ENT 824
LEADERSHIP AND MANAGEMENT FOR ENTREPRENURSHIP

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NATIONAL OPEN UNIVERSITY OF NIGERIA

CONTENTS

Introduction

Course Contents

Course Aims

Course Objectives

Working through This Course

Course Materials

Study Units

Textbooks and References

Assignment File

Assessment

Tutor-Marked Assignment

Final Examination and Grading

How to get the Best out of this Course

Facilitators/Tutors and Tutorials

Useful Advice

Summary

COURSE GUIDE

INTRODUCTION: Course Description Leadership and management for entrepreneurship (ENT 824) is a semester 2 credits unit course. It is designed for all 800 level students intending to obtain M.Sc. in Entrepreneurs studies. The course consists of three modules divided into 17 units which include concept and meaning of leadership, principles of leadership, types of leadership, qualities of leaders, leadership styles, servant leadership, leadership as agent of change, problems of leadership in Nigeria, meaning and objectives of entrepreneur, dimensions of entrepreneur leadership, iimportance of entrepreneurial leadership etc.

This course material is designed for students of National Open University of Nigeria (NOUN) with the hope that a thorough understanding of the course will make the students efficient and effective in leadership practices.

COURSE AIM

The general aim of this course is to provide intellectual and professional training for would-be entrepreneur administration in order to make them effective and efficient in their day-to-day practice. Literature reveals that most head of educational institutions do not really understand the nitty-gritty of school management. As a result, it makes it difficult for them to achieve the goals of the respective institution they manage. Some entrepreneur or principal accidentally found them in the leadership position without adequate pre-requisite, hence experiencing what is termed the 'peter principles'. With this course therefore, potentials school heads will be properly equipped to handle the challenges of institutional management in this ever dynamic society.

Course Objective At the end of this course you should be able to:

1. Explain clearly the differences between management and leadership.

2. Explain the different theories on leadership

3. Identify the various leadership styles and their shortcoming

4. Explain the major factors affecting leadership in both private and public sectors.

5. Explain how quality of leaders varies.

6. Leadership and Management for Entrepreneurship
7. Entrepreneurial Leadership Management and Importance of Entrepreneurial Leadership
8. Dimensions of Entrepreneurial Leadership

Working through this Course in order to complete this course, you are required to read each module, read the reference books and other materials provided by NOUN. Each module contains tutor-marked assignments and or self-assessment exercise. At points in the course, you are required to submit assignment for evaluation purposes.

Course Materials

This course consists of:

1. Course Guide

2. Study Modules

3. Assignment files

4. Relevant text books including the ones listed at the end of each unit.

Assessment this course will be assessed in two ways. The first is the Tutor-Marked Assignments while the second is the end of the semester written examination. You are expected to use the information and knowledge gained during the course of study to answer the questions. There are 20 Tutor-Marked Assignments, your tutor will inform you of the one to submit. The assignment attracts 30% while the end of semester examination attracts 70%. A minimum of 75% at the tutorial and counseling session must be met. How to get the most from the Course Since this is a

distance learning programme, face-to-face interaction with lecturers may not be possible, nonetheless, going through each module carefully can be of immense advantage. Your progress is determined by you, this flexibility enables you to work at your own pace, time and place. Each module has a common format. It starts with introduction, objectives, main content and tutor-marked assignments. The objectives and the questions at the end of the module should help you to get the most of the module and prepare you thoroughly for the assignment and examinations. Consider the following practical strategies for working through the course;

1. Read the course guide thoroughly

2. Organize a study schedule

3. Stick to your study schedule strictly

4. Start with module one and read the introduction and objectives for the modules

5. Assemble all study materials

6. Work through the modules

7. Do the assignment and convince yourself that you have mastered the modules

8. Move to the next modules

9. Do the same for other modules until you get to module nine

Study Module There are three modules in this course, they are arranged in units in the following order:

The three of the module are:

MODULE ONE: CONCEPT OF LEADERSHIP

Unit One: Concept and meaning of leadership

Unit Two: Principles of leadership

Unit Three: Types of Leader

Unit Four: Qualities of Leaders

Unit Five: Leadership styles

MODULE TWO: SERVANT LEADERSHIP AND PROBLEM OF LEADERSHIP IN NIGERIA

Unit One: Servant Leadership

Unit Two: Leaders as Agent of Change

Unit Three: Problem of Leadership in Nigeria

Unit Four: Change as a function of leadership

MODULE THREE: LEADERSHIP AND MANAGEMENT FOR ENTREPRENUER

Unit One: Leadership and Management for Entrepreneurship

Unit Two: Entrepreneurial Leadership Management and Importance of Entrepreneurial Leadership

Unit Three: Dimensions of Entrepreneurial Leadership

Unit Four: Leadership and Entrepreneurial Leadership Styles and there Management

Unit Five**:** Managerial Skills

Unit Six: Recent Evolutions in Entrepreneurial Leadership

Unit Seven: Core Measurements of Entrepreneurial Leadership

Unit Eight: Conversion as a Function of Entrepreneurial Leadership

Tutors and Tutorials: Your tutor will mark and comment on your assignments, keep a close watch on your progress and any difficulties you might have and also provide assistance to you during the course. Ensure that your tutor-marked assignment gets to you before the due date**.**

MAIN CONTENT

MODULE ONE: CONCEPT OF LEADERSHIP

Unit One: Concept and meaning of leadership

Unit Two: Principles of leadership

Unit Three: Types of Leader

Unit Four: Qualities of Leaders

Unit Five: Leadership styles

MODULE TWO: SERVANT LEADERSHIP AND PROBLEM OF LEADERSHIP IN NIGERIA

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Unit One: Leadership and Management for Entrepreneurship

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MODULE 1:

Unit 1:   Concept and Meaning of Leadership

Unit 2:   Principles of Leadership

Unit 3:   Types of Leader

Unit 4:   Qualities of Leaders

Unit 5:   Leadership Styles

UNIT 1:   CONCEPT AND MEANING OF LEADERSHIP

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Define the term leadership

3.2 Explain principles of leadership

3.3 Explain type of leaders

3.4 Qualities of leaders

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Reading

1.0 INTRODUCTION

History of leadership can be traced far back to the time of creation, when God created all creatures including human, and ordered Adam to oversee and named other animals (Gen.2:19-

20),thereby making Adam the first leader in existence. History of research into the topic of leadership and leadership style can be broadly categorized into a number of important phases. The study of leadership can be traced back to the ancient Egyptians, the Greek philosophers such as Pluto, Socrates, and Aristotle. To the Arabian civilization, it was IbnKhaldun in 1377. However, the understanding and importance of leadership studies emerged in the early part of the twentieth century but a social-scientific approach to study didn't emerge until 1930's (House &Aditya, 1997&Ozera et. al, 2014).The effectiveness of leadership began at few of the centers in Iowa 1930,Michigan and Ohio states during 1940's and 1950's. (Avolio, Bruce J., Reichard, Rebecca

Hannah, Sean, Walumbwa, Fred , & Chan, Adrian. 2009).The first research studies concentrating on the leader were by Tannenbaum & Massarik in 1957 (Almohaimeed, Saleh,2014).

Since the early 20th century, leadership has constantly been redefined by a number of leadership theories having been proposed based on different theoretical perspectives by various researchers. There is no specific or single definition for leadership and it's a complex as various literature and research studies on leadership are varied and there is no definition that is accepted universally. Most definitions have a common theme of directing a group towards a goal. Shastri, Shashi Mishra & Sinha (2010) & Keskes (2014) define leadership as "the relationship between an individual and a group based on common interest and they behave as per the directions of the leader". According to Yukl (1994), "leadership is the process of influencing followers". Leaders play an important role in the attainment of organizational goals by creating a climate that would influence employee's attitudes, motivation, and behavior. Cole (2005) & Chowdhury (2014) define leadership as a "dynamic process whereby one man influences other to contribute voluntarily to the realization and attainment of the objectives towards the common goal". Aspiration, values of the group that is representing the essence of leadership is to help a group or an organization to attain sustainable development and growth. Harper (2012): Malik, Saleem, & Naeem (2016) Leadership brings in the required change to influence learning and development of required skills, performance and creates a platform for individual growth in an organization. Aldoory and Toth (2004) & Men (2010) despite the extensive research on the construct of leadership in the disciplines of management, business, and marketing, a scholarly discourse on leadership is lacking in public relations. Leadership is all about taking ownership and accountability aimed at achieving the end objective by applying the available resources and

ensuring a cohesive organization where an individual influences a group to achieve the common objective (Amanchukwu., Stanley, & Ololube, 2015). It appears that leadership interventions do have an impact on a variety of outcomes. Yet, leadership interventions appear to differ in terms of their impact based on the theoretical focus of the leadership models.

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

(1) Define the term leadership

(2) Explain principles of leadership

(3) Explain type of leaders.

(4) Qualities of leaders

3.0 MAIN CONTENT

3.1 Concept and Meaning of Leadership

Several authors have defined leadership in different dimensions. Among which include:

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal". Northouse (2004, p 3)

"Leadership is the ability to not only understand and utilize your innate talents, but to also effectively leverage the natural strengths of your team to accomplish the mission. There is no one-size fits all approach, answer key or formula to leadership. Leadership should be the humble, authentic expression of your unique personality in pursuit of bettering whatever environment you are in" – Katie Christy, founder, Activate Your Talent

"Leadership is about having a selfless heart and always being willing to reach out and lend a helping hand" – Bob Reina, CEO and founder, Talk Fusion

"Leadership is about playing to strengths and addressing weaknesses in the most productive and efficient way possible. It's about knowing your team and yourself, and doing your best job to set both up for success"– Sammy Cohen, co-founder, Neon Bandits

"Leadership is the ability to see a problem and be the solution. So many people are willing to talk about problems or can even empathize, but not many can see the problem or challenge and rise to it. It takes a leader to truly see a problem as a challenge and want to drive toward it. That is what causes people to want to follow, and a true leader has a following" – Andrea Walker-Leidy, owner, Walker Publicity Consulting

"Leadership is having the humility to put your employees first so that the company can grow. Leaders should invest time [in] employees and make sure that they feel comfortable in the workplace. This increases the functionality and efficiency of the company" – Matthew Adams, director of communications, Tru-Colour Bandages

"A leader is someone [who] leads by example and has the integrity to do the right thing even when it is not popular. A good leader has positive influence over others, inspiring them to become a better person and example for others to model their life against, as well" – Mark Little, founder and president, Diversified Funding

"Leadership is serving the people that work for you by giving them the tools they need to succeed. Your workers should be looking forward to the customer and not backwards, over their shoulders, at you. It also means genuine praise for what goes well and leading by taking responsibility early and immediately if things go bad" – Jordan French, president, BNB Shield

"Leadership is the ability to unapologetically express and see out your business vision. Leadership is using your intuition to guide you, and inspiring your team to come along for the ride. Leadership is listening to that 'inner voice', even when it is risky, scary, and challenging the status quo" – Makenzie Marzluff, founder, Delighted By

"Leadership is the ability to help people achieve things they don't think are possible. Leaders are coaches with a passion for developing people, not players; they get satisfaction from achieving objectives through others. Leaders inspire people through a shared vision and create an environment where people feel valued and fulfilled" – Randy Stocklin, co-founder and CEO

"Leadership is having a vision, sharing that vision and inspiring others to support your vision while creating their own" – Mindy Gibbins-Klein, founder, REAL Thought Leaders

"Leadership is the ability to guide others without force into a direction or decision that leaves them still feeling empowered and accomplished" – Lisa Cash Hanson, CEO, Snuggwugg

"Effective leadership is providing the vision and motivation to a team so they work together toward the same goal, and then understanding the talents and temperaments of each individual and effectively motivating each person to contribute individually their best toward achieving the group goal" – Stan Kimer, president, Total Engagement Consulting by Kimer

"Leadership is the art of serving others by equipping them with training, tools and people as well as your time, energy and emotional intelligence so that they can realize their full potential, both personally and professionally" – Daphne Mallory

"Leadership is being bold enough to have vision and humble enough to recognize achieving it will take the efforts of many people — people who are most fulfilled when they share their gifts and talents, rather than just work. Leaders create that culture, serve that greater good and let others soar". – Kathy Heasley, founder and president, Heasley & Partners

"My perspective of a leader is an individual who knows the ins and outs about the business so they can empathize with followers. In addition to being a positive influence on the people they are leading, leadership is about setting the tone, motivating, inspiring, thinking big, and never [giving] up when others feel like quitting" – Alexis Davis, founder and designer, Hoo-Kong by Alexis Davis

"A true leader is secure in creating a framework that encourages others to tap into their own skills and ideas and freely contribute to the whole of the project or company." – Judy Crockett, owner, Interactive Marketing & Communication

"In my experience, leadership is about three things: To listen, to inspire and to empower. Over the years, I've tried to learn to do a much better job listening actively, making sure I really understand the other person's point of view, learning from them, and using that basis of trust and collaboration to inspire and empower. It's about setting the bar high, and then giving them the time and resources to do great work." – Larry Garfield, president, Garfield Group

"Leadership is knowing when to be in front to lead and guide a team during the journey, and when to step back and let others take the lead. Much like an athlete who knows exactly what position to move to on the field at any given time, a true business leader understands the delicate balance of how to help others become leaders, fuel career ambitions, then give them the chance to shine." – Dan Schoenbaum, CEO, Redbooth

Too many people view management as leadership. It's not. Leadership comes from influence, and influence can come from anyone at any level and in any role. Being open and authentic, helping to lift others up and working toward a common mission, build influence. True leadership comes when those around you are influenced by your life in a positive way" – Kurt Uhlir, CEO and co-founder, Sideqik

"Leadership is when someone is willing to stand up front to be either the target or the hero to take responsibility for the success or failure of a given goal. Not everyone has the guts to be a leader and [take] personal risks that they may encounter." – Darlene Tenes, founder and designer, CasaQ

"Leadership is stepping out of your comfort zone and taking risk to create reward" – Katie Easley, founder, Kate Ryan Design

"A leader is someone who has the clarity to know the right things to do, the confidence to know when she's wrong and the courage to do the right things even when they're hard" – Darcy Eikenberg, founder, RedCapeRevolution.com

"Leadership is the behavior that brings the future to the present, by envisioning the possible and persuading others to help you make it a reality." – Matt Barney, founder and CEO, LeaderAmp

"Leadership is caring more about the cause and the people in your company than about your own personal pain and success. It is about having a greater vision of where your company is trying to go while leaving the path open for others to grow into leaders." – Jarie Bolander, COO and co-founder, Lab Sensor Solutions

"A leader is a person who takes you where you will not go alone." – Susan Ascher, CEO, founder and president, SusanAscher.com

"Leadership means using one's influence to help guide others in successfully achieving a goal without desire for recognition, without worry of what others think and with awareness of issues, internal or external, that might change the results sought." – Marie Hansen, dean of the college of business, Husson University

"Leadership is not about finding ways to lead better or to motivate your team. It's about being there from the beginning as equals and becoming a mentor when they need you to be one." – Michael Womack, co-founder, hovelstay.com

"Leadership styles differ, but at the core, good leaders make the people they are leading accomplish more than they otherwise would. The most effective leaders do this not through fear, intimidation or title, but rather by building consensus around a common goal." – Tom Madine, CEO and president, Worldwide Express

"Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision and a shared success." – Steve Zeitchik, CEO of Focal Point Strategies

"For me, leadership is an act — a decision to take a stand, or step, in order to encourage, inspire or motivate others to move with you. What's more, the most effective leaders do not rely on their title, or positional power, to lead. Rather, their ability to use their own personal power combined with their use of strategic influence are what make them effective." – Kendra Coleman, consultant, Sheppard Moscow

"Leadership is the ability to take an average team of individuals and transform them into superstars. The best leader is the one who inspires his workers to achieve greatness each and every day." – Jonas Falk, CEO, OrganicLife

"Leadership is influencing others by your character, humility and example. It is recognizable when others follow in word and deed without obligation or coercion." – Sonny Newman, president, EE Technologies

"Leadership is the collective action of everyone you influence. Your behavior — your actions and your words — determines how you influence. Our job as leaders is to energize whatever marshals action within others." – David Casullo, president, Bates Communications

3.2   Principles of Leadership

- **Know yourself and seek self-improvement** - In order to know yourself, you have to understand your be, know, and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
- **Be technically proficient** - As a leader, you must know your job and have a solid familiarity with your employees' tasks.
- **Seek responsibility and take responsibility for your actions** - Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later -- do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
- **Make sound and timely decisions** - Use good problem solving, decision making, and planning tools.
- **Set the example** - Be a good role model for your employees. They must not only hear what they are expected to do, but also see. We must become the change we want to see - Mahatma Gandhi.
- **Know your people and look out for their well-being** - know human nature and the importance of sincerely caring for your workers.
- **Keep your workers informed** - know how to communicate with not only them, but also seniors and other key people.
- **Develop a sense of responsibility in your workers** - help to develop good character traits that will help them carry out their professional responsibilities.
- **Ensure that tasks are understood, supervised, and accomplished** - communication is the key to this responsibility.

- **Train as a team** - Although many so called leaders call their organization, department, section, etc. a team; they are not really teams...they are just a group of people doing their jobs.

3.3   Type of Leaders

The following have been identified as notable six types of leaders. These include**:**

- **Charismatic leader:** This is a leader who gains influence mainly from strength of personality. The difficulty with charismatic leadership is that few people possessed the exceptional qualities required to transform all around them into willing followers. Another issue is that personal qualities or traits of leadership cannot be acquired by training; they can only be modified by it.

- **Traditional leader**: This is a leader whose position is assured by birth e.g. kings, queens and tribal chieftains. This is another category to which few people can aspire. Except in the small family business, there are few opportunities for traditional leadership at work.

- **Situational leader:** This is a leader whose influence can only be effective by being in the right place at the right time. The kind of leadership is temporary in nature to be of much value in a business. What is looked for is someone who is capable of assuming a leadership role in a variety of situations over a period of time.

- **Appointed leader**: This is a leader whose influence arises directly out of his position e.g. most managers and supervisors. This is the bureaucratic type of leadership where legitimate power springs from the nature and scope of the position within the hierarchy. The problem here is that, although the powers of the position may be defined, the job-holder may not be able to implement them because of weak personality, lack of adequate training or other factors.

- **Functional leader:** This is a leader who secures their leadership positions by what they are. In other words, functional leaders adapt their behaviour to meet the competing needs of the situation.

- **Principle-Centered leader:** This is a leader, whose approach to leadership is influenced by moral and ethical principles, involving consideration of equity, justice, integrity, honesty, fairness and trust.

3.4 Qualities of leaders

Research shows that there is a consistent set of traits, characteristics and qualities of good leadership that people look for in their leaders. 75,000 people, on six continents over a period of 15 years were asked to identify the characteristics and qualities of good leadership (Kouzes & Posner, 2002, San Francisco: Jossey-Bass). These were the results:

- **Honesty:** The number one quality identified by this researchers is honesty. The respondents explain that a good leader must be honest to the oath of office that saw him to power and also to his numbers of followers. They added that a good leader must be morally upright, unpretentious, reasonable in situations and impartial.
- **Forward Oriented:** A good leader must be forward oriented. He must always see the goal to be achieved and the challenges ahead. He must have the "Can Do" behaviour within him. This quality is very close in comparison with the Conceptual skill of leadership. This means seeing things before others and the ability to predict or forecast what tomorrow will bring.
- **Competence:** A good leader must be competent technically, human relation wisely. He must not be a specialist in a field but a generalist. He must be able to lead others to the very rightful part. He must have the ability to propel others to achieve results.
- **Inspiring:** A good leader must be able to inspire his followers to attain goal and objectives. He must be able to stimulate others to do things and make things happen.
- **Intelligent:** A good and effective leader must be intelligent. He must be sensible and rational. He must be a first class decision maker; he must be able to correct anomalies within his team.
- **Fair Minded:** He must be able to keep a par between rigidity and flexibility. That is, he must not be too hard in his policies and decision and not be too easily discourage to change his painstakingly predetermined made decisions.

18

- **Broad -Minded:** A leader must be vast in thought and deed. He must be wide and expose to both challenges and opportunities ahead.
- **Self -control:** Another very important quality of a good leader is self control or self-discipline. He must train himself to have a comfortable and proper behaviour which will carry others along and sustain the module operandi of the organization.

4.0 CONCLUSION

This unit provides a comprehensive understanding on the subject of leadership, styles of leading, qualities of good leaders and principles guiding leadership. While the use of force (autocratic) is viewed as the best of leading to many, leading through others (democratic) is much appreciated by others. It has also been discovered that great leaders abound in every stage in life and that leadership does not only exist in the top organizational hierarchy. The emphasis of leadership is on interpersonal behaviour in a broader view.

5.0 SUMMARY

Leadership is the act of commanding obedience of others. This act is often exhibited through democratic, autocratic or laissez-faire ways. Additionally, there are several other ways of describing leadership such as, dictatorial, unitary, charismatic, benevolent, consultative and participative. The major leadership styles can be classified into three broad categories: autocratic (authoritarian) style, democratic style and genuine laissez-faire style.

In addition, major qualities of a great leader include: broad mindedness, self-control, self-confidence, intelligent, inspiring and determined will. However, from this review, 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 applied.

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by the term leadership?
2. State five qualities of leadership?
3. Explain three types of leadership principles known to you?
4. Explain the type of leaders you know?

7.0 REFERENCES/FURTHER READING

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UNIT 2: LEADERSHIP PROCESS, ASPECT AND SOURCES OF POWER

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Roadmap to leadership

3.2 Leadership Aspect

3.3 Leadership power and sources

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Reading

1.0 INTRODUCTION

This unit is concern about the process of leadership. It explains how true leaders emerge. In other words, this unit provide student with comprehensive explanation on how true leaders emerges.

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

(1) Explain roadmap to leadership

(2) Explain leadership aspect

(3) Explain Leadership power and sources

3.0 MAIN CONTENT

3.1 Roadmap to Leadership:

(1) Challenge the process - first, find a process that you believe needs to be improved the most.

(2) Inspire a shared vision - Next, share your vision in words that can be understood by your followers.

21

(3) Enable others to act - Give them the tools and methods to solve the problem.

(4) Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do; a leader shows that it can be done.

(5) Encourage the hearts - Share the glory with your followers' hearts, while keeping the pains within your own.

3.2 Leadership Aspect

Leadership has been defined as the ability to inspire other people to accomplish a preset objective.   A leader has the ability to make people feel good about what they are doing and helps people feel like the work they are accomplishing is working towards the larger goal of the corporation.   According to Kouzes (2002) the following are the three leadership aspects identified:

(1) Challenge the process – A leader looks for easier, more efficient ways to accomplish goals, rather than settling for the age-old way of doing something.   Leaders are innovative and experimental to find new ways of doing things (Kouzes, 4).

(2) Inspiring – Leaders effectively communicate organizational goals to employees so people know what is expected of them. They give people a good reason to do their jobs by expressing how important their work is and how it helps the organization as a whole. They motivate and energize workers and give them confidence to do their job (Kouzes, 2014).

(3) Modeling – An effective leader teaches by example. Leaders work with the highest standards and expect others to work to those standards as well. They put forth a high quality effort and expect a high quality effort from those around them (Kouzes, 5).

3.3   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 (2001).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.

4.0 CONCLUSION

The unit concludes that while some powers are available to leaders based on the position they occupy in an organization, some power are given based on competency and intellectual capabilities. However, irrespective of how power is come about, an individual becomes powerful only if he/she is able to use such privilege positively towards common good or betterment of others' life.

5.0 SUMMARY

This unit has been able to look at the various roadmaps to leadership, leadership aspects and a leader's sources of power. Major identified process to leadership includes: Challenge the process, inspire a shared vision, enable others to act, model the way and encourage the hearts while major aspects of leadership are challenge the process, inspiring and modeling.

Also, this unit provides a comprehensive explanation on sources of power available to leaders. Among which includes: expert power, legitimate power, reference power, coercive power and reward power.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the major sources of power available to political or organisational leaders?
2. What are the processes or roadmaps of leadership in you?
3. Explain various aspects of leadership you know?

7.0 REFERENCES/FURTHER READING

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UNIT 3: THEORIES OF LEADER

CONTENTS

1.0 INTRODUCTION

This unit provides a comprehensive analysis on the first generational theories of leadership. From trait theory of leadership to the contingency approach.

2.0 OBJECTIVES

At the end of this unit, student should be able to understand the conventional theories of leadership:

(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

3.0 MAIN CONTENT

3.1.1   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.

Leadership Theories

Various leadership theories like Great Man theory, Trait theory, Behavioral theory, participative leadership theory, Situational leadership theory, Contingency theory, Transactional theory, Transformational theory etc. have been studied and explored over the years and currently organizations are looking at Servant, Strategic and Positive Leadership. Great-Man Theory looks at the effort put toward explorations for common traits of leadership which has been lasted over centuries as most societies need a leader or heroes to define their successes and to justify their failures. Carlyle (1874) & Khan, et, al (2016) opined "Great-Man Theory" that leaders are born and men who are endowed with heroic potentials can become the leaders. The credibility of the great-man theory was challenged by the subsequent events that leadership was morally flawed with reference to Napoleon, Hitler, and like, as these great men becoming irrelevant and hence the growth of the organizations restrained (MacGregor, 2003). The earliest leadership

researchers believed in leader's traits and theory talks about how leaders are distinct from their followers because of their physical features, confidence, personality attributes and social characteristics. Trait theory ignored fact whether leadership traits are genetic or acquired? Jenkins identified traits as emergent traits (dependent upon heredities- such as height, intelligence, attractiveness, and self-confidence) and effectiveness traits (based on experience or learning), as the fundamental component of leadership(Ekvall & Arvonen, 1991 & Khan, et, al 2016).

Kamisan and King, (2013); Malik et,al., (2016) Individuals born with certain traits such as confidence, intelligence, idealism, a determination has the inclination of becoming a leader but there an only significant difference which distinguished between leaders and followers during the study. Trait theory failed since it was difficult to detect the common traits of every effective leader and in the 1940s, the researcher exposed the importance of certain traits developing at certain times while studying the traits of leaders from armed forces and civilian (Khan, et, al 2016). So it failed to produce consistency in the finding and sometimes degenerated into illogical speculation.

Behavioral theory based on behavior pattern clearly differentiates between leaders and followers. It includes Michigan, Ohio and Managerial grid. Michigan research center has contributed a lot to leadership behavior (job centered and employee -centered). The leader who displays job centered behavior pays attention to the activities of followers by focusing mainly on performance and ensures they follow procedures and practices, whereas the leader who engages in employee centered behavior focuses at developing a cohesive work group towards employee satisfaction. Both the styles were presumed to be at opposite ends of a single dimension and were considered to display only one style and not both, whereas Ohio studies looked at leadership behavior from initiating structures and consideration. Though initiating structures and consideration were not thought to be located on the same behavior dimension, instead, they were seen as an independent dimension. As a result, leader could be high initiating and low consideration and vice versa and can also simultaneously display high or low levels of each behavior.

Blake and Mouton (1964) developed a framework for examining types of leadership known as the Managerial

grid. The grid consists of two dimension concern for production and concern for people. This model attracted considerable attention from researchers but significant weakness was revealed with further research. However, while trying to study a specific set of behavior in all situation, it overlooked the complexities of individual behavior in an organization, where a different approach was needed to look at the intricacy of leadership, and contingency theory was advanced for this.There are several theories of leadership that scholars and philanthropist have over the years identified. Among which include:

3.1.2   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.However, male and female managers are judged to be equally effective o their subordinatet . 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.

3.1.3   The Functional or Group Approach

This approach neither focuses attention not on the personality of the leader nor on the man in the job per se 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.

3.1.4 Action –Centered Leadership

The general theory on the functional approach is associated with 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.

- ❖ **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.

3.1.5   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.

(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.
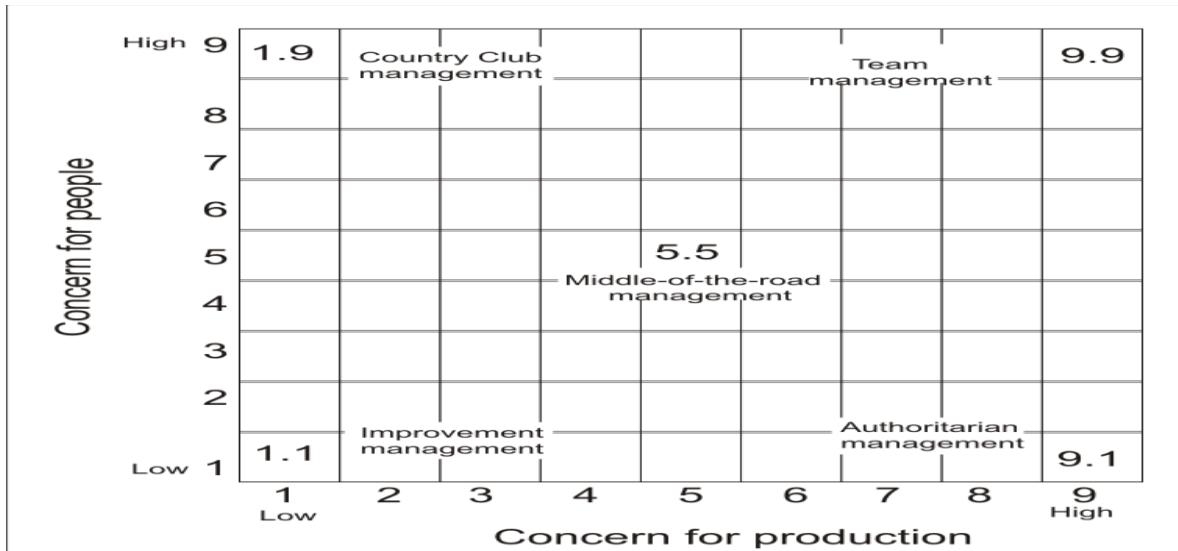
3.1.6 The Managerial Grid

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, the five extreme positions are:

(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.

Figure 2: Blake and Mouton (1964) Managerial Grid:

Source: *Yalowku,2010*

Blake and Mouton (1964) also explain the positions on their managerial Grid. These ranges from position 9.1 to 9.9 as put below:

- **9.1-** 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.

- **1.9-** 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.

- **1.1-** 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.

- **5.5**-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.

- **9.9-**Team management, 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.

3.1.7   Likert's leadership Theory

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.

3.1.8 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.
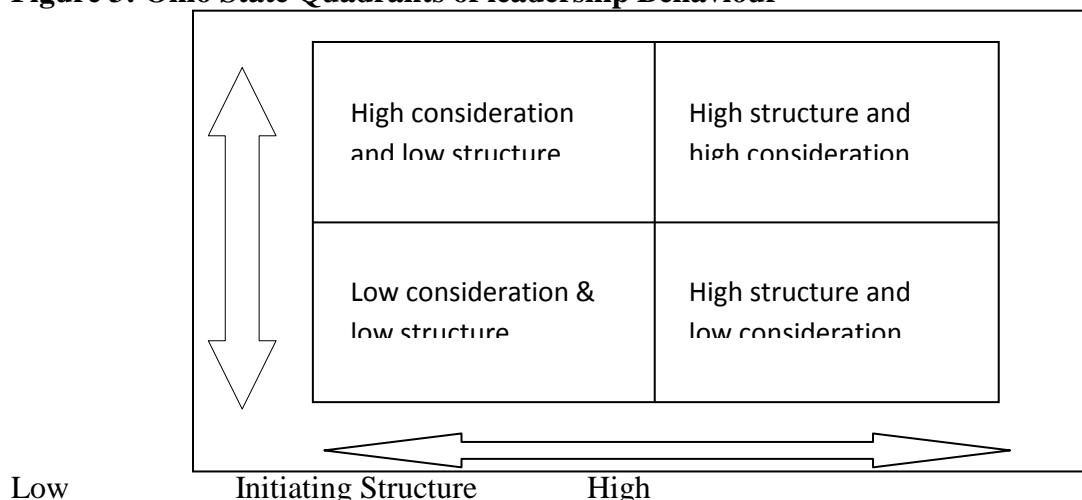
(1) Initiating Structure: The extent to which the leader establishes goals , defines and structure their roles and the roles of subordinates towards the attainment of goals.

(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.

Figure 3: Ohio State Quadrants of leadership Behaviour

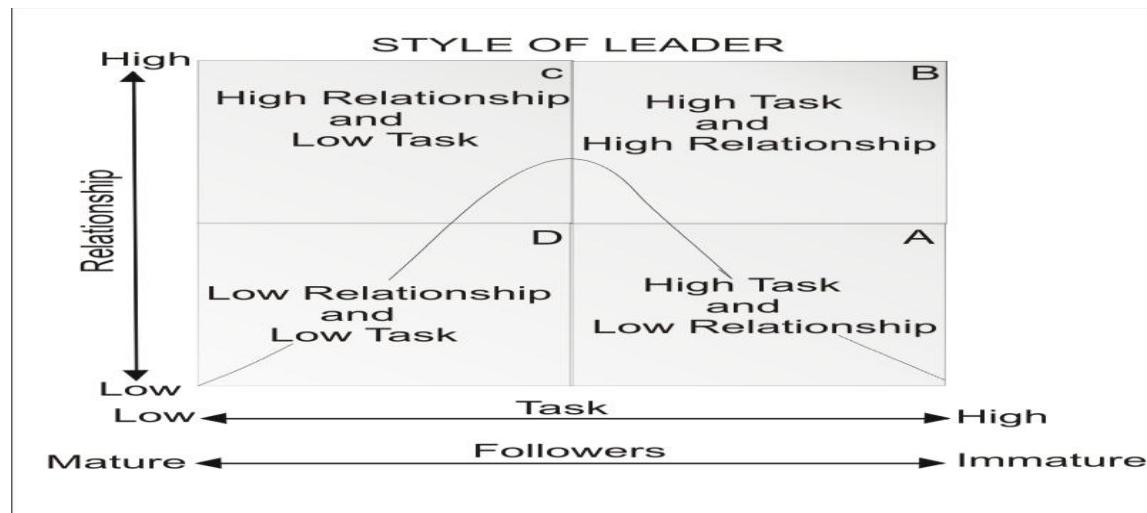| | High consideration and low structure | High structure and high consideration |
| | Low consideration & low structure | High structure and low consideration |

Low   Initiating Structure   High

Source: *Yalowku,(2010)*

Initiating structure and consideration were identified as separate a distinct dimensions of leadership behavior. As illustrated in the figure 3 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.

3.1.9 The Situational Theory of Leadership

The Situational theory of 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.

Figure 4: Situational Theory of Leadership

Explaining Figure 4 above: 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.

3.1.10 Fieldler Situational Theory of Leadership

Research carried out by Fiedler 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.

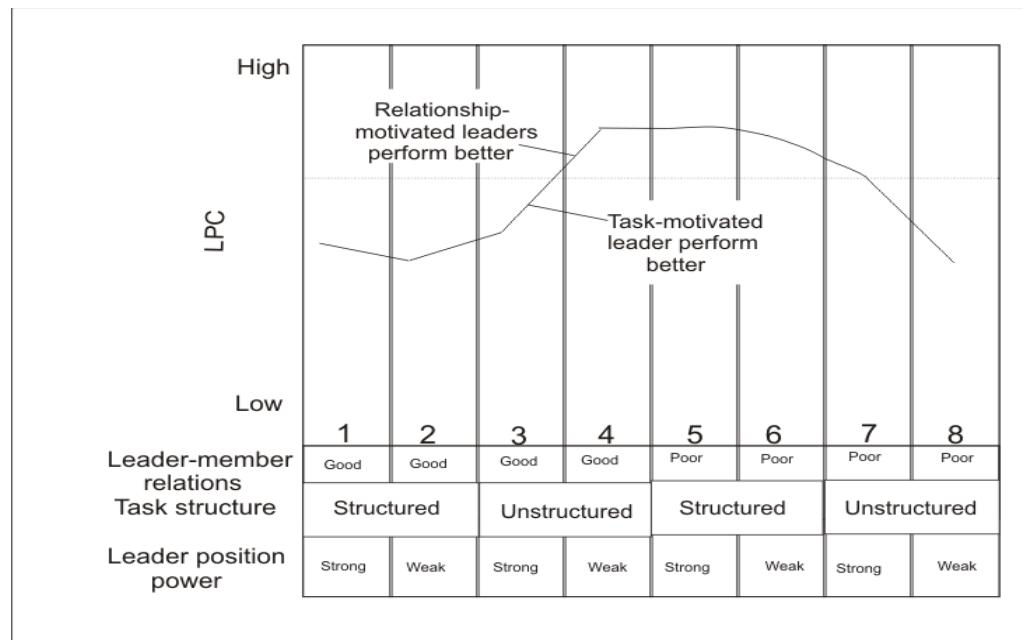Fieldler argued that successful and effective leadership depended on three factors:

(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.

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.

Figure 5: Situational Determinants of Effective leadership:

Source: *Okenwa and Ugbo (2001)*

Combinations 1, 2, 3 and 8 are most likely to prove successful for task –motivated leaders. The situation in combination 1 is very favourable to the leader and followers will accept directives in order to maintain their good standing with the leader. Although, the leader's organization power

is diminished in combination 2, the strength of the leader's personal power, combined with the limited discretion allowed by a structure task, provide considerable opportunities for the task – oriented manager. In combination 3, the strength of the leader's personal and organizational power makes forceful leadership possible. In combination 8, the situation facing the leader is so unfavourable that a forceful, directive approach offers the most promising option.

In the other four combinations (4, 5, 6 and 7) a relationship –oriented style is likely to be most effective. These situations require a wide variety of skills and knowledge that can only be provided by encouraging the abilities of a number of people.

3.1.11 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. They contingency approac 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.

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.

3.1.12   The Path- Goal Theory of Leadership

This theory 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:**

(1) Identifies and communicates to subordinates the path they should follow in order to achieve personal and organizational objectives;

(2) Helps subordinates along this path;

(3) 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.

3.1.13 The Participatory Theory of Leadership

Participatory theory of leadership was 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.

(1) Is it necessary to make an objective decision with which employees may disagree?

(2) Do the managers have sufficient information or skill to solve the problem on their own?

(3) Is the problem structured?

(4) Is the acceptance of the employees critical for the success of the decision?

(5) If the decision was made by management, would it be accepted by the employees?

(6) 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.

4.0 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).

5.0 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.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and explain five conventional leadership theories as explained in this unit?

2. What are the major differences between trait theory of leadership and contingency leadership theory?

3. With your knowledge of conventional leadership theories, your uncle who owns a marketing firm asked for your advice on which leadership theory to use in order to grow performance?

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UNIT 4: EMERGING LEADERSHIP THEORIES

CONTENTS

1.0 INTRODUCTION

Given the importance of leadership, it should not be surprising that new theories for it and other related issues continue to emerge. Three emerging theories are charismatic leadership, leader-member exchange, Transactional and transformational leadership (Bedian, 1993).

2.0 OBJECTIVES

At the end of this unit, student should be able to understand various emerging theories of leadership as applicable to modern organisations. The theories include:

    (1) Leader-Member Exchange Theory

    (2) Charismatic Leadership Theory

    (3) Transactional Leadership Theory

    (4) Transactional Leadership Theory

    (5) Transformational Leadership Theory

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.

3.1 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.

Charismatic leaders are extremely high confidence, dominance and strong convictions in his or her belief and 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.

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**

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.

3.2 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**.**

3.4 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.

47

(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.

4.0 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.

5.0 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.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain with examples four emerging leadership theories you know?
2. What are the differences between transformational leader and charismatic leader?

3. With periscope example, your friend asked you to advise him on the best emerging leadership theory to use in managing his father's business, what will you advise him and why?

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UNIT 5: LEADERSHIP STYLES

CONTENTS

1.0 INTRODUCTION

There are as many leadership styles as there are leaders. Business people and psychologists have developed useful shorthand ways of describing the main leadership styles. Whatever capacity you find yourself, your leadership style is crucial to your success. Consciously or subconsciously, everyone use some leadership styles features, at least some of the time.

2.0 OBJECTIVES

At the end of this unit, students should be able to understand various leadership styles. I.e

(1) Autocratic leadership style

(2) Democratic leadership style

(3) Laissez-faire leadership style

(4) Other types of leadership styles

3.0 MAIN CONTENT

Basically, there are three main types of leadership styles used in an organization and they are; Autocratic, Democratic, Laissez-faire leadership styles:

3.1 **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.

3.2 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.

3.3 Laissez-faire Leadership Style: This is the type of leadership in which the leader uses hi 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.

3.4 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.

4.0 CONCLUSION

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.

5.0 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.

6.0 TUTOR-MARKED ASSIGNMENT

1. With examples, explain various major leadership styles you know?

2. List and explain five leadership styles as discussed under 'other types of leadership styles' in this unit?

3. Emeka and Tobi once argued that democratic leadership style is the best approach to leading than autocratic. Do you agree with this argument? Discuss

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MODULE 2: SERVANT LEADERSHIP AND PROBLEM OF LEADERSHIP IN NIGERIA

Unit 1: Servant Leadership

Unit 2: Leaders as Agent of Change

Unit 3: Problem of Leadership in Nigeria

UNIT 1: SERVANT LEADERSHIP

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Overview of Servant Leadership

3.2 Definition of servant leadership

3.3 Features of servant leaders

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Reading

1.0 INTRODUCTION

The words *servant* and *leader* are usually thought of as being opposites. In deliberately bringing those words together in a meaningful way, Robert Greenleaf gave birth to the paradoxical term servant leadership.

2.0 OBJECTIVES

At the end of this unit students should be able to understand:

    (1) Overview of servant leadership,

    (2) Concept of servant leadership, and

    (3) Characteristics of servant leadership.

3.0 MAIN CONTENT

3.1   Overview of Servant Leadership

In the years since then, many of today's most creative thinkers are writing and speaking about servant leadership as an emerging leadership paradigm for the 21st century).

3.2   Definition of servant leadership

(2017) author of Servant Leadership in the Workplace, identifies 3 key priorities (developing people, building a trusting team, achieving results), 3 key principles (serve first, persuasion, empowerment) and 3 key practices (listening, delegating, connecting followers to mission) that distinguish servant leadership in the workplace context. Joseph and Iarocci Servant Leadership in the Workplace: A Brief Introduction (Atlanta: Cairnway, 2017),Yukl (2011) clarifies the primary concern of the leader should be to develop, mature and protect followers/team members."The servant leader is also more concerned with the "have-nots" and recognizes them as equal. A servant leader focuses on the needs of others, especially team members, before they consider him as part of themselves. By leading the team members to higher engagement, more trust and stronger relationships is built. Brown (2006) put forward value-based servant leadership and transformational leadership styles are appropriate for academic institutions. The major difference between the transformational leadership and servant leadership is based on the focus of the two kinds of leadership. It is debated that transformational leaders focus on organization and organizational goals, whereas the servant leaders focus on followers (Greenleaf, 1977a, 1977b & Graham, 1991 & Samad.et.al, 2015).

3.3   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

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.

4.0 CONCLUSION

Present unit looks at the overview and concept of servant leadership, and its features.

"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.

5.0 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.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is servant leadership?
2. Distinguish between servant leadership and leadership?
3. Is servant leadership a leadership style? Discuss
4. Discuss five features that distinguished a servant leader from a transformational leader?

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UNIT 2: LEADERS AS AGENT OF CHANGE

CONTENTS

1.0   INTRODUCTION

In today's dynamic world, leaders and managers have been saddled with the responsibility of managing change. Change remains the most constant of all the factors that affects all sorts of organisations (private or public). The way organisations and businesses manages change are largely dependent on the person at the top echelon of modern organisations. Going through a change process within a company, department or some core group is a truly advanced step that needs a great deal of planning before the implementation of it. However, whether change implementation plan is successful or not, the leader takes credit or blame for it. For instance, over 70% of change plans are unsuccessful due to lack of know-how on the parts of the senior officers saddled with the responsibility of implementing such change formulation plan (Nickols, 2006). Interestingly, one should be able to understand the concept 'change' before attempting to define how it can be managed.

2.0 OBJECTIVES

At the end of this unit, student should be able to understand the following:

1. Concept of change and its management

2. Leaders as change agents

3.0 MAIN CONTENT

3.1   Concept of Change

According to Ajayi (2002), change is an illogical and emotional process. Arguably, Change as a process was first been conceptualized by Lewin in 1947. He divided the change as a process into three phases:

(1) unfreezing—it is about readiness to change means it involves getting a point of an understanding that change is necessary and to be prepare for leaving the current state of comfort for the sake of future benefits;

(2) moving—At this stage, people have to move forward to adopt a new changed setup. People are most fearful from this stage of change process as they have to leave their current comfort zone; and

(3) refreezing. At last, change is accepted as a new norm in an organization and now the change is a part of routine process (Zaccaro, 2007). In addition, Lewin also suggested that although common sense might bend toward increasing powerful forces to persuade change, in many illustrations this might arouse an equal and opposite increase in resisting forces, the net effect being no change and greater tension than before (Gans,2011). Consequently, since we know what change is, then what is change management?

Nikols, (2016) defined change management in four basic dimensions:

(a) **The task of managing change:** The first and most obvious definition of "change management" is that the term refers to the task of managing change. The obvious is not necessarily unambiguous. Managing change is itself a term that has at least two meanings. One meaning of "managing change" refers to the making of changes in a planned and managed or systematic fashion. The aim is to more effectively implement new methods and systems in an ongoing organization.

(b) **An area of professional practice:** Today, change management has become an area for scholars to study. In almost all cases, the process of change is treated separately from the specifics of the situation. It is expertise in this task of managing the general process of change that is laid claim to by professional change agents.

(c) **A body of Knowledge:** Stemming from the view of change management as an area of professional practice there arises yet a third definition of change management: the content or subject matter of change management. This consists chiefly of the models, methods and techniques, tools, skills and other forms of knowledge that go into making up any practice.

(d) **A control Mechanism:** consisting of requirements, standards, processes and procedures. This last functional definition of change management helps to explain the dynamics of what a true change management procedure should be.

Additionally, Change management is a process that includes various skills i.e., leadership development (ability of top management to get trust of internal customers in them), marketing and sales ability (to make awareness about the consequences of change) and communication skill (gather support for the decision to change (Kaminski, 2000).

Change management is an essential area of concentration for wellbeing and growth of any organisational setup. It is pertinent for the survival of any organization in today's dynamic world. Change management has highly focused on people, identity and the patterns of human interaction. Change management will be the core competency of the business leaders in twenty-first century. Moreover, an important element if any organisation must witness a successful change management process is leadership. According to Lowder (2009) haven discussed Leadership Model for Change Management, he concludes that Transformational leadership focuses on organizational development where as servant leadership have concern about the development of followers. This is because the power to command obedience of others and give a change implementation head start approval is heavily resting on the shoulder of the leader. Such leader gives direction to how the change would be implemented (Zaccaro, 2007). In other words, successful change leaders have to pay attention towards the launch, implementation and sustaining of the particular change effort (Singh, 2011).

Therefore leaders as visionary, pathfinders, shepherds, thinkers and philosophers are required to be more self-discovery, skilful and motivated towards its implementation (Zaccaro, 2007). Defining more roles of leaders, one could ask, what are the roles of leaders in change management and why are leaders agents of change?

3.2   Leaders as Change Agent

Modern Leaders function as change agent, a reason why business organisations prefer to recruit leaders in the place of managers. This is possible since leaders possess soft skills i.e emotional intelligence, conceptual and human relations skills. To manage change means to remain competitive and attractive in the face of challenges (Zaccaro, 2007). However, possessing skills of managing change have been linked to organizational successes. More so, to perfectly implement change process without resistance, the change leader needs to develop following capabilities: superhuman determination to make the change happen; persistence; stamina; sufficient mandate that stems from personal change; and first-rate intelligence (Ajayi, 2002). Evidently, lack of understanding of change implementation techniques and the inability to modify one's management style or organizational functions are cited as barriers to success (Bossidy & Charan, 2002; Gilley, 2005). However, leaders as agent of change must exhibit the following qualities:

(1)   Coaching

 Coaching is the process of improving performance by developing synergistic relationships with employees through training, counseling, confronting, and mentoring (Gilley & Boughton, 1996). It is designed to maximize employee strengths and minimize weaknesses (Hill, 2004), resulting in improved performance due to greater awareness (Whitmore, 1997). Coaching skills enable leaders to question the status quo, approach situations from new perspectives, and allow others to make and learn from mistakes (Hudson (1999).

(2)   Communication

Informing subordinates about impending change is vital if the change process must be successful. Leaders are responsible for ''communicating to the organization the risks in clinging to the status quo and the potential rewards of embracing a radically different future'' (Denning, 2005: 12). Leadership ambivalence weakens claims of legitimacy for change and enables recipients to cling to reasons for resistance (Larson & Tompkins, 2005). Consequently, communications should be frequent and enthusiastic (Lewis, Schmisseur, Stephens, & Weir, 2006), while leaders simultaneously curb their bias toward unrealistic tendencies (Lovallo &

Kahneman, 2003). Leaders as change agents must provide employees with abundant, relevant information with regard to impending changes, justify the appropriateness and rationale for change, address employees' questions and concerns, and explore ways in which change might affect recipients in order to increase acceptance and participation (Green, 2004; Rousseau & Tijoriwala,1999). Appropriate communications provide employees with feedback and reinforcement during the change (Peterson & Hicks, 1996).

(3)   Involving Others

Involving employees in change decision making is paramount if you are prepared for such change resistance. Employee involvement (EI) increases workers' input into decisions that affect their well-being and organizational performance (Glew, O'Leary- Kelly, Griffin, & Van Fleet, 1995). Lawler, Mohrman, and Ledford's (1982) long-term study of Fortune 1000 firms revealed positive trends in use of employee involvement programmes within these firms, along with a growing number of employee participation in EI programs. Specifically, successful change implementation requires a facilitative management style that ensures that communication (including coaching, information sharing, and appropriate feedback) mechanisms are in place, worker involvement flourishes, and social networks (teams and collaboration) are supported (Denning, 2005; Drucker, 1999; Williams, 2001).

(4)   Motivation

Motivation is the influence or drive that causes us to behave in a specific manner and has been described as consisting of energy, direction, and sustainability (Kroth, 2007). In an organizational context, a leader's ability to persuade and influence others to work in a common direction reflects his or her talent to motivate. A leader's ability to influence is based partly on his or her skill and partly on the motivation level of the individual employee. Conversely, motivating others requires skilled managers who can organize and provide a motivating environment: communicate effectively, address employees' questions, generate creative ideas, prioritize ideas, direct personnel practices, plan employees' actions, commit employees to action, and provide follow-up to overcome motivational problems (Kroth, 2007). .

(5)   Rewarding

Leaders secure desired results through a compensation and reward philosophy that recognizes employees for the right performance. Rewarding change efforts demonstrates the importance of and need for change, along with leaders' understanding that "the things that get rewarded get done" (p. 9).Conversely, unsatisfactory outcomes are the result of rewarding recipients for doing ''what [organizations] don't want them to do'' (Buford & Jelinek, 2006: 450). Recipients of change react positively to rewards for incremental change, celebrations of milestones and leaders who create win-win situations related to change (Lussier, 2006). Reward programmes that help organizations achieve specific change goals such as greater creativity, innovative products, competitiveness, collaboration and teamwork, employee commitment and loyalty, long-termplans, and continual learning and application of new skills are positively related to organizational goal achievement (Ulrich, Zenger, & Smallwood, 1999).

(6)   Promoting Teamwork

The synergistic benefits of teamwork enable members working cooperatively with one another to achieve more than by working independently (Trent, 2004). Recent studies have reported an ever-increasing number of Firms using teams to accomplish organizational tasks in response to serious challenges posed by a dynamic global economy (Oh, Chung, & Labiance, 2004; Towry, 2003). Effectively managing teams and structuring work groups in ways that support collaboration are two leadership abilities necessary for achieving organizational goals. Studies suggest that work groups can be designed to enable members with diverse skills and backgrounds to communicate and interact in ways that constructively challenge each other's ideas (Williams, 2001). Furthermore, it has been evidenced that social networks have important effects on team performance and viability (Balkundi & Harrison, 2006).

4.0 CONCLUSION

In conclusion, not all leaders are change agents. Only leaders who exhibit the aforementioned qualities are refer to as change agent or agent of change. This is because what differentiates an agent of change from a leader who is not is the ability or inability to successful implement organisational changes that in turns brings about success for the organisation.

5.0 SUMMARY

Change could be defined as everything from re-engineering, right sizing, restructuring to cultural change. Therefore leaders as visionary, pathfinders, shepherds, thinkers and philosophers are required to be more self-discovery, skilful and motivated towards its implementation. However, Leaders as agent of change have the following characteristics: promoting teamwork, involving others, reward performer, motivate, and coaching their followers (Zaccaro, 2007).

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the concept of change management?
2. What are the roles of leaders in change management and why is leaders agent of change?
3. What are the features of agent of change leaders?

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UNIT 3: PROBLEM OF LEADERSHIP IN NIGERIA

CONTENTS

1.0   INTRODUCTION TO LEADERSHIP PROBLEM IN NIGERIA

Close to sixty years of her independence, the most critical challenge confronting the giant of Africa – Nigeria, appears to be credible and accountable leadership. Many researchers have find it incredibly difficult to understand why Nigeria still struggles with the menace of poor or bad leadership since independence even with abundance of human and material resources, which are second to none in Africa. The Largest African economy as at 2015, surprisingly, finds it difficult to feeds her citizens as at November, 2016. Then, "why has the country not been able to produce a nationally accepted leadership (Esu, 2001: 111)." While, some have argued that leadership challenge of the country could be traced from the emergence of colonial era in Nigeria, while others dismissed such argument on the basis that corruption and lack of vision among past and present leaders of Nigeria culminate to hamper any meaningful effort in the quest for good governance in the country.   Can we say size or the over 250 languages? Nonetheless, argument of size or over 250 languages can't answer the question of why Nigeria still battles with leadership problem. Since countries like China and India have successfully moved from the third world nations to a developing one in the space of 6o years.

Nigeria's leaders lack the ability to give meaningful direction for collective efforts. In addition, according to Graig (2005:132) leadership is defined as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational goals.

More so, leadership is the ability to influence the behaviour of others in a group or organization, set goals, for the group, formulate paths to the goal and create some social norms in the group (Uveges, 2003).While Robert et al (2004) affirms that leadership involves a complex interaction among the leader, the followers, and the situation.

Why symptoms of failing leadership in Nigeria include: Unemployment and prostitution, child abuse / labour, insecurity, financial corruption, tribalism, budget paddling, mediocrity in high places, crude oil thefts, crisis in education, tribal rivalry, pipeline vandalisation, intellectual incapacity, indiscipline, and dearth of infrastructures such as health services, incompetency, transportation, epileptic power supply, accommodation, communication, medication etc are all this define Nigeria as a failed leadership experiment. Could it be said that Nigerians that hitherto found themselves in positions of authority do not possess adequate leadership traits capable of addressing critical challenges facing the country? What are the factors responsible for poor leadership style among Nigerian leaders? (Nwagboso & Duke, 2012).

2.0 OBJECTIVES

At the end of this unit, student should be able to understand the following:

(1) List major problem of leadership in Nigeria

(2) Explain major problem of leadership in Nigeria

(3) Provide a recommended solution to the leadership in Nigeria.

3.0 MAIN CONTENT

3.1   MAJOR PROBLEM OF LEADERSHIP IN NIGERIA

There is nothing with the Nigerian land or climate or water or air or anything else. The Nigerian problem is the unwillingness or inability of its leaders to rise to its responsibility, to the challenge of personal example which is the hallmarks of true leadership. This Nigeria leadership problem has the following elements that better describes it:

(1)   Incompetency and Mediocrity: Since independence, Nigeria's presidency has been occupied by men who are grossly incompetent and lack political will to put things straight and right. No one can give what he didn't have. They are theoreticians than

practitioners. They intentionally appoints mediocre to work with them just to loot the treasury without query. Repeatedly, many of Nigeria's leaders picks mediocre as successors just to have a clean track record after committing crimes that are above the laws. But this is grossly not sustainable, the Nigeria's economic soul cries for rescue. A times, one begins to wonder how did we get here? How can it be so difficult for a country richly endowed like Nigeria with both human and material resources in plethora to have a true leadership of hope like what was experienced in Singapore under Sir Lee Kwan Yew?

(2) **Ethnicity and Tribalism:** The three largest groups (Hausa-Fulani, Igbo, and Yoruba) have virtually nothing in common politically, socially, or historically. The overwhelming majority of Nigerians only speak their "home" language, and if they learn another, it is invariably English and not one of the other indigenous tongues. History of ethnic bigotry in Nigeria can be traced back to 1946, during the colonial era when Sir Arthur Richard, Nigeria then Governor General introduced a Regional Government. He divided Nigeria into NEW. An acronym that stands for Northern, Eastern and Western Nigeria. With each region headed by a Premier. This was the origin of regional government (Oduguwa, 2012). Ever since, Nigerians have seen themselves in the light of these regional nations than as Nigerians. The major ethnic groups (Hausa/Fulani, Yoruba and Igbos) continually get hold of leadership, installing their kinsmen into delicate positions and improving the lives of their micro-nation (tribe) than the generality of the Nigerian people.

(3) **Mono-economy:** Since Oil was discovered on Sunday 15 January 1956 at Oloibiri Oilfield by Shell Darcy, Nigeria has depended on it solely by neglecting her previous foreign exchange brands i.e Cocoa, wool, Coal, groundnut, fish etc. At the discovery of all, everyone jubilated that the era of want should soon be over. But the opposite was the case. Some has argued that Oil killed the giant in Nigeria. Since its discovery, Nigeria has been plunged into a number of leadership related problem i.e greed, egocentrism, intolerance, fraud, misappropriation and diversion of national fund for personal use, oil theft and financial stealing etc. This mono dependent on Oil later creates a negative multiplier effects by increasing the rate of unemployment, insecurity as a result of idleness, prostitution, wants, and lackry.

(4) **Greed and Financial Corruption:** Cases of corruption, misappropriation and greed has been well established in Africa's most populous nation-Nigeria. This has historical antecedents from the colonial masters, the defunct regional government, then military regime and the republics. According to Igbokwe-Ibeto & Okoye (2014), since gaining independence in 1960, most Nigerian leaders have not clearly demonstrated sense of genuine national development. They went further to argue that most African leaders plunder, defraud, embezzle and mismanage their countries human and natural resources with so much impunity. They are possessive, egoistic, selfish, individualistic, callous, greedy and secretive that transparency and accountability has no place in their administration and management of common and collective wealth (Igbokwe-Ibeto & Okoye, 2014). Similarly, Adebanjo (2008) gave an insight that an estimated $380 billion of the country's collective wealth was stolen by its post-independence leaders: about two-thirds of all economic aids given to Africa during this period. Also, the regime of Ibrahim Babangida was unable to account for $12.4 billion of missing oil revenues that were part of a windfall from the 1991 Gulf War (Apter, 2005). Corruption is an evil wind that affects everyone and retard societal progress. That is what corruption is presently doing to Nigeria. See a country like Singapore, former third world nation becoming first world nation in few decades. Yet not as blessed and popular as Nigeria. Nigeria's leaders using poverty as bait to win political elections. Although corruption and fraud are universal problems for all government and all countries, the magnitude seems to be at its peak in the giant of Africa – Nigeria. This social ill takes the form of kickbacks, payoffs, bribery scandal, etc which endangers progress of any society (Ikejiani & Clark, 2001). It is no longer doubtful that leadership characterized by non adherence to the constitution, corruption, poor educational background as well as political recycling of leaders with questionable character, adversely affects service delivery to the people (Igbokwe-Ibeto & Okoye, 2016).

(5) **Insincerity and hypocrisy:** One of the major problems identified under poor leadership in Nigeria is the insincerity of mind and action of its leaders. Nigeria for the past 56 years has been unlucky, very unlucky to have crop of opportunists than leaders whose only interest is their pocket. Nigeria leaders often prefer everything to go bad and wrong than to arrest the anticipated issue before it gets out of hand. They are never sincere since the

sufferings of Nigerians means nothing to them. For instance, during former President Obasanjo's term in office, he established EFCC to fight corruption in the land. Many of the Nigeria's citizens saw this as a good step in the right direction. Few years after, it was disappointing top realized that this EFCC was not created with genuine intention. It was only a tool to fight enemies of the president not enemies of the Nigerian state. This is hypocrisy! The EFCC repeatedly has been involved in cases of selective justice, where the most corrupt of all men lives freely in the public eye just because they are Mr. President's friend. Successive governments after Obasanjo have followed suit. Presently, the Buhari regime has been grossly criticised for same selective justice. Fighting enemies and not friends, with hundreds of rogues in his cabinet. Those who must come to equity must come with clean hands. This worrisome situation demands urgent attention. The quintessential question to then ask is, why do Nigerians still vote for this recycled sets of people?

(6) **Lack of National Identity:** Every government for itself. A Judas in the last government is a saint in the new government. No sense of nationhood but cabalism. Go to America, England, China and even Ghana, you will see true sense of nationhood. Where a citizen will tell you 'I am a Ghanaian… American… British etc' This is not so in Nigeria. Nigeria's presidents are often identified with their tribal and religion identities in dressing, appointments and deeds. Most of Nigeria's leaders are insensitive and or carefree. To then worsen the case, they prefer to even be identified with their political party and even inner caucus within the micro-segment of the party. Leadership anywhere in the world cannot work in isolation of delegation of authority and responsibility. This division of labour must be handled by experts who must have been selected or appointed on merit. The reverse is the case. The Nigeria's case is one that is so appalling where knowledge, experience, character, qualifications and definiteness of purpose perishes once you don't find yourself in the caucus of the privileged few. Nigeria's leaders are fools surrounded by idiots. They are so arrogant to stand meritocracy.

4.0 CONCLUSION

This unit discussed the dynamics of Nigeria's leadership problem, some antecedents, and brief highlights for solution. From this unit, it can be concluded that major problem facing Nigeria are

corruption, lack of national identity, poor or weak leadership, mono-dependent on oil, tribalism and nepotism, greed and incompetency. However, solutions to these problems hang on both the Nigerian leaders and followers.

5.0 SUMMARY

Leadership holds the key to unlocking the transformation question in Nigeria, but to sustain this drive, leaders must carry certain genes and attributes that are representative and promotive of this order. These include: existence of practical, purposeful, visionary and missionary initiative by the individual, reflecting the objectives of held ideas, values and aspirations; existence in an individual of a clear set of ideas, values, aspirations reflecting those of the majority who are the subject or followership, and ; existence of patriotic and nationalistic spirit, transparency and accountability, signs of concrete achievements involving the extent to which intended effects are produced by the leader. These are the core values of good governance (Anazodo & Igbokwe-Ibeto, 2015). Arguably, leader must put God first in order to achieve results. Putting God first means fearing God. When a man fears God, he loves everyone even his greatest enemy. The fear of God can also mean fairness to everyone irrespective of tribe, religion and political difference.

6.0 TUTOR-MARKED ASSIGNMENT
1. With example, identify and discuss major problem facing Nigeria?
2. As a student of leadership, provide recommendations to the major problems facing Nigeria?

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UNIT 4: CHANGE AS A FUNCTION OF LEADERSHIP

CONTENTS

1.0 INTRODUCTION

This unit will look at change as a function of leadership vis-à-vis leading with impact and the challenges of leading with impact.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

• state the functions of leadership • explain the concept of leading with impact • enumerate the challenges and competencies of leading with impact.

3.0 MAIN CONTENT

3.1 Change as a Function of Leadership

3.1.1 Leadership Defined

Leadership is defined as the ability to inspire others to work towards the attainment of a common goal. It may also be seen as the act of influencing others to act in order to accomplish specified objectives or the ability to persuade others to define objectives enthusiastically (Gabriel, 2005).

A leader binds a group together and motivates them towards a defined goal. Leadership is a must in every organisation.

It is the managerial factor that can be used to create idea and inspire subordinate to use their skills, initiative common sense, tact and intelligence towards the attainment of organizational goals.

3.1.2 Functions of Leadership

The functions of leaders are:

- To define the goals their subordinates and followers should work towards;
- Suggesting ideas to subordinates;
- Reconciling subordinates when they disagree on what to do;
- Inspiring subordinate into actions;
- Liaising with management on behalf of subordinates in order to solve their problems and protect their interest;
- Assuring organisation members of continued employment and assigning them tasks for which they are adequately qualified;
- Motivating and inspiring subordinates to work with maximum speed;
- Rewarding and praising subordinates for hard work and achievements.

3.1.3 Characteristics of the Effective Leader

The success of a leader depends on his/her personal characteristics such as:

(a) *Capacity for Self-Management:* High level intelligence, outstanding mental alertness and ability to decide fast and to exercise self-control.

(b) *Strong Inner Achievement Drive:* This is demonstrated by the leader's level of occupational achievement, scholarship, knowledge and willingness to take risks, to work hard and excel, to set goals and develop the power to reach them, to accept victory with controlled emotions and self-restraint.

(c) *High Sense of Responsibility*: Demonstrated by through leaders. reliability, initiative, persistence, courage, aggressiveness, self-confidence, independence, firmness, tact, fair-play, social maturity, dependability, integrity, loyalty, enthusiasm and justice.

(d) *Ability for Group Work:* This include the capacity to get along with others and work peacefully with them, to give and seek advice, to tolerate, compromise, to be at ease with strangers, to adapt to changes, to respect others' judgements and intentions, to express hospitality tactfully, to tolerate opposition, to be sensitive to subordinates' needs, to participate actively in group functions.

(e) *Personal Charm*: This is reflected by the ability to evoke rigorous support from subordinates/followers.

3.1.4 Styles of Leadership

There are six categories of leadership style namely:

(1) **Autocratic or Authoritarian Leaders** are those who:
 • Make decisions and plan alone;

 • Direct what must be done and assign tasks, establish deadlines and procedures and criticize deficient work;

 • Emphasize an rely on downward communication;

 • Are production-centered and have no regard for subordinate feelings and opinion;

 • Completely dominate their subordinates and abhor all forms of resistance to their authority and order;

• Exhibit a strong preference for weak and complaint deputies and subordinates;

• Show no concern for people but great concern for production.

(2) **Bureaucratic Leaders** – are those who:

• Rely on rules and regulations to get things done

• Subscribe to procedure and expect same from subordinates

• Reward compliance with and punish deviation from rules

• Task and rule-oriented

• Structure activities of group totally and arbitrarily

(3) **Democratic or Participative Leaders** – are those who

• Allow their subordinates to participate in decision-making and share authority with them;

• Use the groups they lead to create ends, purposes, objectives, bounds and methods;

• Show great and sincere interest in subordinates' needs and wellbeing. They are people-oriented;

• Use persuasion and not coercion or fear;

• Solve a problems for their subordinates, guide and educate them;

• Do not depend on their personal expertness or authority to get the job done;

• Ask ideas and suggestions from their subordinates;

• Act as facilitators of work and coordinators of the people they lead.

(4) **Liaises-Faire or Free-Rein Leaders** - these are those who:

• Use the principle of non-interference in managing their subordinates;

• Recognize and rely on the ability of workers to do things themselves;

• See subordinates as capable of motivating themselves for increased output given the right incentives;

• Give subordinate complete freedom to make decisions;

• Avoid the use of power and act merely as a member of the group;

• Exist primarily to supply subordinates, the information and resources they need to do their jobs.

(5) **Manipulative-Inspirational Leaders**

These are leaders who:

• Make use of some structure although the structure is usually confused and ambiguous • Allow little participation by employees in setting goals;

• Seek employees' acceptance of management goals by hard sell.

(6) Benevolent-Autocratic Leaders

These are leaders who:

• Structure activities of group largely;

 • Use and rely on relatively close supervision;

• Encourage employees to make suggestions concerning their goals, working condition etc.

(7)Spiritual Leadership

Yukl (2011) looks at how leaders enhance the meaning of spirituality in their day to day work involving the following

Spiritual leadership is a blending of natural and spiritual qualities utilized for influencing God's people to accomplish God's purposes. Spiritual leadership doesn't focus on leader-centric approaches but more on "engaging all group members to meet spiritual needs to enhance organizational commitment and performance" (Fry. et, al., 2011 & Samad.et.al 2015). Besides the spiritual aspect, engaging followers to achieving the desired goals is the key feature, which is common with both the transformational and servant leadership theory (Samad.et.al, 2015).

(8)Authentic & Ethical Leadership

Authentic leadership is another emerging and ethical leader behavior which focuses on positive values. The theories talk about consistent values and behavior of leaders. They include honesty, altruism, compassion, optimism and resilience (Yukl 2011). "Authentic leadership as root constructs that can incorporate transformational and ethical leadership" given that there is an overlap with transformational leadership theory (Avolio, Gardner, Walumbwa, Luthans& May, 2004, & Samad.et.al, 2015). Ethical leaders seek to build mutual trust, respect and social justice among the followers and find solutions to conflicts among the stakeholders. They do not play favorites or don't foster distrust. Values and integrity is the key for ethical leaders (Yukl 2011).

(9)Positive Leadership

Jay R. Tombaugh, (2005) argue that two important traits that leaders can and should develop are optimism (positivity) and emotional intelligence. So they are able to bring out the creative power of positivity from the employees. Arakawa and Greenberg (2007) see positive leaders as those who influence their team members positively and enhance their engagement and well-being (Krueger & Killham, 2005). Roy Saunderson (2013) shares this point fro Cameron book "Positive leadership: Strategies for extraordinary performance" To have an impact on the individual and the organization, leaders must create a positive workplace and involve every employee in the organization to collectively perform the positive practices and not leading only those individuals with a vision. Rapid development of positive leadership theories has been witnessed in the last decade and a half since the statement that "the understanding, developmental process, and implementation of needed positive leadership still remains largely under-researched by both the leadership and recently emerging positive psychology fields" (Luthans and Avolio, 2003: Zbierowski,Przemysław, 2016). Ryan and Deci (2000) "positive performance feedback or appreciation enhanced intrinsic motivation, whereas negative performance feedback diminished it" and researchers have identified good job performance significantly correlates with the positive style of leadership (Seligman & Schulman, 1986: Arakawa and Greenberg (2007).

(10)Strategic Leadership

House and Aditya (1997) & Ozera, et, al. (2014) describe the research on strategic leadership is mostly theoretical and case studies, not much work is done using empirical studies. Based on recent researches on the leadership behavior, many styles are relevant to strategic leadership. Gardner, et, al. (2010) & Ozera et al (2014) have called for more research on strategic leadership in a recent review. The Strategic leader needs to influence others to enhance their performance towards the success of long-term organizational goals by managing change, handling ambiguity and providing right direction to the group by aligning workgroups to implement change

(11)Leadership Development

In recent years leadership has become one of the most researched subjects in the field of management and many researchers have worked on leadership development to understand the dynamic of human behaviours towards the group and their effectiveness.

Leadership development is becoming critical and strategic for organizations in the current business scenario (Sheri-Lynne, Parbudyal 2007&Abbas, & Yaqoob. S 2009).It's an important area in today's competitive world to increase the capability of individuals to gain competitive advantage. Leadership development is being considered and implemented in organizations to increase human capability and to gain competitive advantage. These developmental can be carried out with regular job responsibilities for the individual development and organizational growth (Yukl, 2002). These developments can be used to develop leadership and managerial skills as per current job requirements and can also be used to develop, undertake and execute new projects across functions. Development programs are important and play a pivotal role in developing individual and organizational performance and also motivate employees (Abbas et al 2009).

Performance is an important feature of an organization's development and growth. So, development programs can be helpful in identifying and managing teams, guiding the managers to learn and adopt the attributes required for the job for effectively executing his performance towards organizational growth. Leadership development process intends not only to develop leaders but also look at improve the overall development of the organization by including organizational culture and values to achieve organizational objectives (Hamilton and Cynthia, 2005. & Abbas et.Al, 2009).

Research on leadership development is extensive but the literature on leadership development has progressed in a small way, though the literature on managerial leadership development is sparse and most of the studies are not empirical (Goldstein, 1980&Collins, 2002). Even though leadership development interventions are much talked about, research indicates that corporate are spending little time to evaluate the effectiveness of their interventions and more specifically, evaluate whether the programs are improving the organization's performance (Sogunro, 1997& Collins, 2002). Lynham (2000)& Collins (2002), indicated that managerial leadership development should not be confused with leadership education as it involves a person's career throughout their lifetime and not a short term event towards learning and development.

3.1.5 Factors Affecting Leadership Style

Factors affecting leadership style are:

• His personal characteristics;
 • The characteristics of his subordinates;
• The factors in the job situation in which the manager is acting;
• Factors outside the job situation.

3.2 Leading with Impact

The impact means a "strong effect". To lead with impact can therefore be interpreted to mean leading with a strong positive effect on the organisation. It means to make a significant difference to or affect organization's life positively in a tough business environment with hash economic conditions. Since it is the responsibility of the leader to initiate, create ideas and motivate subordinates to use their skills, initiative, tact and intelligence in pursuit of organizational goals, it there confirms the popular maxim "that no organisation is better than its leader". In a general sense, no nation can rise above the intellectual level of its citizens.

Abundance of natural resources without a responding/or commensurate human resources will lead to nothing. This means that a leader is needed to galvanize and harness the resources toward self goals.

Leading with impact entails:
• Setting a direction with a vision of the future;
 • Evolving strategies for producing the changes needed to achieve the vision;
• Align people with the vision
• Build credibility and gain followers;
 • Empower people;
• Motivate, inspire and energize people in the right direction;
• Recognize and reward success;
• Provide for multiple leadership initiative
• Build strong network of informal relationship;
• Institutionalize a leadership centred culture.

The ability of a leader to lead with impact will be influenced by:

(a) His value system and personal Beliefs:

• The confidence he has in his subordinates

• His own leadership and power inclinations;

• His feeling of security in an uncertain situation;

• His training and experience.

(b) The characteristics of his Subordinates

Such as:

• The extent of their desire for independence

• The degree of their expectation and willingness to assume responsibility for decision making

• The amount of tolerance they have for ambiguity;

• Their interest in the problem concerned;

• The extent to which they understand and identify with the goals of the organisation

• The amount of knowledge and experience they have

(c) Factors in the Job Situation

These are:

• The type of organisation or department;

• The effectiveness of the work groups;

• The nature of the problem itself;

• Time constraints

(d) Factors Outside the Job Situation

Such as

• The type of outside associates the leader maintains

• The type of culture in which the manager was socialized;

• The leader's political and religious affiliation;

• The type of business environment.

3.3 Challenges and Competences for Leading with Impact

According to the Oxford English Dictionary, the word challenge means a call to try one's skill or strength, especially in a competition, a demanding task, an order to identify oneself; an invitation to a contest or test of one's ability, while competence means ability, efficiency and authority. If

we juxtapose the two key words "challenge" and "competence", then we arrive at a scenario- a call to the leader to use his ability, skill and authority to achieve result using others. Some of the challenges that link people, strategy and result together are:

• Interdependence or linkages of the various parts of the organisation;

• Communicating challenges;

• Lack of credibility in leaders;

• Vulnerability of respondents in the absence of empowerment;

• Conflicting rather than converging multiple leadership roles;

• Executive burn-out.

The competence required to lead with impact is basically a skill set for adapting an organisation to cope with changes in an increasing competitive and dynamic business environment to ensure it survival and success.
The skills set include:

• Inductive skills;

• Ability to carve direction with vision of future;

• Ability to gather and analyze information;

• Ability to craft sound vision;

• Ability to articulate a feasible way of reaching goals;

• Ability to accept the unexpected as the norm and respond adequately to it;

 • Ability to use reality planning for direction-setting.

The above skill sets can be developed through:

(a) Rejecting situation/on the job experience that undermines the development of the needed attributes;

(b) Seeking and exploring company ability to develop people to outstanding leaders;

(c) Taking the driver's seat and managing one's career;

(d) Seeking large leadership role to enrich your career experience;

(e) Seeking opportunities to lead, taking risks and learning from both triumphs and failures;

(f) Seeking opportunities for hand-on experience or knowledge about difficulty of leadership and its potential for producing change;

(g) Taking on special task force, committees' assignment or general management course, whose experience and expertise will become useful in deeper leadership assignment:

(i) Develop a network of relationship inside and outside your company;

(j) Taking advantage of decentralization and the opportunity it offers to practise dominance and take charge by pushing responsibilities to every one in the organisation;

(k) Developing leaders yourself.

SELF ASSESSMENT EXERCISE

Identify and enumerate the skills set required to lead with impact.

4.0 CONCLUSION

Change is a function of leadership. The leader inspires, motivates, influences and initiates actions that could lead to a change for good for the organisation, and the employees and the customers or member of the public in general.

5.0 SUMMARY

Change is an indispensable function of leadership. To lead with impact or "strong effect" requires a set of skills. A leader with the skills set is able to face the challenges that may arise in the very competitive and volatile environment in which the business operates.

6.0 TUTOR-MARKED ASSIGNMENT

What is Leadership? Identify and explain some characteristics of leadership, using the Traits approach.

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MODULE THREE: LEADERSHIP AND MANAGEMENT FOR ENTREPRENUER

Unit One: Leadership and Management for Entrepreneurship

Unit Two: Entrepreneurial Leadership Management & Its Importance

Unit Three: Dimensions of Entrepreneurial Leadership

UNIT 1: Leadership and Management for Entrepreneurship

CONTENTS
1.0 Introduction
2.0 Objectives
3.0 Main Content
3.1 Leadership
3.2 Leadership Aspect
3.3 Entrepreneurship
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Reading

1.0 INTRODUCTION

Antiquity of leadership can be traced far back to the time of creation, when God created all creatures including human, and ordered Adam to oversee and named other animals (Gen.2:19-20),thereby making Adam the first leader in existence. History of research into the topic of leadership and leadership style can be broadly categorized into a number of important phases. Entrepreneurship is considered as the most important factor of production. Because entrepreneurship includes goods or service creating actions by bringing production factors labor, technology, capital and natural resources together.

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

1. Define the term leadership and Management
2. Explain Entrepreneurship
3. Differentiate Entrepreneurship from Entrepreneur

3.0 MAIN CONTENT

3.1. Leadership

In today's business world, leadership has become increasingly important for businesses. They must pay attention to leadership in order to achieve their objectives and ensure their continuity. Leadership is generally defined as the process of influencing employees of an organization in order to achieve organizational goals (Esmer and Dayi, 2016: 39). Leadership is the ability to influence others and to be able to put into action for specific goals and targets (Sisman, 2014: 3). On the other hand, leadership is the ability of creating support and confidence needed to achieve organizational goals among the people (Dubrin, 2012: 2).

There are many definitions about leadership in the literature. There is a common emphasized point on leadership in these studies. Leadership is the process of influencing group members and guiding them to the right direction. The leader influence members of the group by using his/her leadership characteristics in order to achieve the organizational goals. Steering people to reach a goal requires different persuasion skills. Leadership is a social phenomenon and has a purpose. Leadership is a power influencing the others. A group is needed to have a leader. Leaders and groups create a value together and become a trademark (Esmer, 2011: 10).

Leadership approaches are split into two groups, namely classical and modern approaches. There are Features Approach and Behavioral Approach in classical group and Situational Approach and Alternative Approaches in modern group (Genc, 2013: 135). Although there are many approaches trying to define leadership, studies conducted on leadership classified leadership in three categories as Great Man Theory, Traditional Leadership Theories and New Leadership Theories. These theories are summarized in Table 1 (Aksel, 2008: 34).

In short, the entrepreneur is central figure within the organization who is permanently seeking for new opportunities. If their organizations are to survive, leaders must respond to and manage changing environments and innovation. The definition of a leader is: somebody whom people follow, or as somebody who guides or directs others or "organizing a group of people to achieve a common goal". Leadership can be categorized into Leadership styles. According to Bass (1990) transformational and transactional leadership are the most important leadership styles, where as transformational leadership is heavily relying on charisma, individual consideration and intellectual stimulation is transactional leadership relying on management by exception and contingent reward. This means that the manager only interfere when tasks and/or goal are not met with procedures and standards.

Figure: 8

Table 1: Leadership Theories

The Theory		Period	Summary of the Theory
Great Man Theory		Before 1950	Leader decides course of the history.
Traditional Leadership Theories	Trait Approach	Between 1910-1940	General and common characteristics of the leader is explained.
	Behavioral Approach	Between 1940-1960	Behaviors of the leaders are told.
	Contingency Approach	Between 1960-1980	There is not a certain leadership behavior that suits every situation. It varies depending on the situation.
New (Modern) Leadership Theories		From 1980s till today	It varies depending on the direction of change of the society. For example; Authentic leadership, transformational leadership, spiritual leadership, charismatic leadership, visionary leadership, cultural leadership, moral leadership, ethical leadership, servant leadership, quantum leadership, secret leaderhip, entrepreneurial leadership.

Source: Aksel, 2008: 34

3.2   Principles of Leadership

To help you be, known, and do; (U.S. army, 1983) follow these eleven principles of leadership:

- **Know yourself and seek self-improvement** - In order to know yourself, you have to understand your be, know, and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.

- **Be technically proficient** - As a leader, you must know your job and have a solid familiarity with your employees' tasks.

- **Seek responsibility and take responsibility for your actions** - Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later -- do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

- **Make sound and timely decisions** - Use good problem solving, decision making, and planning tools.

- **Set the example** - Be a good role model for your employees. They must not only hear what they are expected to do, but also see. We must become the change we want to see - Mahatma Gandhi.

- **Know your people and look out for their well-being** - know human nature and the importance of sincerely caring for your workers.

- **Keep your workers informed** - know how to communicate with not only them, but also seniors and other key people.

- **Develop a sense of responsibility in your workers** - help to develop good character traits that will help them carry out their professional responsibilities.

- **Ensure that tasks are understood, supervised, and accomplished** - communication is the key to this responsibility.

- **Train as a team** - Although many so called leaders call their organization, department, section, etc. a team; they are not really teams...they are just a group of people doing their jobs.

3.3 Entrepreneurship

Entrepreneurship is a concept that is considered to be the driving power behind economic growth, economic development, employment and social welfare in recent years. The earlier studies conducted on entrepreneurship show that entrepreneurship is the fourth factor of science

of economy after labour, nature and capital factors. Entrepreneurship is considered as the most important factor of production. Because entrepreneurship includes goods or service creating actions by bringing production factors labor, technology, capital and natural resources together. The entrepreneur is the person who evaluates the opportunities in the market and bears the risk of profit and loss by bringing production factors such as capital, natural resources and labour in order to produce goods or services (Yilmaz and Sunbul, 2009: 195). Entrepreneurial takes risk of business for top managers about strategically management (Gupta et al., 2004: 243).

The entrepreneur

Central in entrepreneurship is the person; the entrepreneur. The entrepreneur is a person who started a business where there was none before (Gartner, 1985). More explicit is the definition of Burch (1986, p. 13), the entrepreneur is the one who undertakes a venture, organizes it, raises capital to finance it, and assumes all or a major portion of the risk. Entrepreneurs also appear to be the prime change agents in a society". So the entrepreneur is the central figure within the organization for change and innovation. In innovation the entrepreneur is the key actor in the innovation proces and conctantly looking for new opportunities (Schumpeter, 1934) so innovation is the specific tool of the entrepreneur, whereas the entrepreneur is highly capable to bring new products to the market under changing conditions (Drucker, 1985). According to Schumpeter's view (1942), an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. But there is discussion about the ability of the entrepreneurs to create successful innovation. So what are the perfect conditions for the entrepreneur and their followers to bring innovations on the market.

Figure: 9

Table 2: Definitions of Entrepreneurship

Definition	Source
Entrepreneurship is defined as pursuit of opportunities other than the resources currently under control.	Stevenson and Sahlman (1989)
Entrepreneurship is defined as the relationship between the presence of profitable opportunities and existence of entrepreneurial individuals.	Shane and Venkataraman (2000)
Entrepreneurship is defined as the occurrence process of something new and estimations of risks and gains.	Robert D. Hisrich and Peters (1998); Kinicki, (2003)
Entrepreneurship is defined as employing anything in itself.	Cantillon (1755)
Entrepreneurship is the ability of correctly estimating deficiencies and imbalances in the market and exploring the opportunities.	Kirzner (1973)
Entrepreneurship is the dynamic process of an established and constantly increasing wealth.	Ronstadt (1984)
Entrepreneurship is the process of a valuable difference created by time and effort and prediction of accompanying financial, psychological and social risks as well as financial rewards and personal satisfaction.	Hisrich (1989)
Entrepreneurship is defined as pursuit of opportunities by individuals other than the resources currently under control of them or their organization.	Stevenson et al. (1985)

Source: Kilic et al., 2012: 425

4.0 CONCLUSION

This unit provides a comprehensive understanding on the subject of leadership, management, entrepreneurship and entrepreneur. It has also been discovered that great leaders abound in every stage in life and that leadership does not only exist in the top organizational hierarchy. The emphasis of leadership is on interpersonal behaviour in a broader view.

5.0 SUMMARY

Leadership is the act of commanding obedience of others. This act is often exhibited through democratic, autocratic or laissez-faire ways. Additionally, there are several other ways of describing leadership such as, dictatorial, unitary, charismatic, benevolent, consultative and participative. The major leadership styles can be classified into three broad categories: autocratic (authoritarian) style, democratic style and genuine laissez-faire style.

Entrepreneurship is considered as the most important factor of production. Because entrepreneurship includes goods or service creating actions by bringing production factors labor, technology, capital and natural resources together. The entrepreneur is the person who evaluates the opportunities in the market and bears the risk of profit and loss by bringing production factors such as capital, natural resources and labour in order to produce goods or services (Yilmaz and Sunbul, 2009: 195).

6.0 TUTOR-MARKED ASSIGNMENT

5. What do you understand by the term leadership and Management?
6. State five qualities of leadership?
7. Explain the term entrepreneur?
8. Differentiate entrepreneur from entrepreneurship?

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UNIT 2: Entrepreneurial Leadership Management & Its Importance

CONTENTS

1.0 Introduction

Entrepreneurial leadership is a concept appeared by blending the leadership potential with entrepreneurial spirit. When finer points and spirit of entrepreneurship is added to the variable nature of leadership, entrepreneurial leadership arises and it can change the course of the world. Entrepreneurial leadership is defined as affecting and directing the performance of employees toward the achievement of organizational objectives that involve recognizing and exploiting entrepreneurial opportunities. Entrepreneurial leadership is not synonymous with entrepreneurship. It is a new leadership model. The specific discipline of entrepreneurs and entrepreneurs focuses on creating new initiatives. On the other hand, entrepreneurial leaders are looking for opportunities outside of their new ventures (Greenberg et al., 2011: 2).

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

(1) Define the term Entrepreneurial Leadership

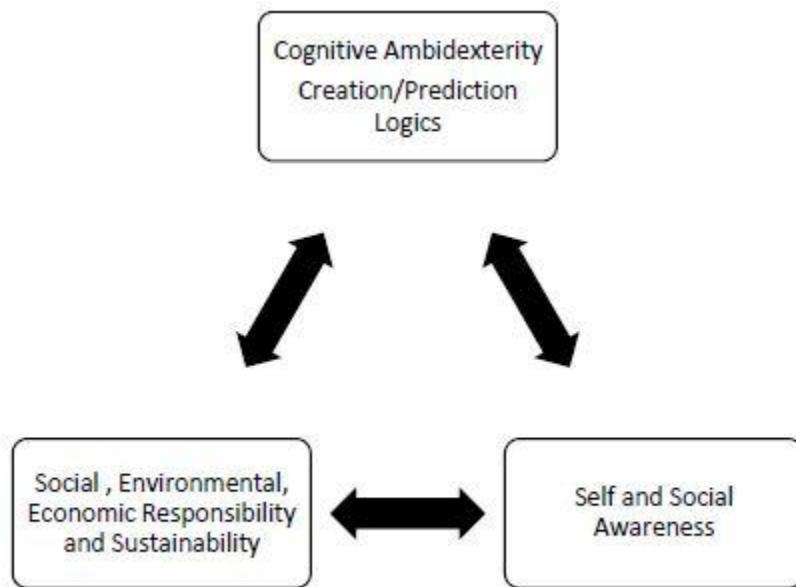(2) Explain the Importance of Entrepreneurial Leadership

(3) Qualities of leaders

3.0 MAIN CONTENT

3.1 Definition of Entrepreneurial Leadership

The success of the businesses depends on effective leadership skills of the management. Entrepreneurial leadership is one of these effective leadership skills. According to Alvarez and Barney (2002), entrepreneurial leadership is a type of leadership that consists of actions towards establishment of a business at the individual level, actions towards following the innovations at the organizational level and actions towards benefiting from the opportunities that are distinguished at the market level (Altuntas, 2014: 11). Entrepreneurial leadership is a concept appeared by blending the leadership potential with entrepreneurial spirit. When finer points and spirit of entrepreneurship is added to the variable nature of leadership, entrepreneurial leadership arises and it can change the course of the world (Kuru, 2016: 1). Entrepreneurial leadership is defined as affecting and directing the performance of employees toward the achievement of organizational objectives that involve recognizing and exploiting entrepreneurial opportunities (Renko et al., 2015: 55). Entrepreneurial leadership is not synonymous with entrepreneurship. It is a new leadership model. The specific discipline of entrepreneurs and entrepreneurs focuses on creating new initiatives. On the other hand, entrepreneurial leaders are looking for opportunities outside of their new ventures (Greenberg et al., 2011: 2).

In the literature, sometimes entrepreneurship and leadership are used as interchangeable terms. Then, entrepreneurial leadership is introduced. In entrepreneurial leadership, the leader also has the entrepreneurial qualities (Gunduz, 2010: 214). Entrepreneurial leaders are people who are in the position of source of employer, speculator and information (Bayrakdar, 2011: 247). Entrepreneurial leaders may adopt a completely independent and guiding role as well as a strategy intertwined with the organization, which is a complex system (Gunduz, 2010: 212).

Figure: 3

Source: Greenberg et al., 2011: 11

3.2 Importance of Entrepreneurial Leadership

Entrepreneurial leadership is an important factor affecting the performance of the company. Therefore, in today's intense and dynamic competitive business environment, leaders of companies and especially leaders of small-scale family companies should have and use the qualities of entrepreneurial leadership in order to continue their lives, compete with their competitors and develop themselves (Karcioglu and Yucel, 2004: 417). In other words, administrators must be entrepreneurial leaders for the success and continuity of the business. So entrepreneurship education has been very important for business management (Okudan and Rzasa, 2006: 197). Entrepreneurship lesson for student must be at university education process (Bagheri and Pihie, 2010: 470).

Entrepreneurs leader, has leadership potential combining with entrepreneurial skills, for example, not only team up as a soccer player, he is the person who play in the field with the team as captain. Not only administrator who decide, give instructions and check their workers, but also they should prefer to be entrepreneurial leaders who captained the team and showing the way. When entrepreneurs take risk and they seize opportunities, this leadership has been very

important for the growth of the business in the future (Phaneuf et al., 2016: 34). Therefore, it is an important phenomenon for entrepreneurial leadership in business management.

Characteristics of Entrepreneurial Leaders

Cover and Slevin (2002) suggest that there are six main characteristics of the entrepreneurial leadership. These main characteristics are described below (Yilmaz and Gormus, 2012: 4487; Altuntas, 2010: 116-117):

☐ Supporting entrepreneurial skills: Effective entrepreneurial leaders consider the human element as the source of entrepreneurial behavior and support development of these behaviors.

☐ Interpretation of the opportunities: Entrepreneurial leaders can transmit the value of an opportunity to general goals of an organization or a person benefiting from the opportunity.

☐ Protecting the innovations threatening the current business model: Individuals perceive disruptive innovation as a personal and organizational threat. An entrepreneurial leader can inform others about potential benefits of the disruptive innovation.

☐ Questioning the current business logic: Entrepreneurial leadership requires continuous questioning of the assumptions underlying the dominant logic in order to identify a new value-creating opportunity and make sure that the organization is positioned in a successful way.

☐ Reviewing the simple questions: Entrepreneurial leaders review the questions about identification of the opportunities and employment of the resources needed to sustain the life of the organization, definition type of organizational goals and achievements and relationships developed with the stakeholders in a continuous manner.

☐ Associating entrepreneurship with strategic management: Effective entrepreneurial leaders believe that an organization should have the skills of entrepreneurship strategically in order to create the highest value.

Besides, according to a study in Young Entrepreneur Council, there are 12 major characteristics that are needed for a successful entrepreneur leader. These characteristics are as follows (Young Entrepreneur Council, 2013: 1): ☐ Flexibility: Entrepreneurial leaders must be flexible and he should change with the plans for progress of work.

☐ Humility: Entrepreneurial leaders should be humble. They should be looking at themselves the mistake in the business failure. If the business is successful, it should not seen only as his own success. At the same time, employees should be aware of the success as their own success.

☐ Focus: Entrepreneurial leaders should focus on business success. They should be consumed their time and energy in this way.

☐ Decisiveness: Entrepreneurial leaders must make better decisions that will benefit the business. ☐ Stick-to-it-ness: Entrepreneurial leaders should not be hasty, they must be patient and determine, they should proceed step by step and they must be willing to success.

☐ Vision: Vision is the most important feature of the entrepreneurial leader. Entrepreneurial leaders must adopt that their employees know the vision.

☐ Paranoid Confidence: Entrepreneurial leaders must establish a healthy balance between paranoia and trust. They should never compromise in the realistic and visionary from their belief.

☐ Ownership: Entrepreneurial leaders are the owner of its own success. They take control of external pressures. They must adopt this condition.

☐ Positivity: Entrepreneurial leaders look positively these events. And they provide their employees to be positive. ☐ Salesmanship: Entrepreneurial leaders have the ability to communicate effectively and to sell. Entrepreneurial leaders can convince customers to sell products to them.

☐ Self-awareness: Entrepreneurial leaders are aware of your own strengths and weaknesses. ☐ Ability to Listen: Entrepreneurial leaders are good a listener. They listen their employees and provide feedback.

3.3 Qualities of leaders

Research shows that there is a consistent set of traits, characteristics and qualities of good leadership that people look for in their leaders. 75,000 people, on six continents over a period of

15 years were asked to identify the characteristics and qualities of good leadership (Kouzes & Posner, 2002, San Francisco: Jossey-Bass). These were the results:

- **Honesty:** The number one quality identified by this researchers is honesty. The respondents explain that a good leader must be honest to the oath of office that saw him to power and also to his numbers of followers. They added that a good leader must be morally upright, unpretentious, reasonable in situations and impartial.
- **Forward Oriented:** A good leader must be forward oriented. He must always see the goal to be achieved and the challenges ahead. He must have the "Can Do" behaviour within him. This quality is very close in comparison with the Conceptual skill of leadership. This means seeing things before others and the ability to predict or forecast what tomorrow will bring.
- **Competence:** A good leader must be competent technically, human relation wisely. He must not be a specialist in a field but a generalist. He must be able to lead others to the very rightful part. He must have the ability to propel others to achieve results.
- **Inspiring:** A good leader must be able to inspire his followers to attain goal and objectives. He must be able to stimulate others to do things and make things happen.
- **Intelligent:** A good and effective leader must be intelligent. He must be sensible and rational. He must be a first class decision maker; he must be able to correct anomalies within his team.
- **Fair Minded:** He must be able to keep a par between rigidity and flexibility. That is, he must not be too hard in his policies and decision and not be too easily discourage to change his painstakingly predetermined made decisions.
- **Broad -Minded:** A leader must be vast in thought and deed. He must be wide and expose to both challenges and opportunities ahead.
- **Self -control:** Another very important quality of a good leader is self control or self-discipline. He must train himself to have a comfortable and proper behaviour which will carry others along and sustain the module operandi of the organization.

4.0 CONCLUSION

This unit provides a comprehensive understanding on the subject of Entrepreneurial Leadership, Importance of Entrepreneurial Leadership and Qualities of good leadership. Entrepreneurs leader, has leadership potential combining with entrepreneurial skills, for example, not only team up as a soccer player, he is the person who play in the field with the team as captain. Not only administrator who decide, give instructions and check their workers, but also they should prefer to be entrepreneurial leaders who captained the team and showing the way. When entrepreneurs take risk and they seize opportunities, this leadership has been very important for the growth of the business in the future (Phaneuf et al., 2016: 34). Therefore, it is an important phenomenon for entrepreneurial leadership in business management.

5.0 SUMMARY

Entrepreneurial leadership is a concept appeared by blending the leadership potential with entrepreneurial spirit. When finer points and spirit of entrepreneurship is added to the variable nature of leadership, entrepreneurial leadership arises and it can change the course of the world (Kuru, 2016: 1). Entrepreneurial leadership is defined as affecting and directing the performance of employees toward the achievement of organizational objectives that involve recognizing and exploiting entrepreneurial opportunities (Renko et al., 2015: 55). Entrepreneurial leadership is not synonymous with entrepreneurship. It is a new leadership model. The specific discipline of entrepreneurs and entrepreneurs focuses on creating new initiatives. On the other hand, entrepreneurial leaders are looking for opportunities outside of their new ventures (Greenberg et al., 2011: 2).

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6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss vividly entrepreneur's leader?
2. Explain the following terms fair minded, broad -minded and self -control?

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UNIT 3: Dimensions of Entrepreneurial Leadership

CONTENTS

1.0 INTRODUCTION

Given the importance of leadership, it should not be surprising that new theories for it and other related issues continue to emerge. Dimensions of entrepreneurial leadership greatly influence people to think and behalves in an entrepreneur ways

2.0 OBJECTIVES

At the end of this unit, student should be able to understand various dimensions of entreprenual leadership as applicable to modern organisations. This include:

(6) Risk taking

(7) Problem solving

(8) Adaptation of changes

(9) Team player

3.0 Main Content

3.1 Karcioglu and Yucel (2004) have conducted a study in order to identify personality characteristics of entrepreneurial leaders and suggested that there are nine dimensions of entrepreneurial leadership. Entrepreneurial leadership must have qualities or characteristic features (Nicholson, 1998: 530). These dimensions are as follows (Karcioglu and Yucel, 2004: 418):

Being a team player

 Vision

 Innovation

 Problem solving

 Being persistent

 Taking risks

 Adapting to changes

 Knowing the consumer needs

 Decisiveness

Zijlstra (2014: 26) summarizes in his thesis that the size of entrepreneurial leadership and writers
are done research on these dimensions in Table 3.

Figure: 10

Table 3: Dimensions of Entrepreneurial Leadership

Dimensions	Authors
Risk taking	Kuratko (2007); Bagheri (2013); Kilgour (1992); Okudan (2004); Kempser-Cope (2010); Vecchio (2003); Currie et al. (2008); Strubler (2010); Chen et al. (1998); Cogliser (2004)
Proactive	Kuratko (2007); Bagheri (2013); Okudan (2004); Chen, 2007; Swiersz et al. (2002); Cunningham et al. (1991); Surie et al. (2007)
Visionary	Surie et al. (2007); Cogliser (2004); Strubler (2010); Ruvio et al (2009); Chen (2007); Santora (1999); Ireland et al (2003); Kempster and Cope (2010); Gupta et al. (2004)
Innovation	Surie et al. (2007); Kuratko (2007); Cogliser (2004); Bagheri (2013); Okudan (2004); Ireland et al. (2003); Kempster and Cope (2010); Currie et al. (2008)
Experiment	Prabhu (1999); Nicholson (1998); Gupta et al. (2004)
Charisma	Cunningham et al. (1991); Vecchio (2003)
Creativity	Gupta et al. (2004); Chen (2007); Santora (1999); Surie et al. (2007); Okudan (2004); Kuratko (2007)

Source: Zijlstra, 2014: 26

BEFORE CONCLUSION BREIFLY EXPLAIN THE ABOVE TABLE

4.0 CONCLUSION

During the course of this unit, it has been discovered that dimensions of entrepreneurial leadership can be apply to all situation in an organization. Therefore, recent dimensions should be more apply in an organization.

5.0 SUMMARY

The unit was able to provide comprehensive explanations on dimensions of entrepreneur leadership styles and 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.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain all the dimensions of entrepreneurial leadership discussed in this unit.

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UNIT 4: LEADERSHIP AND ENTREPRENEURIAL LEADERSHIP STYLES AND THERE MANAGEMENT

CONTENTS

1.0 INTRODUCTION

This unit will look at leadership and entrepreneurial leadership styles and there management and the challenges of leading with impact.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

• state the leadership and entrepreneurial leadership styles • explain the Decisions appealing to entrepreneurial • The role of shared leadership in new ventures.

3.0 MAIN CONTENT

3.1 Leadership and Entrepreneurial leadership Styles and there Management

It's fairly easy to pick up a baton, cue each section, and strike up the band; but it doesn't mean the music will sound good. What if your cues are ignored or misinterpreted or ambiguous? Maybe your musicians don't like your approach to making music and will just walk away. On top of everything else, you don't simply want to make music: you want to inspire your musicians to make great music. How do you accomplish this goal? How do you become an effective leader, and what style should you use to motivate others to achieve organizational goals?

Unfortunately, there are no definitive answers to questions like these. Over time, every manager refines his or her own leadership style, or way of interacting with and influencing others. Despite a vast range of personal differences, leadership styles tend to reflect one of the following approaches to leading and motivating people: the autocratic, the democratic (also known as participative), or the free rein.

 Autocratic style. Managers who have developed an autocratic leadership style tend to make decisions without soliciting input from subordinates. They exercise authority and expect subordinates to take responsibility for performing the required tasks without undue explanation.

 Democratic style. Managers who favor a democratic leadership style generally seek input from subordinates while retaining the authority to make the final decisions. They're also more likely to keep subordinates informed about things that affect their work.

 Free-rein style. In practicing a free rein leadership style, managers adopt a "hands-off" approach and provide relatively little direction to subordinates. They may advise employees but usually give them considerable freedom to solve problems and make decisions on their own.

At first glance, you'd probably not want to work for an autocratic leader. After all, most people don't like to be told what to do without having any input. Many like the idea of working for a democratic leader; it's flattering to be asked for your input. And though working in a free rein environment might seem a little unsettling at first, the opportunity to make your own.

3.2 Decisions appealing to Entrepreneurial

Decisions are appealing to many people. Each leadership style can be appropriate in certain situations.

To illustrate, let's say that you're leading a group of fellow students in a team project for your class. Are there times when it would be best for you to use an autocratic leadership style? What if your team was newly formed, unfamiliar with what needs to be done, under a tight deadline, and looking to you for direction? In this situation, you might find it appropriate to follow an autocratic leadership style (on a temporary basis) and assign tasks to each member of the group. In an emergency situation, such as a fire, or in the final seconds of a close ball game, there is generally not time for debate the leader or coach must make a split second decision that demands an autocratic style.

But since most situations are non-emergency and most people prefer the chance to give input, the democratic leadership style is often favored. People are simply more motivated and feel more ownership of decisions (i.e., buy-in) when they have had a chance to offer input. Note that when using this style, the leader will still make the decision in most cases. As long as their input is heard, most people accept that it is the leader's role to decide in cases where not everyone agrees.

How about free rein leadership? Many people function most effectively when they can set their own schedules and do their work in the manner they prefer. It takes a great deal of trust for a manager to employ this style. Some managers start with an assumption of trust that is up to the employee to maintain through strong performance. In other cases, this trust must be earned over a period of time. Would this approach always work with your study group? Obviously not. It will work if your team members are willing and able to work independently and welcome the chance to make decisions. On the other hand, if people are not ready to work responsibly to their best of their abilities, using the free rein style could cause the team to miss deadlines or do poorly on the project.

The point being made here is that no one leadership style is effective all the time for all people or in all corporate cultures. While the democratic style is often viewed as the most appropriate (with the free rein style a close second), there are times when following an autocratic style is essential. Good leaders learn how to adjust their styles to fit both the situation and the individuals being directed.

Entrepreneurial leadership and leadership styles

In this chapter the link Entrepreneurial leadership and leadership styles. Which leadership styles to be correlated with Entrepreneurial leadership.

Entrepreneurial Leadership and leadership styles in new ventures

During the literature review it became clear that Leadership styles in new ventures differ from more mature ventures (Wang et al., 2012). The relative influence of vertical versus shared

leadership play a significant role in top managements teams on the performance of starts ups (Ensley 2006).

3.3 The role of Shared leadership in new ventures

Shared leadership is a simultaneous, ongoing, mutual influence process within a team leaded by an official or unofficial leader. Shared directive leadership might be expressed to test one another with a directive give and take, about how to engage stakeholders but also through collegial recognition of efforts and contributions and establishing rewards (Pearce, 2004); Shared leadership is carried by the team as a whole.

Shared leadership appears to be particularly important in the development and growth of new ventures. The results suggest that the profile of entrepreneurs is not as it seems to be. Entrepreneurs are managers with individual creativity and fortune, but it seems that this is more myth than reality whereas the majority held view within the entrepreneurship literature that transformational and empowering types of vertical leadership are essential for leading new ventures toward high growth (Covin & Slevin, 2002, 2004; Gupta et al., 2004; Ireland, Hitt, & Sirmon, 2003).

For vertical leadership it is found that transformational top management team leader behaviour to have its most positive effects on new venture performance under dynamic environmental conditions (Ensley, 2006). Whereas transactional leadership behaviour was found to be most effective within more stable environmental conditions.

Entrepreneurial leadership and leadership styles

The transformational leadership styles seems to be the most popular leadership style in Entrepreneurial leadership. The majority in the literature review argue that Entrepreneurial leadership is based on the transformational leadership style (Currie et al. 2008; Wang et al.2012, p.4; Yang, 2008, p.17; Santora 1999). Transformational leadership is described as '' The process through which leaders appeal to the ideals and morals of their followers to inspire, the more reach their highest levels of achievement and to take ownership in the goals of the group.

Team oriented leadership

Team oriented leadership is also mentioned to be correlated with Entrepreneurial leadership. The similarity between team-oriented leadership and Entrepreneurial leadership is that in both cases the leader encourages high levels of participation and involvement by the group. The difference

is that Entrepreneurial leaders must constantly monitor changing environments rather than on more stable and static environments (Gupta et al. 2004).

Value based Leadership

Value-based leadership are leaders that have an ideology with integrates a strong mission and vision. The ideology show a strong self-confidence and their beliefs. Entrepreneurial value based leaders have a personal involvement and commitment to the mission. Leaders thus appeal to a vision and mission derived from a set of values and behave in a manner that reinforces the mission, communicating high expectations to followers, and conveying confidence in their ability to meet such expectations. The similarity between value-based and entrepreneurial leadership lies in the leader capacity to build a high-expectation vision and to have confidence in the followers ability to accomplish that vision. The Entrepreneurial Leader must rely on the commitment of followers to use their specialized skills in order to successfully fulfil their task (Gupta et al. 2004)..

4.0 CONCLUSION

The transformational leadership styles seems to be the most popular leadership style in Entrepreneurial leadership. The majority in the literature review argue that Entrepreneurial leadership is based on the transformational leadership style.

5.0 SUMMARY

The similarity between value-based and entrepreneurial leadership lies in the leader capacity to build a high-expectation vision and to have confidence in the followers ability to accomplish that vision. The Entrepreneurial Leader must rely on the commitment of followers to use their specialized skills in order to successfully fulfil their task.

6.0 TUTOR-MARKED ASSIGNMENT

What is Entrepreneurial leadership? Identify and explain some characteristics of entrepreneurial leadership Styles and there Management.

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UNIT 5: Managerial Skills

CONTENTS

1.0 INTRODUCTION

To be a successful manager, you'll have to master a number of skills. To get an entry- level position, you'll have to be technically competent at the tasks you're asked to perform. To advance, you'll need to develop strong interpersonal and conceptual skills. The relative importance of different skills varies from job to job and organization to organization, but to some extent, you'll need them all to forge a managerial career.

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

4. Define the term Managerial Skills
5. Explain Entrepreneurship
6. Differentiate from different types of skills like technical, interpersonal etc

3.0 MAIN CONTENT

3.1. Managerial Skills

To be a successful manager, you'll have to master a number of skills. To get an entry- level position, you'll have to be technically competent at the tasks you're asked to perform. To advance, you'll need to develop strong interpersonal and conceptual skills. The relative

importance of different skills varies from job to job and organization to organization, but to some extent, you'll need them all to forge a managerial career.

Throughout your career, you'll also be expected to communicate ideas clearly, use your time efficiently, and reach sound decisions.

Technical Skills

You'll probably be hired for your first job based on your technical skills—the ones you need to perform specific tasks—and you'll use them extensively during your early career. If your college major is accounting, you'll use what you've learned to prepare financial statements. If you have a marketing degree and you join an ad agency, you'll use what you know about promotion to prepare ad campaigns. Technical skills will come in handy when you

move up to a first-line managerial job and oversee the task performance of subordinates. Technical skills, though developed through job training and work experience, are generally acquired during the course of your formal education.

Interpersonal Skills

As you interpersonal skills, also known as relational skills□the ability to get along with and motivate other peopleare critical for managers in mid-level positions. These managers play a pivotal role because they report to top-level managers while overseeing the activities of first-line managers. Thus, they need strong working relationships with individuals at all levels teamwork, build trust, manage conflict, and encourage improvement.

Conceptual Skills

Managers at the top, who are respon from the broadest perspective, rely on conceptual skills□the ability to reason abstractly and to arrive at creative solutions to complex, sometimes ambiguous problems. They need both strong analytical abilities and strong creative talents.

Communication Skills

Effective communication skills are crucial to just about everyone. At all levels of an often be judged on your ability to communicate, both orally and in writing. clearly and concisely. Talking too loudly, rambling, and using poor grammar reduce your ability to influence others, as does

poor written communication. Confusing and error-riddled documents (including e- will reflect poorly on you.14

Time-Management Skills

Managers face multiple demands on their time, and their days are usually filled with interruptions. Ironically, some technologies that were supposed to save time, such as voicemail and e-mail, have actually increased workloads. Unless you develop certain time-management skills, you risk reachaccomplished little. What can managers do to ease the burden? Here are a few common-sense suggestions:

i. Prioritize tasks, focusing on the most important things first.

ii Set aside a certain time each day to return phone calls and answer e-mail.

iii Delegate routine tasks.

iv insist that meetings start and end on time, and stick to an agenda.

V Eliminate unnecessary paperwork.

Decision-Making Skills

Every manager is expected to make decisions, whether alone or as part of a team. Drawing on your decision-making skills is often a process in which you must define a problem, analyze possible solutions, and select the best outcome. As luck would have it, bexample to demonstrate the process approach to decision making. Consider the following o make matters worse, not only are you in trouble academically, but also the other members of your business

4.0 CONCLUSION

Managers face multiple demands on their time, and their days are usually filled with interruptions. Ironically, some technologies that were supposed to save time, such as voicemail and e-mail, have actually increased workloads.

5.0 SUMMARY

Effective communication skills are crucial to just about everyone. At all levels of an often be judged on your ability to communicate, both orally and in writing. clearly and concisely. Talking too loudly, rambling, and using poor grammar reduce your ability to influence others, as does poor written communication. Confusing and error-riddled documents (including e- will reflect poorly on you. Consider the following o make matters worse, not only are you in trouble academically, but also the other members of your business

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by communication skills?
2. Differentiate between time management skills and decision making skills?

7.0 REFERENCES/FURTHER READING

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UNIT 6: RECENT EVOLUTIONS IN ENTREPRENEURIAL LEADERSHIP

CONTENTS

1.0 INTRODUCTION

This unit is concern with recent evolutions of entrepreneurial leadership, the special issue on entrepreneurial leadership and assumption evident on entrepreneurial leadership

2.0 OBJECTIVES

At the end of this unit the learner should be able to:

(4) Explain recent evolutions of entrepreneurial leadership

(5) Explain issue on entrepreneurial leadership

(6) Discuss the aassumptions evident entrepreneurial

3.0 MAIN CONTENT

3.1 Recent Evolutions in Entrepreneurial Leadership

Despite the apparent fragmentation around the concept of entrepreneurial leadership, considerable progress has been made over the past 20 years to consolidate the knowledge base and to develop a more comprehensive and stringent approach. We can distinguish two key evolutions in the field.

First, there has been a shift from personal characteristics and traits to role and behaviours defined by interaction within context. For example, Swiercz and Lydon (2002) focus their attention on high-tech firms and identify a series of functional competencies (operations, finance, marketing and human resources) and self-competencies (intellectual integrity, promoting the company rather than the individual leader, utilising external advisors and creating a sustainable organisation) that together form entrepreneurial leadership. Together, these competencies allow entrepreneurs to master the challenge of dealing with constant innovation and change. For their part, Lichtenstein and Plowman (2009) draw on three empirical studies which document emergence in distinct contexts (Mission Church, new business ventures and Branson theatres) to develop a model for the leadership of emergence built around nine behaviours. Their model provides an insight of the interaction dynamics between individual and context – the meso space. In the same vein, Cope et al. (2011) examined the context of growing small and medium-sized enterprises (SMEs) to make a case for 'distributed leadership' which does not solely rely on heroic individuals. Sharing the leadership within the top management team provides a wide resource base, a plurality of experience and increased capacity for sense-making and problem-solving. At a broader, cultural context,

Wang et al. (2012) find that the interaction of multilevel factors (i.e. philosophical traditions and cultural values, organisational, personal and transitional factors) forms a complex and dynamic context of entrepreneurial leadership in Chinese firms.

A second evolution has been a shift from static, descriptive or diagnostic analyses pursuing a psychological approach to a dynamic view of entrepreneurial leadership from a process perspective. A central theme which has been examined from this angle is leadership development in entrepreneurial organisations. In a pioneer study, Antonakis and Autio (2007) set out to provide 'process model' that explicitly considers context as a moderator of entrepreneurial leadership behaviours. Although they move towards a basis for understanding the process by which entrepreneuria leadership develops, the model they offer is only 'speculative' (p. 203) and has not been tested empirically. Leitch et al. (2009) consider leadership development as a social process comprising different activities, events and exchanges over time. They adopt an action learning approach to develop a model of leadership development which comprises developing identity – a sense of self – and a capacity for social interaction – a sense of others. In a subsequent study,

Leitch et al. (2013) draw on the human capital and social capital theory to investigate leadership development, focusing on SME owner-managers who attended a training programme. In bridging the gap between leader development and leadership development, they contend that the development of skills, knowledge and abilities of leaders – their human capital – only occurs through the development of their social capital. In their study, this process was driven by the development of peer-topeer interaction and trust-building within a group attending a training programme. In a similar research setting, Kempster and Cope (2010) concur that 'the development of leadership capability reflects a complex social process of becoming' (p. 20).

Entrepreneurs develop their leadership capability by resocialisation and adaptive learning to fit their implicit leadership role. Crucially, this process happens by tapping into learning networks which raises the salience of leadership and enables entrepreneurs access to peers with whom they can interact.

These two trends, together with an increasing number of studies tackling entrepreneurial leadership from different perspectives, including social enterprises (Prabhu, 1999), ethics (Surie and Ashley, 2008) and gender studies (Harrison et al., 2015), suggest that the field is attracting an increased interest within the academic community. However, despite the progress achieved, there is some scope to develop new theoretical perspectives and use novel, rigorous empirical methods.

In particular, there is a need to take into account the cognitive, interpersonal and social richness of leadership in SMEs and to come to grips with processes that would account for outcomes. In addition to the leadership and entrepreneurship literature streams, future research can draw on the conceptual roots in psychology, sociology and other social sciences.

3.2. The special issue on entrepreneurial leadership

This Special Issue on entrepreneurial leadership is a result of articles presented at the Recontres de St. Gall conference in 2014 together with a call for papers published the same year in this journal. All papers were evaluated in a double-blind peer review process with several iterations. This Special Issue includes three articles, one of which is conceptual and the other two empirical conceptual and empirical nature.

In the first paper, Zaech and Baldegger (2017) propose and test a model of leadership in startups.

Their work is informed by transformational leadership (Bass, 1995), which has shaped most of the thinking in the field of entrepreneurial leadership. However, in contrast to previous studies, they also investigate the role that transactional and laissez-faire leadership behaviours play in new venture creation. The main aims of their study are to address how leadership behaviour influences start-up performance and whether start-up size influences this relationship.

First, transformational leadership, where a leader motivates his followers through communicating an inspiring vision and facilitating their development and growth, has a significant and positive effect on start-up performance. Second, the size of start-up seems to be important. In larger firms, laissez-faire leadership, the most passive and non-authoritarian style of leadership, has a significant and positive effect, while in smaller firms it has a negative effect. Third, there were similar findings for transactional leadership, whereby leader encourages compliance through rewards and punishment, and size of start-up: transactional leadership has a significant positive effect on large firms and a negative effect on smaller firms. Zaech and Baldegger (2017) speculate that the implementation of processes, procedures, routines and

structures associated with growing firms means that leaders may adopt more passive leadership behaviours, such as transactional and laissez-faire.

They argue this is because routines and processes provide followers with structure and guidance, thus reducing reliance on their leaders. While this work is of benefit, as it demonstrates that entrepreneurial leaders are likely to display a variety of behaviours in starting and growing a firm, Zaech and Baldegger's (2017) study is based on mainstream leadership theory, which is leader/entrepreneur centric. Thus, it is characterised by a focus on the individual and their qualities, on what makes an effective entrepreneurial leader, views the entrepreneurial leader as a proactive agent with largely passive followers and leadership itself as a top-down hierarchical influencing process. The danger of adopting such a position in entrepreneurial leadership is that it perpetuates the view that entrepreneurial leadership is a predictable practice and entrepreneurial leadership studies are a prescriptive endeavour. To complement these more traditional understandings and to advance thinking in entrepreneurial leadership, in the call for this Special Issue we invited scholars to challenge the hegemonic, orthodox perspective.

In the second paper, Dean and Ford (2017) do so by taking a feminist, post-structuralist perspective to build on the growing number of studies in both entrepreneurship and leadership which critique the hegemonic masculine discourse, whereby successful entrepreneurs and leaders are aligned with connotations of both men and masculinity. In so doing, they build on calls for more research to explore the interface between entrepreneurship and leadership using a gendered analytic lens (Harrison et al., 2015). Accordingly, the aim of their research is to explore the meanings which female entrepreneurs ascribe to the idea of entrepreneurial leadership. For them, a female entrepreneur is the leader of a business that is wholly or majority female-owned and managed.

Dean and Ford (2017) used a life history approach to explore the working lives and career stories of three female entrepreneurial leaders. They adopted a critical approach to analysis which, instead of exploring the individual only, also shines a light on the role the environment plays in shaping a person's experiences. By adopting a critical and feminist poststructural lens, Dean and Ford's (2017) research makes three contributions to the field. First, the variety of meanings associated with the term 'entrepreneurial leadership' suggests that it is a fluid and dynamic concept, not a static one. Second, these multiple and fluid meanings demonstrate that entrepreneurial leader identity is multi-faceted, diverse and potentially conflicting. This does not conform to the hegemonic discourse in which entrepreneurial identity is implicitly constructed as an embodied man (Smith and Anderson, 2003), excluding women and other forms of masculinities. Third, the study highlights the tension of the continued privileging of dominant gendered understandings of leadership behaviour based on assumptions of rationality, logic measurement and competitiveness, which valorises growth and competition.

3.3   Assumptions evident entrepreneurial leadership

By drawing on Critical Leadership Studies (CLS), Dean and Ford's (2017) paper is one of the first to adopt a critical perspective to explore entrepreneurial leadership more fully and to contribute a different ontological domain to the literature. CLS are a relatively new approach to studying leadership. Similar to critical perspectives in entrepreneurship and management studies more generally, they question hegemonic approaches and beliefs in mainstream literature (Parker and Thomas, 2011). Specifically, the focus is on critiquing rhetoric, tradition, authority and objectivity and on addressing what is neglected, absent or deficient in traditional research (Collinson, 2011).

As such, the concern to challenge orthodox assumptions evident in CLS could be invaluable in developing understandings of entrepreneurial leadership more fully (Leitch and Harrison, in press).

The critical turn recognises entrepreneurship and leadership as socially constructed phenomena that are given shape by their social, political and cultural contexts. The emphasis on the relationship between the entrepreneurial leader and the entrepreneurial system in which they and their business operate shapes and influences how they exercise power and authority. In the final paper of the Special Issue, Sklaveniti (2017) also adopts a relational ontological perspective to explore the processes of entrepreneurial leadership in the emergence of a new venture from its initial idea.

For her, entrepreneurial leadership is a processual ontology of relationality which sees the self and others in a process of mutual and continuous (re)construction, which connects not separates the participants in a venture. Such a perspective marks a shift from entitative theorising focused on individual action or from favourable contextual variables.

Sklaveniti (2017) argues that entrepreneurial leadership emerges from the co-action of a venture's participants. She identifies co-action as the intersection between the field of entrepreneurship and leadership. In entrepreneurship, co-action characterises a change in the direction for a venture (Gergen, 2009), while in leadership it characterises the expression of creativity (Steyaert, 2007). Using these ideas, Sklaveniti (2017) advances a model comprising four processes – creativity genesis, creativity enactment, direction genesis and direction enactment – with different relational connections evident at different stages. The main theoretical contribution of this work is to highlight the importance of co-action and inclusivity for the entrepreneurial leadership of a new venture creation.

Her model highlights the associations between macro-social relations, meso-organisational practices and processes, and the micro-dynamics of entrepreneurial leaders and others. The processual view emphasises that a new venture is a continuous relational achievement characterised by multiplicity, fluidity, uncertainty and temporality. In essence, for Sklaveniti

(2017), entrepreneurial leadership is conceptualised as fluid, open to participation and accomplished in relationality.

Expressing the importance of entrepreneurship and the role of the entrepreneur in chapter One (the key actor in the proces of innovation and creating new opportunities) there are several definitions in literature. The most detailed explained definition, is the definition of Wennekers & Thurik (1999); Entrepreneurship is the manifest ability and willingness of individuals, on their own, in teams, within and outside existing organizations to perceive and create new economic opportunities (new products, new production methods, new organizational schemes and new product-market combinations), and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, form and the use of resources and institutions (Wennekers & Thurik, 1999). This definition expresses the importance of new production methods and the included uncertainty, and therefore very useful for this study taking account that this study is investigating the effectiveness of Entrepreneurial leadership.

4.0 CONCLUSION

To complement these more traditional understandings and to advance thinking in entrepreneurial leadership, in the call for this Special Issue we invited scholars to challenge the hegemonic, orthodox perspective.

5.0 SUMMARY

In a pioneer study, Antonakis and Autio (2007) set out to provide 'process model' that explicitly considers context as a moderator of entrepreneurial leadership behaviours. Although they move towards a basis for understanding the process by which entrepreneuria leadership develops, the model they offer is only 'speculative' (p. 203) and has not been tested empirically. Leitch et al. (2009) consider leadership development as a social process comprising different activities, events and exchanges over time. They adopt an action learning approach to develop a model of leadership development which comprises developing identity – a sense of self – and a capacity for social interaction – a sense of others. In a subsequent study, Leitch et al. (2013) draw on the human capital and social capital theory to investigate leadership development, focusing on SME owner-managers who attended a training programme. In bridging the gap between leader development and leadership development, they contend that the development of skills,

knowledge and abilities of leaders – their human capital – only occurs through the development of their social capital.

6.0 TUTOR-MARKED ASSIGNMENT

(1) Explain recent evolutions of entrepreneurial leadership?

(2) Explain issue on entrepreneurial leadership?

(3) Discuss the aassumptions evident entrepreneurial?

7.0 REFERENCES/FURTHER READING

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UNIT 7: CORE MEASUREMENTS OF ENTREPRENEURIAL LEADERSHIP

CONTENTS

1.0   INTRODUCTION TO LEADERSHIP PROBLEM IN NIGERIA

Entrepreneurial leaders are individuals who aspire, develop and manage entrepreneurial enterprises (Swierzc et al. 2002). In order to become these individuals Entrepreneurial leaders must continuous acquire new leadership competencies, defined as the specific leadership capabilities required for successfully leading competitive and challenging activities, both in new ventures and in established organizations.

2.0 OBJECTIVES

At the end of this unit, student should be able to understand the following:

    (4) List and explain core measurements of entrepreneurial leadership

3.0 MAIN CONTENT

3.1   Core Measurements of Entrepreneurial Leadership

DIAGRAM

CORE DIMENSION Ş IN EL	AUTHORS
RISK TAKING	Kuratko (2007); Bagheri (2013); Kilgour (1992); Okudan (2004); Kempser & Cope (2010); Vecchio (2003); Currie et al. (2008); Strubler (2010); Chen et al. (1998); Cogliser (2004)
PROACTIVE	Kuratko (2007); Bagheri (2013); Okudan (2004); Chen, 2007; Swiersz et al. (2002); Cunningham et al. (1991); Surie et al. (2007)
VISIONARY	Surie et al. (2007); Cogliser (2004); Strubler (2010); Ruvio et al (2009); Chen (2007); Santora (1999); Ireland et al (2003); Kempster & Cope (2010); Gupta et al. (2004)
INNOVATION	Surie et al. (2007); Kuratko (2007); Cogliser (2004); Bagheri (2013); Okudan (2004); Ireland et al. (2003); Kempster & Cope (2010); Currie et al. (2008)
EXPERIMENT	Prabhu (1999); Nicholson (1998); Gupta et al. (2004)
CHARISMA	Cunningham et al. (1991); Vecchio (2003)
CREATIVITY	Gupta et al. (2004); Chen (2007); Santora (1999); Surie et al. (2007); Okudan (2004); Kuratko (2007)

Entrepreneurial leaders are individuals who aspire, develop and manage entrepreneurial enterprises (Swierzc et al. 2002). In order to become these individuals Entrepreneurial leaders must continuous acquire new leadership competencies, defined as the specific leadership capabilities required for successfully leading competitive and challenging activities, both in new ventures and in established organizations (Yang, 2008; Fernald, Solomon & Tarabishy, 2005; Cogliser & Brigham, 2004; Gupta, MacMillan & Surie, 2004). Those competencies/dimensions are described in table 6 and further explained.

Risk Taking

Entrepreneurial leaders have been mostly characterized by their propensity and ability to take calculated and risks. (Bagheri, 2013). So a competency of an entrepreneurial leader is the ability to accept risk (Kilgour, 1992, p.458). To define risk-taking: risk-taking is entrepreneurs desire to absorb uncertainty and take the burden of responsibility for the future of the business (Chen, 2007; Mueller & Thomas, 2001; Zhao, Seibert, & Hills, 2005). According to several authors Risk taking characterize the entrepreneurial process and involves the Entrepreneurial leader the willingness to take moderate risk in committing resources to address opportunities (Currie et al., 2008). So why are risk taking and Entrepreneurial leadership linked? Stewart and Roth (2001) looked at risk-taking propensity of entrepreneurs. Based on their meta-analysis, they claimed that entrepreneurs have a higher risk propensity than managers and that risk propensity was a vital component in entrepreneurship.

Pro active

Okudan (2004) defined pro activeness as: acting and anticipation of future problems, needs or changes leaders or being active to create and lead the future of an entrepreneurial venture rather than waiting to be influenced by it (Bagheri, 2013). Anyway, the literature on entrepreneurship highlights proactiveness, innovativeness, and risk-taking as three significant competencies responsible for empowering entrepreneurial leaders in establishing new businesses and subsequently leading them to success and development (Chen, 2007; Cunningham & Lischeron, 1991; Gupta et al., 2004; Kuratko, 2007; Man et al., 2002; Surie & Ashley,2008; Swiercz & Lydon, 2002). So proactiveness is a typical quality of entrepreneurial leaders (Bagheri, 2013). A well-developed proactive competency improves entrepreneurs' creativity, perseverance to achieve the entrepreneurial vision, and desire and intention to initiate entrepreneurial activities (Zampetakis, 2008 retrieved from Bagheri, 2013).

Vision

Vision is in almost all articles a key component. Ruvio et al. (2009) explains that vision is the key factor in leadership of all leaders. It is meant to inspire followers towards goal driven behaviour and from there on the leader takes various actions intended to implement the vision (which provides a sense making component for followers (Cogliser, 2004)). But what is a vision? Strubler (2010) gives a clear example: providing a vision and strategy for achieving technological innovations that initially seem difficult, if not impossible, and convincing colleagues to come along for the ride.''

The vision is how to get ''things'' done. One of the goals of a vision is to create commitment. People who enact the vision are committed to the discovery and exploitation of value creation (Gupta et al. 2004; Alvarez & Barney, 2002; Ireland et al. 2003). But also a vision helps human capital to develop Entrepreneurial capabilities such as creativity (Alvarez & Barney, 2002).

Thus, for successfully implement Entrepreneurial leadership it all starts with a vision to create commitment and develop entrepreneurial capabilities to eventually stimulate entrepreneurial activities (Kyrgidou and Hughes 2010).

Innovation

It is unclear whether innovation can be seen as a dimension of Entrepreneurial leadership. But one thing is sure, Entrepreneurial leadership results or tends to result in innovation. Entrepreneurial ventures are often associated in a context of innovation. According to Bagheria (2013) innovation as the tendency and ability of entrepreneurial leaders to think creatively and develop novel and useful ideas in opportunity recognition, resource utilization, and problem solving (Chen, 2007; Gupta et al., 2004; Mattare, 2008; Okudan & Rzasa, 2006). In innovation there are two types of innovation: disruptive and sustaining innovation (Christensen, 1997 retrieved from Ireland et al. 2003). There is a lot of theory about innovation and

entrepreneurship. We focus on the Entrepreneurial leader and innovation. From Surie and Ashley's (2008) point of view entrepreneurial leaders are creative innovators who are committed to action and value creation. The innovations are critical outcomes of an entrepreneurial mindset, an entrepreneurial culture and entrepreneurial leadership practices as well as the strategic management of the firm's resources (Ireland et al. 2003, p. 967)

The importance of innovation is characterized by creating value through innovation and employment. Schumpeter popularized the view of the entrepreneur as an innovator who undertakes ''new combinations of productive means,'' creating new products, methods of production or forms of organization (Bhide, 2000, p. 6).

Experiment

Prabhu (1999) found that Entrepreneurs have the urge to experiment constantly (p. 142).That feeling to constantly experiment can result that through experimentation advantage can be taken from opportunities (Gupta et al, 2004). Therefore Entrepreneurial leaders are also trying to encoure others to experiment; not only to motivate people but also to generate different perspectives and ideas. (p. 256).

Charisma

Cunningham et al. (1991) expresses the importance of charisma of the Entrepreneurial leader. Charisma is importantsince the Entrepreneurial leader can no longer trust on himself, but depends on other to achieve the goals.The leader must adapt to the needs of people. To adapt to the needs of people a leader must be able to motivate, direct and leading people. The most imporant competency is charisma (Cunningham, 1991).

Creativity

''Creativity is the production of novel and useful ideas in any domain'' (Amabile et al.1996, p.1155). In the Entrepreneurial context is more the ability to recognize entrepreneurial opportunities.

A recap to the seven chararistics in Entrepreneurial leadership of Dubrin (1995) (They must 1. be highly creative and possess an entrepreneurial style, that is, have a strong achievement motive, 2. be highly enthusiastic and creative, 3. act quickly when opportunity arises, 4. always be on the move, 5. have a visionary perspective, 6. oppose hierarchy and bureaucracy, and 7. prefer dealing with external customers) on of the characteristics is to be highly enthustiac and creative. Conger (1995) expressed that their creativity comes from the unique ability to seek opportunities before anyone else sees them and results in identifying opportunities and bringing new products and services to market (Buchholz and Rosenthal, 2005; Chen, 2007).

Chen (2007) concludes that the Entrepreneurial leader can increase the creativity in Entrepreneurial teams. Therefore creativity is necessary and a key competence for Entrepreneurs

in order to specify limits through experimentation to take advantage of emerging opportunities (Gupta et al. 2004, p. 255)

Risk taking, creativity, proactive, visionary and innovation are the key dimensions related towards Entrepreneurial leadership. Risk taking because it a characteristic of an entrepreneur, creativity since it is the unique abilty to seek for new opportunities. Proactive is a quality to improve the creativity. Innovation since most entrepreneurial activities result in innovation. Visionary is a key component in ''how to get things done''.

4.0 CONCLUSION

The importance of innovation is characterized by creating value through innovation and employment. Schumpeter popularized the view of the entrepreneur as an innovator who undertakes ''new combinations of productive means,'' creating new products, methods of production or forms of organization.

5.0 SUMMARY

A recap to the seven chararistics in Entrepreneurial leadership of Dubrin (1995) (They must 1. be highly creative and possess an entrepreneurial style, that is, have a strong achievement motive, 2. be highly enthusiastic and creative, 3. act quickly when opportunity arises, 4. always be on the move, 5. have a visionary perspective, 6. oppose hierarchy and bureaucracy, and 7. prefer dealing with external customers) on of the characteristics is to be highly enthustiac and creative. Conger (1995) expressed that their creativity comes from the unique ability to seek opportunities before anyone else sees them and results in identifying opportunities and bringing new products and services to market.

7.0 TUTOR-MARKED ASSIGNMENT

1. Discuss all the core measurements of entrepreneurial leadership and vividly explain them?

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UNIT 8: CONVERSION AS A FUNCTION OF ENTREPRENEURIAL LEADERSHIP

CONTENTS

1.0 INTRODUCTION

This unit will look at Conversion as a Function of Entrepreneurial Leadership both the functions and characteristics, challenges and capabilities for leading with impression .

2.0 OBJECTIVES

At the end of this unit, students should be able to:

Explain the challenges of Entrepreneurial Leadership.

3.0 MAIN CONTENT

3.1 Conversion as a Function of Entrepreneurial Leadership

3.1.1 Functions of Entrepreneurial Leadership

The functions of leaders are:

• To define the goals their subordinates and followers should work towards;

 • Suggesting ideas to subordinates;

• Reconciling subordinates when they disagree on what to do;

• Inspiring subordinate into actions;

• Liaising with management on behalf of subordinates in order to solve their problems and protect their interest;

• Assuring organisation members of continued employment and assigning them tasks for which they are adequately qualified;

• Motivating and inspiring subordinates to work with maximum speed;

• Rewarding and praising subordinates for hard work and achievements. They are:

Planning

3.1.2 Characteristics of the Effective Entrepreneurial Leadership

The success of a leader depends on his/her personal characteristics such as:

(a) **Capacity for Self-Management:** High level intelligence, outstanding mental alertness and ability to decide fast and to exercise self-control.

(b) **Strong Inner Achievement Drive**: This is demonstrated by the leader's level of occupational achievement, scholarship, knowledge and willingness to take risks, to work hard and excel, to set goals and develop the power to reach them, to accept victory with controlled emotions and self-restraint.

(c) **High Sense of Responsibility:** Demonstrated by through leaders. reliability, initiative, persistence, courage, aggressiveness, self-confidence, independence, firmness, tact, fair-play, social maturity, dependability, integrity, loyalty, enthusiasm and justice.

(d) **Ability for Group Work**: This include the capacity to get along with others and work peacefully with them, to give and seek advice, to tolerate, compromise, to be at ease with strangers, to adapt to changes, to respect others' judgements and intentions, to express hospitality tactfully, to tolerate opposition, to be sensitive to subordinates' needs, to participate actively in group functions.

(e) **Personal Charm:** This is reflected by the ability to evoke rigorous support from subordinates/followers.

3.2 Challenges and Capabilities for Leading with Impression

According to the Oxford English Dictionary, the word challenge means a call to try one's skill or strength, especially in a competition, a demanding task, an order to identify oneself; an invitation to a contest or test of one's ability, while competence means ability, efficiency and authority. If we juxtapose the two key words "challenge" and "competence", then we arrive at a scenario- a call to the leader to use his ability, skill and authority to achieve result using others.

Some of the challenges that link people, strategy and result together are:

• Interdependence or linkages of the various parts of the organisation;

 • Communicating challenges;

• Lack of credibility in leaders;

 • Vulnerability of respondents in the absence of empowerment;

• Conflicting rather than converging multiple leadership roles;

 • Executive burn-out.

The competence required to lead with impact is basically a skill set for adapting an organisation to cope with changes in an increasing competitive and dynamic business environment to ensure it survival and success.

The skills set include:

• Inductive skills;

•   Ability   to   carve   direction   with   vision   of   future;

 • Ability to gather and analyze information;

 • Ability to craft sound vision;

 • Ability to articulate a feasible way of reaching goals;

• Ability to accept the unexpected as the norm and respond adequately to it;

• Ability to use reality planning for direction-setting.

The above skill sets can be developed through:

(a) Rejecting situation/on the job experience that undermines the development of the needed attributes;

(b) Seeking and exploring company ability to develop people to outstanding leaders;

(c) Taking the driver's seat and managing one's career;

(d) Seeking large leadership role to enrich your career experience;

(e) Seeking opportunities to lead, taking risks and learning from both triumphs and failures;

(f) Seeking opportunities for hand-on experience or knowledge about difficulty of leadership and its potential for producing change;

(g) Taking on special task force, committees' assignment or general management course, whose experience and expertise will become useful in deeper leadership assignment:

(i) Develop a network of relationship inside and outside your company;

(j) Taking advantage of decentralization and the opportunity it offers to practise dominance and take charge by pushing responsibilities to every one in the organisation;

(k) Developing leaders yourself.

SELF ASSESSMENT EXERCISE

Identify and enumerate the conversion as a function of entrepreneurial leadership.

4.0 CONCLUSION

A conversion is a function of leadership. The leader inspires, motivates, influences and initiates actions that could lead to a change for good for the organisation, and the employees and the customers or member of the public in general.

5.0 SUMMARY

Conversion is an indispensable function of leadership. To lead with impact or "strong effect" requires a set of skills. A leader with the skills set is able to face the challenges that may arise in the very competitive and volatile environment in which the business operates.

6.0 TUTOR-MARKED ASSIGNMENT

Conversion as a function of entrepreneurial leadership? Identify and explain some characteristics of leadership, using the behavioural approach.

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