# 4. Leadership and delegation of authority

Delegating frees you up to tackle the truly important aspects of your mission/business/project. Too many leaders, believing only they are able to do things just right, insist on being involved in every single detail of their missions. They believe that this ultra-hands-on approach is good for business because they're making sure everything gets done just so. But a leader should be in charge of the overall direction of a team; he is the one looking ahead, steering the course, and making needed corrections to avoid getting off track. But buried in the small details, a man will lose the big picture and fail to see that the mission is falling apart until it is too late. A good leader isn't a slave to detail: he uses his valuable time to tackle what's truly important. And this leads to greater success for him and his organization.

## 4.1 Leader concept

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience. This guide will help you through that process. To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills: they are NOT resting on their laurels. Knowledge in Life and Society Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership. However, we know that we have traits that can influence our actions. This is called Trait Leadership, in that it was once common to believe that leaders were born rather than made. While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or hers attributes or traits such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique. Skills, knowledge, and attributes make the Leader. Leader you must have an honest understanding of

who you are, what you know, and what you can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

## Followers

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee does. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees' be, know, and do attributes.

## Communication

You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

## Situation

All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Also note that the situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations. This is why a number of leadership scholars think the Process Theory of Leadership is a more accurate than the Trait Theory of Leadership. Various forces will affect these four factors. Examples of forces are: your relationship with your seniors, the skill of your followers, the informal leaders within your organization, how your organization is organized.

## 4.2 Leader classification

Leadership is not exercised by instinct, but part of a process by which new leaders recognize their personality and work style, thus being able to lead a team to achieve common goals. As the leadership's ability to influence a group to achieve common goals, and conducting business efficiently and effectively in a team, it is useful to first identify the types or classes of leadership practice, and Secondly, the factors which affect this important practice. There are several criteria to classify the types of leadership, either from the original position by the results obtained by the type of relationships that generates, or by the influence it has on the fans. Most common kinds of leadership. Formal Leadership leadership preset by the organization: It is attributed to management positions. Legacy Leadership: Pass through families or trusted employees. Spontaneous or emergent leadership: Leaders innate highlights from the rest and rise. By the nature of relationships, Paternalists: They take decisions, make use of rewards and punishments to motivate, inspire confidence and trust, and seek the good of the team. Proactive: Encourage the development of individual and group potential, encourage participation, consult, seek consensus, evaluate and correct the behavior. Autocratic: direct, control, make decisions and take full responsibility for the results. Democratic, fosters discussion and exchange of ideas to make decisions, appreciate the participation, establish and communicate clear rules, seek consensus in solving problems. Liberals: They delegate the actions and decisions to fans, stepping in and support only when asked, without making judgments or evaluations. Risk-takers: They have a great ability to relate to people and institutions, are risky, persuasive and enthusiastic. On the influence Charismatic: Transform preset patterns, break paradigms, and propose new alternatives, convinced followers, magicians and they share in the search for new strategies to ensure change. Are risky. Authentic: promoting dialogue and self-knowledge, are controlled themselves are fair, generous; negotiators can achieve reconciliation between conflicting interests. On the social level. Singles these are people who by their actions, serve as examples to others. Executives: positively influence the organization, planning and control of a project. Institutional: These are organizations that hold high levels of recognition and reliability of the collective. For the results obtained Conveners: Their motto is to add, this style puts people first, achieves such a pleasant environment that integrates the computer, take risks

and support each other, emphasizes the sense of belonging. It should be noted, however, that should be alternated with other strategies in the circumstances because the stay in that role, can be imposed mediocrity, not having significant levels of demand. Guiding: Guiding to the achievement of goals from the individuality to the overall vision of the organization, giving freedom of action and closing the collective work with your input. Are effective and efficient. Tax: Style least recommended, as decision makers, set the rules rigidly, overrides the personal initiative and workers end up becoming distant from the goals limited to perform the work assigned to poor results for the company in the long term. Delegates joined the staff in all processes and consider each point of view, promoting accountability and helping to maintain the connection with goals from their own capabilities and limitations. In this way, employees know the situation from beginning to end and the handle. Difficult to follow, it is common that efforts are diluted by the lack of direction. Copycats: They put examples of proven and require employees to emulate and surpass. It seems a good strategy; however, the most common effect is the demoralization of the team that probably cannot meet expectations. Pedagogical: Establish challenges that eventually become learning, have the patience to wait for slow results, editing and support. Oriented and often come to the feedback. It is unusual given the urgency in solving everyday problems in a company, but is most effective. Whereas other elements he second point relates to both internal and external factors that influence the practice of leadership, which can be summarized in three basic aspects: External-Specific Location: There is no single model for every situation is different and requires different tasks. Environment: The environment, resources and constraints affect the exercise of leadership. Internal Expectations of the group: they take into account the needs of the collective. Personality and leader's style: They determine the way in which it operates. There are no recipes. The leaders, in conclusion, not born but made, built and molded over a solid background and professional analysis of aspects such as personality, environment and circumstances. Contribute to the success of a leader the qualities described above, and cannot be replaced with techniques have extensively tested. Scientific developments on the subject eventually perfected the practice of leadership, which in the near future it will be levied on existing schemes.

## 4.3 Group behavior

Group behavior (or group behavior) in sociology refers to the situations where people interact in large or small groups. The field of group dynamics deals with small groups that may reach consensus and act in a coordinated way. Groups of a large number of people in a given area may act simultaneously to achieve a goal that differs from what individuals would do acting alone herd behavior. A large group a crowd or mob is likely to show examples of group behavior when people gathered in a given place and time act in a similar way for example, joining a protest or March, participating in a fight or acting patriotically. Special forms of large group behavior are: crowd hysteria spectators - when a group of people gathered together on purpose to participate in an event like theatre play, cinema movie, football match, a concert, etc. Public exception to the rule that the group must occupy the same physical place. People watching same channel on television may react in the same way, as they are occupying the same type of place - in front of television - although they may physically be doing this all over the world. Group behavior differs from mass actions, which refers to people who behave similarly on a more global scale for example, shoppers in different shops, while group behavior refers usually to people in one place. If the group behavior is coordinated, then it is called group action. Swarm intelligence is a special case of group behavior where group members interact to fulfill a specific task. This type of group dynamics has received much attention by the soft computing community in the form of the particle swarm optimization family of algorithms. Group development focuses on the somewhat unique way groups are formed and the way they may change over time. There are a variety of development theories and some suggest that groups develop through a series of phases culminating in effective performance. It breaks group development into the following five stages: Forming: As the group convenes, conflict is usually low to non-existent as everyone tries to determine their individual role and the personalities of fellow team members. This stage is often marked by agreeable neutrality while the group takes form and begins to navigate the unknown. Storming-Storming occurs after the group overcomes the sense of uncertainty and begins to actively explore roles and boundaries. Chaos, pronounced efforts to influence others, and instances of conflict and/or enthusiasm are common. Norming: Norming in groups indicate that norms and role ownership are emerging. Generally this means that conflict and chaos is decreasing or has

ended. Performing-Originally noted as the final stage, performing occurs when the team completes their primary task. Model is useful in describing developmental processes; there are instances when groups do not strictly adhere to the exact sequence. Additionally, the storming stage may decrease but not fully dissipate and continue across other stages. Effects related to conflict between groups may be either negative or positive. Group members' perceptions of one another change in a negative manner where a distinction is made between in-group and out-group. Members of groups in conflict develop an "us versus them" mentality and view members of the other group as fundamentally different from themselves but similar to each other. Group members become more cohesive to compete against a common enemy. Quality of intergroup interactions (e.g., communication) may decline among groups in conflict, which in turn may decrease the quality of work. Negative perceptions of the other group may be transferred to incoming group members. Conflict may create discrepancies between the goals of the group and the goals of the organization.

## 4.4 The change direction and its effects

Recently, increasing numbers of scholars have argued that emotional intelligence is a core variable that affects the performance of leaders. In this study, we develop a psychometrically sound and practically short measure that can be used in leadership and management studies. We also provide exploratory evidence for the effects of the EI of both leaders and followers on job outcomes. Applying Gross emotion regulation model, we argue that the EI of leaders and followers should have positive effects on job performance and attitudes. We also propose that the emotional labor of the job moderates the job outcome relationship. Our results show that the followers affect job performance and job satisfaction, while leaders affect their satisfaction and extra-role behavior. For followers, the proposed interaction effects between emotional labors on job performance, organizational commitment, and turnover intention are also supported. On the basis of the current theories of charismatic leadership, several possible follower effects were identified. It is hypothesized that followers of charismatic leaders could be distinguished by their greater reverence, trust, and satisfaction with their leader and by a heightened sense of collective identity, perceived group task performance, and feelings of

empowerment. Using charismatic leadership scale and measures of the hypothesized follower effects, an empirical study was conducted on a sample of 252 managers using structural equation modeling. The results show a strong relationship between follower reverence and charismatic leadership. Follower trust and satisfaction, however, are mediated through leader reverence. Followers' sense of collective identity and perceived group task performance are affected by charismatic leadership. Feelings of empowerment are mediated through the follower's sense of collective identity and perceived group task performance. This paper reports results from a series of studies designed to directly test a categorization-based model of leadership perceptions in three areas: specifying the internal structure of leadership categories, investigating the accessibility and importance of various individual behaviors in making leadership judgments, and explaining leadership perception in terms of categorization. In Study 1, data provided by 263 subjects were used to calculate three measures of category representativeness: family resemblance scores, cue validity scores, and prototypically ratings. Results showed that leader family resemblance, cue validity, and prototypically were all strongly correlated. In Study 2, accessibility was investigated by administering to 64 subjects specially constructed questionnaire containing leader behaviors which varied in prototypically and then measuring the reaction time to rate the behavior as prototypical of a leader. Results showed that there was a significant negative correlation between prototypically and reaction time to behavioral items, suggesting that more prototypical items were more easily accessed. Study 3 manipulated prototypically of leadership behaviors for an experimental group where leadership had been primed extensively and for a group of subjects who had been given no primes. The results showed the prototypically manipulation strongly affected leadership ratings, behavioral expectations, and causal ascriptions to the target person, but the priming factor had no significant effects on dependent variables. Suggestions for future research and practical implications are also discussed.

## 4.5 Emerging aspects of organizational behavior and management

In this concluding article to the Management Science special issue on Managing Knowledge in Organizations: Creating, Retaining, and Transferring Knowledge, we provide an integrative framework for organizing the literature on knowledge

management. The framework has two dimensions. The knowledge management outcomes of knowledge creation, retention, and transfer are represented along one dimension. Properties of the context within which knowledge management occurs are represented on the other dimension. These properties, which affect knowledge management outcomes, can be organized according to whether they are properties of a unit, involved in knowledge management, properties of relationships between units or properties of the knowledge itself. The framework is used to identify where research findings about knowledge management converge and where gaps in our understanding exist. The article discusses mechanisms of knowledge management and how those mechanisms affect a unit's ability to create, retain and transfer knowledge. Emerging themes in the literature on knowledge management are identified. Directions for future research are suggested. Emerging Management Issues of the Boundary less Organization. While ethical, effective leadership does encompass good management, management issues have their own specific focus. Below are some of the emerging issues of management that leaders must address with especially keen focus in coming years: As this article stated in the introduction, there are no more major corporations that are just American. Addressing globalism brings with it incredibly challenging issues of managing diversity and culture. Understanding the myriad and sometimes subtle nuances of competing in global markets or against global corporations is rapidly becoming a required competence of strategic managers. BOUNDARYLESS ORGANIZATIONS: In their book Rising to the Challenge of New Success Factors, authors Ashkenazi, Ulrich, Todd, and Kerr say the organization of today has emerged permanently as a new structure they call the boundary less organization." They write: A new world order is replacing generations-old patterns of power and privilege. Leaders have been replaced and new patterns for disrupting wealth and influence have been created… twenty-First Century business is in the midst of a social and economic revolution, shifting from rigid to permeable structures and processes and creating something new: a boundary less organization. They give the example of General Electric's managers routinely having 15-20 direct reports, with only 3-4 layers of management between the CEO and frontline workers in a company of more than 300,000. They are not, however, referring to complete lack of organizing boundaries: "boundaries keep things focused and distinct…without organization, there would be no differentiation of tasks, no coordination of resources and skills, no sense of direction. In essence, the

organization would cease to exist. TRANSITIONS AND TECHNOLOGY MANAGEMENT: The factors that defined organizational success for decades were size, role clarity, specialization, and control. Now, the key factors that allow success or determine failure are speed, flexibility, integration, and innovation, according to Rising to the Challenge of the New Success Factors. With those factors in place, it is clear managers must be able to continually address the challenges of transitions and cutting edge technology. Both of these issues are complex entities unto themselves. For example, every major new change and every new technological advance creates human challenges of complex emotions, need for training, and ability to adjust. Being successful in meeting these challenges takes outstanding leadership AND management…a perfect example of how the two must blend together now more than ever. CUSTOMER AND SOCIAL RESPONSIBILITY: Two faces of the same challenging dynamic, being responsive to customers and being responsible within the society it serves are complex management issues. It used to be that a company created a product and customers either liked it or did not. Companies must now be "customer-centric" and build directly from what their customers demand. In addition, it used to be that companies doled out a few dollars for philanthropic contributions, and made managers sit on a few charitable boards. Social responsibility has gotten far more complex. A specific example of how corporations are addressing such complex concerns is seen in FedEx and UPS with their gradual transition from diesel trucks to hybrid. The hybrid transition, while more expensive initially, cuts fuel costs in half and reduces harmful emissions by 90%.. SHARPER MANAGEMENT SKILLS: This all brings us back to the point of our theme for this month: "Leadership AND Management." The increased pace of change, globalism, and growing responsibilities on each person in modern organizations mean an increased baseline of expected management competencies. Management is about coping with complexity. Good management brings about order and consistency by drawing up formal plans, designing rigid organizational structures, and monitoring results against the plans. This contrasts with the also-critical role of ethical, effective leaders who should have vision—ideas or objectives that clarify to others where they should be headed.