

Managerial Leadership in Work Organisations

1. Introduction to Managerial Leadership

This paper on managerial leadership in work organizations exists for two primary purposes. The first purpose, linked to a broader study of organizational leadership, is to introduce the concept of managerial leadership as opposed to non-managerial leadership in work organizations and to explore the functions of selected styles and models of managerial leadership. The second purpose is to recognize the need for studies of managerial leadership that deliberately attempt to be appropriate in the development and use of conceptual models as well as to be systematic in the gathering and analysis of data.

Much of the conceptual framework of managerial leadership was originated in business organizations, especially large industrial firms. However, one must not assume that the concept limits itself to the behavior of presidents, vice presidents, managers, supervisors, etc., of businesses, or even managers in other organizations such as those located in hospitals, universities, or government at various levels. On the contrary, the concept of managerial leadership has relevance for all who have specific responsibility over some work organization such as its goals, its various functions, its coordination of participants, if not the organization's reward system, and its performance level, certain determinants of that level, and one's evaluation of that level. Occupations that are managers and who perform functions of managerial leadership could include, for example: senators, representatives, and governors; prime ministers; members of city councils and mayors; military officers; church ministers and administrators; school principals; financial officers; and not-for-profit organization directors and managers. Furthermore, in contemporary work organizations one can expect many of the above occupations and managers themselves to be both the leaders they study, analyze, and attempt to live up to.

1.1. Definition and Importance

The concept of teamwork draws upon another common avenue of application for leadership theory: managerial leadership in work organizations. Organizations only

get things done through people, and people only serve the managerial purposes of organizations if leaders can persuade others to take action. The notions of managers as leaders bring into focus the talents and tasks required of members of an organization's top management team. Like lead boxers, managers inspire, motivate, and energize their subordinates to perform within the framework established by the organization's strategy and structure. All members of the top management team serve as role models and mentors for their subordinates. Like lead boxers, they are needed to get the organization up and moving in the morning, set the course for the day's assigned directions, and jockey the organization back onto the appropriate track after it drifts off the right course.

Contemporary management theory and many popular discussions of the subject emphasize the compatibility of personal power motivating subordinates and treating them as intellectual partners. During a run of organizational success, numerous theories appeared suggesting ways to turn managers into leaders. Self-help books and corporate-sponsored seminars focusing on leadership skills, motivation techniques, and behavioral self-assessment moved into an international information distribution industry. Large numbers of individuals found the exercises profitable in terms of increasing job and interpersonal effectiveness. These situational leaders move a group towards the attainment of a common goal. They do not have to be informed. They do have to know what subordinates in their group are capable of doing, and they need a good enough understanding of what must be performed to provide instructions and encouragement as circumstances change.

1.2. Historical Perspectives

Historical Perspectives

Certainly, leadership is not a new development. The organizational and managerial history of Western society goes back over several millennia, taking in the lifetimes of such ancient figures as Confucius, Lao-Tzu, and others in the Chinese world, and extending closer to home to cover the Roman Empire, the organized ecclesiastical, industrial, and military enterprises of the Middle Ages, European exploration, the Renaissance, and the Industrial Revolution. Historical inquiry in this area is made more difficult by the nature of these events.

We do not, for example, have manuscripts of the management of the Egyptian pyramids or the Greek Parthenon, which would doubtless shed more or less light on the sophisticated organization of labor resources that built these edifices. Even

today, we would have little understanding of the complexity of our modern banking system if the entire structure were to collapse in the event of a failure of the elaborate computer data networks that maintain it. We may therefore know as little about the disciplines and skill levels of the artisans who constructed Stonehenge and other megalithic sites as we do about the tools and implements that they used. Just as the advent of word processing technologies is revolutionizing the behavior of college faculty members in the way that they handle and record data concerning their academic work, so the development of computer technology generally has had profound implications for business practices.

2. Theoretical Foundations of Managerial Leadership

In this chapter, we explore the meaning, processes, theories, and roles of managerial leadership in work organizations, providing a guide for understanding, reflecting on, and enriching this most complex of social activities. We seek to answer the question, "What is managerial leadership in this particular organizational sense and what is it for?" We synthesize a number of managerial and organizational studies in order to develop a theoretical framework, which we present in diagrammatic form in the latter part of the chapter. In other words, we indicate the many variables, processes, and outcomes associated with modern contexts of managerial leadership, as we see it. First, however, we establish the theoretical foundations of our study.

We address some major assertions in the leadership literature that the concept of leadership is so superficially defined as to be worthless, and second, that to be a valuable concept it needs to be made superficial because it must apply to everyone. "Structuralist" and "functionalist" points of view argue that leadership is instance independent. Leaders can be replaced easily. Their behavior is universal; their role is only to find methods that will get the job done, which fits the needs of the organization. In our view, of course, leadership behaviors relate to organizational performance, but it is not an easy fit. It is this manager-led leadership that we propose to explore. In this sense, leadership is performance beyond expectations, and to increase the expectations of performance is to increase leadership opportunities. It is organizational culture, strategy, and structure that define roles for those in formal and practical leadership positions.

2.1. Trait Theory

This theory advocates that some people are born to be leaders. The claimed traits of a good leader can be boiled down to a relatively short list which includes the aspects

of physical health, intelligence, knowledge of social sciences, honesty, emotional stability, interpersonal skills, and a variety of interests. There is little empirical evidence to support this view. The relatively simple measures of physical height, visual acuteness, and good posture have almost no correlation with the relatively complex leadership tasks of running a business. If we should believe the public polls, they would then assert that their favorite president would lean more towards the tall, dark, and handsome types, rather than less attractive candidates. These surveys have found disappointing accuracy of only 55% when attempting to predict from the outcome data who will win an election. On the other hand, similar findings have convincingly demonstrated in numerous experiments. They also reported that personality traits often showed only random correlations with leadership abilities and situational influencing factors.

2.2. Behavioural Theories

As opposed to the trait theories, the behavioral theories try to represent the actual behavior of effective leaders. The basis of this approach is the conviction that it is possible to learn to become an effective leader. These theories were developed based on research in which the behavior of successful and less successful leaders was observed and measured.

The behavioral theories assess the behavior of leaders; the traits on the basis of which that behavior is manifest are left out of consideration. Generally speaking, the behavioral theories are concerned with two kinds of behavior. The two kinds are the following: - The behavior patterns engaged in by leaders within their relations with their subordinates. - The behavior patterns engaged in by leaders within their relations with their colleagues at the same level of the hierarchy.

2.3. Contingency Theories

Contingency theory addresses the special interaction that occurs between the leader and the specific situation in which these divergent expectations exist. Path-goal theory suggests that the leader's behavior should be contingent on the nature of the situation and the followers' special needs. To specify the conditions under which the leader and the followers will work together, the early contingency studies substitute leadership behavior for situational factors. These early studies on situational leadership theory created the metric that allows the leader to concurrently determine the leadership style appropriate for different situational conditions. The research models investigating the behavioral framework proposed in path-goal

theory observed the conceptual ambiguity indicating that the theory provides no direction for choosing a style or behavior to fit the demands or subordinate characteristics within situational contingencies.

The support for a manager's leadership pattern initially placed management styles within problem-solving and relationship dimensions, with a "work center" in the middle representing the manager's style when he was neither relationship nor task oriented. However, there are two highly disconfirming sets of results from the selected studies. The specific situations where their traits facilitate effective leadership have been identified. The tremendous theoretical attention given to leadership has had very little response. A critical analysis of additional contingency models has been published. Most importantly, Situational and Path-Goal Theories have, within very recent times, undergone massive statistical testing and validation. These provide strong support for managerial leadership theories that recognize the impact of situational leaders on the superior effectiveness of group achievement. Most of these situational theories are classified as contingency theories. The leveling off and geographic dispersion of the research suggest a ready acceptance within business organizations.

An organization that chooses to apply a leadership model might select the model that is as closely related as possible to its strategic developmental or change needs. Organizations following the positivist or linear information processing model would expect problems of task complexity and role ambiguity, with consequences of stress and burnout, to have the greatest impact on superior performance. Thus, leadership research models of causal effects could virtually manage the workload. Because these results would contribute to the final model objective, they would presumably strengthen the target organization's implementation of the model, optimizing the organization's human resources to create a competitive, investable pool of organizational knowledge.

3. Leadership Styles in Work Organisations

The way in which managers lead and their employees' perception of leadership style are very important determinants of job satisfaction and organizational performance. Quite frequently, differing management and leadership styles of managers lead to different levels of performance, satisfaction, or motivation of employees. Because of this, nearly all research on management and leadership has adopted the approach that managers have different leadership styles which can be changed or improved.

The concept of leadership is, in this sense, concerned with what managers can do and should know in order to lead best. This is distinguished from the management functions in organizations, which can be related to the research of the system analysis branch of the discipline.

The leadership concept is therefore concerned with human beings and relationships; it is something which a person has in an organization. A manager who is a good leader is able to communicate, create the right atmosphere, and have the support and loyalty of his subordinates. Leadership style is defined as the attitude of the leader at work as it joins his behavior with his or her individual strategies and those of the company. Leadership style is the product of the logic of the leader. They are not usually deliberately chosen but are a function of the predisposition and character of the leader. A number of systems for identifying leadership styles are in popular use but are less popular in academia, while these systems provide a rough guide to a leader's preferred style. The most popular and widely used model is the situational model.

3.1. Transformational Leadership

We are living in an era of rapid technological growth and increasing globalization. The context of leadership has changed. Organizations have to depend on lower strata of the hierarchy to face challenges in a dynamic business environment. Furthermore, coordination, collaboration, and cooperation among people have become important to face these challenges. Leadership plays a big role in developing these capabilities and people. Leadership can motivate people to do the right things. This can be done by inspiring a vision or a mission, by exerting influence on people, by considering their satisfaction, and by paying attention to their emotional needs. Successful leaders possess traits and characteristics such as personal attributes, cognitive abilities, values, motivation, and leadership abilities. There are various ways by which leaders can motivate and influence others. These ways can be classified into various types of leadership. Problem-solving leaders try to help subordinates with their problems and instill confidence in them, but they do not encourage their inputs. Instructional leadership styles imply instruction and guidance from leader to leader, meaning strategy and operating guidelines. Transformational leadership goes many steps further by creating a visionary and mission-driven atmosphere.

3.2. Transactional Leadership

This kind of leadership approach is based on the idea of what followers can do in this kind of situation to obtain pay, rewards, and personal advancement in the workplace. A transactional leader tries to influence the way his subordinates can increase their rewards or lessen their punishment. In so doing, the transactional leader targets followers' self-interests, directing their preferences towards long-term organizational goals. The job of the leader is mostly to act as a mediator between the members of the organization. As the name suggests, the transactional model of management is a leader's activity for task completion. The leader is basically interested in getting tasks performed and fulfilling the status quo. Vision, strategy, creativity, and risk-taking are not at a premium. It is only the effectiveness and efficiency of performing tasks that matter. A transactional leader generally lets the workgroup members be occupied with routine work. But whenever there are some changes demanded or some crises have to be controlled or prevented, then the leader comes to the front and does what is necessary, as the transactional leader is especially functionally oriented. The prime qualities of this type of leader are being constant, predictable, getting the performance by adequate supportive/corrective feedback, and well-structured management procedures.

3.3. Servant Leadership

The concept of servant leadership is a theory that has been advocated by a number of influential and contemporary writers on the subject. Essentially, it is a leadership attitude and style that is characterized by its primary objective of serving the organization's employees, adopting a highly ethical stance in decision-making, and being essentially value-based in its focus and orientation. This type of leadership might best be captured within a philosophy that leaders ought to be a servant before they are a leader. By this, it is meant that all managers and managers-to-be should adopt a mindset where meeting the needs of those they lead becomes the first aim, putting others ahead of oneself. Great leadership has been proven to increase satisfaction, reduce frustration, enhance psychological welfare, health, and self-rating of performance among followers. With a greater stake in the outcome of their work, followers are believed to be more motivated, perform to their optimum, and as a result, become extremely loyal and devoted assets to the organization due to their aligned self and organizational interests. This interpersonal management style has been described as follows – The servant leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings

one to aspire to lead. He makes sure that other people's highest priority needs are being served.

4. The Role of Emotional Intelligence in Managerial Leadership

Drawing upon the findings of research on emotional intelligence, this chapter introduces, analyzes, and evaluates its role in the development of managerial leadership effectiveness. The first part of the chapter starts by introducing the meaning and relevance of emotional intelligence in today's work organizations. Its significance in leader-follower relationships is then developed through the presentation of a proposed model. The second part of the chapter delves into the present landscape of knowledge on the role of emotional intelligence within the field of managerial leadership. It presents the existing findings that have pointed towards how, why, and when emotional intelligence can influence manager performance. The chapter ends by proposing future prospects for research and practice on the topic.

It is generally accepted that the concept of emotional intelligence emerged in the early 1990s. It has had many synonyms, including people skills, social skills, communication skills, and soft skills. Some of its practitioners also distinguish emotional intelligence from social intelligence, inter- and intrapersonal intelligence, and emotional competence. However, when examined closely, all these concepts refer to the same family of constructs, if not to the same concept of emotional intelligence. Yet, as shown in further detail later in this section, there are still today two main competing models of what emotional intelligence is.

5. Ethical Considerations in Managerial Leadership

One of the most urgent challenges for managerial leadership in the current global environment is to find the right balance between economic, social, and environmental concerns. As business schools around the world become increasingly integrated into the international business community through research cooperation, faculty exchange, student mobility, and curriculum development initiatives, they are being given a unique opportunity to ensure that the next generation of organizational decision-makers is exposed to the broader business and society agenda. By including such content in their teaching, they are helping ensure that young business professionals understand the broader business and societal agenda

and are able to respond to the requirements of complex and dynamic global environments in appropriate and ethical ways. Business schools not only educate the business leaders of tomorrow but also contribute knowledge that helps current business executives solve real-world problems. As a consequence, they have a unique opportunity—and a special responsibility—to contribute to social and economic improvement. Furthermore, they are in a privileged position when it comes to influencing corporate policies where best management practices are obtained as a result of the business schools' societal values and concerns. Taking this agenda forward is non-negotiable in a globalized era. Unchecked, the global economic process can lead to development whose character and consequences are not amenable to public deliberation. The challenge is not to turn away from it, but to find ways to embody at the global level the essence of civil society—accountability, transparency, and democratic communication.

6. Developing and Enhancing Managerial Leadership Skills

What about leadership development? What could be effective ways in which managerial leadership skills can be enhanced? What opportunities are there for gaining greater self-insight for people occupying managerial roles? There appears to be a growing awareness in organizations of the increasing diversity of tasks and sets of roles that managers have to occupy, and also of the variety of managerial environments in which individuals have to work. The teaching and development of managerial leadership skills have, in some instances, been reviewed and restructured to emphasize an increasing responsibility for leadership that is shared with other members of work organizations. In other instances, however, too much traditional and implicit acceptance of cultural values and assumptions about leadership and the lone leader continues to flourish. Despite the logically sound arguments that can be advanced for shared and distributed leadership in the modern context, effective leadership is seen as an important influence on overall organizational performance. Statements about the importance of leadership are also frequently supported by empirical evidence.

In recent times, organizations have witnessed the extension of traditional management development courses to include the development of managerial leadership skills. Overall, it is our view that many managers in the general hierarchy of work organizations are in need of genuine leadership development; this should not be based on the traditional narrow assumption that good leadership is the possession of a selected group of individuals higher up in the organization. Given a

proper context for their development, research evidence is currently emerging from the most effective programs that good leadership can indeed be demonstrated to be 'contagious' throughout organizations. The best leadership development programs combine good local enthusiasm generated by interactions at various levels of the hierarchy. They provide higher concepts, expectations, and collective direction alongside practical tricks of the managerial trade. In essence, good programs succeed by helping groups to work together rather than by providing secret and special attributes to a lone individual leader.

Various sources writing about manager development suggest that the following managerial leadership skills are usually recommended as important when a managerial role incorporates responsibilities for leadership: providing leadership for people, problem solving, communication, providing direction, teaching others, developing goals and strategies for a group, establishing priorities, giving people individual responsibility for their own work, making people feel a part of the team and cohesive, being firm, fair, and consistent, distinguishing between verbal and other kinds of feedback, using group decision-making skills effectively, leading by example, and setting challenges. Some additional skills are also likely to be peculiar to individual managerial levels.

6.1. Training and Development Programs

Human resource development is a vital component in the management of change and adaptation in work organizations. It is therefore necessary to assess and respond to the educational and training needs and demands of employees and to evaluate the extent to which the specified objectives are being achieved. A key concern, within the classical and quantitative decision-making literature, is that of optimizing resourcing and funding decisions, such that appropriate levels of funds are allocated to training and development, while concurrently monitoring and evaluating the effectiveness of the program. Despite the various technical problems associated with performance measurement, the process is essentially managerial and political: to measure performance is an act of judgment, involving practical and political judgments concerning the stakeholders' interests.

Within the behavioral sciences, the question of how people learn, and in particular, how adults learn is hotly debated. In the 1960s, it was decided that andragogy does exist. Furthermore, andragogy is learner-centered, guided by the removal of conditioning and is associated with being task- or problem-centered. Calculatory,

strategic, communicator, and morally intelligent leadership theories all therefore recognize that training and development processes are necessary and hence all specify training and development sub-objectives. Accordingly, several questions arise, i.e.: What is the nature and intensity of the potential demand for training and development of managers and workers? What areas of training are most demanded? What methods should be used to satisfy this demand?

6.2. Mentorship and Coaching

Mentorship involves recognizing and nurturing talent, taking a special type of interest in the younger and lower staff, and helping them along the career path. Generally, mentoring is conducted on an informal basis and in a professional relationship. It focuses on developing the employee to achieve their potential. The person providing the help is the mentor, and the one who receives the help is the mentee. Coaching involves working with an employee to develop a set of skills through a guided process in order to improve their future performance. The emphasis is on instructions and focused change. Coaching is conducted in a one-on-one discussion of behavior with the person in order to effect improved performance. Usually, training programs are provided to effect a change in behavior. The emphasis on a coaching approach is on joint problem solving. With an effective participative approach and engagement in the concerns of others, a mentoring and coaching approach to employee development can only have favorable results.

Mentoring is the process of providing employees with economic and emotional support that mentors give to prevent less experienced staff from discontinuing their employment. Organizations that have established effective mentor programs have improved hiring and maintain higher staff retention rates than those that do not have such programs. Such programs aim to: initiate the person into the work environment of the agency or company; help employees collect necessary skills and broaden their knowledge and experience related to their work; improve employees' general skills in human behavior at the workplace; and increase their awareness of the principles of affirmative action, equal opportunity, and standards of good conduct in the work environment. Coaching is provided to employees requiring it in the form of taking a management program and a course in communication. The impression may be made that there is some sort of bias or discrimination in the equity of the extended provision of the benefits of mentorship or coaching. Providing such benefits may, however, be viewed as enhancing equity by correcting weaknesses and upgrading skills.

7. Gender and Diversity in Managerial Leadership

The gender mix of manager and non-manager jobs in work organizations has been topical for many years. There are traditionally a higher number and proportion of men in top managerial jobs and women in non-manager, lower status, and lower-paying jobs. This gender division of labor at work has become an area of great interest and concern. Increasing numbers of women are participating in economic activity. Consequently, what was once part of the private domain of women is now public and highly open to scrutiny, such as reproductive labor, unpaid housework, and unpaid emotional caring labor. These have led many within organization theory, organizational behavior, and human resource management to study issues of pay equity, employment gender division of labor, sexual harassment, glass ceiling effects, and career progression.

In an increasing number of countries, questions of equal pay for work of equal value legislation and/or policy accompanied by pay and labor force studies were undertaken in both private and public sector work organizations. Many of these studies highlighted what has been known for years; it is men who hold the prized jobs. Much of the work within the genre of gender critical management studies pays close attention to how this imbalance often benefits men, and in particular white men who comprise a minority of the workforce but hold the reins of power and control over the economic and political distribution processes. In some countries where the political imperative and need to increase the number of women working and return to work after childbirth have both been pursued through specific legislation, labor inspectors enforce the legal framework. Similarly, codes of conduct on sexual harassment have been in place in many countries for several years, and the implementation of these in work organizations is increasing.

8. The Impact of Technology on Managerial Leadership

Managers have always been crucial in work organizations, and one of their primary functions has been to control human behavior in a direction that is beneficial for the organization. This means that managers are at the center of social and political power struggles between the different groups of people who are in some way associated with the organization: workers themselves, shareholders, unions, and senior managers. But in today's society, things are changing rapidly. Radical technological changes are afoot, and the independence and freedom of many people are under serious threat, particularly workers.

In the first instance, most workers feel threatened by the rise in unemployment, or the fear of future unemployment, as a result of technological change. Labor-saving technology has been introduced in the form of new machines and new information and communication technology. Large sections of the working population, particularly relatively less skilled workers, are unable to find alternative employment in the rapidly changing labor market, and in terms of their social and economic position are being marginalized. The pervasive threat of downsizing in large business organizations, at the whim of shareholders seeking efficient organizations, can be enough to ensure that workers conform to the demands of management. Hence, the mass of workers in organizations, both those employed and those unemployed, are experiencing a major reduction of their freedom and independence. No wonder workers, as well as managers, are concerned about the future.

9. Effective Communication in Managerial Leadership

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior to reach a common understanding. It plays a significant role in managerial leadership because managers must carry out a variety of tasks through communication with superiors, subordinates, and outsiders effectively. The person and message factors that affect communication and their significance in managerial leadership can be analyzed as shown in the communication process. The significance of communication in managerial leadership can be summarized under eight overlapping main points: (1) Communication involves interaction in the organization, and organizations cannot exist without this interaction; (2) participation in communication is an essential part of people in business organizations (especially of managerial leaders who manage management systems, technology, and their members); (3) people in an organization feel they belong to it through communication, and organizational membership is established; (4) communication is a fundamental managerial leadership activity; (5) effective communication assists members in organizational objectives and attains job satisfaction; (6) through communication, management control is exercised in such a manner that individual sub-activities and the organization as a whole work together towards organizational objectives; (7) feedback is essential in ensuring that work activities are aligned with organizational objectives; and (8) when work activities are performed effectively by members of the organization, the organization attains its objectives.

10. Conflict Resolution and Decision Making in Managerial Leadership

In the context of the examination of conflict resolution, attention also ought to be directed towards decision-making, a prevailing function in managerial leadership. The manner in which conflicts are resolved and decisions made by leaders is vital to the characteristics of workforce relations and operational performance in a business enterprise. Such processes can enable the attainment of desired outcomes and directions. This subject matter lays stress on the significance of knowing about various stages in negotiation procedures as well as the application of various decision-making techniques. These discrete aspects of managerial leadership are selected for study in view of the fact that conflicts and decisions are common features in business institutions. All kinds of work organizations are riddled with conflicts of varying intensity and time in decision-making. Yet, conflicting elements are ingrained in all social processes. This takes place because of diverse and ever-changing needs, values, aspirations, and dissensions associated with different individuals as they interact within the organization. Existent dissimilarities among people are due to their varying personalities, attitudes, emotions, and levels of motivation. More causes of conflict and decision-making relate to individuals' aspirations for job security, higher pay, greater participation and commitment, opportunities for faster career advancement, a congenial work environment, and work satisfaction. They are also employed because of perceived discrimination, poor communication, a sense of justice, and increased collective awareness of management policies. Ensuring compliance with management decisions on the part of employees to promote fulfillment of their obligations towards the organizations has a bearing on the way the organizations function.

11. Leading Change and Innovation in Work Organisations

Leading change and innovation is an important aspect of managerial leadership in many work organizations. Change represents moving away from the status quo, and the changes that organizations undergo ultimately involve a shift in human behavior. Innovation is essential to survival and growth. Below are steps to leading successful change. Organizations with strong adaptive behaviors, such as teamwork,

empowerment, the sharing of information, and performance feedback, are better able to manage the increased pace and complexity of change.

One step is to initiate the process. Change is a dynamic process that involves the following stages: unfreezing, which includes encouraging individuals to discard old behaviors, attitudes, norms, and values of the current status quo; introducing the change, which involves inducing new behavior patterns in accordance with the new model of behavior; and refreezing, which involves establishing new social relationships and reinforcing new values, attitudes, and behaviors to solidify them into the norms of the organization. Essential in the process of leading change is the support of the change among organizational members and the careful planning of change. Successful change efforts require political maneuvering and a great deal of effective communication about the change. Group morale can be bolstered, and collective resistance to change can be overcome by providing channels for employee involvement in strategic organizational issues. During the implementation phase of the change process, as the change unfolds, evaluation criteria and strategies for dealing with resistance to change and corrective actions should be developed. Coordination of change and behavioral outcomes should be continually monitored. After the change, new status quo performance norms should be implemented to preserve and further the change. Individual commitment, by obtaining individual acceptance of, and positive participation in, the change, is essential. The importance of the informal organization and the support mechanisms that are present in all organizations, including external social support, should be borne in mind.

In general, the focus of leadership in initiating the change process is to:

1. Establish a sense of urgency among key organizational members by creating a stimulating, but not desperate, atmosphere for positive change.
2. Introduce key members to change and to the new normative or predictive vision.
3. Create structures that support the vision and empower others.
4. Clearly and explicitly define the behaviors that will not be tolerated.
5. Provide a careful balance of rewards and punishments for those who buy into the vision and for those who fail to do so.

11.1. Change Management Models

Change can be achieved in organizations through either leadership or management. In many organizations, these two concepts co-exist, but it would be interesting to delineate the differences between the two. Leadership seems to operate under

conditions of change, and it has to be adaptive, effective, and flexible within the change context. Leadership is more about direction and vision and is future-oriented. It has to promote the excitement and stimulation that ultimately increase motivation and performance. While change and its management can overlap, it is important to bear in mind that they need to be regarded as separate entities. Thus, it is useful to adopt models that are effective for organizational change. The following models are theoretical, but each provides a basis for managing techniques to plan and structure change in the organization.

The first model envisages a kind of 'language' model that promotes, enhances, and maintains an understanding of possible change in management. The organization has to refine its language and set down its vocabulary and approaches before implementing change. Organizations are actually groups of workstations linked together in complex and intricate ways. The knowledge that the organization has at its disposal has to be communicated to the people who are charged with the responsibility for making decisions.

11.2. Innovation Strategies

This part offers several innovation strategies. They do not fall into the categories of reengineering, the quality revolution, or process innovation. Nevertheless, they do offer several promising routes toward the defined objective of regularly discovering strategic new ideas. They differ from other innovation strategies in that they are specialized to the principal tool of the chief executive, namely, managerial leadership. These strategic innovations, in other words, are reforms and efforts to make more effective the principal tool of the chief executive. There are strategies in this part that only the chief executive can lead, from policy making to the fostering of ethical behavior. Strategy, for example, that is role defined by the very nature of the work organization as a hierarchical social system.

Each policy in this part concerns how a chief executive can encourage people in the organization, who are in the best position to discover ways to make it strategically more effective, to try to do just that. Action through people is a promising approach to innovation. The chief executive has, after all, the controlling voice in the selection of these people. If the chief executive does not take a tough view of how one selects and nurtures people having a proper ethical direction, or insists on behavior that discourages and ultimately evicts people who fall short of these standards, no one else in the organization will.

The usual method for achieving executive leadership is to provide guidelines from other CEOs who are well ahead in the quest for profit through innovation. The people who actually do the work that keeps the companies in upfront positions, however, typically make innovation a byproduct of the day-to-day job. That at least is what the reports from many of today's champions say or imply. Workers in companies which are not yet considered champions, but are on the move, provide similar explanations. Advice from these workers is also important.

12. Building High-Performing Teams

The final characteristic of a team and also the key ingredient to build great teams is to encourage and maintain the team to work and act as they are supposed to as a team. Healthy team activities lead to talented performance. Although it is easy to wish for great teams, it is difficult to achieve and build high-performing teams. This chapter discusses team dynamics and the practical steps in building great teams. The hard and soft elements of building effective teams are the same two factors perceived previously; they are reiterated in this chapter. Building great teams is about hard concrete actions and support as well as soft communication and relationships. High-performing teams are created by successful leaders who understand both elements of the creation of hard and soft.

Leaders who want to create high-performance teams should tackle both the practical and psychological aspects of teamwork. They must distinguish and address what it is. Performance, aspirations, and powerfully linked contributions, behavior within the group, and their implications for group output suggest that the prior creation of strong commitment and clarity is important to develop trust and confidence and to do what it takes to make it happen. Good leaders understand that they must help the team grow together simultaneously; meanwhile, training and development, motivation, and guidelines could address the practical elements broadly and directly. High performance thus results from a focus on developing people, supported by teammates, and utilizing them effectively when responding assertively to life within the team. The focus will be on team dynamics, training, and building.

12.1. Team Dynamics

The key questions that are going to be considered in this chapter about teams are as follows: What are groups and how do they affect managers and organizations in real life? What are managerial attitudes to groups and how do they manage and develop

the productivity of team members? Indeed, how can this be done so that it is of long-term benefit to the employee, to the team, and to the employer? First, let us look at what teams or groups are, and the most obvious answer is that they are simply two or more people coming together for some common purpose. However, the coming together of the individuals should produce some kind of synergy.

It should produce a group that is somehow more than the sum of its parts. There should be beneficial effects arising from people being together. People who work together should be providing mutual support, ideas, and emotional satisfaction to one another, as well as the obvious parameter of providing more tangible resources such as skills in excess of what the manager was looking for. Despite many years of management study, individualism still seems to be an important touchstone of success in management development, and groups are used either as the way in which individuals are trained or that creative aspects come from individuals working in solitude. We rather stress other attributes such as extroversion, a desire to be in the limelight, a macho power culture, and opinionated and forceful characteristics.

12.2. Team Building Strategies

The team building process consists of several stages. It is important not to rush it. In the forging stage, team members test each other, showing their strengths and weaknesses. This is a critical stage when any intervention by the leader may be dangerous. In the forming stage, members unify, coming together at a very emotional level. In the storming stage, members' amity turns into anger and envy. It is most important during this stretch to be able to manage the team. In the norming stage, the group finally becomes a unit. Members share values, willingly interact with each other, and display sincere trust. It is important that, during this time, the leader praises any successful achievements or efforts. In the performing stage, members transact efficiently and effectively together. Only a third of the teams finally transact in an efficient and effective manner. During the adjourning stage, the group disbands. The activity may be completed, abandoned, or prepared for a future occurrence. During this successful accomplishment, the best thing the leader can do is allow adequate time for both celebration and mourning, emphasizing to the group what has been done and showing pride in the achievements of all of them.

Complete success is only achieved when all the above stages are experienced. Illusions can be created when the successful transaction occurs without the team

having gone through the necessary stages. The problem with teams is that they are usually short-term groups, needing time to develop, which is not something that organizations are able to offer. There is more conversation about 'teams' than actual working teams. What is usually practiced in most organizations is 'group work'. The main distinctive feature is that the individual is accountable and the team gets the credit for the casual results. However, the positive result is that there is a union in which group members feel identified. Team building is indeed a self-rewarding process. The main goal of self-rewarding teams is to raise the intrinsic motivation of group members. This way, they can avoid group failures, improve group efficiency, raise group members' satisfaction, and promote group learning.

13. Motivation and Employee Engagement in Managerial Leadership

Employees can be thought of as motivated, competent, and gainful members of a team. Motivation is the complex heart of the management craft and affects everyone in the team or organization. The motivation of employees is what drives the results and performance of a business. When employees are motivated, they usually produce their best work and give their best performance. Furthermore, when employees are more motivated, organizations tend to reduce their recruitment and training expenses and increase their efficiency, effectiveness, and overall creativity. Employee engagement is a deeper concept that is linked to incorporation, devotion, reserves, and a desire to contribute to the success of the organization. When employees are engaged in their work, they feel a much deeper responsibility for their performance and are more connected to the mission, goals, and values of the organization. Employee engagement is about the care and love of workers for their work and their company. When employees are committed, they tend to work more organization-focused and want the respective company to be successful. They understand and believe in the philosophy and mission of the company and work harder to make the organization achieve its goals. Workers can be either extremely involved or extremely disengaged in their work.

14. Performance Management and Feedback in Managerial Leadership

Performance management involves creating a culture that encourages continuous improvement and supports employee development and improved performance. A

good performance management process can produce better organizational and employee performance. Feedback is a critical tool for managers seeking to work effectively with their employees. Giving and receiving feedback involves understanding some important concepts. An evaluation of an employee's job performance is the appraisal. The sources of feedback can include information about goal attainment, specific job results, and measured competencies. The accuracy of feedback is important.

Organizational performance-related behaviors include more discretionary effort from employees and a greater willingness to accept change, striving for continuous improvement, a sense of urgency, and an aggressive desire to meet stretching objectives. These behaviors apply throughout the organizational structure, from the CEO to the most junior employee. They will generate superior performance at the level of the individual, the team, and the organization, and they are in the organization's own interests.

15. Crisis Leadership and Business Continuity Planning

In this chapter, crisis leadership and business continuity planning are considered vis-à-vis high-reliability theory. In the first part of the chapter, the unenthusiastic approach to business continuity planning (and its necessary corollary, good crisis leadership) is discussed. While the underlying reasons for this resistance are perhaps understandable, a more strategic perspective is necessary in order to attempt to protect as many stakeholders as possible and to mitigate a disaster that could have very damaging effects on an organization's financial bottom line. Business continuity management is then discussed with its special overcoming of the potential crisis leadership narrowness. Finally, implications for practice are set out.

We approach this subject through the lens of the concept of high-reliability organizations. High-reliability organizations operate in environments with the potential for extraordinarily severe consequences for a number of its internal and external stakeholders. The work organization, its management, and the people who work in non-routine situations with dangerous conditions must therefore be especially responsible and effective in ensuring safety, in coping with crises, and in making and putting into effect resolutions that minimize possible damage to itself and to its stakeholders. Organizations that do this effectively are high-reliability organizations, also known as high-hazard industries or high-consequence

organizations. Business continuity planning is central to the high-reliability organization's self-protective crisis leadership capacity.

16. Global Leadership and Cross-Cultural Management

The main reason to be interested in global leadership and cross-cultural management is that managers are now often required to manage people who come from all over the world and who bring with them a range of diverse traditions and cultural values. Given the increasing need for large organizational structures today, there is a special need for global leadership. These individuals must, therefore, manage diverse groups of people working in a variety of markets, adapting to different national cultures, and finding solutions to problems that require people from different countries to work effectively together. International management theories, however, have tended to be biased towards implicitly valuing certain management practices. A more contingency-based approach has been replaced with a more conceptual approach. The manager is increasingly being seen as a global leader, and the people on their team as their 'people around the world.' Managers, therefore, need to be able to lead across cultural boundaries.

Though each of these tasks requires the leader to possess quite different skills and attributes, such leaders are not easy to find, and organizations are having to be creative in their use of leadership talent. The identification and development of the necessary capabilities are at the heart of the study of global leadership, and no one is unique in many respects. Corporations have a substantial advantage in learning to lead across the world. The second point is that the role of manager varies considerably according to the cultural setting. Although many corporate cultures around the world are becoming more similar, the role of the manager still varies quite differently from country to country, with great differences in the gender or ethnicity of those who are considered most fit to lead. At another level, different countries expect managers to follow quite different leadership practices. The third argument advanced is that the use of our concept of leadership has serious implications for management effectiveness.

17. Sustainability and Corporate Social Responsibility in Managerial Leadership

Sustainable leadership and sustainability are viewed collectively as critical aspects of posited future-oriented approaches to the overall development of organizations

that are socially responsible and of managers who are value-driven. Managers can employ corporate social responsibility in order to provide economically viable, socially responsible, environmentally friendly, ethical, and beneficent organizations. Outlining an ethical vision and business philosophy, managers uniquely place themselves in the moral domain. Critical components that stereotypically apply include non-dominant models, functionalism, emergence, and pragmatism. Experimental growth of change strategies explains various methods critical to stakeholder dialogue and research functioning alongside stakeholders. By evaluating a corporation's accountability from a business perspective, managers aim to determine how to sustain shared value initiatives.

Management creates organizational development by reshaping ethical stories and applying them within business. Managers, prescribed with the responsibility to formulate ethical values of the new generations, with urgency and understanding, must become competent teachers of business ethics. Business leaders show a unique capacity to enact ethical dialogue as part of the business manners of company stakeholders and themselves. Directors and officers must otherwise be in close proximity to social or ethical dilemmas discussed and will somehow identify the consequences and expand their understanding. Continuous professional development relies on personal morals, instinct, and commitment to increase consciousness and social justice in society. Integrating organizational role responsibilities into the evolving dynamics of contemporary society is considered ethical leadership. Productive organizations often can exploit this impact on their own constituents and can realize higher effectiveness within demanding environments.

18. Future Trends in Managerial Leadership

Some possible future trends relevant to managerial leadership in work organizations are listed below. It is concluded with a view of some current and future training needs that may result from them. The future is difficult, if not impossible, to predict, and these suggested trends are no more than visions of what the future might hold. Their validity lies only in the extent to which they are justified in practice. It will be fascinating to re-read them in a decade or so to see what actually happened. The young post-war managers coming up behind those managing today were brought up at school in a different atmosphere. They were used to the non-directive approach of the modern schoolteacher. They received more attention, more understanding, and instead of repression, were brought up on

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a diet of encouragement. They, in turn, will expect it from their managers. Youthful employees are even more influenced by their school and college experiences in handling a substantial part of contemporary subordinates. We have been in a buyers' market; there is an increasingly acute shortage of managerial talent in certain fields - particularly scientific and engineering. These employees expect a great deal more than just a salary. They require challenging work, training, development, and a human and rewarding personal relationship with their peers and superiors. (Voegtlin et al., 2020)(Waldman et al.2020)(Liao and Zhang2020)(Armani et al.2020)(Lips-Wiersma et al., 2020)(By, 2021)(Javed et al.2020)(Benmira & Agboola, 2021)(Aisyah et al.2022)(Pellegrini et al.2020)

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