

Critical Leadership: Theory and practice M23369

Definition debates and Critical Thinking – Week
1– Session 2

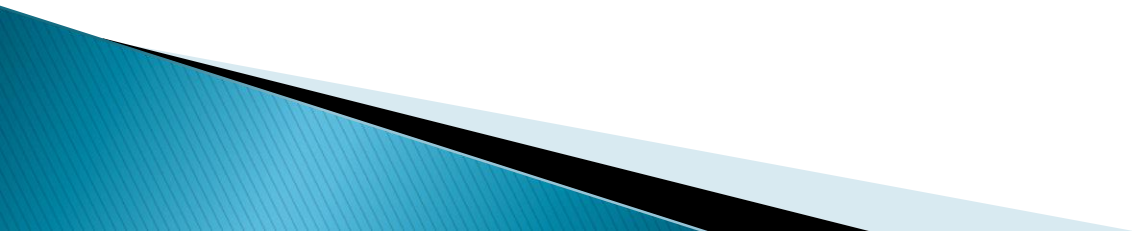
Choose your leader !

Appendix 8 (page 37)

During TB 1, from week 2, you will be required to give a 3 minute presentation on your favourite well known leader (political or business, past or present) and be prepared to explain to the rest of us why you chose him or her, the leadership style/traits and any qualities you most admired/dislikes and why.

- ▶ So for this session (Week 1, Session 2) you will have selected your leader!

Outcomes – more questions than answers

- ▶ By the end of this session you will have:
 - ▶ Discussed the context of leader(ship)
 - ▶ Explored some contemporary leader(ship) issues
 - ▶ Continued your glossary compilation
 - ▶ Enhanced your understanding and ability to think critically
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Study tip

- ▶ Note taking
- ▶ Research has shown that hand note taking enhances learning for most students
 - Hand notes are slower than digital notes for most (especially photos): therefore you have to synthesise as you go
 - Synthesis begins the meaning making process
 - Meaning making aids recall
 - Recall is the **start** of learning
- ▶ Non-linear notes are generally better for the same reason

See for example: Makany, Kemp & Dror (2009). Optimising the use of note-taking as an external cognitive aid for increasing learning. *British Journal of Educational Technology*, 40 (4), 619–635



Why leadership matters

- ▶ We are fascinated by the subject
 - Amazon – 5,000 non-fiction books with the word `leadership` in the title
- ▶ Cost to organizations and societies
 - Hiring: –2 to 3 times annual salary!
 - Firing or losing them!
 - Estimated \$30billion annual spend on leadership development!
- ▶ But most organizations and countries report dissatisfaction with leaders abilities
 - But are we partly to blame?



Conceptualising leadership

- ▶ 5 minutes with a partner discuss
- ▶ What is the difference between leadership and management?



Leaders & managers

- ▶ Not all leaders are managers, and not all managers are leaders (Kotter, 1990)
- ▶ The two are completely different:
 - Managers – monitor progress and solve problems
 - Leaders – develop vision and drive changes (Zaleznick, 1977)
- ▶ Managers do things right (Efficiency)
- ▶ Leaders do the right things (Effectiveness) (Bennis & Nanus, 1985)
- ▶ Managers draw on position power
- ▶ Leaders draw on personal power (Yukl, 2002)

(see Jackson, B. & Parry, K., 2008. *A very short, fairly interesting and reasonably short book about studying leadership* and Yukl, G., 2013. *Leadership in Organizations*)

Mintzberg`s ten **managerial** roles

▶ Interpersonal

- Figurehead
- **Leader**
- Liaison

▶ Informational

- Monitor
- Disseminator
- Spokesperson

▶ Decisional

- Entrepreneur
- Disturbance handler
- Resource allocator
- Negotiator

Leaders & managers (2)

- ▶ Problems can be divided into tame and wicked
 - Tame can be complex but can be solved through use of established techniques and processes – **this is what managers do**
 - Wicked problems are novel, unique, with no obvious solution, no right or wrong – **this is what leaders do**
 - Because wicked problems are unmanageable (Rittel & Webber, 1973)
- ▶ Therefore, the question is not what sort of leaders will be needed for future organisations, but what sorts of future organisations will leaders construct?

See Grint (2005). *Leadership: Limits and Possibilities*. Basingstoke, Palgrave Macmillan

Field Marshall Sir William Slim (1957) stated that

- ▶ *‘We do not in the Army talk of “management”, but of “leadership”. This is significant. There is a difference between leadership and management. The leader and the men who follow him represent one of the oldest, most natural and most effective of all human relationships. The manager and those he manages are a later product, with neither so romantic nor so inspiring a history. Leadership is of the spirit, compounded of personality and vision: its practice is an art. Management is of the mind, more a matter of accurate calculation, of statistics, of methods, timetables and routine; its practice is a science. Managers are necessary; leaders are essential’*

Address to the Australian Institute of Management Governor General of Australia.

Leaders & managers (3)

Managers

- ▶ Administer
- ▶ Maintain
- ▶ Focus on systems & structure
- ▶ Rely on control
- ▶ Keep an eye on the bottom line
- ▶ Do things right

Leaders

- ▶ Innovate
- ▶ Develop
- ▶ Focus on people
- ▶ Inspire trust
- ▶ Have an eye on the horizon
- ▶ Do the right thing

Based on Warren Bennis

Leaders and Managers (4)

“I have never been fond of distinguishing between leadership and management: they overlap and you need both qualities.” Fullan (2001)

“Increasingly, management and leadership are being seen as inextricably linked. It is one thing for a leader to propound a grand vision, but it is redundant unless the vision is managed so it becomes a real achievement.” Dearlove (2001)

My view – Transformational leadership is hard without transactional management in place





Discuss

- ▶ What is the difference between **leadership** and **leaders**?
- ▶ 2 minute debate with a partner



Leaders & leadership : Day (2008)

Comparison dimension	Leader	Leadership
Capital	Human	Social
Model	Individual <ul style="list-style-type: none">•Personal power•Knowledge•Trustworthiness	Relational <ul style="list-style-type: none">•Commitment•Mutual respect•Trust
Competence base/skills	Intrapersonal <ul style="list-style-type: none">•Self-awareness•Self-regulation•Self-motivation	Interpersonal <ul style="list-style-type: none">•Social-awareness•Social skills

Leadership Development: a review in Context. *Leadership Quarterly* p584

Same thing new labels?

- ▶ Before managers we had `administrators` but they got a bad name
- ▶ Managers led to `managerialism` – which gave them a bad name!
- ▶ Is `Leadersism` coming?
- ▶ Has the recent crisis in trust in leaders given them a bad name?
- ▶ What will be the new name?



Glossary compilation

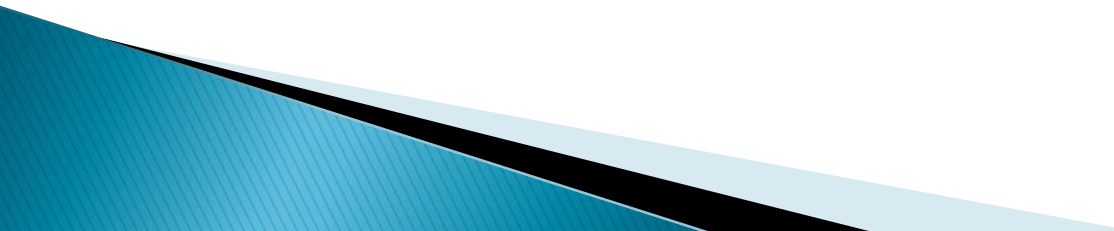
- ▶ Take a look at your glossary, can you define any terms as result of the debate today or your wider reading?



Critical thinking

What is it, how do we do it?

Interpreting your score

- ▶ Possible scores 0–64, mid point 32
 - ▶ High scores: suggest you feel very confident
 - Is this reflected in marks you have received for previous work?
 - ▶ Lower scores: suggest you might need to practice the skills involved
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Post session activities – see Module handbook

- ▶ Designed to help towards your assessments
 - Recommended reading
 - Keep compiling your glossary
 - To help consolidate today's session:
 - **Critically review** the article: Cook, P. & Howitt, J. (2012) The music of leadership, *Industrial and Commercial Training*, 44, (7) 398-401 - Come up with your own analogies for leaders and leadership (e.g. Sport, shops, cars).
 - Complete the questionnaire page 13 and then read pages 1-5 in Northouse (2015).

Preparation for next week

- ▶ So we can hit the ground running and make the most of class time: see unit handbook
 - **Essential reading**
 - A chapter or two on traditional approaches to leadership i.e. Traits, Functions and Styles e.g.
 - Mullins, Laurie J; Christy, Gill. (2016). *Management & organisational behaviour 10th ed. Harlow. Financial Times Prentice Hall available as an eBook , (Electronic resource) from the library, chapter 9*
 - **Recommended reading:**
 - Yukl (2013). Chapters, 6 and 7.
 - Judge, T., Piccolo, R. & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The leadership Quarterly*, Vol. 20, 855-875