



**LEADERSHIP DEVELOPMENT PROGRAMME**

**5<sup>TH</sup> OCTOBER TO 4<sup>TH</sup> DECEMBER 2020**

# **EFFECTIVE LEADERSHIP**



**and**



**WORKBOOK**

**WEEK 4**

**WEBINAR 4 – 28<sup>TH</sup> OCTOBER 2020**

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## INTRODUCTION

This workbook provides a structured framework that enables programme participants to ensure Learning Objectives can be met within the context of the One Health, HORN Regional Network. This workbook can be referred to/completed before, during and after the Effective Leadership Webinar.

## HOW TO USE THIS WORKBOOK

Learning to manage and lead is a journey of self-discovery that should be constant and is intrinsically rewarding. There are many models that can help us to understand our approach and our choices as a manager. No one approach fits every situation and no one model has all the answers. Within each workbook you will find some key models and activities that will help you on your journey of self-discovery.

The content reflects much of what will be covered within the webinar and therefore will add to your experience and understanding if you are able to use this as pre-work in the first instance. Please bring each workbook along to the relevant session.

Throughout the workbook you will see the following four visuals to guide your learning:



- *Key Point*



- *Make Notes in Workbooks*



- *Complete an Activity*



- *Short section to read*

## LEARNING OBJECTIVES

By the end of this module you will:

- Understand the differences between leadership and management
- Be aware of some key leadership theories
- Understand various leadership styles and to consider what your preferred or default style may be
- Know what the key attributes and competencies of effective leaders are and how they can influence others within a work setting



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## LEADERSHIP VS MANAGEMENT



### ACTIVITY ONE

What does the word LEADERSHIP mean to you?



What does the word MANAGEMENT mean to you?



According to Armstrong (2016) some praise leadership and demonise management; some see leadership and management as being distinct, some see leadership and management as the same and some see management as a subcategory of leadership. Bennis (1989) describes managers as those who follow the rules, focus on efficiency and maintain the status quo whilst leaders are those who challenge the rules and focus on effectiveness; Kotter (1991) describes managers who control, budget, plan and organise whilst leaders set direction and motivate people.



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## LEADERSHIP .....

Inspires a shared vision  
Enables others  
Acts as a trail-blazer  
Encourages both the head  
and the heart  
Inspires trust  
Acts authentically. Is their  
own person and uses their  
own values  
Asks 'what' and 'why'

Has a long-range  
perspective  
Acts as an innovator  
Challenges  
Transforms  
Focuses on people  
Focuses on doing the right  
thing  
Is committed to the cause  
Gives purpose and  
meaning

## MANAGEMENT .....

Implements and maintains  
Focuses on systems and  
structure  
Controls  
Imitates  
Complies: Is a good soldier  
Asks 'how' and 'when'

Adopts a short-term view  
Completes transactions  
Brings order and  
co-ordination  
Focuses on doing things  
right  
Focuses on performance  
Provides stability and  
supports the status quo  
Accomplishes tasks  
through others

## KEY DEFINITIONS

### LEADERSHIP:

"an interpersonal process through which a leader directs the activities of individuals or groups towards the purposeful pursuance of given objectives within a particular situation by means of communication" (Gerber *et al.*, 1996, p.343)  
"a relationship through which one person influences the behaviour of others" (Mullins, 1999, p.253)  
"the ability to influence others to act toward the attainment of a goal" (Hellriegel *et al.*, 2004, p.286)  
"Leadership means... The understanding and sharing of a common purpose \_\_\_\_ without that there can be no effective leadership" (Adair, 2003, p.97)



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## MANAGEMENT:

“Management is the process of making things happen. Managers define goals, determine and obtain the resources required to achieve the goals, allocate those resources to opportunities and planned activities and ensure that those activities take place as planned in order to achieve predetermined objectives.” Armstrong (2016, p. 28)

In summary .....

**Leadership** can be summarised as a relationship where one individual influences others towards the achievement of a goal or purpose

**Management** can be summarised as the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively

- American researcher Michael Maccoby (2000) has argued that leadership is a *relationship* between leader and followers and management is a *function* that must be carried out in any organisation.
- Peter Drucker (1909-2005) “**Management** is doing things right; **leadership** is doing the right things.”

In conclusion, it is clear from the brief descriptions above that management and leadership are different however closely associated and inter-related as such both leaders and managers are needed to achieve organisational goals. Whilst management is focused on the effective use of all resources and leadership focuses on people and motivating them to achieve, management involves leadership and leadership involves management.

## LEADERSHIP: THEORETICAL FRAMEWORKS



The main schools of thought in relation to leadership studies are:

**Qualities or traits approach** – this is essentially the ‘great person’ theory of leadership and takes an approach which tries to identify the significant features of acknowledged leaders. Early approaches (mostly undertaken before and shortly after the second-world war) dwelt on the personal qualities and characteristics of successful leaders in an attempt to isolate



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the magic ingredients. They have not generally agreed on a common set of characteristics, although one or two such as self-confidence and intelligence, did figure in a number of models.

**The functional approach** to leadership generally considers what leaders do to be effective, rather than examining what they are. One of the main exponents of the functional approach in the UK is John Adair, an author with a military background and the influence of his theory action centered leadership (1983) derives from its adoption by the Industrial society (work foundation) as a central plank of their management and leadership training programmes in the 1980s. He suggested that there are three main areas of managerial leadership activity: those concerned with building the team; those concerned with developing the individual within the team and those which are directed at the achievement of the task. This type of approach has an important appeal in that it suggests that leadership skills can be acquired and that pre-existing characteristics are less significant than the ability to learn how to act in such a way as to balance the three key areas of activity.

**Behavioural theories** extend the basis of study beyond the leader and have as their basis a consideration of the effects which leaders have on the actual performance of groups by examining leader behaviours and relating them to outcomes. The Ohio state studies and those of the Michigan Institute for Social Research in the 1960s and 1970s pioneered this approach and produced remarkably similar results. Mullins 2010 p 930 summarises these as being leader behaviours concerned with task functions and leader behaviours concerned with maintenance functions. He further relates them to McGregor's Theory X and Theory Y managerial assumptions and the dimensions of concern for production and concern for people proposed in Blake and Moutons (1964) Managerial grid. Behavioural studies have the advantage of offering would-be managers some options regarding behaviours which can be effective, rather than a single prescription for success.

**Leadership Styles Approach** - Approaches to the study of leadership which analyse the differences between leadership styles are generally focused upon the leaders' attitude towards people and the resulting behaviours which they exhibit in their day-to-day dealings with members of the team. This generates a range of possibilities and the resulting classifications usually identify a range of styles, perhaps more succinctly described by Tannenbaum and Schmidt (1973). They focused on the relative strength and power of managers and non-managers (ie subordinates) in terms of decision making. At one end of the resulting continuum is 'boss-centred' (autocratic) decision making where a manager largely decides what is to be done in a specific circumstance and others accept and follow the decision. At the other end is joint (or democratic) decision making, where a manager will define a problem or situation and then participate in the decision making simply as a member of the team.

**Situational** perspectives add another dimension: that of the circumstances, both organisational and environmental, in which the leadership activity occurs. This allows for the development of what is generally termed the contingency approach to leadership; in other words an approach which might answer the question 'What type of leadership actions or behaviours are appropriate?' with the phrase 'It depends on the circumstances'.



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Contingency approaches thus suggest a wide range of different but equally valid ways of leading and managing people. Some such as Hersey and Blanchard's model of situational leadership (Hersey et al 2001) focus on the appropriate leadership styles for groups or individual followers who are at different stages of 'readiness' or 'maturity' to achieve a task; readiness being defined as a combination of both ability, willingness or confidence to carry out the task in question. As these vary over time, so the leader needs to choose and use the most appropriate style to fit the circumstances. The four styles suggested in the situational leadership model are as follows:

Telling – high amounts of guidance and direction but little supportive behaviour

Selling – requires high amounts of both directive and relationship behaviours

Participating – high levels of two-way communication and supportive behaviour but low amounts of guidance

Delegating – involves little direction or support

**Transactional vs Transformational** - Recent literature on leadership has noted the difference between so-called 'transactional' forms of leadership and 'transformational' ones. This contrast relates back to ideas about the nature of leadership in a society which no longer accepts 'authority as the basis for command. So called transactional forms of leadership rely on the leaders capacity to negotiate appropriate follower behaviours based on legitimate rewards or punishments. This is contrasted with transformational leadership, which is a process by which leaders create high levels of motivation and commitment by generating and communicating a clear vision and often appealing to higher ideas and values amongst followers. Rosener (1990) defines it as motivating others by 'transforming their individual self-interest into the goals of the group' and by trying to make people feel part of the organisation.

**Inspirational leadership**, we are told by Adair (2003) and others, is about creating and communicating a vision, having a passion and an dynamism that drives the leader and engages the enthusiasm and efforts of the led, even exhibiting unconventional behaviour and performing heroic deeds. It includes the ability to take a long-term view, to inspire trust and confidence which unlocks talent and enables the organisation to achieve exceptional performance. A recent trend in the world of management training and development that reflects this renewed attention to the highly personal nature of leadership and in particular strategic leadership, is found in the growing interest in emotional intelligence as a relevant and learnable management skill. Authentic leadership is sometimes described as 'an expression of the leaders' true self'.

## LEADERSHIP STYLES

Leadership styles are generally focused upon the leaders' attitude towards people and the resulting behaviours which they exhibit in their day-to-day dealings with members of the team

### **Autocratic Leadership**

Autocratic leadership is an extreme form of transactional leadership, where leaders have a lot of power over their people. Staff and team members have little opportunity to make





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suggestions, even if these would be in the team's or the organization's best interest.

The benefit of autocratic leadership is that it's incredibly efficient. Decisions are made quickly, and work gets done efficiently. The downside is that most people resent being treated this way. Therefore, autocratic leadership can often lead to high levels of absenteeism and high staff turnover. However, the style can be effective for some routine and unskilled jobs: in these situations, the advantages of control may outweigh the disadvantages.

Autocratic leadership is often best used in crises, when decisions must be made quickly and without dissent. For instance, the military often uses an autocratic leadership style; top commanders are responsible for quickly making complex decisions, which allows troops to focus their attention and energy on performing their allotted tasks and missions.

## **2. Bureaucratic Leadership**

Bureaucratic leaders work "by the book." They follow rules rigorously, and ensure that their people follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks (as in manufacturing).

The downside of this leadership style is that it's ineffective in teams and organizations that rely on flexibility, creativity, or innovation.

Much of the time, bureaucratic leaders achieve their position because of their ability to conform to and uphold rules, not because of their qualifications or expertise. This can cause resentment when team members don't value their expertise or advice.

## **3. Charismatic Leadership**

A charismatic leadership style can resemble transformational leadership because these leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward. This ability to create excitement and commitment is an enormous benefit.

The difference between charismatic leaders and transformational leaders lies in their intention. Transformational leaders want to transform their teams and organizations. Charismatic leaders are often focused on themselves, and may not want to change anything.

The downside to charismatic leaders is that they can believe more in themselves than in their teams. This can create the risk that a project or even an entire organization might collapse if the leader leaves. A charismatic leader might believe that she can do no wrong, even when others are warning her about the path she's on; and this feeling of invincibility can ruin a team or an organisation.

Also, in the followers' eyes, success is directly connected to the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and it needs a long-term commitment from the leader.



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#### **4. Democratic/Participative Leadership**

Democratic leaders make the final decisions, but they include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions.

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they're more involved in decisions. This style also helps develop people's skills. Team members feel in control of their destiny, so they're motivated to work hard by more than just a financial reward.

Because participation takes time, this approach can slow decision-making, but the result is often good. The approach can be most suitable when working as a team is essential, and when quality is more important than efficiency or productivity.

The downside of democratic leadership is that it can often hinder situations where speed or efficiency is essential. For instance, during a crisis, a team can waste valuable time gathering people's input. Another downside is that some team members might not have the knowledge or expertise to provide high quality input.

#### **5. Laissez-Faire Leadership**

This French phrase means "leave it be," and it describes leaders who allow their people to work on their own. This type of leadership can also occur naturally, when managers don't have sufficient control over their work and their people.

Laissez-faire leaders may give their teams complete freedom to do their work and set their own deadlines. They provide team support with resources and advice, if needed, but otherwise don't get involved.

This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. It is most likely to be effective when individual team members are experienced, skilled, self-starters.

The main benefit of laissez-faire leadership is that giving team members so much autonomy can lead to high job satisfaction and increased productivity.

The downside is that it can be damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively.

#### **6. People-Oriented/Relations-Oriented Leadership**

With people-oriented leadership, leaders are totally focused on organizing, supporting, and developing the people on their teams. This is a participatory style and tends to encourage good teamwork and creative collaboration. This is the opposite of task-oriented leadership. People-oriented leaders treat everyone on the team equally. They're friendly and approachable, they pay attention to the welfare of everyone in the group, and they make themselves available whenever team members need help or advice.

The benefit of this leadership style is that people-oriented leaders create teams that everyone wants to be part of. Team members are often more productive and willing to take



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risks, because they know that the leader will provide support if they need it.

The downside is that some leaders can take this approach too far; they may put the development of their team above tasks or project directives.

## **7. Servant Leadership**

This term, created by Robert Greenleaf in the 1970s, describes a leader often not formally recognized as such. When someone at any level within an organization leads simply by meeting the needs of the team, he or she can be described as a "servant leader."

Servant leaders often lead by example. They have high integrity and lead with generosity. In many ways, servant leadership is a form of democratic leadership because the whole team tends to be involved in decision making. However, servant leaders often "lead from behind," preferring to stay out of the limelight and letting their team accept recognition for their hard work.

Supporters of the servant leadership model suggest that it's a good way to move ahead in a world where values are increasingly important, and where servant leaders can achieve power because of their values, ideals, and ethics. This is an approach that can help to create a positive corporate culture and can lead to high morale among team members.

However, other people believe that in competitive leadership situations, people who practice servant leadership can find themselves left behind by leaders using other leadership styles. This leadership style also takes time to apply correctly: it's ill-suited in situations where you have to make quick decisions or meet tight deadlines.

Although you can use servant leadership in many situations, it's often most practical in politics, or in positions where leaders are elected to serve a team, committee, organisation, or community.

## **8. Task-Oriented Leadership**

Task-oriented leaders focus only on getting the job done and can be autocratic. They actively define the work and the roles required, put structures in place, and plan, organize, and monitor work. These leaders also perform other key tasks, such as creating and maintaining standards for performance.

The benefit of task-oriented leadership is that it ensures that deadlines are met, and it's especially useful for team members who don't manage their time well.

However, because task-oriented leaders don't tend to think much about their team's well-being, this approach can suffer many of the flaws of autocratic leadership, including causing motivation and retention problems.

## **9. Transactional Leadership**

This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The "transaction" usually involves the organization paying team



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members in return for their effort and compliance. The leader has a right to "punish" team members if their work doesn't meet an appropriate standard.

Although this might sound controlling and paternalistic, transactional leadership offers some benefits. For one, this leadership style clarifies everyone's roles and responsibilities. Another benefit is that, because transactional leadership judges team members on performance, people who are ambitious or who are motivated by external rewards – including compensation – often thrive.

The downside of this leadership style is that team members can do little to improve their job satisfaction. It can feel stifling, and it can lead to high staff turnover.

Transactional leadership is really a type of management, not a true leadership style, because the focus is on short-term tasks. It has serious limitations for knowledge-based or creative work. However, it can be effective in other situations.

### **10. Transformational Leadership**

Transformation leadership is often the best leadership style to use in business situations. Transformational leaders are inspiring because they expect the best from everyone on their team as well as themselves. This leads to high productivity and engagement from everyone in their team.

The downside of transformational leadership is that while the leader's enthusiasm is passed onto the team, he or she can need to be supported by "detail people."

That's why, in many organisations, both transactional and transformational leadership styles are useful. Transactional leaders (or managers) ensure that routine work is done reliably, while transformational leaders look after initiatives that add new value.

It's also important to use other leadership styles when necessary – this will depend on the people you're leading and the situation that you're in. Transformational leaders have integrity and high emotional intelligence. They motivate people with a shared vision of the future, and they communicate well. They're also typically self-aware, authentic, empathetic, and humble.



## **ACTIVITY TWO**

### **What is your preferred leadership style?**

To identify your preferred leadership style you can access any, or all of the following self-audit tools, thus identifying your strengths and areas for development/change:



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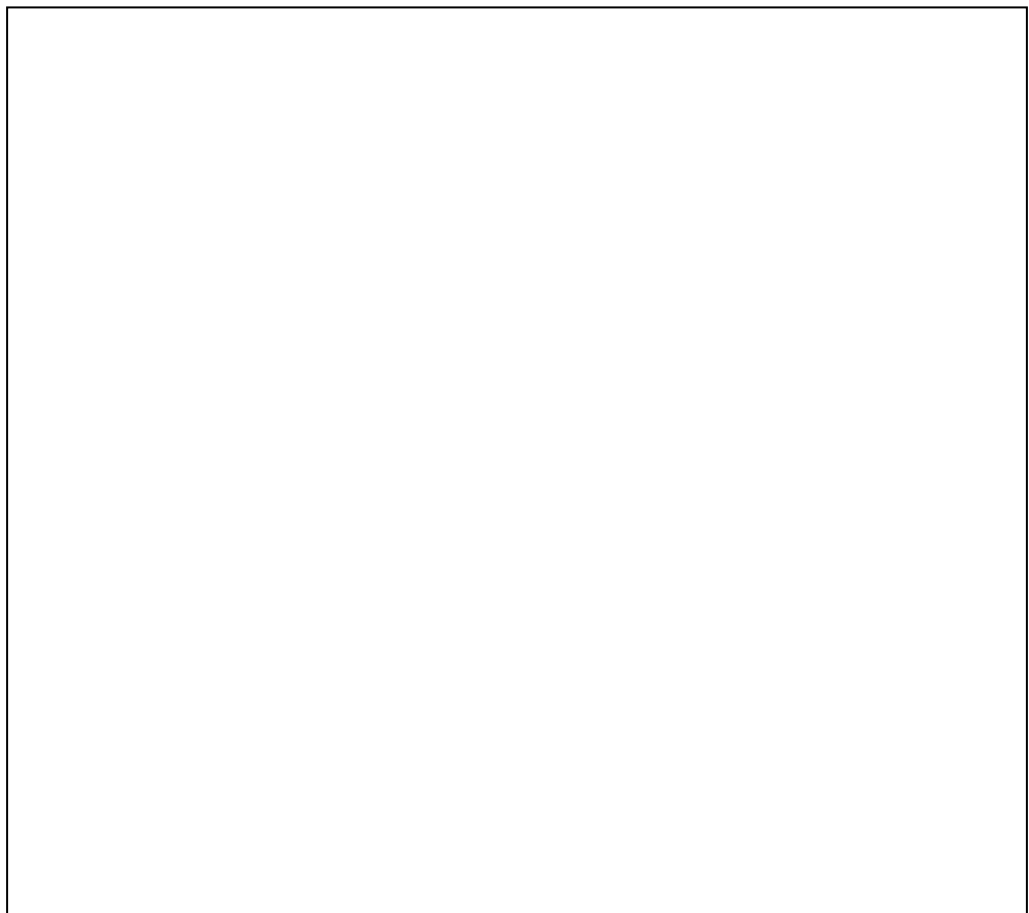
Lewin's Leadership Questionnaire: **Lewin's Leadership Styles:** 3 styles—Autocratic—make decisions without consulting their team members, even if their input would be useful; Democratic—make the final decisions, but they include team members in the decision-making process; Laissez-faire— leaders give their team members a lot of freedom in how they do their work, and how they set their deadlines.

<https://www.pace.edu/sites/default/files/files/SDCA/Westchester/student-org-transition-resources/leadership-style-questionnaire.pdf>

Daniel Goleman: **Six Emotional Leadership Styles:** by Daniel Goleman, Richard Boyatzis, and Annie McKee include—Visionary, Coaching, Affiliative, Democratic, Pacesetting, and Commanding. <https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Leadership-Styles-V1.pdf>

Blake and Mouton: **Blake Mouton Managerial Grid:** is a framework for thinking about a leader's "task versus person" orientation.

<https://www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf>



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## TRUST



### ACTIVITY THREE

What does TRUST mean to you?

Characteristics of trust:

Characteristics of mistrust:

Why is TRUST important as a leader and manager?



Trust is defined as to have confidence, faith or hope in someone or something. An example of trust is having faith that things will be better in the future.

Trust is an important and tender aspect of all relationships because it requires us to choose to be vulnerable and courageous. When we have learned to distrust someone, it's usually because we've come to understand that what we share with them or what's important to us is not safe with that person.

Trust is both an emotional and logical act. Emotionally, it is where you expose your vulnerabilities to people, but believing they will not take advantage of your openness.... we



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feel trust. Emotions associated with trust include companionship, friendship, love, agreement, relaxation, comfort.

When considering collaborative relationships, the four most common elements needed to develop trust are competence, reliability, integrity and communication.



## ACTIVITY FOUR

You can use this quiz to benchmark team practices that build trust within the team

### Trust Quiz

Take a few moments to evaluate.

#### How to score

Almost never (AN) = 1

Occasionally (O) = 2

Some of the time (ST) = 3

Frequently (F) = 4

Almost always (AA) = 5

	1 AN	2 O	3 ST	4 F	5 AA
1. Do we keep agreements or renegotiate if we cannot?					
2. Do we have clear and explicit expectations regarding measurable results and objectives?					
3. Do we act with mutually serving intentions without hidden agendas?					
4. Do we share job-related information that is pertinent to getting the job done?					
5. Do we speak our minds and tell the truth, even when others disagree?					
6. Do we openly admit and take responsibility for the mistakes we have made?					
7. Do we avoid gossiping or participating in unfair criticism about other people?					
8. Do we have confidence in our abilities to keep up with the changing demands of our jobs?					
9. Do we acknowledge the skills and abilities of others?					



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10. Do we help each other learn new skills?					
TOTAL SCORES					

Add up all your scores for the above questions to come up with your score of the team.

### Scoring

The highest possible score is 50, and the lowest would be 10. The higher the score, the greater you perceive your team practices trust-building behaviours, and the likelihood the team has effective working relationships.

Your team practices trust-building behaviour's...

- 10 to 15      Almost never. There is serious room for improvement!
- 16 to 25      Occasionally, which damages trust within the team
- 26 to 35      Some of the time, which does not build sustainable trust
- 36 to 45      Frequently, and are most likely have effective working relationships
- 45 to 50      Almost always, and are probably viewed as a highly effective team. Keep up the good work!

Excerpted from the Reina Team Trust Scale® ©1995-2011

### Action Plan

Using the results of the quiz and what you have learnt today come up with a 5 point action plan for how you can improve the levels of trust in your team.

1)
2)
3)
4)
5)





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Here are **7 ways to build trust** in a relationship/team that may help develop your action plan above:

- Say what you mean, and mean what you say
- Be vulnerable – gradually
- Remember the role of respect
- Give the benefit of the doubt
- Express your feelings functionally, especially when it's tough
- Take a risk together
- Be willing to give as well as receive

## CONTEMPORARY MOTIVATIONAL THEORY



Self-Determination Theory: This contemporary model of motivation developed by Deci and Ryan, is an important tool for leaders and managers to have in their toolkit. This model consists of three elements:

- **Mastery:** People have an innate desire to do the best they can when carrying out tasks/their role as such are driven by learning new/different skills to be competent and successful.
- **Purpose, Connection or Relatedness:** People have an innate need to have a meaningful sense of purpose and have a sense of belonging and attachment to other people.
- **Autonomy:** People need to feel trusted and in control of their own behaviours and goals.



### ACTIVITY FIVE



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Reflect upon your leadership style to consider whether you effectively facilitate all three elements of the Self-Determination theory and to identify activities/behaviours you may need to consider doing differently:

**Mastery:**

**Purpose, Connection or Relatedness:**

**Autonomy:**

## LEADING AND MANAGING REMOTELY

Watkins (2013) identified 10 basic principles for making virtual teams effective:

1. Get the team together (face to face) early on and reconnect regularly as much as possible thus helping foster relationships and building trust
2. Be clear about work processes, clarifying who does what when
3. Be clear about how the team will communicate
4. Make best use of collaborative technologies e.g. Zoom, MS Teams, Google Meet
5. Use collaborative technology to hold regular meetings
6. Agree on a shared language if the team is multinational
7. Encourage informal interactions



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8. Clarify and track commitments
  9. Find ways for others to lead the team e.g. to lead on particular projects
  10. Conduct one to one meetings regularly to provide feedback and any support as appropriate

## MANAGING YOUR MANAGER

We spend most of our waking hours at work, and if your relationship with your boss is a difficult one, it makes all those hours arduous. Some people approach the situation by gritting their teeth and toughing it out, but it's hard to do good work under those circumstances. Others engage in manipulation and games, but that turns out badly more often than not, and it takes an ethical toll. Being the best we can be at work is largely a matter of successfully managing our relationships--including our relationship with the boss. What it takes is smart habits and effective skills. Here are some smart non-manipulative ways to effectively manage not only your boss but those you lead:

- 1. Be a problem solver, not a problem creator.** Problems will always be with us, but sometimes the easiest way to solve a problem is to first stop participating in it. A good problem solver is someone who doesn't create drama or adds to the crisis. Work to never bring a problem to your boss without at least one good strategy for dealing with it. At the heart of great leadership and successful management is being the best problem-solver you can be.
- 2. Stay calm even when everything around you is in a state of chaos.** When everything is falling apart and breaking down, the last thing you want to do is lose your cool. It is easy to be great when things are calm but if you truly want to stand out, the smart thing is to learn to be calm in the chaos. When everybody else is losing their temper or showing their irritation, the smartest thing to do is to keep your reaction level-headed and reasonable.
- 3. Don't blame others but always hold yourself accountable.** Your life, your business, your reputation are all what you make them. Don't blame others if you mess up or fail. Instead, demonstrate your accountability with a summary of what you did wrong, what can be done to make it better, and how you will prevent it from happening again. Accountability is increasingly rare, which makes it even more valuable.
- 4. Set up healthy boundaries.** It's easy to fall into the trap of thinking that your boss wants 100 percent of your every waking moment, but setting up reasonable boundaries shows that you're smart, you know how to take care of yourself, and you're willing to be assertive. Don't justify, rationalize, or apologize--just set your boundaries calmly, firmly and respectfully.
- 5. Never make excuses.** It's normal to want to get yourself off the hook, but the fact is that excuses don't work and they make you look bad. At the end of the day, nobody cares about excuses. Minimize your damage by being responsible and owning your own problems as you work to do better.



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**6. Make your boss look good.** No one has ever made themselves great by putting someone else down. Especially if your boss is doing badly, do what you can to help shore things up. When you make them look good, you invest in a critical relationship and make yourself look even better in the process.

**7. Be a consistently positive force.** Discipline yourself to seek the positive in every situation. Think, speak, and act with positivity. When everyone else is complaining about an unreasonable restriction, find the work-around. It makes you a valuable team member and sets you apart.

In short, treat your relationship with your boss as you would any other important relationship in your life. Invest time, energy, and creativity into making them happy, show your best self as much as possible, and create the habits in yourself that cultivate trust

## INFLUENCING SKILLS

Successful influencing is about making a connection and appealing to the heart as well as the head. It is about identifying persona triggers and adapting yours to others' to get the best results from the people you are trying to influence

### 7 TIPS TO DEVELOP YOUR INFLUENCING SKILLS

A combination of communication and interpersonal skills will help you to get the results you need. Below are some practical hints to help develop your powers of influencing whether you need a decision from your boss, an “awkward” peer to help you or a client to accept your new prices.

#### 1. CREATE RAPPORT

Create rapport with the person you are trying to influence – it may sound like common sense but if they like and trust you there is a greater possibility that you will be able to persuade them

#### 2. LISTEN

Listen and show you are listening. If someone feels valued they are more likely to be persuaded to your point of view

#### 3. ASK THE RIGHT QUESTIONS

Use questioning techniques to lead people towards the answers you want

#### 4. BE AWARE OF BODY LANGUAGE

Mirror the other person's body language to create better rapport

#### 5. SELL THE BENEFITS

Sell the benefits of your argument to the other person and try to see your position from their perspective

#### 6. BE RELAXED

A relaxed and natural demeanour is more likely to achieve a successful outcome rather than an emotional or demanding approach. Demonstrating a natural confidence will help to persuade others that your ideas are good



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## 7. INVEST YOUR TIME

Influencing isn't a quick fix. It can take time to develop empathy and awareness but you are more likely to get what you want if you play a long game

## LEADERSHIP – EVOLVING THEMES/STYLES



### Shared or Distributed leadership

Leadership in any context has historically been described in relation to the behaviour of an individual and their relationship to their followers. This has resulted in an emphasis in both training and academia on the behaviour, characteristics and actions of leaders. As a result of the high technology, fast moving context that characterises the 21st century, successful organisations will need to increasingly rely on highly independent, knowledgeable individuals working as part of multi-disciplinary teams. Shared leadership is defined as an activity that is shared or distributed among members of the team that will underpin this way of working. Shared leadership can be defined as a dynamic interactive influencing process among individuals in groups for which the objective is to lead one another to the achievement of group or organisational goals or both. A key distinction between shared and traditional models of leadership is that the influence process involves more than just downward influence of subordinates by a positional leader. Leadership is distributed amongst a set of individuals instead of being centralised in the hands of a single individual who acts in the role of leader. Each team member's individual experience, knowledge and capacity is valued and is used by the team to distribute or share the job of leadership through the team in response to each context and challenge being faced.

The multi-disciplinary team has become the fastest growing organisational unit within today's organisations. It is no longer possible for one person or one discipline to have all of the knowledge and experience to solve the complexity of today's problems. For example, governments, in trying to find a solution to global warming, need to ensure that scientists, engineers, geographers, meteorologists, biologists, botanists, oceanographers, doctors, computer programmers, ecologists and manufacturers all bring their unique knowledge and experience to this complex problem. The breakthroughs are more likely to come from the interaction between all the differing disciplines rather than a single discipline working by itself.

Four common dimensions and value descriptors for shared leadership:

1. Context – where leadership is regarded as relying less on positional power and more on placing trust in expertise
2. Culture – in which leadership relies less on control and more on respect for experience and expertise
3. Change – where leadership is recognised as emanating from multiple levels and functions as a mix of top-down, bottom-up and middle-out contributions
4. Relationship – based on collaboration between individuals that together contribute to a collective identity.

The four associated criteria for a collective approach to shared leadership are:

1. People – the involvement of a broad range of experts contributing their knowledge



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2. Processes – that are supportive of enabling individuals to share their expertise across traditional functions and structures
  3. Professional development – provided to develop individual and collective skills, traits and behaviours
  4. Resources – provided to encourage collaboration, networks and partnerships.

Six key principles for developing shared leadership in Higher Education are:

Engage with people

Enable through relationships

Enact with intentional practice

Encourage with activities and acknowledgement

Evaluate for learning and Development

Emergent through participative action research (PAR)

### **Leader-Member Exchange**

The relationship between leaders and followers continues to generate new ideas and approaches, including development based on the theory of 'leader-member exchange' (LMX). This examines the two way or dyadic relationships between a leader and a follower (rather than the leader and the whole group). 'LMX theory of leadership focuses on the degree of emotional support and exchange of valued resources between the leader and members. Thus, LMX leadership theory's main focus is to diagnose this relationship so a higher quality can be developed in this relationship, enabling improved performance'. Kang and Stewart detail the significance of trust and empowerment in high quality leader-member exchange.

### **E-Leadership**

The growth of 'virtual' organisations and teams has led to an interest into the practice of 'e-leadership' and this is likely to be of growing significance as technology offers more and better opportunities for work to be organised using geographically dispersed expertise. Ilze Zigurs has developed some ideas about the transfer of traditional team roles into a virtual environment, including that of leadership. If physical presence is an important means of signalling and reinforcing leadership in traditional teams, what happens when there is no such presence? The concept of 'telepresence' becomes relevant here.

Being telepresent is more than just keeping up a steady stream of email messages to team members. Leaders need to learn how to use the vividness and interactivity of media to make their presence felt in a positive way.

### **Leading in a VUCA world**

There is now a need to lead in situations of increasing volatility complexity, ambiguity and uncertainty (VUCA). The term VUCA was first used by the US military to discuss their preparedness during the Cold War, however the term is now becoming common in business to describe the current climate in which organisations are operating, the chaotic, turbulent, and rapidly changing business environment that has become the new normal. (Eg financial crisis of 2008, changes in technology, changes in demographics, global disasters)

According to Johansen, B, (2009) there are 4 key areas in which leaders need to be skilled in order to successfully lead in a VUCA environment these are:



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Anticipating and reacting to the nature and speed of change  
Acting decisively without always having clear direction and certainty  
Navigating through complexity, chaos and confusion  
Maintaining effectiveness despite constant surprises and lack of predictability.

### **Coaching Style of Leadership**

The basis of the Coaching Leadership Style is the dynamic interaction between the leader and the employee. This gives rise to valuable insights and the achieved results are discussed and analysed. This is done by means of providing and receiving feedback, asking questions and conducting motivating conversations. A good coach encourages the learning process of the coached person and promotes the responsibility and independence of the employees. A coaching attitude of the leader ensures that the employees continue to work autonomously and independently without removing the initiative from them. A good coaching leader has his employees perform their work independently, but still makes them feel supported and involved in their work. The independent aspect in coaching makes this style excellently suitable for independent teams.

### **Leadership and Positive Psychology**

An overview of positive leadership can be found here:

<https://positivepsychology.com/positive-leadership/>

## **ACADEMIC LEADERSHIP**

Leading academics is unique within the Higher Education sector given tensions that can exist between academic freedom and managerialism as such Leadership Capabilities for Higher Education have been adapted from Black, Groombridge & Jones (2011) with single word changes to items marked \*, other wording changes to items marked †.

### **Vision and Goals**

1. Establish a stable, shared long-term vision and a common sense of purpose
2. Identify what is happening to, or affecting, results (teaching, research, productivity)\*
3. Set clear, short-term achievable goals
4. Ensure flexibility in all levels of planning
5. Consider views of stakeholders and partners
6. Ensure plans start with understanding performance relative to institutional purpose\*
7. Ensure staff embrace institutional aims & culture (vision, goals, understand the system)\*
8. Get people to measure performance relative to aims in teaching, research and enterprise\*
9. Advocate good governance: institutional, departmental, academic, and in complex projects†
10. Ensure congruency between plans, action on the ground, and results

### **Hands-on Leadership**

11. Be orientated towards 'hands-on' management, working with staff
12. Possess highly developed academic and/or operational skills appropriate to the institution\*
13. Be able to prioritise the work by asking key questions
14. Know people's strengths; channel their energy and passion to maximum effect



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15. Understand cultural differences and manage people's expectations and views sensitively
  16. Check results with staff and empower them to get the job done
  17. Involve the people doing the work in data analysis, decisions and implementing changes
  18. Place responsibility and control of information in the hands of people who do the work
  19. Ensure that an understanding of what matters to teaching & research steers people's work†
  20. Have two-way communication meetings, with an emphasis on clarifying, testing & listening
  21. Ensure managers lead; spending time with staff, listening to concerns and enabling contributions

### **Improvement and Learning**

22. Give people the opportunity to ask for training and provide it on a just-in-time basis
23. Be receptive to (and seek out) alternative solutions
24. Enable staff to challenge, share and learn from mistakes, without fear
25. Expect, and support staff, to strive for-high standards
26. Expect the institution (and its needs) to evolve through time\*
27. Understand risk factors and make suitable contingencies
28. Judge the system rather than people; manage morale, celebrate success, learn from failures
29. Improvements are guided by understanding student, research & process performance, not arbitrarily defined targets†
30. Recognise the difference between neglect and lack of capability (training, experience, resources)
31. Allow people doing the work freedom to experiment with method to improve performance

### **Work Details and the Big Picture**

32. Focus both internally and externally, understanding intra- and inter-organisational dynamics
33. Know the institution's sphere of influence and identify the solvable problems\*
34. Establish budgets and a clear fund-raising strategy (grants, fees, philanthropy, sponsorship)†
35. Examine financial and non-financial measures; which predict and cause institutional results\*
36. Base information, technology and resource needs on how they help people's core work
37. Create attitude of co-operation with external partners, sharing information to improve work
38. Anticipate unexpected outcomes
39. Be prepared to seek specialist advice from external sources
40. Integrate management flexibility alongside professional and academic rigour\*
41. Determine whether data on staff, communities or society would be useful to the institution\*

## **LEADERSHIP CHALLENGE**

James Kouzes and Barry Posner developed a survey (The Leadership Practices Inventory) that asked people which, of a list of common characteristics of leaders, were, in their

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experiences of being led by others, the seven top things they look for, admire and would willingly follow. And over twenty years, they managed to ask this of 75,000 people.

The results of the study showed that people preferred the following characteristics, in order:

- Honest
- Forward-looking
  - Competent
  - Inspiring
  - Intelligent
  - Fair-minded
- Broad-minded
  - Supportive
- Straightforward
  - Dependable
  - Cooperative
  - Determined
  - Imaginative
  - Ambitious
- Courageous
  - Caring
  - Mature
  - Loyal
- Self-controlled
- Independent

The main part of the book (The Leadership Challenge) discusses the five actions that Kouzes and Posner identify as being key for successful leadership:

### **Model the way**

Modelling means going first, living the behaviours you want others to adopt. This is leading from the front. People will believe not what they hear leaders say but what they see leader consistently do.

### **Inspire a shared vision**

People are motivated most not by fear or reward, but by ideas that capture their imagination. Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own.

### **Challenge the process**

Leaders thrive on and learn from adversity and difficult situations. They are early adopters of innovation.

### **Enable others to act**

Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.



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### Encourage the heart

People act best of all when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers with stories and passions of their own.

Overall, it is difficult to ignore the combined views of 75,000 people. The placing of honesty first is notable and highlights the importance of telling the truth to those they would lead. The overall process identified is clearly transformational in style, which again has a strong focus on followers.



### ACTIVITY SIX

Using a scale of 0 to 10 (0 = not at all and 10 = consistently) reflect upon the above 5 actions to determine your strengths and where you may need to change your approach:

**Strengths:**

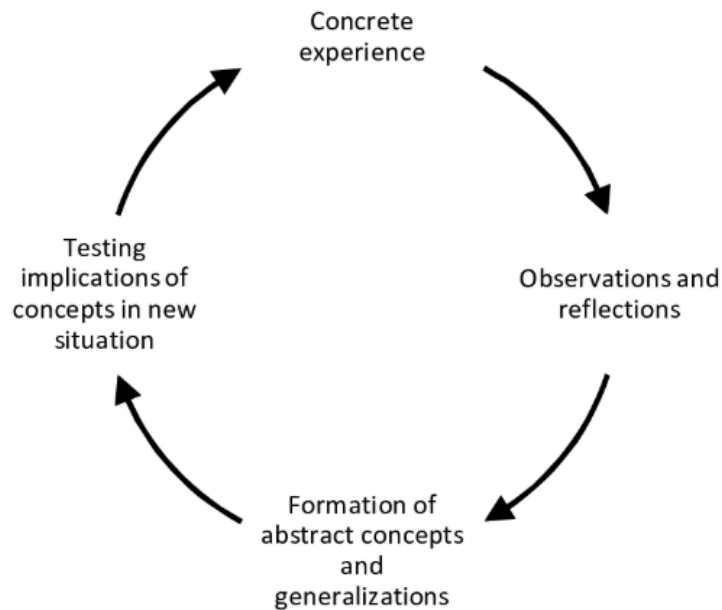
**Changes:**

## REFLECTION AND ACTION: KOLB'S EXPERIENTIAL LEARNING CYCLE

Kolb's Experiential Learning Cycle can be used to help assimilate your learning for this particular theme/concept to the workplace/project.

Kolb's Experiential Learning Cycle provides a framework for learners to reflect upon their experiences 'in the moment' or 'after' a particular event helping to make sense of new knowledge/skills and how they can be applied in reality. The four stages of Kolb's cycle is shown here:





**Concrete experience:** a new experience or situation is encountered, or a reinterpretation of existing experience

**Observations and reflections:** of particular importance are any inconsistencies between experience and understanding

**Formation of abstract concepts and generalizations:** reflection gives rise to a new idea, or modification of an existing abstract concept – meaning an individual has learnt from their experience

**Testing implications of concepts in new situations:** the learner applies their new knowledge/idea/s to the world around them to see what manifests in reality



## ACTIVITY SEVEN

Using Kolb's Experiential Learning Cycle use the boxes below to describe your experience of completing the Culture and Values module and how your knowledge can be applied in practice in the future:

**Concrete Experience:**



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**Testing implications of concepts in new situations:**

**Formation of abstract concepts and generalizations:**



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