**THEORIES OF LEADERSHIP**

**Conventional Theories of Leadership**

There are a number of approaches to understanding leadership, ranging from the **traditional view** that leaders are **born and not made**, to the relatively recent view that leadership is more to do with the **situation** than to any universally desirable set of attribution. There are several theories of leadership that scholars and philanthropist have over the years identified. Among which include:

**The Trait Theory**

The first systematic effort by researchers to understand leadership was the attempt to identify the personal characteristics of leaders. It has been argued that there is a predisposition to consider leaders as naturally braver, more aggressive, more decisive and more articulate than other people, so that they stand out in terms of physical characteristics, personality and intelligence. One popular myth is that **natural leaders are tall and stand above the crowd** like Charles De Gaulle or Abraham Lincoln.

A complicating factor in this trait theory is the question of cultural bias. If there is a bias towards tall leaders, then most leaders will be tall because they are the ones who will be chosen. In the same way, the so called **glass ceiling‘** prevents women from becoming senior managers in some companies and therefore they do not emerge as leaders. When women do become senior managers, research shows that they can be just as effective leaders as men. Research has also shown that male and female managers are judged to be equally effective by their subordinates (Donnell and Hall, 1980). The research into personality traits, or a set of qualities that can be used to discriminate leaders from non-leaders, has failed to produce any consistent position. It appears that no trait or combination of traits guarantees that a leader will be successful or not.

**The Functional or Group Approach**

This approach neither focuses attention on the personality of the leader nor on the man in the job but on the functions of leadership, is always present in any group engaged in a task. The functional approach views leadership in terms of how the **leader‘s behaviour affects and is affected by the group of followers**. As such, it concentrates on the nature of the group of followers or subordinates. It thus focuses on the content of leadership.

The functional approach believes that the skills of leadership can be **learnt, developed and perfected**. Kotler (1990), successful companies seek out people with leadership potential. With careful selection, motivation and encouragement, a reasonable percentage of people can play important leadership roles in business organization.

**Action –Centered Leadership**

The general theory on the action-centre approach is associated with the work of John Adair (1984), and his ideas on action-centered leadership. According to him the effectiveness of the leader is dependent upon meeting tree areas of need within the work group- the **need to achieve the common task**, the **need for team maintenance** and the **individual needs of group members**. He symbolizes these needs by three overlapping circles.

**Common Task Functions:**

* Achieving the objectives of the work group.
* Defining group task.
* Planning the work.
* Allocation of resources.
* Organization of duties.
* Controlling quality and checking performance.
* Reviewing progress.

**Team Maintenance Functions:**

 Maintaining moral and building team spirit.

 Ensuring the cohesiveness of the group.

 Setting standards and maintaining discipline.

 Establishing systems of communication.

 Training the group.

 Appointment of sub-leaders.

**Individual Functions:**

 Meeting the needs of members individually.

 Attending to personal problems.

 Giving praise and status.

 Reconciling conflict between group needs and needs of the individual.

 Training individual.

The action of the leader in any one area of need will affect one or both all other areas of need. The ideal position is where complete integration of the three areas of need is achieved.

**The Behavioural Approach to leadership**

When it becomes evident that effective leaders did not apparently have any distinguishing traits or qualities, researchers tried to understand how successful and unsuccessful managers behave differently. Instead to find out what effective leaders were, researchers finds out what effective leaders did. The importance of arriving at this conclusion is that it meant to correct actions and behaviour could be learned and training could be provided for leadership.

Stodgill et. al., (1957) at Ohio State University during the 1940s concluded that there were two principal dimensions to leader behaviour. On the one hand there was a concern for people, and on the other a concern for production.

(1) **A concern for people:** This behaviour involves a manager‘s concern for developing mutual trust with subordinates. This was seen as an employee-oriented approach characterized by managers concern for their employees. The manager‘s behaviour encourages mutual trust and two –way communication.

(2) **A concern for production:** This behaviour involves managers concern for directing subordinates in order to achieve production targets. It is a task oriented approach, where managers tend to be highly directive and emphasize completing a task according to plan.

The research discovered, as might be expected, that employee turnover rates were lowest and employee satisfaction highest under leaders who were rated high in consideration of people. Conversely, high grievance rates and high turnover were associated with leaders who were rated low consideration on people and high in task orientation. However, it was not, of course , quite as simple as this. The researchers found that subordinates ratings of their leaders effectiveness depended not so much on the particular styles of the leader as on the situation on which the style was used.

**The Managerial Grid**

Robert Blake and James Mouton (1964) researched into leadership behaviour has shown that it is multidimensional. The management grid identifies a range of management behaviour based on various ways that task-oriented and employee-oriented styles can interact with each others. There are 81 possible interactions, but to attempt to define everyone would not be productive.

However, Blake and Mouton (1964) described five extreme positions:

**(1) Country Club Management:** Scores high on concern for people and low on concern for production. This management style may be based on a belief that the most important leadership activity is to secure the voluntary co-operation of group members in order to obtain high levels of productivity. Subordinates of these managers reports generally high level of satisfaction, but managers may be considered too easy going, soft mind and unable to make strict decisions.

**(2) Authoritarian Management:** Scores a high concern for production and efficiency and a low concern for people. This management style is task- oriented and stresses the quality of the decision over the wishes of subordinates. Such managers believe that group-centered action may achieve mediocre results. They can be conscientious, loyal and personally capable, but can become alienated from their subordinates who may do only enough to keep themselves out of trouble.

**(3) Impoverished Management:** Scores a low concern for both people and production. This management style does not provide leadership in a positive sense but believes in laissez-faire approach, relying on previous practice to keep the organization going.

**(4) Middle-of-the–Road Management:** Scores a moderate amount of concern for both people and production. Managers applying this believe in compromise, so that decisions are taken but only if endorsed by subordinates. These managers may be dependable and support the status quo, but are not likely to be dynamic leaders and may have difficulty facing up to innovation and change.

**(5) Team Management**: Scores high on concern for both people and production. Blake and Mouton argue that this management style provides the most effective leadership. These managers believe that concern for people and for tasks are compatible. They believe that tasks need to be carefully explained and decisions agreed with subordinates to achieve a high level of commitment.

**Blake and Mouton (1964) Managerial Grid:**

Blake and Mouton (1964) explain the positions on their managerial Grid. These ranges from as put below:

* The attitude of the manager or the leader is **autocratic**. He or she could be rightly called the stern task master. Their concern is not for **people but for production**. Such managers would not care much if workers go to hell so long as production targets are achieved.
* The attitude of the leader or manager is **democratic**. In this angle at the left of the grid, there is **low concern for production but high interest in taking care of workers**. Participative approach is employed here. Rigidity and control is avoided as far as possible. Here communication is not a one-way traffic rather a two-way traffic.
* The attitude here is **laissez-faire** or impoverished. There is both low concern for production and people. Here nobody is in charge because everybody is in charge. Responsibilities are shifted. Managers and leaders here are not as such interested in taking decisions. They prefer to get minimum work done.
* The leadership style here is the middle of the road or practical leadership whereby concern, support and recognition is given to both production or task and people. Equal recognition is given to both work and the people doing the work. In as much as work is important, the people doing the work are equally important.
* Team management or team meaningful leadership style. The attitude here is a high concern for people with high concern for production. Managers involve people so much in the daily running of the organization. Delegation of authority and responsibility is carried as far as possible. Employees are recognized and they in turn give their best to the organization. Here interdependence is an opportunity as well as a challenge for both management and workers. His approach is recommendable.

**Likert’s leadership Theory**

Likert‘s System of Management (1967): Rensis Likert, Director of the institute for social Research at the University of Michigan developed a universal theory of leadership. Likert‘s theory consists of a Continuum of styles **ranging from autocratic to participative**. Four basic styles of Likert‘s systems of management were identified and they are as follows:

**(1) Explosive Autocratic:** Managers make all decisions. They decide what is to be done, who will do it and how and when it is to be accomplished. Failure to complete work as assigned will result in threats or punishment. Under this system, management exhibits little confidence or trust in employees.

**(2) Benevolent Autocratic:** Managers still make the decision, but employees have some degree of freedom and flexibility in performing their jobs so long as they conform to the specified procedures.

**(3) Consultative:** Managers consult with employees prior to establishing the goals and making decisions about the work. Employees have a considerable degree of freedom in making their own decisions as how to accomplish the work.

**(4) Participative team:** This is Likert‘s recommended system or style of management. The emphasis of the participative team is on a group participative role with full involvement of the employees in the process of establishing goals and making job related decisions. Employees feel free to discuss matters with their manager who displays supportive rather than condescending or threatening behavior.

**Ohio State Leadership Studies**

The key concern of the Ohio state leadership studies was the leader‘s behavior in directing the efforts of others toward group goals. After a considerable number of studies had been completed, two important dimensions of leader‘s behavior were identified.

**(1) Initiating Structure**: The extent to which the leader establishes goals , defines and structure their roles and the roles of subordinates towards the attainment of goals.

**(2) Consideration:** The extent to which leaders have relationship with subordinates, characterized by mutual trust, respect and consideration of employees‘ ideas , feelings, warmth, support and consideration for subordinates. The Ohio State Leadership theorists come about four types of leadership behaviour. Consideration and initiating structure are found to be uncorrelated and independent dimensions. They are separate behavioural categories and give rise to four types of leadership behaviours. On these bases, leaders may be:

(a) Low on consideration and low on structure.

(b) Low on consideration and high on structure.

(c) High on consideration and high on structure.

(d) High on consideration and low on structure.

Research into the effects of these four types of leadership behaviour suggests that some balance is needed between consideration and structure in order to satisfy both individual needs and organizational goals.

**Ohio State Quadrants of leadership Behaviour**

* High consideration and low structure
* High structure and high consideration
* High structure and low consideration
* Low consideration & low structure
* Low Initiating Structure High

Initiating structure and consideration were identified as separate a distinct dimensions of leadership behavior. As illustrated above, there are four basic leadership styles representing different combinations of leadership behavior. A manager can be high in both consideration and initiating structure, low in both or high in one leadership behavior, the one effective combination that meets the model. Rather, there combination or appropriate was determined was determined by the demands of the situation.

**The Situational Theory of Leadership**

Blanchard (1982) developed the view that leadership approaches depended very much on the maturity‘ of their subordinates. He defined ‗maturity‘ as a desire for achievement and willingness to accept responsibility. He developed the theory that the relationship between leaders and followers moves through phases as subordinates ‗mature‘ , and that managers need to very their leadership style with each phase.

The initial phase, when employees first join an organization, a high task orientation is most appropriate (A). New employees have to be instructed in their task and in the organization‘s rules and procedures. At this stage a non-directive manager can cause anxiety in the new employee and confusion about what is to be done. As new employees become familiar with task and procedures, a more employee-oriented style can be introduced. **(B)** as employees become familiar with the work and culture of the organization they may seek greater responsibility and the leadership style can become participatory. **(C)** a point may be reached when a high level of delegation can be achieved. (D) at this point , a low relationship and low task exists between leaders and their followers.

**Fieldler (1971) Situational Theory of Leadership**

Research carried out by Fiedler (1971) was based on the view that managers have difficulty in altering the style which has helped them to achieve success, and that in fact they are not very flexible. It follows from this that trying to change a manager‘s style to fit the situation may be both useless and inefficient and, therefore, effective group performance could best be achieved by matching the manager to the situation or by changing the situation to match the manager. For example, an authoritarian manager can be selected to fill a post that enquires directive leadership, or the job could be changed to give an authoritarian manager more formal authority over employees.

Fieldler argued that successful and effective leadership depended on three factors:

**(1) Leader- member relation:** This is the most important factor in leader‘s effectiveness. The degree to which leaders have the acceptance, confidence, support and loyalty of subordinates is an essential feature of leader effectiveness. When these relations are strong the leader has a firm base from which to influence behaviour of subordinates. When the leader- subordinate relation is weak, the influence of leaders is only through the impersonal authority provided by their position in the organization.

**(2) Task Structure:** This is measured by the complexity or simplicity of the job to be carried out in an organization. Managers have considerable power where the work of employees is highly structured and routine, because, it is possible in these circumstances to establish very specific criteria to enforce a desired level of performance. Managers will usually need to adopt a democratic, consultative leadership style if the work of an organization is complex and employees have problem –solving responsibilities which are not routine.

**(3) Leader’s position power:** The extent of formal or informal power which a manager is able to exert may be conferred on them by the organization in which they work and the position they hold in it. The chief executives or managing directors of a company will have a great deal of authority because of their position in a commercial organization. People in these positions can exert an autocratic style of leadership. Managers lower down the hierarchy of a company may have to be more democratic or laissez faire.

The leadership style contrasted by Fieldler (1971) are similar to the employee-centered and task-oriented approaches ; Fielder‘s model , however , uses a simple scale to measure leadership style to indicate the degree to which a man described favourably or unfavourable his least preferred co-worker. This was the employee with whom the person could work least well. Fieldler‘s theory was that managers who had great concern for human relations. These are described as relationship-oriented leaders who relatively permissive and considerate of the feelings of employees.

On the contrary, it is argued that managers who describe their LPC in an unfavourable manner tend to be task-oriented leaders who are less concerned with human relations and are relatively autocratic in their leadership style. These low LPC managers want to achieve the completion of a task, and the reaction of subordinates to their leadership style is of lower priority to them than the need to maintain production. This approach is a method of measuring the location of managers on the leadership style continuum.

**The Contingency Approach**

Research into trait and Behavioural approaches to effective leadership shows that it depend on many variables, in terms of individual personality, management style, corporate culture and the nature of the task to be performed. There is not one trait or approach which is effective in all situations. The contingency approach focuses on the situational factors which influence leadership. Robert Tannenbaum and Warner Schmidt (1973) were among first researcher to describe various factors which influenced a manager‘s choice of leadership style. They took into account that managers need to consider practical considerations before deciding how to manage. They concluded that there were three main ‗forces‘ on a manager‘s mind in deciding a leadership style.

**(1) Personal Forces:** the managers own background , experience ,confidence and leadership inclinations;

**(2) The characteristics of subordinates:** the managers need to consider subordinates relative willingness or unwillingness to accept responsibility and take decisions;

**(3) The Situation:** The managers need to recognize the situation in which they find themselves , in terms of corporate culture , their colleagues style of work the nature of the tasks to be performed and time pressures.

**Tannenbaum and Schmidt’s (1973) combined these ‘Forces’ into a leadership continuum:**

The above continuum suggests that a manager should consider a full range of options before deciding how to act, from a very autocratic leadership style to a very democratic one. Some problems, for example, which involve everybody, may be best dealt with through laissez-faire leadership. If all employees are accountable and influential in the decision –making process, the best role for the leader may be to follow a ‗hands-off‘ approach. The point about leadership style is that shifts the focus from the individual leader to the functions that leaders perform within an organization. In order for any group to operate effectively, both tasks and problem –solving functions have to be performed and, at the same time, group-maintenance or ‗social‘ functions. It can be argued that any group of people needs to have leadership in both functions, so that, on the one hand, decisions are made, and on the other hand, the ideas and feeling of the whole group are considered. The social functions can develop the cohesion of the group and may be carried out by encouragement and support, by recognizing the importance of all members of the group to its smooth operation.

**The Path- Goal Theory of Leadership**

This theory was developed by Robert House (1971) and others as an approach to understanding and predicting leadership effectiveness in different situations. The Theory focuses on the leader as a source of rewards and attempts to predict how different types of rewards and different leadership styles affect the performance of subordinates, based on the view that an individual‘s motivation depends both on the expectation and the attractiveness of the rewards available. The manager identifies the ‗goal‘ and rewards which are available and the ‗paths‘ to be taken to reach them.

**The Process of Effective Leadership:**

* Identifies and communicates to subordinates the path they should follow in order to achieve personal and organizational objectives;
* Helps subordinates along this path;
* Helps to remove obstacles on the path that might prevent the achievement of these objectives.

The manager‘s leadership style will influence the perception of the rewards available and what has to be achieved to earn them. An employee- centered manager will offer a wide range of rewards and also be sensitive to individual needs. The rewards may be in terms of pay and promotion, but will also include support, encouragement and recognition.

On the other hand, a task-oriented manager will offer a more limited set of rewards which will be less concerned with individual needs. However, people working for this type of manager will know precisely what they have to do in order to obtain the particular rewards available. So the path-goal theory suggests that the most effective leadership style will depend on the personal characteristics of employees and on the situation in the workplace.

This suggests that managers need to consider the characteristics of their employees and the work to be carried out, before deciding on their leadership style. Vroom and Jago (1988) have criticized the path-goal theory as incomplete because it fails to take into account the characteristics of the type of decision with which they are faced and the situation in which the decision is being made. This can be seen as a further theory of leadership based on the level of participation between managers and employees.

**The Participatory Theory of Leadership**

Vroom and Yetton (1973) developed a model of situational leadership in order to help managers decide when and to what extent they should involve employees in solving a particular problem. They suggested that managers needed to ask themselves a number of questions before deciding on an appropriate leadership style.

* Is it necessary to make an objective decision with which employees may disagree?
* Do the managers have sufficient information or skill to solve the problem on their own?
* Is the problem structured?
* Is the acceptance of the employees critical for the success of the decision?
* If the decision was made by management, would it be accepted by the employees?
* Do employees share the achievement of the same objectives in solving the problem?

Once these questions have been answered, it is then possible to select a leadership style, although there may be further choices to be made. Vroom and Yetton defined five leadership styles in terms of the degree of participation by subordinates in the decision –making process.

(1) **Autocratic I (AI) -** Managers solve the problem or make the decisions themselves, using available information.

(2) **Autocratic II (AII)** - Managers obtain information from subordinates before making a decision, and then decide on the solution to the problem themselves. The role of subordinates is to provide information for decision making and they may or may not have been told what the information is for or what the problem is that needs to be solved.

(3) **Consultative I (CI**) - Managers share the problem with the relevant subordinates individually and obtain their ideas and information. Managers then make the decision, which may or may not be influenced by the subordinate‘s opinion.

(4) **Consultative II (CII)-**Managers share the problem with the relevant subordinates as a group and obtain their ideas and information. These may or may not be used in decision making.

(5) **Group Participation (G**) - Managers‘ share a problem with subordinates as a group. The managers and subordinates together analyze the problem and consider alternative solutions. Managers act as co-coordinators in order to enable the group to reaches consensus, which is then accepted and implemented.

It can be argued that the effectiveness of any decision depends on:

* The quality of the decision ;
* The commitment made to the decision maker.
* The time taken to make a decision.

There is a cost factor, certainly in terms of time, in making effective decisions which has to be balanced against the time lag between identifying a problem and solving it. Equally taking a reasonable amount to time may help to develop the ability of other people to analyze problems and arrive at solutions. with fundamental and important decisions it is usually essential , in order to obtain the best results, for the people responsible for implementing the decision to feel that they have participated in arriving at it. Even if the final decision is not quite the one some people would have chosen, if they have been consulted they may still be able to give it their full support.

By working through the question A to G (in Figure 7 below): managers can arrive at the appropriate level at which to involve their subordinates in the decision under consideration.

**CONCLUSION**

Based on the review several conventional theories of leadership in the unit, the unit conclude that there is no one best way of leading people. The act of leading is often based on what the environment and situation around provides. The unit reviewed:

(1) The trait Theory

(2) The functional or group Approach

(3) The action-centered leadership

(4) The Behavioural Approach to leadership

(5) The Managerial Grid

(6) Likert‘s leadership Theory

(7) Ohio State Leadership Studies

(8) The Situational Theory of Leadership

(9) The Contingency Approach

(10) The Path- Goal Theory of Leadership

(11) The Participatory Theory of Leadership

However, recognition of inadequacies of conventional leadership models (Cheng, 2002) led to the emerging theories of leadership which was supposed to synthesize all the main concepts and address all noted weakness but, with one major difference. Emerging leadership theorists belief are driven by a noble and morale purpose. Among their numerous characteristics, they are charismatic, visionaries, change agents, inspire commitment and trust, sustain and manage culture of excellence, risk-takers, share power, champion the needs of followers, goal oriented, manage conflicts, inspirational motivators, behaviour mirrors beliefs (Fullan, 2001).

**SUMMARY**

The unit looks at various conventional leadership theories such as; the trait theory, the functional or group approach, action –centered leadership, the behavioural approach to leadership, the managerial grid, Likert‘s leadership theory, Ohio state leadership studies, the situational theory of leadership, the contingency approach, the path- goal theory of leadership, the participatory theory of leadership and concludes that there is no one best way of leading. Instead, the style of leading is dependent on the leader and the circumstances surrounding him/her in making the decision as its affects his/her subjects.

More so, the theories examined in this unit are traditional which may not be able to answer the leaders‘ need in the new ever dynamic world of business and politics. Hence, the emerging theories (core of next unit) become inevitable.

**EMERGING LEADERSHIP THEORIES**

**Leader-Member Exchange Theory**

Most leadership theories assume that a leader behaves in much the same way towards all followers. In contrast, leader-member exchange theory holds that leadership is a one-on-one exchange in which leaders behave differently with different group members rather than the same with each member. It further holds that followers based on the quality of their interpersonal relationships (Exchanges) with a leader, form different group (higher quality and an out-group (lower quality).Insiders and outsiders experience very different work outcomes. Leader interactions with insiders resemble social transactions, with leaders and followers exchanging resources and enjoying higher levels of trust and support.

By contrast, in exchange with outsiders, leaders act as supervisors, relying on formal authority to extract follower performance. At the extreme, leader exchange with outsiders can be very mechanistic, arising from workplace rules, policies and procedures, rather than spontaneous interaction. Such exchanges are typically characterized by low levels of trust, interaction, support, and leader provided rewards.

Research suggested that, as a consequence of such contrasting treatment, in-group members perform better and are more satisfied than out-group members. More significantly, it underscores the fact that leader behaviour originates, in part in followers. Hence, leadership is a mutual-influence process whereby leaders respond differently to different followers and both leaders and followers alter their behaviour depending on the performance of the other.

**Charismatic Leadership Theory**

This is an extension of attribution theory. It says that followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors. Studies on charismatic leadership have been directed at identifying those behaviors that differentiate charismatic leaders. Several authors have attempted to identify personal characteristics of the charismatic leader.

Robert House (1980) identified three, namely; extremely high confidence, dominance and strong convictions in his or her belief. Warren Bennie (1978) after studying ninety of the most effective and successful leaders in the united states, found that they had four common competencies: they had a compelling vision or sense of purpose; they could communicate that vision in clear terms that their followers could readily identify with; they demonstrated consistency and focus in the pursuit of their vision; and they knew their own strengths and capitalizes on them. Conger and Kanugo (1988) at Mc Gill University however completed the most recent and comprehensive analysis. Among their conclusions, idealized goal that they want to achieve a strong personal commitment to their goal, are perceived as unconventional are self confident.

Finally, charismatic leadership may not always be needed to achieve high levels of employee performance. It may be the most appropriate when the follower‘s task has an ideological component. This may explain why when charismatic leader surface, it is more likely to be in politics, religion, wartime or when a business firm is introducing a radically new product or facing a life-threatening crisis. Such conditions tend to involve ideological concerns.

 **Features of Charismatic Leaders**

According to Robert House (1980) the following are the identified features of charismatic leaders:

**(1) Self confidence:** They have complete confidence in their judgment and ability.

**(2) A vision:** This is an idealized goal that proposes a future better than the status quo. The greater the display between this idealized goal and the status quo, the more likely that followers will attribute extraordinary vision to the leader.

**(3) Ability to articulate the vision:** They are able to classify and state the vision in terms that are understandable to others. This articulation demonstrates an understanding of the follower‘s needs and hence acts as a motivating force.

**(4) Strong conviction about the vision:** Charismatic leaders are perceived as being strongly committed and willing to take on high personal risk, incur high costs and engage in self-sacrifice to achieve their visions.

**(5) Behavior that is out of ordinary:** Those with charisma engage in behavior that is perceived as being novel, unconventional and counter to norms. When successful, these behaviors evoke surprise and admiration in follower.

**(6) Environment sensitivity:** These leaders are able to make realistic assessments of the environmental constraints and resources needed to bring about change.

**Transactional Leadership Theory**

Most of the leadership theories presented like the Ohio State studies, Fiedler‘s model, path-goal theory and the leader participation model have concerned transactional leader. These kinds of leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements. However, there is another type of leader who inspires followers to transcend their own self- interest for the good of the organization and who is capable of having a profound and extraordinary effect on his or her followers.

 **Characteristics of Transactional Leadership**

**(1) Contingency Reward:** Contacts exchange of rewards for effort, promise rewards for good performance, recognizes accomplishments.

**(2) Management by Exception:** Watches and searches for deviations from rules and standards, takes corrective action

**(3) Laissez-Faire:** Abdicates responsibilities avoids making decision**.**

**Transformational Leadership Theory**

Transformational leadership is built on top of transactional leadership- it produces level of subordinate effort and performance that go beyond what would occur with a transactional approach alone. Moreover, transformational leadership is more than charisma. The purely charismatic leader may want followers to adopt the charismatic‘s world view and go on further, the ability to question not only established views but evenly those established by the leader.

This has its belief that the challenges facing the world in the new millennium require a new kind of leadership. Advocates of this belief describe what has been dubbed transformational leadership as consisting of two complementary roles: the mover-and –shaker and the gentle persuader. In the first, the mover –and –shakers achieves a transformation in an organization‘s fortunes and is, therefore, described as a transforming leader. In the second, as a gentle persuader, the transforming leader converts followers into leaders for the good of the whole, to consider long term rather than immediate needs, and to become more aware and accepting of an organization‘s goal. Transformational leaders achieve performance beyond expectations through four leadership factors: charisma, inspiration, individualized consideration and intellectual stimulation. (Yalokwu, 2006).

**(1) Charisma**: Transformational leaders use charisma to provide followers with a clear vision of a desired future state, instill pride, and gain respect and trust.

**(2) Inspiration**: They use inspiration to excite their followers with the idea that they can achieve great things with extra effort.

**(3) Individualized Consideration:** They demonstrate individualized consideration. That is, they pay close attention to differences among followers, serve as mentors to those who need coaching and counseling, and treat each follower as an individual worthy of respect.

**(4) Intellectual Stimulation:** They provide followers with intellectual stimulation by promoting new ways of looking at old problems, viewing difficulties as challenges to be met, and emphasizing creative thinking and initiative.

Advocates of transformational leadership believe it can make the difference between an organization‘s success or failure. They have found that followers are not only more satisfied when they believe that their managers are transformational leaders, but they also do better jobs.

**CONCLUSION**

This unit provides empirical and conceptual evidences on the subject of emerging leadership theories. The unit concludes that no matter the leadership theory in use, one thing is sacrosanct, leaders and followers should have unity of direction to foist unity of goal attainment.

**SUMMARY**

The unit was able to provide comprehensive explanations on emerging leadership theories. For instance, leader-member exchange theory holds that leadership is a one-on-one exchange in which leaders behave differently with different group members rather than the same with each member. Arguably, either leader-member exchange, transactional, charismatic or transformational leadership all leaders found under these titles exhibits high level of self-confidence, determination, charisma, goal-oriented, result-oriented, self-inspired, can do spirit, pathfinder and visionary.

**LEADERSHIP STYLES**

* **Autocratic Leadership Style:** It is a leadership situation where there is one-way communication, denial or conflict, an absolute monarch with unlimited authority. It is also a situation where the enterprise is run in a very autocratic, directive manner and the entire decision making process center around the entrepreneur under authoritarian leadership, the leader is the sole determiner of what is done. Autocratic leadership style calls for high goals and means control.

In other words, it implies a job-centered style. This focuses on the issue of close supervision, legitimate and coercive power, meeting schedule and evaluating work performance. This leader is very much likely to rely on the power of his position, more punishment centered and more tasks oriented. He gets works done through fear. He however, gets short-run and output gains, that is, while he is around. Thus, again in fear subordinates under this style do what they are told to do, so as not to lose the means of satisfying their daily needs and wants. This leader tells a worker what to do and how to do it. He takes all decisions, issues, instructions and expects subordinates to follow sheepishly without questions.

The autocratic leadership is dogmatic, positive and leads by ability to withhold or give rewards and punishment. The hallmark of autocratic leader is that he does not allow subordinates to participate in decision making process. It is used when leaders tell their employees what they want to do and how they want it accomplished, without getting the advice of their followers. This kind of leadership style instills fear and at times confusion in subordinates. The focus of attention usually is on work progress, work procedures and road blocks that are preventing goal attainment. Autocratic is also defined as someone who holds all authority and responsibility with communication usually moving from top to bottom.

In conclusion, the style sees people as commodities to be us up and replaced as needed. Manager using this style has complete responsibility for direction and decision making. Employees are expected only to sheepishly follow orders and loyalty is expected.

* **Democratic Leadership Style:** The leader is characterized by employee oriented and democratically supportive behaviors. He uses general supervision and is considerate of his subordinates. He is group centered and non-directive. Under this form of leadership, the leader consults with subordinates on proposed actions and decisions and encourages participation from them. He holds final responsibility but also delegate authority to others, who participate in determining work assignments, communication is active i.e. upward and downward. It also involves the leader including one or more employees in the decision making process.

However, the leader maintains the final authority in decision making. Using this style is not a sign of weakness; rather it is a sign of strength that employees will respect. It is also a very open style of running a team. Ideas move freely amongst the group and the style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. The democratic leadership style means facilitating the conversation, encouraging people to share their ideas and then synthesizing all the available information into the best possible decision.

When situations changes frequently, democratic leaders offers a great deal of flexibility to ways of doing things. Democratic style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform. The democratic leader welcomes team input and facilitates group discussion in decision making. This leadership styles share plans with the group and offers multiple options for group consideration. It also encourages members to work freely with each other and embrace division of tasks to the group. This leader is objective in praise and criticisms and joins group activities without over-participating. A democratic leadership style allows for multiple view points, inputs and participation while still maintaining control and the leadership role. A qualified democratic leader recognizes each member‘s strengths and effectively elicits the best performance from each member, all the while guiding and leading effectively. A challenge for the democratic leader is to recognize that not all tasks need to be handled by the group, that the leader should appropriately address some issues alone. Also, leader announces principles and sets forth methods of decision making, permits ideas, questions and discussion from followers.

* **Laissez-faire Leadership Style:** This is the type of leadership in which the leader uses his or her power very little, if at all. It involves given subordinates a high degree of independence in their operations. Under this type of leadership, leaders depend largely on subordinates to set their own goals and the means of achieving them. Leaders perceive their role as one of facilitating the operations of followers by furnishing them information and acting primarily as a contact with the group‘s external environment. It should be noted that there is no best form of leadership as the situation will determine the most appropriate form at a point in time.

Generally, the style of leadership adopted will depend on the forces operating in the manager‘s personality including his or her value system, confidence in subordinates, inclination toward leadership style and feelings of security in uncertain situations. Forces in the subordinates that will affect the manager‘s behavior and forces in the situation such as organization values and traditions, how effectively subordinates works as a unit, the nature of a problem and whether authority to handle it can be safely delegated and the pressure of time. In this style, the dealer allows the employees to make decisions.

However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and have confidence in the people below you.

A laissez-faire leadership style works best when group members are highly skilled and motivated with a proven track record of excellence. This hands-off approach can allow these capable members to be productive and effective. The laissez-faire style is interpreted by the members as a sign of confidence and trust in their abilities and further empowers them to be successful and motivated.

The laissez-faire leader allows the group complete freedom for decision-making without participating himself. The leader type provides materials and offers to assist only by request. The laissez-faire leader does not participate in work discussions or group tasks. This leader does not offer commentary on members‘ performance unless asked directly and does not participate or intervene in activities. Also, it is the use of work-centered behavior coupled with a protective employee centered concern. This leadership style expects everyone to work hard and the employees will be guaranteed employment and given security benefits such as medical and retirement programs. Also represents problems with some boundaries and let followers make final decisions. Leader allows followers as much freedom as leader has to define the problems and make decisions. It involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals.

**Other types of leadership styles**

Other types of leadership styles have emerged from these three main types among which included:

1. Benevolent Leadership style

2. Charismatic leadership.

3. People-oriented leadership/relations-oriented leadership.

4. Servant leadership.

5. Task-oriented leadership.

6. Transactional leadership.

7. Transformational leadership

(1) **Benevolent leadership style:** They ensure that their staff follows procedures exactly. This is a very appropriate style for work involving serious safety risks or where large sums of money are involved.

(2) **Charismatic Leadership Style:** This can appear similar to a transformational leadership style, In that the leaders injects huge doses of enthusiasm into his or her team and is very energetic in driving others forward. However, a charismatic leader can tend to believe more in him or her than in their team. This can create a risk that a project or even an entire organization might collapse if the leader were to leave. As such, charismatic leadership carries great responsibility and needs long-term commitment from the leader.

(3) **People-Oriented Leadership Style:** This style of leadership is when the leader totally focuses on organizing, supporting and developing the people in the leader‘s time.

(4) **Servant -Leadership Style:** This occurs when someone at any level within an organization, leads simply by virtue of meeting the needs of his or her team. In many ways, servant leadership is a form of democratic leadership as the whole team tends to be involved in decision making. Supporters of the servant leadership model suggest it is an important way ahead in a world where values are increasingly important, in which servant leaders achieve power on the basis of their values and deals. Others believe that in competitive leadership situations, people practicing servant leadership will often find themselves left behind by leaders using other leadership styles.

(5) **Task-Oriented Leadership Style:** A highly task-oriented leader focuses only on getting the job done, and can be quite autocratic. However, the task-oriented leaders spare little thought for the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership with difficulties in motivating and retaining staffs. (6) **Transactional Leadership Style:** This style of leadership starts that team members agree to obey their leader totally when they take a job on: the transaction is that the organization pays the team members, in return for their effort and compliance. As such, the leader has the right to punish team members if their work doesn‘t meet the pre-set standard. Team members can do little to improve their job satisfaction under transactional leadership the leader could give the team members some control of their income/reward by using incentives that encourages even higher standards or greater productivity. (7) **Transformational Leadership Style**: A person with this leadership style is a true leader who inspires his or her team with a shared vision of the future. Transformational leaders are highly visible and spend a lot of time communicating. They don‘t necessarily lead from the front and they tend to delegate responsibility amongst their team. (8) **Situational Leadership Style:** While the transformational leadership approach is often highly effective, there is no right way to leadership or management style that suits all situations. To choose the most effective approach, the following must be considered. (a) The skill levels and experience of the members of the team. (b) The work involved. (c) The organizational environment (d) The preferred or natural style by individual. A leader who will find himself or herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as situational leadership.

C**ONCLUSION** During the course of this unit, it has been discovered that there is no best way of leading people or subordinates and that there is no best leadership style that can be apply to all situation in an organization. Therefore, contingency approach to leadership should be more appropriate. **SUMMARY** In the course of this unit, leadership styles have been mentioned and examined. The major leadership styles can be classified into three broad categories: autocratic (authoritarian) style, democratic style and genuine laissez-faire style. Other forms of leadership styles include: (a) Benevolent Leadership style (b) Charismatic leadership style. (c) People-oriented leadership/relations-oriented leadership style (d) Servant leadership style. (e) Task-oriented leadership style. (f) Transactional leadership style. (g) Transformational leadership style.

**Leadership Power and Sources**  Power generally refers to the ability to commands people‘s obedience. Many attempts have been made to identify the courses of power through which one individual may influence another. One of the most useful frameworks for understanding these bases of influences has been developed by French and Raven (1990).These authors have distinguished five sources of power, which include: (1) **Legitimate power**: This is based on one‘s hierarchical position the corporation president has greater legitimate power than the vice-president of manufacturing to speak on issues of corporate policy; by the same token, the vice-president of manufacturing has more legitimate power than the first line supervisor to decide on issues of capital expenditures, work floe, inventory levels etc. (2) **Reward power**: This stems from the control of rewards valued by subordinates. Subordinates who act as their supervisors tell them to do so in past because they believe that their behavior will be rewarded. (3) **Coercive power**: This is based on fear. If subordinates alter their behavior because they believe that a failure in company with orders from a superior will lead to punishment, they are responding to coercion. (4) **Reference power**: This is based on the followers‘ identification with the leader. This identification may be based on personal admiration and usually includes a desire by the followers to be like the leader. (5) **Expert power**: This stems from the perceived and demonstrated competencies of leaders to implement, analyze, evaluate and control the tasks assigned to their group.

**Definition of servant leadership**  Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. *“A new kind of leadership model – a model which puts serving others as the number one priority. Servant-leadership emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision-making (Spears, 1996, p. 33).”* Each of these central variables is explained individually below: 1. ***Service to Others****:* Servant-leadership begins when a leader assumes the position of servant in their interactions with followers. Authentic, legitimate leadership arises not from the exercise of power or self-interested actions, but from a fundamental desire to first help others. A servant-leader‘s primary motivation and purpose is to encourage greatness in others, while organizational success is the indirect, derived outcome of servant-leadership. 2. ***Holistic Approach to Work:***Servant-leadership holds that ―The work exists for the person as much as the person exists for the work‖ (Greenleaf, 1996, p. 8). It challenges organizations to rethink the relationships that exist between people, organizations and society as a whole. The theory promotes a view that individuals should be encouraged to be who they are, in their professional as well as personal lives. This more personal, integrated valuation of individuals, it is theorized, ultimately benefits the long-term interests and performance of the organization. 3. ***Promoting a Sense of community****:* Greenleaf lamented the loss of community in modern society, calling it ―the lost knowledge of these times‖ (1970, p. 28). Servant-leadership questions the institution‘s ability to provide human services, and argues that only community, defined as groups of individuals that are jointly liable for each other both individually and as a unit, can perform this function. Only by establishing this sense of community among followers can an organization succeed in its objectives. Further, the theory posits that this sense of community can arise only from the actions of individual servant-leaders (Greenleaf, 1970, p. 30). 4. ***Sharing of Power in Decision-Making****:* Effective servant-leadership is best evidenced by the cultivation of servant-leadership in others. By nurturing participatory, empowering environments, and encouraging the talents of followers, the servant-leader creates a more effective, motivated workforce and ultimately a more successful organization. As phrased by Russell (2001), ―Leaders enable others to act not by hoarding the power they have but by giving it away‖. **Features of servant leaders**  Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life (Spears, 2010). *“The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 2002, p. 27).”* The following are the characteristics of a servant leader: After some years of carefully considering Greenleaf‘s original writings, Spears (2002) identified a set of ten characteristics of the servant leader that are of critical importance—central to the development of servant-leaders. This involves a deepening understanding of the following characteristics and how they contribute to the meaningful practice of servant leadership. These ten characteristics include: ***Listening:*** Leaders have traditionally been valued for their communication and decision-making skills. Although these are also important skills for the servant leader, they need to be reinforced by a deep commitment to listening intently to others. The servant leader seeks to identify the will of a group and helps to clarify that will. He or she listens receptively to what is being said and unsaid. Listening also encompasses hearing one‘s own inner voice. Listening, coupled with periods of reflection, is essential to the growth and well-being of the servant leader. ***Empathy:*** The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performance. The most successful servant leaders are those who have become skilled empathetic listeners. ***Healing:*** The healing of relationships is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for healing one‘s self and one‘s relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant leaders recognize that they have an opportunity to help make whole those with whom they come in contact. In his essay, *The Servant as Leader*, Greenleaf (1977/2002) writes, ―There is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share‖ (p. 50).

* ***Awareness***

General awareness, and especially self-awareness, strengthens the servant-leader. Awareness helps one in understanding issues involving ethics, power, and values. It lends itself to being able to view most situations from a more integrated, holistic position. As Greenleaf (1977/2002) observed: ―Awareness is not a giver of solace—it is just the reasonably disturbed. They are not seekers after solace. They have their own inner serenity‖ (p. 41).

* ***Persuasion***

Another characteristic of servant leaders is reliance on persuasion, rather than on one‘s positional authority, in making decisions within an organization. The servant leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant leader is effective at building consensus within groups. This emphasis on persuasion over coercion finds its roots in the beliefs of the Religious Society of Friends (Quakers)—the denominational body to which Robert Greenleaf belonged.

* ***Conceptualization***

Servant leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals. The leader who wishes to also be a servant leader must stretch his or her thinking to encompass broader-based conceptual thinking. Within organizations, conceptualization is, by its very nature, a key role of boards of trustees or directors. Unfortunately, boards can sometimes become involved in the day-to-day operations - something that should be discouraged - and, thus, fail to provide the visionary concept for an institution. Trustees need to be mostly conceptual in their orientation, staffs need to be mostly operational in their perspective, and the most effective executive leaders probably need to develop both perspectives within themselves. Servant leaders are called to seek a delicate balance between conceptual thinking and a day-to-day operational approach.

* ***Foresight***

Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easier to identify. One knows foresight when one experiences it. Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. Foresight remains a largely unexplored area in leadership studies, but one most deserving of careful attention.

* ***Stewardship***

Peter Block (1993)—author of *Stewardship* and *The Empowered Manager*—has defined stewardship as ―holding something in trust for another‖ (p. xx). Robert Greenleaf‘s view of all institutions was one in which CEO‘s, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society. Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

* ***Commitment to the Growth of People***

Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization. The servant leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find other positions.

* ***Building Community***

The servant leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and other institutions.

**CONCLUSION**

*“The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 2002, p. 27).”* The unit concludes that servant leadership is not the same as leadership since the leader is first a people-servant before becoming people leader.

**SUMMARY**

Servant leadership is a dictum to connote a leader who was once a servant. That is, a leader who becomes a one through service. Unlike other forms of leadership, servant leaders are service oriented. They also attract leaders and followers who are particularly attracted to opportunities for personal growth, consensus building atmospheres and community service (Smith, Montagno & Kuzmenko, 2004). Such opportunities are at the heart of servant-leadership, making it an excellent framework for managing the information organization. In addition, major features of servant leadership includes: healing, building community, Commitment to the Growth of People, foresight, stewardship and Conceptualization.