability to establish direction by developing a vision for the future and articulating that vision to others in compelling ways, and ensuring that the vision is achievable. Peters and Waterman (1982, p.282. citing Henry Kissinger, states "the task of the leader is to get his people from where they are to where they have not been. The public does not fully understand the world into which it is going. Leaders must invoke alchemy of great vision, those leaders who do not are ultimately judged failures". Maxwell, (1999.pp. 150-151) adds, "Vision is everything for a leader. It is utterly indispensable. Vision leads the leader, paints the target, sparks and   fuels the fire within and draws him forward. It is also the fire lighter for others who follow that leader". One of the most valuable benefits of vision is that it acts like a magnet- attracting, challenging, and uniting people. It also rallies finances and other resources. The greater the vision, the more winners it has the potential to attract". It is the ability to communicate vision in ways that encourage people that is the mark of great leaders.

Leadership is a dynamic process, dynamic because it is progressive and has an element of growth and development. Bennis (1959) defined leadership as the process by which an agent induces a subordinate to behave in a desired manner. A process by which a leader has a positive impact on others, motivating people to excel in the field

they are working. Therefore, leadership is not an event that occurs in one second, but a process that takes time. While an act of leadership may appear episodic, for true leadership to occur it must be built on a series of actions that produces very useful range of results. Rubenstein (1999) states that -if leadership occurs over a period of time and constitutes a series of acts and relationships, then inherent in the concept of leadership is the concept of "repeatability". It is also presented that leadership is a complex process that results from the interaction among a leader, followers and the situation (Nahavandi (2000). All these three elements are key to the leadership process.

Leadership is also understood from the eye of who a leader is. The presence of a leader assumes some form of hierarchy within a group. In some cases, the hierarchy is formal and well defined, with the leader at the top. In other cases, it is informal and flexible. A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives".

Peters et.al (1982), states that Leadership is many things. It includes:
- Building a loyal team at the top that speaks more or less with one voice; it is listening carefully much of the time, frequently with encouragement and reinforcing words with believable action.
- Being tough when necessary and it is the occasional naked use of power or the subtle accumulation of nuances, a hundred things done a little better. It is altering agendas so that new priorities get enough attention. It is being visible when things are going away and invisible when they are working well.

DePree (1989), states that the first responsibility of a leader is to define reality. To lead is essentially to interpret experience, drawing people to a resulting social reality through the force of vision (Nanus, 1992). In fact, organizations are themselves in essence socially constructed realities (Morgan, 1986). So a leader who can define the reality facing his or her organization can create an effective plan for organizational success

(Caldwell et al, 2002; Depree, 1989). In defining the reality of others, leaders influence "the systems of meaning" which circumscribe organizational activity. A leader works to shape and interpret situations out of what has previously remained implicit or unsaid, guiding by common interpretation of reality via vision through foresight, hindsight, a world view, depth perception, peripheral vision, and revision (Nanus, 1985). In short, an essential factor in leadership is the capacity to influence and organize meaning. According to DePree (1989, p.53), accurately defining reality is a duty with ethical implications contained in a leader's view of reality. In other words, leaders interpret social reality in such a way that particular values and/or beliefs are highlighted. A leader's "meaning making" includes giving meaning to shared values that are important and make a difference (Kouzes and Poster, 1993,pp197,206). Within this umbrella, a leader can relate individual interests and values to group purpose and thereby influence decisions which in turn influence the interpretation of reality. Moreover, the principles and values in the construed social reality provide the content of leadership with a normative dimension, thus making it susceptible to matters of integrity and credibility - of being held as worthy of praise or blame. From Depree's definition, it is noted that leadership and integrity are linked. Armstrong seems to agree with Depree in his statement "when ethical behavior within an organization is suspect or there is an atmosphere of apathy and a need for strong ethical code to serve as a positive motivating factor for all employees, the effort to establish the ethical code begins with the leader of the organization. The motivation starts at the top". The ethical actions of managers directly affect the ethical direction and health of organizations (Hyman et. al. 1990). Covey, (2005, p.74) quoting Bennis states, "Leadership is the capacity to translate vision into reality".

From the foregoing definitions, it can be said that:
- Leadership involves influencing the others to contribute voluntarily to the achievement of group tasks in a given situation
- It implies that the leader has foresight and a sense of direction. And purpose. A leader sees the bigger picture and understands the purpose of the life and work of the group or organization.
- Leadership is getting people to do things they have never thought of doing, do not believe are possible or that they do not want to do.

- It is about showing the way for others and pointing the direction. The leader gives certainty and purpose to others who have difficulties in achieving it for themselves.
- Leaders make conscious what lies unconscious among followers.
- Leadership is inseparable from followers' needs and goals.
- Leadership is getting things done through people -when there is an objective to be achieved, or a task to be carried out and when more than one person is needed to do it.

The important question a leader needs to ask himself /herself is; what is influencing and what kind of an influencer am 1/ will I be? Yukl (1994) considers influence and persuasion as two of the primary functions of leaders. Maxwell (1993), states that "No one can understand that mysterious thing we call influence. Yet... everyone of us continually exerts influence, either to heal, to bless, to leave marks of beauty, or to wound, to hurt, to poison, to stain other lives". Barnes, (May, 2003) defines influence as the power to sway or affect based on prestige, wealth, ability, or status. Coercing, compelling, cajoling and persuading are all tools used to influence. Synonyms of influence include command, excite, impel, incite, induce, instigate, lead, mold, move, prompt, stir, sway and urge. Influence techniques include manipulation, harassment and, even tricking people to get them to perform. The point here is that there are drawbacks to using these forms of influence; the word of caution here is that there is a dark side to leading and influencing. However, in the context of this paper, the term influence is presented as a results-oriented action verb that entails moving one person or a group of people to accomplish a goal: "this is the essence of leadership" (Barnes, May, 2003).

The second important question is- what does these various definitions have in common about leadership?

> Janda (1960) posits that definitions of leadership usually have as a common denominator the assumption that it is a group phenomenon involving the interaction between two or more people. In addition most definitions of leadership reflect the assumption that it involves an influence process whereby intentional influence is exerted by the leader over followers. The numerous definitions of leadership that have been proposed appear to have little else in common. (Yukl, 1981, p.3)

To sum up what leadership is - D'Souza(1989,p.11) quoting Greenleaf. R. (1977) states:

> A mark for leaders, an attribute that puts them in a position to show the way for others, is that they are better than most at pointing the direction. As long as one is leading, one always has a goal. It may be a goal arrived at by group consensus, or the leader, acting on inspiration, may simply have said "let's go this way". But the leader always knows what it is and can articulate it for any who are unsure. By clearly stating and restating the goal, the leader gives certainty and purpose to others who may have difficulty in achieving it for themselves.

Real leadership is more than having authority; it is more than having the technical training and following the proper procedures. Real leadership is being the person others will gladly and confidently follow. A real leader knows the difference between being the boss and being a leader (Maxwell's (1993). Burns (1978, 2003) and Kellerman (2004) differentiated between "leaders" and "power wielders"- leaders take the motives and goals of followers into account, whereas, "power wielders" treat people as things.

2.2 Are leaders Born or Made?

This question continues to dominate the study of leadership today. The current consensus is that leaders are born and made. Some people are born leaders. In a majority of cases, genetics and early family experiences play the significant role in developing the personality and character needs that motivate the individual to lead. They also contribute to the development of the intellectual and interpersonal skills necessary to lead. But the majority of researchers today believe that the origins of leadership go beyond genes and family to other sources.

Theories of leadership other than the trait theory imply that, leadership is a set of skills that can be learned, developed and applied to organizational involvement and everyday life. Leadership is not an inherent trait. Leadership is for everyone. Good leaders are made and not born. Good leaders develop through a never-ending process of self-study, education, training and experience. Bennis and Nanus (1997) posit that leadership is something that can be learned by anyone, taught to anyone, denied to no one. In other words work experiences, hardship, opportunity, education, role models and mentors all go together to craft a leader. D'Souza, (1989, p. 17) cites the renowned educator and counselor, Gill (1983, Vol.4), who remarked that:-

"The essential qualities and skills involved in leadership can be learned and developed through education and experience. People can learn to, - communicate clearly, to make effective decisions, to motivate and inspire, to maintain and show respect for and trust in subordinates, be just in making judgments, instruct clearly, be patient with mistakes, be loyal to followers and tough in their behalf, be humble and open to new ideas and different opinions, keep a sense of humor and know how to relax".

Current research therefore suggests that experiences on the job play an important catalytic role in unlocking leader behavior. There seems to be no substitute for learning through doing, making mistakes and improving with time. Kotter (1999) surveyed two hundred executives at highly successful companies and interviewed twelve individuals in depth. He concluded that early in their careers his leaders had opportunities to lead, to take risks and to learn from their successes and failures. He specifically identified the following as important developmental opportunities: challenging assignments early in a career, visible leadership role models who were either very good or very bad, assignments that broadened knowledge and experience, task force assignments, mentoring or coaching from senior executives, attendance at meetings outside a person's core responsibility, special development jobs (executive assistant jobs, special projects, and formal training programs. It can be said that effective leaders take control of their own development. They seek out training opportunities that will make a difference in their performance. Effective leaders look for training programs that will help them develop specific skills that they can use on the job. Then, they when they return to work, they devote specific, deliberate effort to mastering in real life what they learned in the classroom.

While there is no definitive agreement among the experts, it seems that leadership is a function of both nature and nurture. IQ and aptitude, which are largely innate, may determine the field that one enters, but not necessarily one's success in that field. A growing body of research suggests that effective leadership and personal success are due largely to our experiences, our self-awareness, and our empathy for others. All of these factors can be learned and enhanced, leading us to believe that leaders are largely made, not born (Browning and Sparks, 2002).So, though leaders are gifted in some areas, those gifts and talents alone are not enough. Experience, correct choices and exposure to right situations are also key to leader development.

2.3 Functions of a leader

Hersey and Blanchard (1982) observed that the function of the leader under scientific management or classical theory was on the needs of the organization and not on the needs of the individual. However, under the human relations movement of the 1920s and social psychological theorists, the function of the leader was to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development (Cole, 1996). Adair (2002) noted there are three distinct but overlapping functions of a leader namely: Task Needs; Group Needs and Individual Needs.

Figure 1: Tasks of a leader
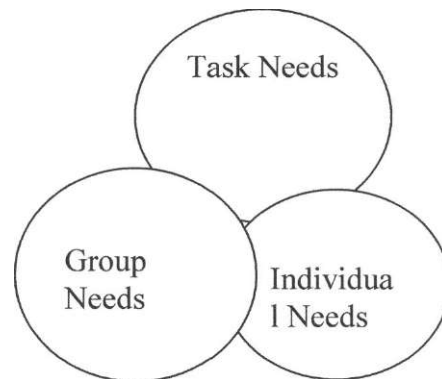
Source: Adair, J. (2002). *Inspiring leadership.* London; Thorogood.

Task needs involve achieving organizational tasks or goals. A leader has to define the tasks and ensure that plans are drawn up to accomplish control, monitor progress, and review performance so that the common tasks can be achieved. Group Needs refers to the need of creating and maintaining a social cohesive team. To achieve this requires not only professional or technical knowledge but also the more general ability of having good judgement. Poor judgement of people is often the "Archilles of heel" of an otherwise successful leader (Adair, 2002, p.29). The third task of a leader is to meet the needs of the individuals within the group. This means recognising individual basic needs for food and for shelter, for care when wounded or sick, and for security in time of danger.

2.4 Distinction between Leadership and Management

There seems to be great deal of confusion over the difference between "Leadership" and "Management". It is important to distinguish between management and leadership. Kotter (1999) categorically states that leadership is different from management. He

argues that leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities, and both are necessary for success in an increasingly complex and volatile business environment. While management is the process of assuring that the program and objectives of the organization are implemented, leadership, on the other hand, has to do with casting vision and motivating people.

It can also be said that a manager is one who performs the managerial functions of planning, organizing, directing and controlling, and occupies a formal position in an organization (Nzuve, 1999). Kotter (1990) sees the fundamental qualitative distinction between leadership and management in terms of the degree of constructive or adaptive change that is effected. He argues that, management contributes to order and stability by planning, budgeting, organizing, staffing, monitoring processes to spot deviations from the plan, and taking actions to correct the deviations. Leadership on the other hand, establishes direction by developing a vision of the future - what can be rather that what is; articulating this vision to others in compelling ways and aligning people into coalitions, ensuring that the vision is achievable and providing motivation and inspiration that keep people working to overcome obstacles, to attain that vision. In short, management stabilizes the status quo while leadership transforms. Therefore, management is about coping with complexity, while, leadership is about coping with change. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products.

Kellerman, (2004), citing Zaleznik, draws a distinction between "leaders" and "managers" - She states that the leader is an inspirational and aspirational figure, while the manager handles the duller tasks of administration and maintains organizational discipline. According to D'Souza, (1983), leadership is a broader concept than management. He argues that Leadership involves working with and through people to achieve results, which are not necessarily institutional or organizational goals. On the other hand, he regards management as a special kind of leadership that sees achieving of institutional or organizational goals as paramount. Bennis and Nanus(1997) point out that the problem with many organizations and especially the ones that are failing , is

that they tend to be over managed and under led - people do not want o be managed, they want to be led. According to the two writers, there is a profound difference between management and leadership, and both are important. To manage means to bring about, to accomplish, to have change of or responsibility for, and to conduct. Leading is influencing, guiding in direction, course, action, opinion. The distinction is crucial. They continue to state that managers are people who do things right and leaders are people who do the right thing. The difference may be summarized as activities of vision and judgment -effectiveness - versus activities of mastering routines -efficiency. Kotter (1990) contends that both management and leadership are necessary, good management without leadership results in stagnation, while forceful leadership without the stabilizing touch of good management can result to chaos. Companies should remember that strong leadership with weak management is no better and is sometimes actually worse than the reverse.

From the foregoing it can be deduced that:

- Management is the process of assuring that the program and objectives of the organization are implemented, while leadership has to do with casting vision and motivating people (Maxwell, 1993).

- A manager is expected to be more with attaining organizational goals. A leader is expected to be more concerned with fulfilling the needs of his followers. A manager cannot be said to be a good manager if he does not meet organizational goals. Likewise, a leader cannot be said to be a good leader without satisfying his followers' needs (Peters, 1983)

- Managers prefer working with people,' leaders stir emotions e.g a charismatic leader strengthens and uplifts the spirit of his audience. He leaves them feeling more powerful than less powerful or submissive. The leader arouses confidence in his followers. The followers feel better able to accomplish whatever goals he had and they share, Peters, 1983).

- A manager has people to supervise, but if they do not accept and follow his supervisory authority, then the manager is not a leader. Subordinates may comply with the supervisory command out of fear, but such compliance is not a response to leadership.

- A manager is expected to be a rational decision maker and problem-solver he/she is expected to use his or her analytical skills in the process of establishing and achieving organizational goals. A leader on the other hand is expected to be a charismatic person with great visions, which can alter the mood of his followers and their hopes and expectations (Nzuve, 1999).

- A manager uses both leadership and managership in the process of managing employees. Managership gives him the formal authority, while leadership gives him a means of securing voluntary compliance.

- Managers are appointed, while leadership may be through inheritance, personal power, election or recognition by peers.

- Both managership and leadership are management tools with which managers influence the behavior of employees to achieve organizational goals. It is only those managers who have the attributes of both managership and leadership who can be successful in management.

- The essence of leadership is follower ship, yet not all managers are leaders. A leader may have followers, but if he lacks the formal authority to manage, he is not a manager.

- Leadership is the ability to influence others towards the achievement of goals. Managers' influence through formal authority managership gives a person authority to accomplish certain tasks and objectives in the organisation, this power does not make one a leader. It simply makes person the *boss.* Leadership differs in that it makes the followers want to achieve high goals, rather than simply *bossing people around;* leaders influence others to perform willingly beyond the actions dictated by formal authority. For effective management, a manager should also possess leadership characteristics

Maxwell(1993) citing John W. Gardener(1990) introduces the concept of leader managers and pinpoints five characteristics that set leader managers from "run-of- the mill managers. These are:

- Leader managers are long term thinkers who see beyond the day's crisis and the quarterly report

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- Leader Managers' interests in their companies do not stop with the units they head. They want to know how all of the company's departments affect one another, and they are constantly reaching beyond their specific areas of influence
- Leader managers put heavy emphasis on vision, values and motivation
- Leader managers have strong political skills to cope with conflicting requirements of multiple constituents
- Leader managers don't accept the status quo

Organ and Bateman (1991) quotes Gardner (1990) who has stated that the " utterly first class managers - turn out to have quite a lot of the leader in them" (p.4). In his view, leader/mangers distinguish themselves from "the general run of managers" in several respects. They think longer term (beyond the crises of the moment or the quarterly report); they grasp the relationship between their own jurisdictions; they heavily emphasize the intangibles of vision, values, and the non rational, and they think in terms of renewal, always seeking revisions of process and structure to adapt to external forces. Bower (1997) claimed that business CEO's, to be effective, need tot move from management-based orientation to a leadership-based orientation in which the leader can gain trust, exercise justice, and have the confidence to be humble.

2.5 Effective Leadership

Leadership can be poor, mediocre or effective. Russel, (1990) notes that leaders who rule with an iron fist, exercise power without accountability, and are unwilling or unable to allow followers to contribute and develop are rated as poor. Ringera (2007) notes that poor leaders are people who may otherwise have began as good or great leaders, but who subsequently forgot about the responsibilities of leadership and personalized the positions they occupied to the detriment of those they lead. Indeed poor leaders thrive in environments where the institutions, laws and governance structures are so weak that they are able by dint of their personality, corrupt tendencies, wealth or influence, to circumvent, avoid or even blatantly ignore institutions, laws and governance structures. Mediocre leaders, on the other hand lack vision, intelligence, inspirational quality, and integrity. They secure their position to exploit their power for all its worth.

The trait theories postulated that the primary source of leadership effectiveness lay in the personal traits of the leaders themselves. Some of these traits or characteristics include intelligence, charisma, tact, self- confidence, energy, emotional stability, initiative, desire to accept responsibility, alertness to the needs of others, understanding of the task, persistence in dealing with problems and ability to occupy a position of dominance and control (Feldman and Arnold, 1983). Leadership attributes refer to the inner or personal qualities such as habits, traits, competencies, behaviors, values and character, in other words they refer to what leaders are, what they know and do (Ulrich, Zenger and Smallwood, 1999). However, the question that lingers on is that if particular traits are key features of leadership, how do we explain people who possess those qualities but are not leaders?

The Ohio State leadership studies reported that leaders who were strong in consideration that is ability to establish mutual trust, respect, warmth and rapport with members of their group were more effective (Fleishman and Harries, 1962., Cole, 1996, Feldman and Arnold, 1983). Fiedler's contingency theory asserts that leadership effectiveness depends on a fit between the leader's behavior and the demands of the situation. Path Goal theory considers follower satisfaction as a primary factor in determining leadership effectiveness, while the transformational and visionary leadership models define effectiveness as the successful implementation of large-scale change in an organization (Nahavandi, 2000).

Nahavandi (2000) and Beck (2005), notes that leadership is most effective when the work gets done timely, creatively, profitably, and energetically with a great attitude and a low level of stress. Effective leaders generate higher productivity, lower costs, and more opportunities. Effective leaders create results, attain goals, and realize vision and other objectives more quickly and at a higher level of quality than ineffective leaders. Leadership is most effective when the people who are following are self-motivated. People are self motivated when they believe in themselves and in the leader.

Gedney (1999) describes an effective leader as someone who motivates another person or a group to accomplish more than they would have otherwise accomplished without the help of a leader's involvement. Effective leaders clarify the direction towards

the attainment of goals to the employees through communication, and encourage them to feel confident and able to take risks in work completion. Cherniss (2001), states that the most effective bosses are those who have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied. Effective bosses are also able to manage their own emotions, with the result that employees trust them and feel good about working with them. In short, bosses whose employees stay are bosses who manage with emotional intelligence.

Winters (1997) characterizes an effective leader as being one who has the audacity to take a stand and a creative position for the well being of his/her team, empowers others to become a part of the vision, and exhibits the faith and stamina to effect the change simply because it is right. An effective leader is a model for the rest of the organization. There are certain basic qualities or characteristics that most researchers associate with effective leadership namely: competency (technical and strategic), credibility, vision, intelligence, inspiration, innovation, empowering and character (Senge, 1990; and Winters 1997).Being capable and possessing the attributes of leadership is terrific, but capability must be put to appropriate purposeful use. Therefore, this paper argues effective leadership requires both attributes and results. Ulrich, Zenger and Smallwood (1999) note that effective leadership = attributes x results, while Nahavandi (2000) categorically states that effective leadership contains three elements: goal achievement including financial goals, quality products or services and addressing the needs of customers; employee satisfaction, group cohesion, efficient operations; and group ability to adopt to changing demands from external forces.

CHAPTER THREE
THEORETICAL FRAMEWORK ON LEADERSHIP

3.1 Introduction

A number of theories on leadership have developed over the years in an attempt to understand and explain the nature and meaning of leadership, what characteristics differentiate leaders from followers, or effective leaders from ineffective ones and leadership behavior. These theories include:

- The Trait Theories 1904 to 1948
- Behavioral Theories-1940s
- Contingency Theories - 1951 to 1970s
- Path Goal Theory 1970,
- Transactional and transformational theories 1970'S to-date

3.2 Trait theories of Leadership

The early researchers in leadership were of the assumption that leaders are born, not made. The oldest tradition in leadership theory and research suggest that leadership is a stable quality possessed by some but not others (Organ and Bateman, 1991). This is the Trait Theory of leadership that assumes that leaders are born, not made. This approach has also been characterized as the "great person " Theory of leadership (Feldmand and Arnold, 1983; D'Souza,1989)). It assumed that some people are set apart from others by virtue of their possession of some quality or qualities of "greatness" and that it is such great persons who become leaders. The early researchers indicated that leaders tended to be differentiated from non-leaders by traits such as - intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, and desire to accept responsibility and occupy a position of dominance and control (Feldman et. al, 1983).

Trait theories of leadership focus upon personal characteristics of the leader and seek leadership effectiveness on the basis of what type of person the leader is. However, in 1948, Stogdill conducted a review of the early research on leadership traits and found out that the results tended to vary from situation to situation, leading him to conclude that "a person does not become a leader by virtue of the possession of some combination of traits.....1948), Stogdill argued that psychological traits by themselves

have little predictive significance (D'Souza 1989). In other words, the trait view failed to explain leadership. It was replaced by the notion that "great events" made leaders of otherwise ordinary people (Bennis and Nanus, 1997). This means that a crises or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory or the "Big Bang" idea in which the situation and the followers combined to make a leader.. Following this "great man" notion, writers have posed this question: Do great men cause great times or do great times cause great men? Shakespeare came down on both sides of the debate when he wrote that some are born great, some achieve greatness, and some have greatness thrust upon them (D'Souza, 1989)).

3.3 Behavioral Theories

Behavioral theories of leadership assume that leadership capability can be learned, rather than being inherent. They do not seek inborn traits or capabilities. Behavioral theories looked more closely at what leaders actually do as opposed to the leader traits. A group of researchers argued that if we wish to understand leadership and leadership effectiveness, what we really need to focus on is not the leader's personality traits and skills but on what the leader actually does when he or she is dealing with subordinates.

Feldman and Arnold, (1983), highlight three behavioral theories of leadership. These are the Ohio State University Studies carried out in the 1940s, the University of Iowa and the university of Michigan studies. The Ohio State University studies indicated that two behavioral dimensions play a significant role in successful leadership. These dimensions are: Consideration and initiating structure. Consideration includes friendship, mutual trust, respect and warmth; while initiating structure refers to organizing and defining relationships or roles, establishing well-defined organization, channels of communication and ways of getting jobs done. The Michigan research identifies two distinct dimensions of leader behavior; these are employee oriented leadership and production oriented leadership. The employee oriented leadership stress on the human relations aspect in which employees are viewed as human and with individual, personal needs. The production oriented leadership stressed on production and the technical aspects of the job, with employees viewed as the means of getting the work done (Feldman and Arnold, 1983).

The behavioral theories of leadership made two important contributions to the understanding of leadership in organizations.

1) They helped focus the attention on what leaders actually do rather than on what kind of person the leader is. This was a key shift in perspective, since the effectiveness of leader obviously ultimately depends upon what the leader actually does

2) The theories provided a convenient method of describing and categorizing leadership behavior according to some underlying themes or dimensions such as democratic leadership/leader consideration; autocratic leadership, /initiating structure/production oriented leadership.

The failure of the behavioral theories of leadership was to uncover consistent links between different leadership styles and subordinate productivity and performance.

3.4 Contingency Theories

Contingency theories are a class of behavioral theory that contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others. Contingency theories are derived from the basic proposition that the most effective behavior for leaders to engage in is contingent upon characteristics of the situation in which the leaders find themselves. The constraints or factors may be internal or external.

Figure2: link between leader behavior, situation and Leader effectiveness
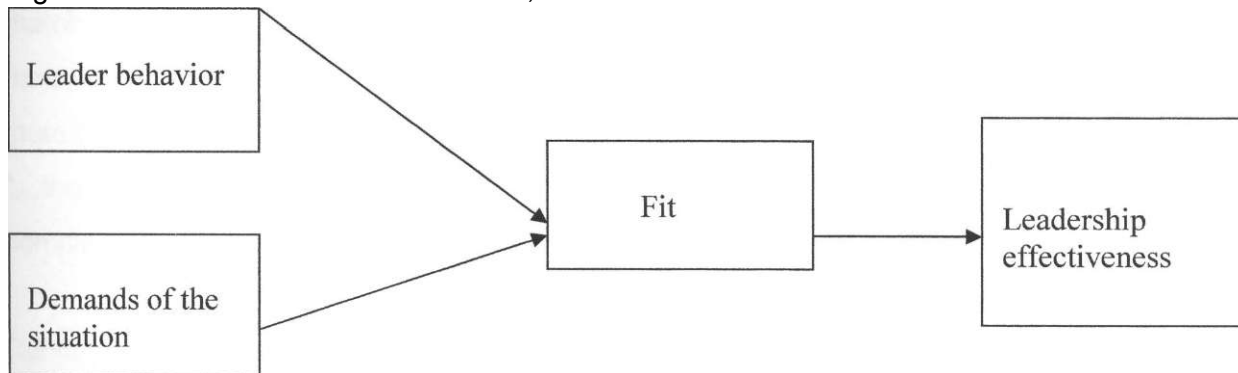
Source: Leadership effectiveness depends on a fit between the leader's behavior and the demands of the situation (Feldman and Arnold, 1983).

There are a number of contingency theories that have been postulated, these are: Fiedler's contingency theory, Hersey and Blanchard's situational theory and Vroom's and Yetton's contingency theory of decision making. Fiedler's theory is the earliest and the most researched. Fiedler's approach departs from trait and behavioral models by asserting that performance is contingent on the leader's psychological orientation and three contextual variables: leader- member relations, task structure and position power. Leader- member relations refer to the relationship between the leader and followers. Or the degree to which a leader is accepted and supported by the group members. The leader's personality and the personalities of subordinates play important roles in this variable. Task structure refers to the extent to which subordinate's task is structured or unstructured or the extent to which tasks are standardized, documented and controlled. It is also associated with the amount of creative freedom allowed the subordinate to accomplish the task. Position power is the third variable. This refers to the degree to which the position itself enables the leader to get the group members to comply with and accept his or her direction and leadership.

Contingency theory of leadership has been the subject of a considerable amount of criticism. This is because the theory is essentially a set of continually changing empirical generalizations. Another distinguishing characteristic is that contingency theory has evolved around a measurement process. Infact, there was a measure before a theory. As a result, the usual procedures of theory construction have been reversed. Instead of proposing a set of theoretical constructs and then devising measures to match, Fiedler started with the measurement process and then sought to develop theoretical constructs to go with the measures and the research results obtained with them (Miner, B.J, 1980). A number of the Contingency Model's critics have charged that "...the theory keeps changing to fit the data" and that it is becoming increasingly complex (Miner, B.J, 1980).

Contingency theory is similar to situational leadership theory in that there is an assumption of no simple one right way. Unlike situational theory where leaders' behaviors are flexible, contingency theories imply that leader's behaviors are much more fixed, consistent, and thus less flexible. Situational theory advocates that leaders change their behaviors based on follower maturity, whereas, contingency theory

suggest that leaders might change a situation to fit their specific leadership style or even vary leaders for certain situations depending on the fit between the leader's style and the situation (Hatcher,2002).

3.5 Path-Goal Theory

The basic idea behind path goal theory is that leader can influence the satisfaction, motivation, and performance of subordinates primarily by: providing subordinates with rewards; making the attainment of these rewards contingent upon the accomplishment of performance goals; helping subordinates obtain rewards by clarifying the paths to the goals, that is (helping subordinates understand exactly what they must do to obtain rewards) and making these paths easier to travel (i.e. providing subordinates with coaching, direction, and assistance when needed). The theory argues that in order to accomplish the foregoing, a leader will have to engage in different types of leadership behavior depending upon the nature and demands of the particular situation. Path-Goal theory identifies four distinct styles of leader behavior: directive leadership, supportive, participative and achievement oriented leadership.

Directive leadership: The leader explains the performance goal and provides specific rules and regulations to guide subordinates toward achieving it.

- Supportive leadership: The leader displays personal concern for subordinates. This includes being friendly to subordinates and sensitive to their needs.

- Participative leadership: The leader consults with subordinates about work, task goals, and paths to resolve goals. This leadership style involves sharing information as well as consulting with subordinates before making decisions.

- Achievement -oriented leadership: The leader emphasizes the achievement of difficult tasks and the importance of excellent performance and simultaneously displays confidence that subordinates will perform well.

Path -goal theory argues that no single style of leader behavior will universally result in high levels of subordinate motivation and satisfaction. Different types of situations require different styles of leader behavior. The basic ideas of path-Goal theory are that leader behavior and contingency factors must combine to cause subordinate attitudes and behavior.

3.6 Transactional Leadership

Bass (1985) distinguishes between two fundamentally different forms of leadership: transactional and transformational. According to Bass(1985), transactional leadership operates within the framework of an existing organizational culture; it identifies present subordinate wants and needs, exchanging (transacting) the means to satisfy those needs in return for subordinate exertion toward the goal or outcome desired by the leader. The transacting leader uses degrees of initiating structure and consideration and the formal reward system as needed to provide negative feedback and reinforce desired behavior. Each party to the exchange understands the controlling, coercive, and reward-oriented base of power, compliance-related attitudes, and what many scholars and practitioners consider basic and unethical moral considerations inherent in transactional leadership (Hatcher, 2002).

It is also worthy noting that the transactional leader operates within the existing system to strengthen existing structures, strategies and culture rather than trying to transform them, therefore, it is clear what is required of the subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place. When the transactional leader allocates work to a subordinate, they are considered to be fully responsible for it, whether they have the resources or capability to carry it out. When things go wrong, then the subordinates are considered to be personally at fault, and are punished for their failure. The main limitation of the transactional leadership is the assumption that the subordinate is a 'rational man', a person who is largely motivated by money and simple reward, and hence whose behavior is predictable. (Changing minds.org)

3.7 Transformational Theory

Unlike transactional leadership, transformational leadership seeks to alter (transform) the culture rather than accept its constraints, and to make-up of the group's needs and wants. Transformational leadership is characterized by a vision of what can be and articulates that vision to others, it inspires confidence in others that the vision can be achieved; it arouses different needs in subordinates, it awakens something more than self-interest, even eliciting self-sacrifice for some greater good. Transformational

leadership provides intellectual stimulation to followers, using a rich supply of metaphors to communicate values, but avoiding the oversimplification propaganda (Organ and Bateman, 1991). Thus, it can be said that transformational leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a series of discussions. The important thing is that the leader buys into it.

Burns (1978) defined transformational leadership as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation. Transformational leaders ignore personal, selfish gains and rather seek a greater, common good or purpose. They elevate the interests of all concerned. They empower followers to also seek the common good, to look beyond their own selfish needs, to include the good of the group (Hatcher, 2002). Therefore, transformational leaders raise the bar by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader. Bass (1990) identifies three ways in which leaders can transform followers: Increasing their awareness of task importance and value; getting them to focus first on team or organizational goals, rather than their own interests and activating their higher-order needs.

According to Bass (1985), transformational leadership is grounded on moral foundations that are based on four components of: idealized influence, inspirational motivation, intellectual; stimulation and individualized consideration. It is also based on three moral aspects: which include: The moral character of the leader; The ethical values embedded in the leader's vision, articulation, and program (which followers either embrace or reject) and the morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue. In contrast to Burns, who sees transformational leadership as being inextricably linked with higher order values, Bass sees it as moral.

Bass and Avolio, (1994) add that the goal of transformational leadership is to 'transform' people and organizations in a literal sense to change them in mind and heart, enlarge

vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent self-perpetuating, and momentum building. Thus, in order to create followers, the transformational leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision. A research by Jung and Avolio (1999) found that people considered individualists generated more ideas with a transactional leader than a transformational one. Maher (1997) discovered that female managers were rated as more transformational than male managers, and a research by Dess, Picken and Lyon (1998) supported the idea that transformational leadership has the ability to profoundly change people, cultures and in turn organizations.

It is worth noting that even transformational leadership has its weak side. One of the traps of transformational leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into bottomless chasm; just because someone believes that they are right, it does not mean they are right. Secondly, transformational leaders also tend to see the big picture, but not the details, where the devil always lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail. Thirdly, transformational leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers. Finally, transformational leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated.

CHAPTER FOUR
LEADERSHIP SKILLS

4.1 Introduction

The key to successful leadership is that the leader (or leaders) possesses the dominant leadership skill that the situation requires of them. Just as there are a number of different approaches researchers can use to study leadership, there are a number of different classification systems of leadership skills. Different authors and researchers have addressed different leadership skills. Moore (2003) define leadership skill as the abilities and acquired tasks related to leadership developed by an individual, while Katz (1955) defined leadership skill as an ability which can be developed not necessarily inborn, and which is manifested in performance, not merely in potential.

This paper discusses three broad categories of skills needed by leaders as identified Katz (1955). These are: technical skills, conceptual skills and human skills. Technical skill is defined as a person's knowledge of and ability in any type of process or technique. Conceptual skill is considered to be the ability to think in terms of models and frameworks and broad relationships and long range plans while Human skill is identified as the ability to work effectively with people and to build team work

While all leaders will use all of these skills to some extent, their success as leaders will be determined by the relationship between the skill that the leadership situation requires of them and the skill that is most aligned with their personal style. Thus a leader who is highly competent technically may perform poorly in a leadership situation that requires high-level conceptual skills or high-level human skills. A leader with well-developed human skills may become dissatisfied and unfulfilled in a leadership situation that requires the major focus to be in technical matters. Importantly, leaders who are dominant in one particular style may not recognize or value the importance of the other leadership styles. This neglect of the importance of one or other or both, alternative leadership styles may mean that they do not pay sufficient attention to the leadership requirements of their team.

4.2 Technical Skills

Technical skills are the 'how to do it' skills and involve methods, processes, procedures and techniques. Technical competence also known as expertise capability is the professional or functional knowledge necessary to accomplish a particular task and to set boundaries of any particular functional area. In other words it is having knowledge about and being proficient in a specific type of work or activity. It requires competencies in a specialized area, analytical ability and the ability to use appropriate tools and techniques (Katz, 1955). To be technically proficient therefore means that a leader must know his/her job and have a solid familiarity with his/her employees' tasks.

Socrates placed much emphasis upon the need to acquire the appropriate technical competence and experience if one wished to lead others. He said that under all conditions, human beings are most willing to obey those whom they believe to be the best. People will obey willingly only those whom they perceive to be better qualified or more knowledgeable than they are in a particular situation. Socrates clearly taught that professional or technical competencies should be a prerequisite for holding a position of leadership responsibility (Adair 2002). "It is the man or woman who knows what to do and how to do it who will be obeyed, especially in times of crises" Adair (2002, p.9). However, knowledge is not the whole story. There are people who are technically competent and highly specialized in their fields, yet they are not recognized as leaders. A good leader gives direction, sets an example, shares danger or hardship on equal footing and wins the willing support of others. He or she wins respect without courting popularity. The popular comic strip " Dilbert" has made the concept of *'leader without a clue'* an accepted fact in today's organizations. As a leader moves up in the organizational hierarchy, he/she relies on the technical skills of followers than on his/her own technical skills (Hicks and Gullet, 1975). This implies that technical skills are more important at the lower levels of administration (Katz, 1955, Goleman, 1995).

4.3 Human Skills

Human skills are knowledge about how to work with people. Human skills is demonstrated in how a leader behaves towards those around him/her, including superiors, peers, and followers. It means being aware of one's own perspective on issues, being aware of the perspective of others, being aware of how others within the

organization function, assisting group members to work cooperatively as a group to achieve common goals, creating an atmosphere of trust where employees feel comfortable and secure, being sensitive to the needs and motivations of others and taking into account others' needs in one's decision making. It also means using this awareness to communicate and behave in contextually intelligent ways.

Isenberg (1984) and Limerick (1990) have stated that senior executives work is not only about grasping functional and technical issues but they make ambiguous and subtle world of human issues, agendas and actions. Although competence and cognitive ability may be key for successes when working alone, leadership requires successful interaction with others and the ability to motivate them to accomplish their goals. Human skills are essential throughout all management levels (Hicks and Gullet, 1975; Katz, 1955). Nye (Daily Nation, March 25, 2008, p.8), wrote that "almost every leader needs a certain degree of 'soft power'. Those leaders who rely on coercion are not leaders, but mere wielders of power. Nye argues that "even the military is facing changes. Even in the army there is 'less shouting at everyone' because today's generation responds better to instructors who play a more counseling-type role"

4.4 Conceptual Skills

Conceptual skills are the 'thinking skills' needed by leaders. This type of skill allow him a leader to create a long term vision for the organization, think strategically, set goals, help others support organizational change, be decisive, and achieve goals. A leader with conceptual skills is comfortable at putting the company's goals into words and can understand and express the economic principles that affect the company. Conceptual Skills also involve the ability to hold a holistic view of the organization, its various components and the interdependent relationships between them; and Using this understanding to make wise, high-leverage decisions. Conceptual skill is most important at the top management levels where policy decisions, long- term planning and broad - scale actions are required (Hicks and Gullet, 1975). In fact when upper-level managers do not have strong conceptual skills, they can jeopardize the whole organization (Jones and Rudd, 2007).

Figure 3: Leadership Skills Necessary at Various Levels of an Organization

	Human	
Technical		Conceptual

*i*k

	Human	
Technical		Conceptual

*i*k

Technical	Human	
		Conceptual
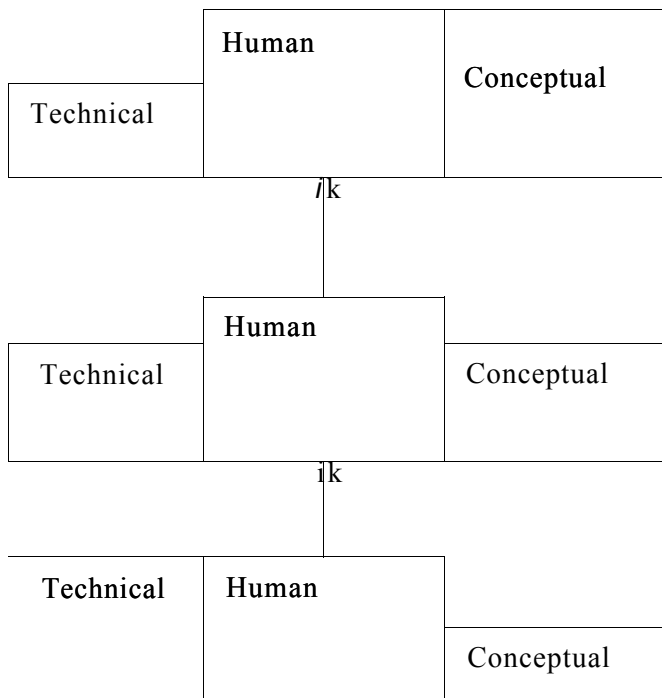
R.L.Katz, (1995). Skills of an effective Administrator. Harvard Business Review.
It is noted that as an individual rises in leadership, less of the technical skills are need, while more of the human relations and conceptual skills are expected. The human resource asset has to be well managed to give a competitive edge to the organization.

In addition to the technical, human relations and conceptual skills new approaches to leadership skills include industry knowledge, communication skills and emotional intelligence skills. Kotter (1988) identified industry knowledge and organizational knowledge as one of the six domains for effective senior leaders. Kotter (1988) viewed as expansive knowledge of the industry and the organization as essential to creating the broad outlook needed by leaders to produce an organizational vision and strategies to accomplish that vision. Desster (1999) notes that effective leaders are extremely knowledgeable about the company and the industry, their information lets them make informed decisions and understand the implications of those decisions. New knowledge is becoming key to providing direction to a firm and to navigating it through an evolving and indeterminate industry setting. Industries are becoming technologically sophisticated and a deep knowledge of the evolving technological landscape is critical for providing a sense of direction.

CHAPTER FIVE
CHARACTERISTICS OF EFFECTIVE LEADERSHIP

5.1 Introduction

This chapter discusses characteristics that contribute to superior leadership performance. These characteristics are not easily segmented and defined but are more fluid and interrelated.

5.2 Integrity

Integrity appears at or near the top of every list of desirable leadership characteristics. In a survey involving 54,000 people carried out by Covey (1999), the respondents were asked to identify the essential qualities of a leader. Integrity was, by far the number one response. Dwight Eisenhower states that *"the supreme quality for a leader is unquestionably integrity. Without it, no real success is possible no matter whether it is on a section gang, a football field, in an army or in an office"(Covey,2005,p.146).* Maxwell (1999) too states that the most important ingredient of leadership is integrity, the secret to rising and not falling is integrity. The more credible a leader is the more confidence people place in him thereby allowing him the privilege of influencing their lives. The less credible, the less confidence, and the more quickly a leader loses his position of influence. If a man's associates find him guilty of being phony, if they find that he lacks forthright integrity, he will fail. His teachings and actions must square with each other. "Integrity and leadership are inextricably linked. Without integrity, leadership theories are just that - theories. Integrity is the cement that binds organizations together, the cornerstone of mission accomplishment" (Fogleman 2001, p.39).

Integrity comes from a Latin word " Integer" which means; "one" or "wholeness". To have integrity means there is no double mindedness or duplicity in ones character. It is the condition of being whole - undivided in values and conduct (Johnson, 2003) Integrity can therefore be defined as the quality of being whole and complete", unified, undivided". It is also defined as freedom from corruption. The Cambridge International Dictionary of English defines integrity as: the quality of being honest and having strong moral principles that you refuse to change. Integrity also refers to the quality that makes you do the right thing even when no one is seeing you or when you have reason to think that no one is likely to know what you have done, or doing the right thing in public and in

private. This again is principled behavior. People of integrity conform their words to their actions. Integrity welds what we say, think and do into a whole person so that permission is never granted for one of to be out of sync. A person of integrity is one who has established a system of values against which all of life is judged.

A number of accounts of integrity have been advanced, the most important of them being:

1. Integrity as the integration of self: this refers to a person's ability to endorse a certain set of desire and to outlaw another desire.

2. Integrity as maintenance of identity

3. Integrity as standing for something. A person of integrity does not just act consistently with their endorsements, they stand for something, they stand up for their best judgment within a community of people trying to discover what in life is worth doing. In this case integrity is seen primarily as a social virtue - one that is defined by a person's relations to others (Cox 2001 quoting Calhoun1995).

4. Integrity as moral purpose. This places moral constraints upon the kinds of commitment to which a person of integrity must remain true (Cox et. al, 2001).

It can be concluded that:

1. Integrity is consistency; it is being true to your convictions regardless of circumstances

2. Integrity is reliability - being true to your word

3. Integrity is honesty - being true

4. *Integrity involves the three R's: Respect for self   Respect for others and* Responsibility for all your actions.

5. Integrity is the keeping of promises made to self and others (Covey, 2004).

Maxwell, (1999) asserts that: the test of a true leader is his/her capacity to adhere to a strong foundation of ethics, articulate them as standards for colleagues and staff, and "practice what he/she preaches" by example on a daily basis. The writer further states that Integrity in leadership is a quality that cannot be contrived and, in turn, is mistakably apparent when a leader is truly committed to the cause he/she serves. Nelson Mandela is cited as one of today's most respected and revered world leaders, a man who emerged from 26 years as political prisoner to be hailed as the triumphant leader and

hero of a new South African democracy by allies and former enemies alike. In his one of the most effective political speech Mandela said:

> *'During my lifetime I have dedicated myself to this struggle of the African People. I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony with equal opportunities' He paused and looked at the judge. 'It is an ideal which I hope to live for and achieve' Then dropping his voice, he concluded: 'But if needs be, it is an ideal for which I am prepared to die'* (Sampson 1999, 192).

Another example cited of a leader of great integrity is that of George Norris, a freshman Senator from Nebraska, whom John F.Kennedy memorialized in Profiles of Courage. George Norris took on the Senate and President Wilson in 1917 to resist the United States' entry into the Great War in Europe. He led a small but committed opposition to the Armed Ship BILL that would have authorized the arming of American merchant ships in the war zone. Norris' commitment to the principles upon which he staked his political career is memorialized in the following quote:

> *7 would rather go down to my political grave with a clear conscience than ride the chariot of victory as a Congressional stool pigeon, the slave, the servant. Or the vassal of any man, whether he is the owner or manager of a legislative menagerie or the ruler of a great nation... I would rather lie in the silent grave remembered by both friends and enemies as one who remained true to his faith and who never faltered in what he believed to be his duty. (Kennedy 2000)*

While leaders are rarely called upon to risk their own lives for the integrity of the causes they serve, it is this kind of unwavering and heartfelt commitment that can propel men and women into positions of great leadership. Often magnificent displays of integrity are recognized only with hindsight, after the drama and tension surrounding a situation have subsided and the atmosphere has cleared sufficiently so that the nature and intent of the act and the opposition to it are manifest. It requires great courage in periods of adversity and dramatic change for leaders to conduct themselves ethically. They are often alone, misunderstood and under fire for taking on powerful opponents or for struggling to change the status quo. Integrity, that unwavering commitment to purpose, has been responsible for many gains. Integrity in leadership then is nonnegotiable.

In essence then, it can be said that:

1. Integrity can be used as the glue providing for credible leadership necessary for a positive reputation - whether that reputation pertains to the person (leader), product, quality, good service or for operating in a fair, just and honest manner.

2. Integrity is a central determinant of trust in organizations. A company that is not trusted by employees, customers, suppliers, communities and other stakeholders will suffer in the long run. Once a company turns its back on ethics, there is a literally no place to hide (Hatcher, 2002)

3. Integrity facilitates the bottom-line. A reputation for credibility, gained by the sustained exercise of integrity, can have a rather concrete bearing on people making decisions on investments, careers and products. It can signal product quality, justify a premium price as it attracts buyers' confidence. A reputation for integrity can pay off in terms of the financial performance goals.

4. Integrity is responsible for sustaining the leadership vision.

5. Integrity driven leadership influences the evolvement of a positive and value ridden organizational culture. The followers know and identity with the values that the leadership stands for. In other words, integrity driven leadership help determine and shape the organizational culture that develops in an organization.

6. It is also worthy noting that employees are turning their backs on employers with no sense of moral responsibility. Ethical issues are becoming crucial in the recruitment process. Companies with tarnished reputations face problems recruiting top talent.

7. A single example of integrity makes an impression, but a leader's behavior must be consistent if he or she is to successfully shape an organization. Storey (2004) quoting Badaracco and Ellsworth (1989) hold that the key to high achievement lies in consistency and coherence among three elements: a leader's personal values, a leader's aspirations for his organization and a leader's actions.

5.3 Competence

The popular comic strip " Dilbert" has made the concept of *'leader without a clue'* an accepted fact in today's organizations. To be a leader, you must have more than the image of integrity you must also have substance. However, leaders who have the appearance of substance but lack internal integrity won't have the strength to make it

through the tough times. Competence could be in two levels - technical and conceptual. Technical competence is the skill and knowledge necessary to accomplish a particular task. Conceptual competence is being able to see the big picture, how all parts relate to one another. It's being able to think strategically, and systematically, not just tactically. Integrity - driven leaders realize that individuals must have the necessary knowledge and ability prior to being held accountable for performance. They recognize their individual strengths and weaknesses; and surround themselves with the best talent available.

5.4 Character

The word character comes from an ancient Greek verb meaning "to engrave" and its related noun meaning "mark' or "distinctive quality". Essentially, character is what we are. It is that inner core of our soul that determines our actions, reactions and inactions. Johnson (2003) quotes Baron Thomas who wrote, " the measure of a man's character is what he would do if he knew he never would be found out". Ruthworth Kidder stated, " the test of character...lies in how you behave when public approval and overt reward are stripped away. Character is a firm sense of right and wrong - a value system arising from a conviction of ethical absolutes. But even more it is the commitment to do what is right and ethical regardless of personal cost, risk or discomfort.

Johnson (2003) emphasizes that a leader's character is like the foundation of a building-If it is not strong, deep and firmly fixed in place, the man's life and all that he has built will eventually fall. Charisma can take a man to the top, but only character will keep him there. It is character that keeps a man honest, ethical and pure. It is character that holds us up when the heavy temptations of leadership threaten to pull us down." leadership will destroy the man whose character is not prepared for it" Too many have been promoted before their character was enlarged to support that promotion. Too many 'successful' leaders have collapsed under the weight of their promotion. Covey (2005) in his book the 8th Habit states "90% of all leadership failures are character failures" (p. 147). Followers do not trust leaders whose character they know to be flawed, and they will not continue following them.

Theodore Roosevelt stated that: character in the long run, is the decisive factor in the life of an individual and of nations alike (Covey, 2004). Singh (2000) strongly asserts that there is no replacement for character in a leader.

5.5 Commitment:

Another important characteristic of effective leadership is commitment to a purpose. Commitment is absolute dedication to accomplishing a worthy goal. Commitment is unwavering and uncompromising. It endures doubt, blame, and rejection. Effective Leaders embrace a goal, and expect and hope that others will devote their lives to the achievements of that goal. Leaders must be willing (in their passion for the purpose) to ensure that others also have a stake in creating and owning the possibility of the purpose. Hawkins (2000) has noted that without commitment, the character and competence of the leader remain disengaged. With commitment, the leader's character and competence are engaged in a specific place with a specific purpose to accomplish.

5.6 Wisdom

Wisdom is the gift, the endowments to know how to use power. Knowledge is only and instrument in the hand of wisdom. Johnston (1995) states that integrity in leadership requires the ability to use the power of wisdom in positive ways to strengthen people, systems and institutions. Wisdom allows a leader to predict, distinguish and discern conflicts, actions and situations. It creates the vision to see beyond the immediate - to take into account the past, present and future. Wisdom is the virtue that drives integrity.

5.7 Authenticity

Leadership demands an expression of an authentic self. Leaders & followers both associate authenticity with sincerity, honesty and integrity. Authenticity is not an innate quality; it is a quality that followers attribute to a leader, in other words, authenticity is largely defined by what other people see in a person/leader - no airs, no masks. Employees will not follow a Chief Executive Officer (CEO) who invests little in himself in his leadership behavior. People must be led by someone "real" (Goffee and Jones, December, 2005). Goffee and Jones, 2005, state that:
- Authenticity is not an act; it reflects aspects of the leader's inner self.

- Authentic leaders remain focused on where they are going but never sight of where they came from.
- Authentic leaders retain their distinctiveness as individuals, As mentioned, authenticity is characterized by sincerity. Sincerity is the behavior that is unfeigned and presents no false appearance. Leaders with integrity are sincere - their actions match their words.

The more a leader's behavior matches his or her words, the more loyal people will become, both to the leader and the organization.

5.8 Courage

Courage is an essential ingredient of effective leadership. Courage involves taking risks and holding facing an uncertain and unpredictable environment. Courage has a place in every walk of life. The leader need not necessarily take one big time risk but he needs to display courage in his day to day behavior.

5.9 Trust

Trust is the perceived honesty, sincerity and dependability of leaders. The capacity to generate and sustain trust is the central ingredient in leadership. A leader may have the most glorious vision in the world and it won't mean a thing if there is low trust in the organization. The trust factor is the social glue that keeps any system together. It's hard to gain and easy to lose. "Just as trust is the key to all relationship, so also is trust the glue of organizations. It is the cement that holds the bricks together" (Covey, 2004, p. 147). Without trust, effective leadership is impossible. As a virtue, trust refers to loyalty and truthfulness. When leaders demonstrate that they are consistent in their actions, they create a relationship of safety and engender trust from others - trust that situations and events will be handled in accordance with principled standards. The often-cited example of "going to the well with someone in the dark of night" captures the core of trust. Trust is the *glue* that maintains organizational integrity (Bennis and Nanus (1997).The establishment and maintenance of trust allows leaders to guide and shape the organization through good and as well as difficult times. A strong foundation of trust sustains an organization or any group through challenging obstacles so that the proper care and time can be taken to find the right solutions.

Trust means knowing that one is in safe hands even under perilous conditions. Trust provides the foundation for people to follow their leaders with confidence and enthusiasm (Russel, 2001). Sonnenberg (1994) posited that when trust is high in an organization morale is higher, turnover is lower, performance is higher, information is shared more freely, criticism is accepted more freely without retaliation and innovative ideas are more frequent. Lack of trust in a work environment can lead to decreased employee satisfaction. Moreover, in the absence of trust, fear dominates organizations and inhibits productivity.

5.10 Intelligence

Intelligence is one of the factors that most impacts leadership. Intelligence refers to cognitive ability to think critically, to solve problems and to make decisions (Lussier and Achua, 2007). Leaders generally have above average intelligence. Organizations are investing heavily in developing their intellectual capital as they train people to think critically and creatively. Levicki (2002) stressed that leaders must be clever enough to command the respect of the greatest brains in their organization. But they must also retain enough appearance of 'ordinariness' to be able to communicate effectively, with every employee, at any level in the organization. They must be ordinary and extraordinary; they must be both clever and wise.

The research on the link between intelligence and leadership shows a clear relationship between the two; however, the relationship is moderated by many factors. For example, when being competent on a task is key, leaders who are more intelligent may do better. In situations that may require interpersonal skills, general intelligence may not be sufficient. The level of leadership may also be a factor. For this reason, some research indicates that there may be a curvilinear relationship between intelligence and leadership (Nahavandi, 2000).

5.11 *Emotional Intelligence*

Research in the late 1990s has shown that effective leaders are also likely to be emotionally intelligent. Specifically effective leaders are likely to:
- Be accurately aware of themselves - their emotions, tendencies, strengths and weaknesses.

- Use emotions to enhance thinking and decision-making.
- Consciously regulate emotions and moods in intelligent ways.
- It has been claimed that emotional intelligence is a better predictor of leadership success than IQ.

Leaders need to manage the mood of their organizations. The most gifted leaders accomplish that by using a mysterious blend of psychological abilities known as emotional intelligence. Salovey and Mayer (1990) described emotional intelligence as a form of social intelligence that involves the ability to monitor own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action. Therefore, emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions. Emotional intelligence consists of four fundamental capabilities: self-awareness, self -management, social awareness and social skill. Each capability in turn is composed of specific sets of competencies (Goleman, 1995; 2000). Self-awareness is the key emotional intelligence skill behind good leadership. Self-awareness is the ability to know how you are feeling and why, and the impact your feelings have on your behavior, work performance and relationships. It also involves a capacity to monitor and control those strong but subliminal biases that all of us harbor and that can skew our decision-making. Mayer, January 2004 states that 'too much self-awareness can reduce self-esteem, which is often a crucial component of great leadership. The second capability of self-management is the ability of handling feelings so that they are appropriate. The third domain is social awareness - this involves recognizing emotions in others thus being empathetic. Empathy is the ability to put oneself in another people's situations, sense their emotions and understand things from their perspective. Successful leaders are those who are able to deal with a diversity of people with different points of view and feelings, including personalities that are not emotionally stable (Lussier and Achua, 2007). The fourth domain is that of relationship management, that is the skill in managing emotions in others, being an inspirational leader, influencing and developing others.

A study carried out by David McClelland (1996), a noted Harvard University psychologist; found that leaders with strengths in a critical mass of six or more emotional intelligence competencies were far more effective than peers who lacked such strengths. The study also established that those executives who lacked emotional intelligence were rarely rated as outstanding in their annual performance reviews, and their divisions under performed by an average of almost 20% (Goleman, 2000). Wisely and compassionately deployed, emotional intelligence spurs leaders, their people, and their organizations to superior performance. It is important to note that unlike IQ which is largely genetic, which changes little from childhood, the skills of emotional intelligence can be learned at any age.

Several empirical studies have successfully demonstrated that aspects of emotional intelligence are related to how leaders influence major organizational change. For example, Bennis (1989) showed that leaders with greater self-awareness are more likely to demonstrate determination, farsightedness, and strong convictions in his or her beliefs, while Goleman (1995) demonstrated that leaders high on emotional management are more likely to consider the needs of others over his or her personal needs (Goleman, 1995) and Sosik (2001) showed that manager self-awareness was related to charismatic leadership, several work attitudes, and managerial performance.

CHAPTER SIX

SUMMARY AND CONCLUSIONS

5.1 Suggestions for Building Effective Leadership

rhe following are some of the ways in which a leader can enhance his or her sffectiveness both at personal level and at professional level.

I. Know yourself and others: great leaders must be profoundly self -aware, that is, have self-knowledge and the willingness and ability to share that self-knowledge with others.

I. To be effective, a leader needs to focus on whom and what he/she is. A leader ought to list the principles that he or she would like others to use when describing his or her character. Regular self-evaluation to determine areas that need improvement would help is recommended.

3. Communicating first to understand than to be understood is a key ingredient to effective leadership. Listening to team members and stakeholders, seeing the world through their eyes and finding out what motivates them and walking or working in their shoes for a day and see what bugs them is no doubt helping top improving ones leadership.

4. Keeping close to the people who give honest feedback, getting rid of the Yes men/women" and surrounding oneself with a trusted team of people with diverse viewpoints to tell you what they really think about your ideas is recommended for effectiveness in leadership positions.

5. Leaders are encouraged to develop high social antennae in order to recognise what followers are consciously and unconsciously signalling to them.

3. Put integrity components in your compensation and incentives programs for all not just executives. Talk about integrity often. Create stories and legends about those who achieved superiority while modelling integrity. The more attention leaders give to integrity as a competitive tool, the more important it will become in the organization

7. Communication between leaders and people in the organisation should be effective. Leaders should tell stories about authentic leaders at company meetings; publish these stories in company new letters, communicate expectations and develop skills. Most people want to do right thing and will do so if they know what is expected.

8. Leaders should be seen by the people in the company. Let them see you and talk with you in a relaxed place. Hiding in ones office makes it more difficult to build trust and integrity. Leaders need to be seen.

9. Effective leaders create accountability and rewards and deal quickly with those who violate the organisation standards. Fear of consequences can create an environment where individuals work to avoid getting punished. Recognize and reward those who demonstrate integrity.

10. Help others succeed. Educate your staff to provide knowledge and skills then empower them to act

11. Hold people accountable for achieving results in ways that promote integrity in products, services and relationships

Nothing increases trust like creating interdependent partnerships where everyone wins. Effective leaders ought to Increase consistency by creating alignment between strategies, structures and systems and provide the necessary knowledge and skills.

Conclusion

As noted earlier, leadership is all about influencing others to their maximum performance to accomplish any task, objective, or project. It is about motivating people to excel in the field they are working, it is showing others the way and enabling them to reach there. Leadership is not just about power or position. Leadership is influence- the ability to obtain followers, to have a vision and to inspire followers towards a goal or direction. It is a process, by which a leader has a positive impact on others. There is no single way to lead people, and no best way to lead. The situation, the characteristics of the followers and the task at hand determine what style a leader is to adopt.

It is true that some people are "born leaders" in that they possess certain personal characteristics that predispose them to leadership. These are traits such as intelligence, assertiveness, self-confidence, and authoritative voice among others. However, leadership is not an exclusive club for those born with it. Leadership can be acquired; it can be developed and nurtured. The truth is that leadership opportunities are plentiful and within reach of most people.

Finally, in leadership, the leader is expected to have certain characteristics or values such as integrity; commitment, character, wisdom and ability to engender the trust of followers. The heartfelt desire to lead with fairness, justice and integrity requires a strong commitment to knowing oneself and to living in accordance with a clearly established set of core values and principles. Respect for oneself transcends to respect to and for others. While a leader must be flexible and open in numerous contexts so that the needs of his/her organisation can be met most effectively, integrity is not a negotiable issue but must be adopted as a way of life. Becoming a leader with true integrity is never easy and the journey is filled with challenges, mistakes and lessons along the way. But the rewards of ethical leadership with integrity cannot be measured and the effects will on long after is gone. Without integrity, leadership cannot flourish and an organisations mission will suffer. Organisations tend to take on the personality of their leadership; building integrity must start at the top. Effective leadership is a combination of factors of the leader, followers and the situation. Situational factors such as the type of organization, level of leadership, ability and needs of the followers and the type of task at hand all play a role in what abilities and social skills a leader will need in order to be effective.

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