



“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



Block

2

LEADERSHIP BEHAVIOUR IN EDUCATIONAL MANAGEMENT

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BLOCK 2 LEADERSHIP BEHAVIOUR IN EDUCATIONAL MANAGEMENT

Introduction

According to John Kennedy “leadership and learning are dispensable to each other”. It is rightly to say that successful leaders are not only high driven and intrinsically motivated but also foster that same enthusiasm in their associates. However, in this block the focus is on leadership behaviour in educational management. This block consists of three units. We have given a brief of each of them below.

Unit 5 entitled with leadership behaviour. We begin with the concept, importance and meaning of leadership behaviour. As a teacher one should have the capacity and capability to guide and lead students so that they can achieve their goal and aspirations. To accomplish certain goals understanding of different theories of leadership is equally important in order to understand their relevance and apply them appropriately in managing educational institutions effectively.

In the **unit 6** leadership styles are discussed. When developing our leadership skills, one may confront with the dilemma of what is one’s leadership style is and which is the appropriate leader style in a situation and may have to grapple with practical question like “what leadership styles work best for our organisation?” To get the answer to these questions, it is best to understand that there are many forms which to select and as part of our leadership development effort and considered in developing as many leadership styles as possible. Here we discuss the various styles of leadership.

And **unit 7** encompasses with Transformational Leadership in Educational Management. Transformational leadership is a leadership style where one or more persons engage with others in such a way that leaders and followers raise one another to higher level of motivation and morality. Transformational leaders offer a purpose that transcends short-term goals and focussed on higher order intrinsic needs. This results in followers identifying with the needs of the leaders. The four dimensional leadership are idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

In this unit we also discussed various methods for building leadership in an institution and also different drivers which are influencing educational management. Further we proceed with the role of a leader in managing various stakeholders.

MES-043 Organisational Behaviour

Block-1 Organisational Behaviour: An Overview

- Unit-1 Nature of Organisational Behaviour and Historical Perspectives
- Unit-2 Group Dynamics and Team Building
- Unit-3 Theories of Motivation: Implications for Management
- Unit-4 Self Management vis-a-vis Educational Management

Block-2 Leadership Behaviour in Educational Management

- Unit-5 Leadership Behaviour: An Overview
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UNIT 5 LEADERSHIP BEHAVIOUR: AN OVERVIEW

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Leadership
- 5.4 Leader Vs Manager
- 5.5 Leadership as a Process and a Product
- 5.6 Attributes of Leaders vis-à-vis Educational System
- 5.7 Characteristics of Leadership in the Educational System
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 - 5.10.1 Great Man Theory
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- 5.11 Developing Teachers' Leadership Skills
 - 5.11.1 Emerging Opportunities for Leadership
- 5.12 Let Us Sum up
- 5.13 Unit End Activities
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- 5.15 Answers to Check Your Progress

5.1 INTRODUCTION

"Being the leader doesn't make you one, because leaders don't automatically get the respect and acceptance of their group members; so in order to earn the leadership of their group and have a positive influence on the group members, leaders learn some specific skills and methods." Thomas Gordon

Leaders have the ability to bring change – either positive or negative. Leadership is a quality of great importance in today's times when there is a hunger for innovation and entrepreneurship. As teachers, we are the first leaders in the truest of sense that any student sees. As a teacher one has the capability and the capacity to lead students to attain their goals and societal needs. This unit aims at covering the concept of leadership. It examines the qualities of a leader, the characteristics of leadership in an educational system, identifies the various theories that govern various leadership styles. As you proceed through this unit, you would realize that leaders have qualities

that can be developed through training or simply by awareness. Honing leadership skills as a teacher, you can become a better teacher and a better professional.

5.2 OBJECTIVES

After studying this Unit you should be able to:

- define leadership
- discuss the concept of Leadership
- differentiate between a Leader and a Manager
- list the Qualities of an Effective Leader
- discuss the characteristics of Leadership in the education system
- identify the factors in Leadership
- differentiate between the various theories of Leadership
- relate to the various theories of Leadership and the education system
- explain the educational implications of 'leadership' quality in an educational system.

5.3 CONCEPT OF LEADERSHIP

Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. It is the crucial factor that helps an individual or a group identify its goals and then motivates and assists in achieving the stated goals. There are major factors that define the leadership concept are:

- Influence/ support
- Voluntary effort
- Goal achievement

Leadership, can also be called the *catalyst* that transforms potential into reality.

The concept of leadership in itself covers all interpersonal relationships that influence the working of the institution towards its goals.

5.4 LEADER VS MANAGER

Often people assume that a manager and a leader play the same roles. However there are three major points of difference between the two:

- *A person emerges as a leader.* The question whether s/he will or will not emerge as a leader always depends on a number of situational factors. A manager, on the other hand, is always put into her/his position by appointment.
- *A leader always has some informal powers (that is the ability to influence) that enables her/him to lead.* S/he may or may not have the formal authority (ie the right to command). A manager on the other hand, always has some formal authority. S/he may or may not have personal power. If s/he also has personal power then s/he will be much more effective as a manager.
- *A leader generally, seeks those very objectives which are the objectives of the followers.* Thus, there is a mutuality of objectives between the leader

and the followers. A manager, on the other hand, seeks those objectives, which he/his subordinates do not regard as their own, clash of objectives.

Abraham Zaleznik (1977), for example, delineated differences between leadership and management. He saw leaders as inspiring visionaries, concerned about substance; while managers he views as planners who have concerns with process.

Warren Bennis (1989) further explicated a dichotomy between managers and leaders. He drew twelve distinctions between the two groups:

- Managers administer, leaders innovate
- Managers ask how and when, leaders ask what and why
- Managers focus on systems, leaders focus on people
- Managers do things right, leaders do the right things
- Managers maintain, leaders develop
- Managers rely on control, leaders inspire trust
- Managers have a short-term perspective, leaders have a longer-term perspective
- Managers accept the status-quo, leaders challenge the status-quo
- Managers have an eye on the bottom line, leaders have an eye on the horizon
- Managers imitate, leaders originate
- Managers emulate the classic good soldier, leaders are their own person
- Managers copy, leaders show originality

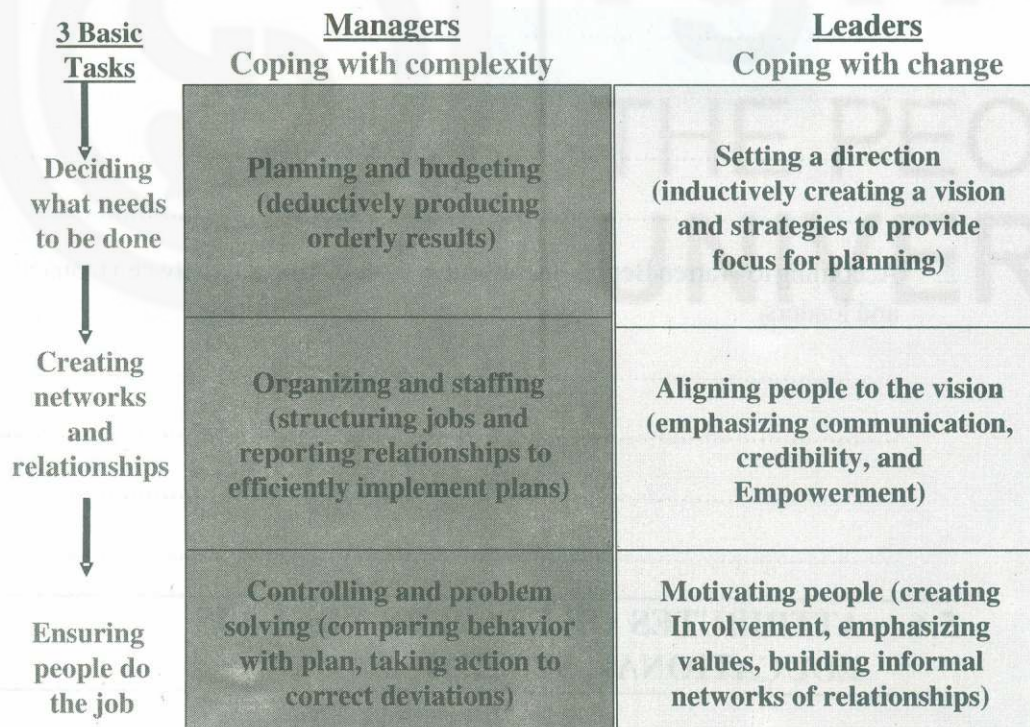


Fig. 5.1: Kotter's Distinction Between Managers and Leaders

(Source: Leading Change (1995) Book by J. Kotter)

5.5 LEADERSHIP AS A PROCESS AND A PRODUCT

As a process leadership entails perceiving when changes are needed and influencing and facilitating a group's efforts through non-coercive means, to set and achieve

group goals. This process should lead to the accomplishment of six generic leadership tasks:

- Inspire a shared vision and establish standards that help the organization or group achieve its next stage of development
- Foster unity, collaboration and ownership, and recognize individual and team contributions
- Exercise power effectively and empower others to act
- Exert influence outside the group in order to set the right context for the group or organization
- Establish an environment conducive to learning
- Satisfy the work related needs of the members of the group as individuals.

As a *product*, leadership is viewed as a set of qualities that leaders must possess in order to successfully accomplish the six tasks of the leaders. When an individual behaves in ways that others in the group/ organization believe will help them achieve desired goals, that individual is seen as a leader and is perceived to possess certain attributes.

Check Your Progress

Note: (a) Space in given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit.

1. Explain the concept of leadership.

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2. According to Warren Bennis, mention any three distinctions between managers and leaders.

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5.6 ATTRIBUTES OF LEADERS VIS-À-VIS EDUCATIONAL SYSTEM

Research supported by National Centre for Research in Vocational Education, University of California at Berkeley has shown *fourteen* attributes that best explain the variance in leader performance (Moss and Liang, 1990). These attributes are:

- **Adaptable and open to change:** The leader encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying the plans.

- **Insightful:** The leader reflects on the relationship among events and quickly grasps the meaning of complex issues.
- **Team building:** The leader facilitates the development of cohesiveness and cooperation among people at work.
- **Willing to accept responsibility:** The leader willingly assumes higher level of duties and functions within the organization.
- **Motivate others:** The leader creates an environment where others want to do their best.
- **Communication:** The leader listens closely to people at work, and organizes and clearly presents information both orally and in writing.
- **Visionary:** The leader looks into the future and creates new ways in which the organization can prosper.
- **Networking:** The leader develops co-operative relations among individuals within and outside the organization
- **Confident, accepting to self:** The leader appears secure about abilities and recognizes personal shortcomings.
- **Planning:** The leader in collaboration with others, develops tactics and strategies for achieving organizational objectives.
- **Decision making:** The leader makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
- **Delegating:** The leader appropriately and effectively assigns responsibility and authority.
- **Managing information:** The leader identifies, collects, organizes and analyses the essential information needed by the organization.
- **Ethical:** The leader acts consistently with the principles of fairness and right or good conduct that can stand the test of close public scrutiny.

Eleven additional attributes whose further development is most likely to be most helpful to most underrepresented groups have been identified through review of related literature. These attributes are:

- **Tolerance of ambiguity and complexity:** The leader comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
- **Courageous, risk taker:** The leader willingly tries out new ideas in spite of possible loss or failure.
- **Initiating:** The leader frequently introduces new ideas.
- **Achievement oriented :** The leader shows commitment to achieve goals and strives to keep improving performance.
- **Persistent:** The leader continues to act on beliefs despite unexpected difficulty.
- **Conflict management:** The leader brings conflict into the open and uses it to arrive at constructive solutions.

- **Tolerant of frustration:** The leader acts tolerant even when things don't go as planned.
- **Committed to common good:** The leader works for the benefit of the *entire* organization and not just for self.
- **Stress management:** The leader effectively deals with the demands of high pressure work situations.
- **Using appropriate leadership style:** The leader uses appropriate and variety of leadership styles to motivate and guide others towards attaining the common goals.
- **Sensitivity, respect:** The leader shows genuine concern for the feeling of others and respects individuals as individuals.

5.7 CHARACTERISTICS OF LEADERSHIP IN THE EDUCATIONAL SYSTEM

Leaders in the educational system have the ability to transform the system. Generally leaders in the system can

- Set the pattern and guide the outcomes of co-operative action
- Guide educational programs, but rely on shared decisions
- Give common understanding to common purposes and goals
- Produce cohesiveness without which co-operation is impossible
- Communicate with all personnel with a sense of mutual understanding and mutual loyalty to the aims of education
- Generate enthusiasm for projects and inspire working towards their completion
- Resolve the differences which frequently arise in growing organizations
- Lead by example and inspiration
- Contribute to the group by advancing useful suggestions.

5.8 PRINCIPLES OF LEADERSHIP

The US Army, in 1973 listed the following eleven principles that help individuals realize their leadership potential. We shall discuss these principles with respect to the educational environment.

1. *Know yourself and seek self-improvement* – Any leader needs to know himself/ herself in terms of what he/she has done, can do and is willing to do. Once these are identified, then the leader can constantly build on improving his/ her skill sets. A good leader is someone who is always evolving in one form or the other. In every school the leader could either be the Principal or the House In-charge or the School Captain or the House Captain, can be good leaders only if they are confident about themselves and they are *aware* of their weakness and the strengths of the other members of the group.
2. *Be technically proficient* - As a leader, one must know the job and have a solid familiarity with the tasks that one wishes others to accomplish. Here familiarity is generally expressed not in theoretical terms, but in practical – hands on terms. Technically proficient also translates into possessing the ability

to delegate the responsibility to various members of the group and be able to guide them in achieving common goals.

3. *Seek responsibility and take responsibility for your actions* – As a leader one needs to search for ways to guide the institution to new heights. And when anything goes wrong, a leader always takes the blame on to himself/ herself and does not search for scapegoats. This is one characteristic that always defines leaders. That is why, often, we have seen schools to be known by their Principals. An efficient Principal may also be a good leader and he/she would have the ability and capacity to take responsibility of every activity that happens in the school. Taking responsibility does not mean that the leader (in a school environment the Principal) should take blame, but it translates into the fact the leader must be able to have a foresight—plan and anticipate events and then plan, and in spite of this if any eventuality occurs, take responsibility for the actions.
4. *Make sound and timely decisions* – the use of good problem solving, decision making, and planning tools adds to the leadership qualities of an individual. In every school environment, you would have noticed as a teacher, that there are times when decisions need to be taken – procrastination on such decision leads an imbalance in the harmony of the institution. Hence, a leader – in the form of the Principal or Vice Principal or House in Charge or School Captain or House Captain- must try and take the initiative to make sound and timely decisions.
5. *Set the example* – A leader always needs to be a good role model. “*We must become the change we want to see*” - Mahatma Gandhi. These are very powerful words that define a leader. In the school environment, as teachers, you might have noticed, that there are times when we tell your students not to do something, while we find no harm in doing the same forbidden thing. This creates unrest amongst the group, where one is a leader. There is a story about Alexander the Great; during the conquest of world that he had embarked upon, he and his men had to cross a dessert. They were walking on the dessert for couple of days and their water and food resources were coming to an end. In this whole journey, historians say, Alexander was the leading man, always ahead. Seeing this, his soldiers drew the courage and determination and went forward. After a few more days, they were believed to have found an oasis. Being the example of what one wants, is a quality that every leader must possess.
6. *Know your people and look out for their well-being* – A leader is successful if he/she knows the people he/ she takes care of. When we say know, we mean knowledge in terms of their strengths, weaknesses and problems. If a leader is aware of this, he/ she would be able to help people realize institutional goals along with the personal goals of the people. In every school system, it is imperative that the Principal knows the students. It might be difficult to know each and every child personally, but a real Principal is one, who at least makes the effort.
7. *Keep your people informed* – In any institution, communication plays a key factor in deciding the success of the institution. Communication is a two way process and it involves letting people know about institutional goals and targets, taking and accepting the suggestions that help the institution realize its goals, and importantly allowing people to disseminate relevant information freely. In the school, we all have assemblies, and this is one platform that the Principal and faculty use to keep the students informed.

8. *Develop a sense of responsibility in your people* – We all know that it is the human tendency to work well under the watchful eye of a supervisor, but, a leader is successful if he/ she is able to develop a sense of responsibility in people, wherein they realize the importance of their contribution to the realization of the institutional goals. As a teacher you might have noticed that there are times when classes remain quite and busy doing either their own work or that has been prescribed to them – in the absence of a teacher; such classes show the leadership quality of the teacher. Such teachers are able to help students develop a sense of responsibility towards completing the prescribed goals and also make efforts to ensure that the tasks given to the students are meaningful and interesting.
9. *Ensure that tasks are understood, supervised, and accomplished* – An essential characteristic of a leader is not only to delegate tasks, but also to ensure that the tasks are understood by the doer, and that constant help and support is provided in the form of supervision as and when required. In our school tenure we might have noticed, that when a task is assigned to us, we are able to complete it to the best of our capability if the following conditions are met: we are given independent charge, our decisions are accepted and we are given suggestions and not directions and essentially there is a sense of trust that once a task given, it would be accomplished. For any teacher to have this sense of security, depends on the Principal or the leader.
10. *Train as a team* – A team is a collection of people, often drawn from diverse but related groups, assigned to perform a well-defined function for an organization or a project, team members always share some responsibility towards the realization of the goals. Thus leaders always need to ensure their members train as a team. This also means an equal opportunity for all. One way that this can be accomplished is by allowing for teachers to participate in peer group training.
11. *Use the full capabilities of your Institution:* A leader always knows his/ her institution very well and always tries to utilize an organization to its fullest of capabilities. An important evidence of this is the delegation of responsibilities amongst individuals of the team. This also ensures that all the members of the group feel a sense of belonging to the group.

5.9 FACTORS OF LEADERSHIP

There are four factors in leadership:

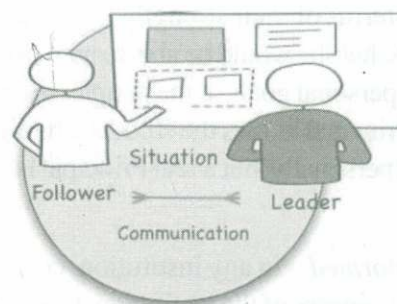


Fig. 5.2: Factors of Leadership

(From: <http://www.nwlink.com/~donclark/leader/leadcon.html> accessed on 7June2008)

- *Follower:* Every individual needs a different style of leadership to be motivated to achieve the institutional goals. New teachers might require constant

reinforcement, while senior teachers might require certain amount of freedom and responsibility. In the same manner students who flout discipline require handling in a different manner than those students who are excelling in their respective subjects. Understanding these basic individual differences in the followers affects the leadership style and leadership itself.

- *Leader:* Another factor in leadership is the leader itself. As a leader one is expected to have an honest understanding of who you are, what you know, and what you can do. An important thing about leaders is that the followers decide whether the leader is successful or not
- *Communication:* Leaders always lead through two-way communication. Much of it is nonverbal. For instance, when you “set the example,” that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship of the leader with the fellow members.
- *Situation:* We all know that each situation elicits a different behaviour in people, thus for each opportunity that is presented the leader must use his/ her judgment to decide the best course of action and the leadership style needed for each situation. This is especially true in case of the students, who can react very differently to various situations.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit.

3. Mentioned any three attributes of leadership given by Berkeley.

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4. Identify any one of the principles of leadership given by the US Army in 1973.

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5. What are the different factors of effective leadership ?

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5.10 LEADERSHIP THEORIES

Leadership has been studied and therefore explained from a number of different

perspectives, each with its own insights as well as its own limitations. The following section looks into the various leadership theories.

5.10.1 Great Man Theory

Great Man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term “Great Man” was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

5.10.2 Trait Theory

People are born with inherited traits. Some traits are particularly suited to leadership. People who make good leaders have the right (or sufficient) combination of traits. Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
• Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility	• Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organized (administrative ability) • Persuasive • Socially skilled

5.10.3 Contingency Theory

In contingency theory of leadership, the success of the leader is a function of various contingencies in the form of subordinate, task, and/or group variables. The effectiveness of a given pattern of leader behaviour is contingent upon the demands imposed by the situation. Contingency theories are a class of behavioural theory that contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others. An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change. This helps to explain how some leaders who seem for a while to have the ‘Midas touch’ suddenly appear to go off the boil and make very unsuccessful decisions. Thus, we can say that the basic assumption of this theory is that the leader’s ability to lead is contingent upon various situational factors, including the leader’s preferred style, the capabilities and behaviours of followers and also various other situational

factors. We will look into a theory that is a part of the Contingency Theory of Leadership.

Fiedler's Least Preferred Co-worker (LPC) Theory

Fiedler identified the *Least Preferred Co-Worker* scoring for leaders by asking them first to think of a person with which they worked that they would like least to work with again, and then to score the person on a range of scales between positive factors (friendly, helpful, cheerful, etc.) and negative factors (unfriendly, unhelpful, gloomy, etc.). A high LPC leader generally scores the other person as positive and a low LPC leader scores them as negative. High LPC leaders tend to have close and positive relationships and act in a supportive way, even prioritizing the relationship before the task. Low LPC leaders put the task first and will turn to relationships only when they are satisfied with how the work is going. Three factors are then identified about the leader, the member and the task, as follows:

- **Leader-member relations:** The nature of the interpersonal relationship between leader and follower, expressed in terms of good through poor, with qualifying modifiers attached as necessary. It is obvious that the leader's personality and the personalities of subordinates play important roles in this variable.
- **Task structure:** The nature of the subordinate's task, described as structured or unstructured, associated with the amount of creative freedom allowed the subordinate to accomplish the task, and how the task is defined.
- **Position power:** The degree to which the position itself enables the leader to get the group members to comply with and accept his/her direction and leadership.

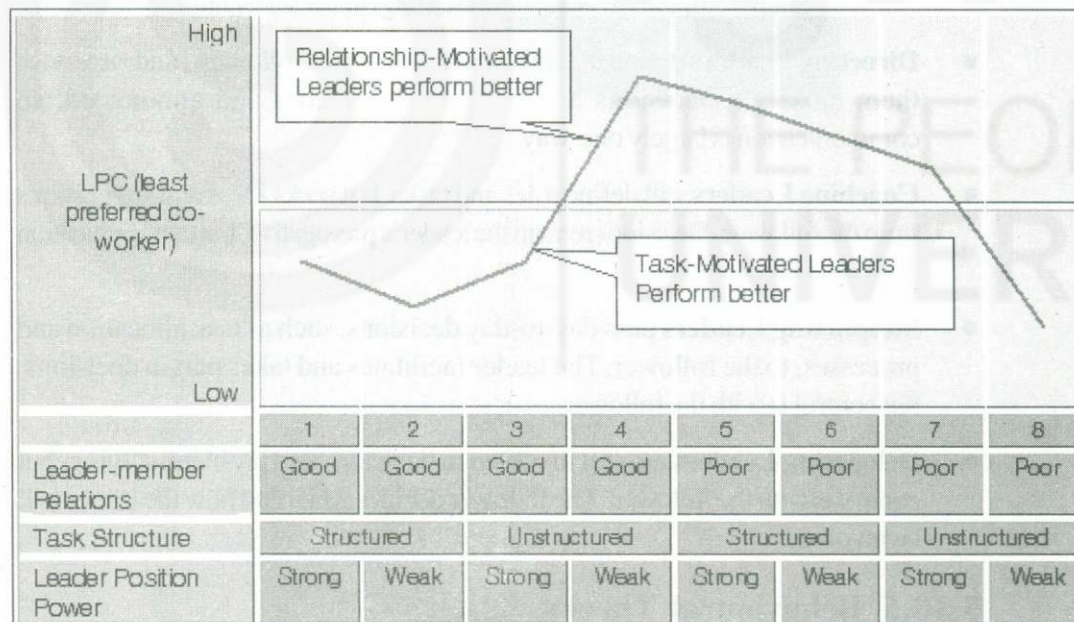


Fig. 5.3: Contingency Theory

Source: www.changingminds.org/disciplines/leadership/theories/fiedler_1pc.htm

5.10.4 Situational Theory

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. Therefore one can say that the basic assumption of this theory is that the best action of the leader depends on a range of situational factors.

Hersey and Blanchard's situational leadership theory

The basic premise of this theory is that effective leadership requires leadership flexibility since different situations require different leadership approaches and tactics. Blanchard and Hersey characterized leadership style in terms of the amount of direction and of support that the leader gives to his/her followers, and so created a simple grid:

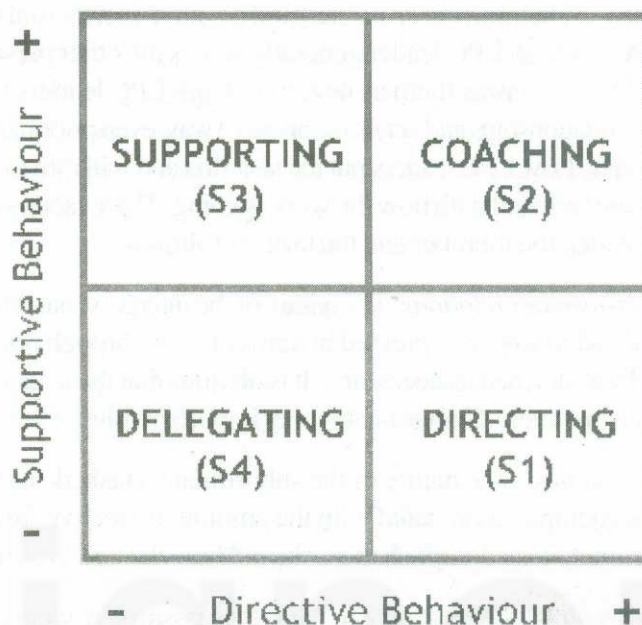


Fig. 5.4: Situational Theory

Source: <http://www.chimaeraconsulting.com/sitleader.htm>

- **Directing Leaders** define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
- **Coaching Leaders** still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
- **Supporting Leaders** pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
- **Delegating Leaders** are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.

5.10.5 Behavioural Theory

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

The Managerial Grid Model

The Managerial Grid Model (1964) is a behavioural leadership model developed by **Robert Blake and Jane Mouton**. This model identifies five different leadership styles based on the concern for people (relationships) and the concern for production (tasks). They developed a grid, as shown the figure 5.5, that helps classify the

leadership style as exemplified by the individual. The grid is read like a normal graph, wherein the first digit signifies the X axis while the second digit denotes the Y axis.

- **1,1 Impoverished management.** Often referred to as Laissez-faire leadership. Leaders in this position have little concern for people or productivity, avoid taking sides, and stay out of conflicts. They do just enough to get by.
- **1,9 Country Club management.** Managers in this position have great concern for people and little concern for production. They try to avoid conflicts and concentrate on being well liked. To them the task is less important than good interpersonal relations. Their goal is to keep people happy.
- **9,1 Authority-Compliance.** Managers in this position have great concern for production and little concern for people. They desire tight control in order to get tasks done efficiently. They consider creativity and human relations to be unnecessary.
- **5,5 Organization Man Management.** Often termed middle-of-the-road leadership. Leaders in this position have medium concern for people and production. They attempt to balance their concern for both people and production, but they are not committed.
- **9,9 Team Management.** This style of leadership is considered to be ideal. Such managers have great concern for both people and production. They work to motivate employees to reach their highest levels of accomplishment. They are flexible and responsive to change, and they understand the need to change.

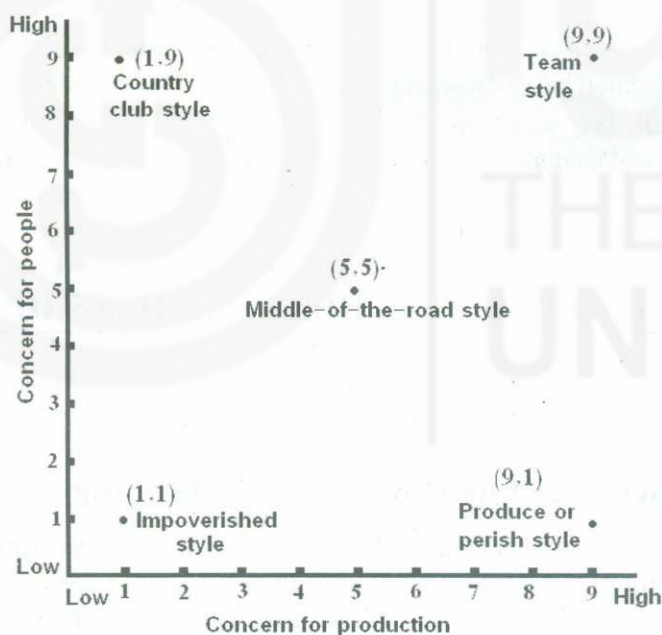


Fig. 5.5: The Management Grid - A graphical representation of the Managerial Grid

Source: <http://en.wikipedia.org/wiki/file:ManagementGrid.PNG>

5.10.6 Participative Theory

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others. Thus one can say that the participative theory of leadership assumes that involvement in decision-making improves the understanding of the issues involved by those who must carry out the

decisions. It believes that people are more committed to actions where they have been involved in the relevant decision-making; that people are less competitive and more collaborative when they are working on common goals and that several people deciding together make better decisions than one person alone.

< Not participative

Highly participative >

Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team
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5.10.7 Management Theory

Management theories (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

5.10.8 Relationship Theory

Relationship theories (also known as “Transformational theories”) focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and utility of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his/her potential. These leaders often have high ethical and moral standards.

5.11 DEVELOPING TEACHERS’ LEADERSHIP SKILLS

With the advent of school and teacher education restructuring efforts, new leadership roles are emerging (Lieberman & Miller, 1990).

5.11.1 Emerging Opportunities for Leadership

- Initial Teacher Capacity Building Opportunities Programs: Such programs offer an opportunity for teachers to develop their leadership skills either on a full time basis or on a part time basis. Such programs should involve hands on activity that would help the teacher utilize their experience and also contribute in terms of value to the respective school.
- Leadership opportunities at the institutional level: Another way to foster leadership in faculty members or teachers, is to make them involved in the decision making process at various levels in the school. This would provide an opportunity for the teachers to understand the working of the school and state policies and also would help them improve on their skills both as a teacher and as a professional.
- Professional Development Centres (PDC): The aim of such centers could be to serve as the locus for teacher preparation, career-long professional development, and school innovation and inquiry. Here the involved teachers or

educational leaders can be called on to demonstrate skills required in mentoring programs and school-based management, as well as skills related to a wide array of peer helping approaches, inquiry methods, innovation leadership and school-university collaboration.

Devaney (1987) offered an inclusive list of leadership areas that teachers might be called on to exercise in emerging school organizations. The six roles she identified can provide an organizer for the descriptive reports on the formal programs to develop leadership skills:

- Continuing To Teach and Improve One's Own Teaching
- Organizing and Leading Peer Reviews of School Practice
- Providing Curriculum Development Knowledge
- Participating in School-Level Decision Making
- Leading In-Service Education and Assisting Other Teachers
- Participating in the Performance Evaluation of Teachers.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit.

6. What is contingency theory?

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7. What is participatory theory?

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5.12 LET US SUM UP

In this unit you have studied:

- Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.
- There are differences between leadership and management. Leaders are inspiring visionaries, concerned about substance; while managers are planners who have concerns with process.
- Leadership exists as a process and a product.
- Leaders in the school system have the ability to transform the school system.

- There are four factors in leadership: follower, situation, communication, and leader.
- Great Man theory assumes that the capacity for leadership is inherent – that great leaders are born not made.
- Trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership.
- Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation.
- Situational theories propose that leaders choose the best course of action based upon situational variable.
- Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.
- Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account.
- Management theories (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance.
- Relationship theories (also known as “Transformational theories”) focus upon the connections formed between leaders and followers.

5.13 UNIT END ACTIVITIES

1. Using the points mentioned in the unit, discuss with your colleagues the essential qualities of a good leader. Of these points, identify areas that you would like to develop in yourself.
2. Keeping the *trait theory of leadership* in mind, identify the common traits that you have seen in the leaders of your institution.
3. Think of activities that you can conduct in a classroom, to enhance the leadership skills amongst students and yourself.
4. Discuss the traits possessed by successful leaders.
5. Ask your students who according to them is a *good leader*, tell them to list down the qualities they consider important to be a good leader. Compare that list to what you identified as qualities of a good leader.

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5.15 ANSWERS TO CHECK YOUR PROGRESS

1. Leadership is one of the most salient aspects of the organizational context. However, defining leadership has been challenging. The following factors that define the leadership concept clearly –
 - a. influence/ support
 - b. voluntary effort
 - c. goal achievement.

So the concept of leadership in itself covers all interpersonal relationship that influence the working of the institution towards its goal.

- 6 According to Warren Bennis distinction between manager and leader-
 - a. Managers administer, leaders innovate
 - b. Managers ask how and when, leaders ask what and why.
 - c. Managers focus on systems, whereas leaders focus on people.
- 7 According to Berkeley leadership attributes are :
 - a. Adoptable and open to change.
 - b. Insightful
 - c. Team building
- 8 ***Know your people and look out for their well being*** A leader is successful if he/she known the people he/she takes care of. When we say know, we mean knowledge in terms of their strengths, weakness and problems. If a leader is aware of this, she/he would be able to help people realize institutional goals along with the personal goals of the people. In every school system, it is

imperative that the principal knows the students. It might be difficult to know each and every student personally, but a loved principal is one, who at least makes the effort.

- 9 There are four factors in leadership such as ;
- a. Follower
 - b. Leader
 - c. Communication
 - d. Situation.
- 10 Contingency theories are a class of behavioural theory that contends that there is no one best way of leading and that a leadership style that is effective in some situation may not be successful in others. The part of the contingency theory of leadership is Fielder's least **Preferred Co-worker Theory**.
- 11 The participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage and contributions from group members and help group members feel more relevant and committed to the decision making process.

UNIT 6 LEADERSHIP STYLES

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Defining Leadership
- 6.4 Characteristics of an ideal Leader
- 6.5 Theories of Leadership Styles
 - 6.5.1 The Laissez-Faire Style or Relegative Style
 - 6.5.2 The Bureaucratic Style
 - 6.5.3 The Charismatic Style
 - 6.5.4 The Autocratic Style
 - 6.5.5 The Democratic or Participative Style
 - 6.5.6 The People-Oriented Style
 - 6.5.7 The Task Oriented Style
 - 6.5.8 The Servant Style
 - 6.5.9 The Transaction Style
 - 6.5.10 The Transformation Style
- 6.6 Leadership Style vis-à-vis Educational Institution
- 6.7 What is your Leadership Style?
- 6.8 Let Us Sum Up
- 6.9 Unit End Activities
- 6.10 References
- 6.11 Answers to Check Your Progress

6.1 INTRODUCTION

Leaders are the agents of change, they are equipped with skill sets that enable any institution realize their goals. Teachers as leaders are individuals who are able to channelize the teaching-learning process; to make it more meaningful and interesting. They participate in the decision making process, take initiative, organize resources, monitor progress and help others sustain their growth and progress. They do so by following certain styles and strategies. This Unit dwells into the various Leadership Styles that exist and aims to present a brief overview of the same.

6.2 OBJECTIVES

After studying this Unit you should be able to:

- define Leadership
- list down the characteristics of good leaders
- list down the various Leadership Styles
- distinguish between different styles of Leadership
- identify your dominant Leadership Style
- apply the concept of Leadership in your professional life.

6.3 DEFINING LEADERSHIP

In the previous unit, the concept of leadership has been discussed in detail. Here the focus is on as a linkage in the context of styles of leadership. Leadership is defined as an “influencing process” where leaders motivate the members of an organization to get their best efforts and achieve organizational objectives enthusiastically. It is the critical factor that helps an individual or a group to identify its goals and then motivates and assists in achieving the stated goals. Three important elements in the definition of leadership are influence/ support, voluntary effort and goal achievement.

Bolman and Deal (1991) suggest that when people are asked “what is leadership”, answers seem to fall into one of these categories:

- ability to get others to do what you want (power);
- motivate people to get things done-mostly through persuasion;
- provide a vision;
- leadership is facilitation; and
- empower people to do what they want.

There are problems with all of these but overall they convey the notion that we expect a leader to influence through non-coercive means, to produce some degree of cooperative effort, and to pursue goals that transcend his/her own narrow self-interest.

6.4 CHARACTERISTICS OF AN IDEAL LEADER

The following verses from Gita help us to identify the characteristics of a Leader.

Ahimsa satyamakrodhas tyagas shantirapaishunam;

Dayaa bhootteshvaloluptwam maardavam hreerachaapalam (16.1)

(Fearlessness, purity of heart, steadfastness in knowledge and yoga, alms giving, control of senses, sacrifice, study of scriptures, austerity and straightforwardness)

Tejas kshamaa dhritis shauchamadroho naatimaanitaa;

Bhavani sampadam daiveemabhijaatasya bhaarata (16.2)

(Harmlessness, truth, absence of anger, renunciation, peacefulness, absence of crookedness, compassion towards beings, un-covetousness, gentleness, modesty, absence of fickleness).

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answer with those given at the end of the unit

1. What leadership characteristics do you possess in your institution?

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2. Write the leadership concept given by Bolman and Deal .

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6.5 THEORIES OF LEADERSHIP STYLE

Leadership can have a formal aspect (as in most political or business leadership) or an informal one (as in most friendships). Speaking of “leadership” (the abstract term) rather than of “leading” (the action) usually implies that the entities doing the leading have some “leadership skills” or competencies. Based on the various leadership theories, different types of leadership styles that emerge are:

6.5.1 The Laissez-faire Style or Delegative Style: The laissez-faire “leave it be” leadership (Lewin, Lippitt, & White, 1939) is the leadership style that gives no continuous feedback or supervision because the employees are highly experienced and needs little supervision to obtain the expected outcome. On the other hand, this type of style is also associated to leaders that don’t lead at all, failing in supervising its team members, resulting in lack of control and higher costs, bad service or failure to meet deadlines.

6.5.2 The Bureaucratic Style: The bureaucratic leader (Weber, 1905) is very structured and follows the procedures as they had been established. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure approval of the ladders stated by the company. Leaders ensure that all the steps had been followed prior sending it to the next level of authority. Universities, schools, colleges and government organisation usually require this type of leader in its organizations to ensure quality, increase security and minimise malpractices. Leaders that try to speed up the process usually leads to frustration and anxiety.

6.5.3 The Charismatic Style: The charismatic leader (Weber, 1905) leads by infusing energy and eagerness into their team members. This type of leader has to be committed to the organization for the long run. Otherwise, charismatic leaders are a risk for the institution when they decide to resign for other opportunities because his/her staff only saw the success of the department is linked to the leader and not the team. It takes time and hard work to gain the team members confidence back with other type of leadership.

6.5.4 The Autocratic Style: In the case of autocratic leadership (Lewin, Lippitt & White, 1939) we could say that the leader has been given the power to take decisions, having total authority. This leadership style is good for employees that needs close supervision to perform certain tasks. Educational institutions do not prefer and resent this type of leadership, due to the creative and personal commitment of the teachers and other staff in carrying out their duties. A rigid, structured and formal supervision is not being able to enhance processes or decision making, resulting in job dissatisfaction.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

3. What is bureaucratic leadership style?

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4. What is charismatic leadership style?

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6.5.5 The Democratic or Participative Style: The democratic leader (Lewin, Lippitt & White, 1939) means that even though you want to listens to your team's ideas, you as the leader will study those ideas and will take the final decision. Team member contributes to the final decision thus increasing satisfaction and ownership by their members, feeling their input was considered when the final decision was taken. When change arises, this type of leadership help the team assimilate the changes better and rapidly than other styles, knowing they were part and parcel to the decision making process, minimizing resistance and intolerance. It's important to highlight that this type of style is not recommended when decisions are needed in a short period of time or at the moment.

6.5.6 The People-Oriented Style: People-Oriented leader (Fiedler, 1967) is the one that in order to comply with effectiveness and efficiency, support, train and develop his personnel increasing job satisfaction and genuine interest to do a good job.

6.5.7 The Task Oriented Style: Task oriented leaders (Fiedler, 1967) are those who focus on the job, and concentrate in the specific tasks assigned to each employee to reach goal accomplishment. This leadership style suffers the same motivation issues as autocratic leadership, showing no involvement in the team's needs. It requires close supervision and control to achieve expected results.

6.5.8 The Servant Style: A servant leader (Greenleaf, 1977) is the leader that facilitates goal accomplishment by giving its team members what they need in order to be productive. It is an instrument employees uses to reach the goal rather than a commanding voice that moves to change. This leadership style, as well as democratic leadership tends to achieve the results in a slower motion than other styles, although employee engagement is higher.

6.5.9 The Transaction Style: A transaction leader (Burns, 1978) the power given to a certain person to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to manager to lead the group and the group agrees to follow his/her leader to accomplish a predetermined goal in exchange of something else. Power is given to the leader to evaluate, rectify and train his/her subordinates when productivity is not up to the desired results and reward effectiveness when expected outcome is reached.

6.5.10 The Transformation Style: A transformation leader (Burns, 1978) is the one who motivates his/her team to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the vision, needing to be surrounded of followers or group who carry out the future plan of actions or tasks. The leader is always looking for ways to ideas that moves the organization to reach the company's vision.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

5. Explain democratic leadership style?

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6. Why transformation leadership style seems to be more effective?

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6.5.11 The Environment Style: The Environment Leader (Carmazzi, 2005) is the one who nurtures group or organizational environment to affect the emotional and psychological perception of an individual's place in that group or organization. An understanding and application of group psychology and dynamics is essential for this style to be effective. The leader uses organizational culture to inspire individuals to and develop leaders at all levels. This leadership style relies on creating an education matrix where groups interactively learn the fundamental psychology of group dynamics and culture from each other. The leader uses this psychology, and complementary language, to influence direction through the members of the inspired group to do what is required for the benefit of all.

6.5.12 The Situation Style: The situation leader (Joseph Praveen Kumar, Hersey, Blanchard, & Johnson, 2008) is the leader that uses different leadership styles depending on the situation and the type of employee that is being supervised.

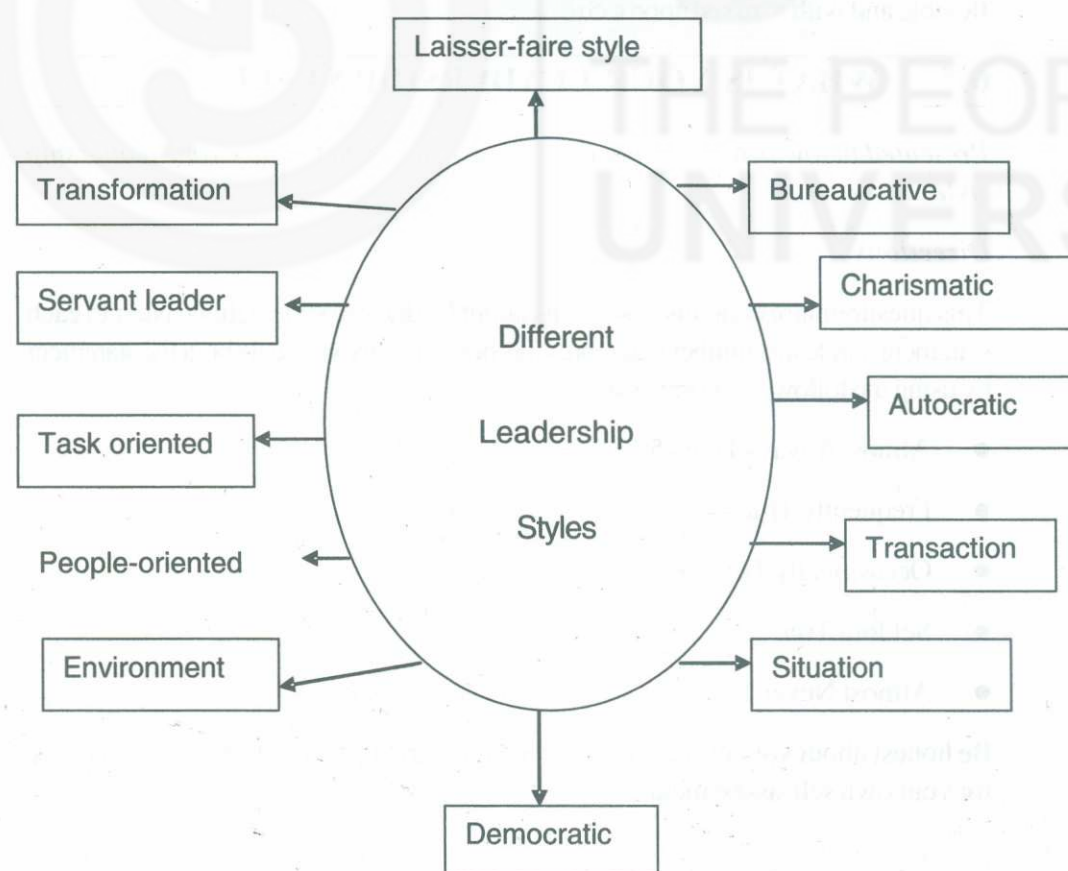


Fig. 6.1: Different leadership styles

6.6 LEADERSHIP STYLE VIS-À-VIS EDUCATIONAL INSTITUTION

Leaders in the education system have the ability to transform the system. Generally leaders in the education system can

- Set the pattern and guide the outcomes of co-operative action
- Guide educational programs, but rely on shared decisions
- Give common understanding to common purposes and goals
- Produce cohesiveness without which co-operation is impossible
- Communicate with all concerned personnel with a sense of mutual understanding and mutual loyalty to the ideals of education
- Generate enthusiasm for projects and inspire working towards their completion
- Resolve the differences which frequently arise in growing organizations
- Lead by example and inspiration
- Contribute to the group by advancing useful suggestions.

Thus, based on the assessment of the needs in the school or any other educational institutions, each leader must decide the leadership style that needs to be opted for the smooth functioning of the educational institution in all circumstances. It is essential to remember that a single style cannot solve or resolve all the *issues* in the educational system. In order to run the school successfully by giving adequate importance and opportunities to the members of the school, the leadership style followed must be flexible and with a mixed approach.

6.7 WHAT IS YOUR LEADERSHIP STYLE?

Presented below is a questionnaire that will help you identify your leadership style.

Directions

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True - 5
- Frequently True - 4
- Occasionally True - 3
- Seldom True - 2
- Almost Never True - 1

Be honest about your choices as there are no correct or wrong answers - it is only for your own self-assessment.

(<http://www.nwlink.com/~donclark/leader/survstyl.html>)

		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1

10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1

20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

Scoring

In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
TOTAL	_____	TOTAL	_____	TOTAL	_____
	Authoritarian Style		Participative Style		Delegative Style
	(autocratic)		(democratic)		(free reign)

This questionnaire is to help you assess what leadership style you normally operate out of. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always). The highest of the three scores indicates what style of leadership you normally use. If your highest score is 40 or more, it is a strong indicator of your normal style. The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode. If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except if you score high in both participation and delegation then you are probably a delegative leader. If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or you are a new leader and are trying to feel out the correct style for yourself.

6.8 LET US SUM UP

- Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives.
- Leaders in the educational system have the ability to transform the educational institution.
- The laissez-faire “leave it be” leadership is the leadership style that gives no continuous feedback or supervision.
- The bureaucratic leader is very structured and follows the procedures as they had been established.

- The charismatic leader leads by infusing energy and eagerness into their team members.
- The autocratic leadership takes decisions based on the power that has been given to him/her.
- The democratic leader takes decisions based on the consensus and consonance of team members.
- The people-oriented leader is the one that in order to comply with effectiveness and efficiency, supports, trains and develops his/her personnel increasing job satisfaction and genuine interest to do a good job.
- The task oriented leaders focus on the job, and concentrate in the specific tasks assigned to each individual to reach goal accomplishment.
- The servant leader is the leader that facilitates goal accomplishment by giving its team members what they need in order to be productive.
- The transaction leader has the power to perform certain tasks and reward or punish for the team's performance.
- The transformation leader is the one who motivates its team to be effective and efficient using solid communications strategies.
- The environment leader is the one who nurtures the group environment to affect the emotional and psychological perception of an individual's place in that group.
- The situation leader is the leader that uses different leadership styles depending on the situation and the types of individuals that are under him/her.

6.9 UNIT END ACTIVITIES

1. Visit an educational institution and identify a leader (student) from the institution. Write the points/characteristics you have observed in him/her that made you identify that individual as a leader.

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6.11 ANSWERS TO CHECK YOUR PROGRESS

1. Individual possesses non-violence, truth, absence of anger and peacefulness. The leadership characteristic depends on leader, what could be the best and suits for him/her.
2. Bolman and Deal suggest that leadership could be under one of these categories:
 - a. ability to get others to do what you want(power)
 - b. leaders motivate people to get things done-mostly through persuasion
 - c. leaders provide a vision
 - d. leadership is facilitation.
3. Bureaucratic leaders are very structured and follow the procedures as they had been established. This type of leadership has no scope to explore newness.
4. The charismatic leader leads by infusing energy and eagerness into their team members and committed to the organization for the long run.
5. It means that even though you want to hear your team's ideas, the leader will study those ideas and will take the final decision.
6. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This type of leader is the one who motivates its team to be effective and efficient.

UNIT 7 TRANSFORMATIONAL LEADERSHIP IN EDUCATIONAL MANAGEMENT

Structure

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- 7.2 Objectives
- 7.3 Changing Perspective of Educational Management
- 7.4 The Change Drivers
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 - 7.4.3 Globalisation of Higher Education in India.
 - 7.4.4 Informational and Communication Technologies and the Knowledge Society
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7.1 INTRODUCTION

In the previous units you have studied about leadership behaviour, theories and styles in management and more so in the context of managing educational institutions. In the present unit you will learn about transformational leadership. It starts with the development of a vision, a view of the future that will motivate and change the followers. Here you will study in details how transformational leadership helps potential followers to sustain the leadership activities in managing educational organization. Transformational leadership inspires followers to trust the leader, perform behaviour

that contribute to the achievement of organizational goals and perform at a high level. Transformational leadership occurs when a leader transforms or changes his/her followers, in three important ways that together result in followers trusting the leader, performing behaviour that contribute to the achievement of organizational goals, and being motivated to perform at a higher level-

- (a) Transformational leaders increase subordinate's awareness of the importance of their tasks and the importance of performing them well.
- (b) Make their team members aware of their needs for personal growth, development and accomplishment.
- (c) Motivate their team members to work for the good of the organization as well as their personal growth and updation.

We all are very well aware about the rapid changes in global scenario due to exploitation of knowledge, information and communication technologies (ICTs) revolution and Liberalization, Globalization and Privatization. In this phase of intense transition organizations which can adopt themselves with the pace of change can sustain and others may become redundant. You might have observed that some institutions become popular and most sought after by the students whereas some institutions are not preferred by them. *For example, if you want to take admission to a course in any institution, what are the main considerations you will have? Will you not take the steps to know details about that institution before seeking admission? Yes, of course, the reputation of the institution, availability of up-to-date, experienced and qualified staff, state of the art support services like computerized library and laboratory, comfortable, convenient and modern infrastructure, and most importantly the employability in the market after completion of the course. And you also very well know that only institutions which have advanced courses and most modern outlook can equip you with all the necessary knowledge and skills you want for further education, placement and promotion. Do you know how an institution achieves all these qualities? One of the main finding is that it happens through effective and visionary leadership of the head of the organization.*

One of the major factors responsible for the successful management of any institution is its leadership. Effective leadership has the capability of moving the organizations out of their rigid frames and makes them able to sustain the forces of change that challenge its long term existence. If you read articles on issues in education, specifically in the Indian context, you may find that most of the authors consider lack of effective leadership as the biggest crisis faced by Indian education system now. National Knowledge Commission under the Chairmanship of Dr. Sam Pitroda also recommended a strong leadership for the Indian education. Reasons attributed for this fact are numerous. But the fact remains that we need effective leaders to improve the present condition of our education system.

Now the questions that arise are:

- What is leadership?
- How leadership can influence the education system?
- How institutions can improve through leadership?

In previous units you have studied the meaning, concept, theories and styles of educational leadership. In this unit we shall study about Transformational Leadership and its relevance and significance in this era of managerial revolution in the field of education.

7.2 OBJECTIVES

After going through this unit you will be able to:

- describe Transformational Leadership.
- discuss the change drivers which are influencing educational management.
- describe various methods for building sustainable leadership in an institution
- enumerate the characteristics of an effective leader
- describe the attributes of an effective educational manager
- describe the role of leadership in preparing learning organization
- discuss the role of a leader in managing stakeholders both academic and non-academic.
- appreciate the need of transformational leadership in the educational context.

7.3 CHANGING PERSPECTIVE OF EDUCATIONAL MANAGEMENT

Rapid changes in the society have generated far reaching implications for education through the way in which they have transformed the nature of both our working and everyday lives. In today's knowledge driven economy the message is loud and clear. *'If you don't learn, you won't earn'*. Education has become a growth industry or learning organization. It has undergone business like transformation especially under the influence of current global reorientation of government policies toward deregulation, privatization, and liberalization. Efficiency and effectiveness in the delivery of education can be achieved through the use of private sector management techniques such as specifying service objectives and competitions for customers, performance measurement, decentralization of decision making and the use of markets to deliver value for money from public expenditure. Therefore educational management urgently demands a paradigm shift. Government sector is compelled to adopt new techniques of management and set of new values drawn from corporate sector. The new educational management according to Keating and Shand (1998) should have following key features:

- A focus on results or performance output in terms of efficiency, effectiveness, quality of service and the actual gain by the intended beneficiaries.
- A decentralized management environment which better matches the authority and responsibility so that decisions on resource allocation and service delivery are made closer to the point of delivery, and provides scope for feedback from all stakeholders.
- A greater focus and provision of choice for students and other partners through the creation of competitive and participative environments within organization and its concerned partners.
- The flexibility to explore more cost effective alternatives.
- Accountability for results or performance and for establishing due processes rather than following particular routine or conventional set of rules and a shift from risk avoidance to risk management.

Now let us learn about the change drivers which have enforced such revolution in educational management.

7.4 THE CHANGE DRIVERS

7.4.1 Globalisation

The term 'globalization' means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions – cultural, social, political and economic. In fact, some people fear cultural and social integration even more than economic integration.

Nothing is permanent, only change is permanent. Globalization is a feature of changing world. It is no more a recent phenomenon in the world and since India is a major player of the twenty first century, we have been facing its socio – economic impacts. Initial enthusiasm for globalization as a beneficial set of processes has yielded to an understanding that the phenomenon is largely associated with increasing social inequality within and between countries as well as instability and conflicts.

Globalization is impacting the institutional framework in all over the world. It is changing the way in which governments perceive their role in the society. It has also far reaching implications for socio- economic development and educational systems of countries all over the World. With abundance of natural resources our country has huge young and skilled man power to excel in every walk of life. At present 40% of our population is below 25 years of age.

In *educational terms*, there is a growing understanding that the neo-liberal version of globalization, particularly as implemented (and ideologically defended) by bilateral, multilateral, and international organizations, is reflected in an educational agenda that presumes, if not directly imposed, particular policies for evaluation, financing, assessment, standards, teacher training, curriculum, instruction, and testing. In the face of such pressures, more intensive discussion is needed about local responses to defend public education against the introduction of pure market mechanisms to regulate educational exchanges and other policies that seek to reduce state sponsorship and financing and to impose management and efficiency models borrowed from the business sector as a framework for educational decision making. These educational responses are mostly carried out by teacher unions, new social movements, and critical intellectuals, often expressed as opposition to initiatives in education such as subsidizing private and parochial schools.

This poses a peculiar problem for analysis. Because the relationships between state and education vary so dramatically according to historical epochs, geographical areas, modes of governance, and forms of political representation, and between the differential demands of varied educational levels (elementary, secondary, higher education, adult, continuing, open education and non-formal education), any drastic alteration of modes of governance (for instance, the installation of a dictatorship that may rule for several years before yielding back to democracy), can have multiple, complex, and unpredictable effects on education. This situation calls for a more nuanced historical analysis of the state-education relationship. This problem is made more difficult by the trend we have discussed above: the erosion in the autonomy of the nation-state in all matters, including educational policy matters.

7.4.2 Globalization of Higher Education

The World Trade Organization (WTO) is considering a series of proposals to include

higher education as one of its concerns, ensuring that the exchange and sharing resources of higher education be subject to the complex rules and legal arrangements of the WTO protocols and free of most restrictions. The higher education provides the competencies that are required in different spheres of human activity. The World Bank Document Higher Education: The Lesson of Experience (World Bank, 1994) justifies “Higher education is of permanent importance for economic and social development. Institutions for higher education have made the responsibility for equipping for position of responsibility in government, business and the profession”. It adds, “Higher Education investment is important for economic growth. They increase the individual productivity and income as indicated by rate of return analysis, and they also produce significant external benefits not captured by such analysis”. Therefore, the importance of higher education is recognized in national development.

7.4.3 Globalization of Higher Education in India

In the Indian context of ground realities, decades of under investment in education have created shortage of buildings, laboratories, libraries and other facilities in the education sector. Keeping in view the nation's future, investment has to be increased for higher education in the country. In order to welcome international students, infrastructure in academic institutions should be strengthened, admission procedures should be streamlined and there is an urgent need for academic restructuring.

Higher education institutions should take up innovative programmes which would help the students to get employment. In this respect, training programmes could be organized to youth and women that should be made specific and employment oriented.

Commercialization of education is the order of the day. Commercial institutions offering specialized education have come up everywhere. In view of globalization, many corporate universities, both foreign and Indian, have made their entry. Once these institutions turn 'self financing', their prices would be comparable with their global counterparts, which are affordable to the top layer of the society. As the job markets become acutely narrow, the polarization between the elite and non-elite would be discernible. Meanwhile various kinds of price barriers would be imposed to prevent the entry of the disadvantaged sections like the ST, SC, backwards and poor sections of the society.

This is where the role of efficient leadership becomes significant. Thus Globalisation poses one of the main challenges that educational management ever had to face. The focus is –

- Extending our education access beyond the border.
- Improving educational institutional standards at par with the best internationally acclaimed institutions, like IIMs, AIIMS, IITs and so on.

7.4.4 Information and Communication Technologies and the Knowledge Society

Mr. Bhatnagar, joined an educational institution recently as a subject teacher. One fine morning, Mr. M. Dikshit, Principal of the institution called Mr. Bhatnagar and gave him an assignment to prepare questions for developing a question bank in his subject. At the time computer was newly introduced in the institution. Mr. Bhatnagar was not computer savvy. He was doing all tasks manually. One day, Principal called a meeting of the staff to review the progress they were making in preparation of items for question bank. He called

Mr. Bhatnagar, and said, " There ought to be some difference between a conventional teacher and a progressive teacher. After completing higher education, if you can not use contemporary technology to expedite your work, your degree is sheer waste". The dialogue that took place between Mr. Dikshit and Mr. Bhatnagar motivated him to learn computer in no time and he also felt satisfied seeing the benefits of using it for computing and assistive tasks.

The same is applicable in the context of the country. After the advent of globalization the national economic success can no longer be guaranteed solely by mass production of consumer goods or the physical exploitation of natural assets. Rather it is becoming increasingly dependent on our ability to create and use new ideas, new knowledge and new technologies. New information and communication technologies have radically transformed our capacity to store and transmit information. We can now access information of a far greater range, variety and quantity with greater speed and convenience than ever before. Knowledge is understanding and deciphering information, making sense of it and using it critically and prudently. It is about information put to work. It enables people to make judgments, create new products, solve problems and interpret events.

Earlier only educational institutions were the sources of knowledge but now we have a variety of alternative sources of authority over knowledge and it is readily accessible through internet, television and other resources. The new knowledge society has set of a variety of newer forms of knowledge organizations under different names but they are not educational institutions per se. For example IBM has its own campuses in which it offers its own university level education and training programmes. Many private companies have their own R&D labs in which they produce in addition to their products many scientists and research scholars. Media and consultancy companies have their own style of imparting knowledge. On the whole these newcomers have been creating a great challenge for the education sector. And if the educational institutions have to maintain their established role they have to grow up and meet the requirements of the new generation learners. In the words of Dr. Manmohan Singh, the Prime Minister of India, "The time has come to create a second wave of institutions building and excellence in the fields of education, research and capacity building so that we are better prepared for the 21st century". And unless the education sector is equipped with strong, dynamic and visionary leaders it cannot catch the race.

You may think that why we want leaders when we have managers? Though many a time, the terms, managers and leaders are used interchangeably but there is a clear cut demarcation between the two. Manager does management and it is the process of handling a job under constraints and within available resources. It seems like pulling through somehow, sorting out problems, showing results but leading is to take one's subordinates to a better state of being, enabling them to be more productive, efficient, satisfied, involved in their jobs, etc. It is a process of helping them to function effectively and to grow rather than to cope with exigencies (Sinha, 1995). According to Dede (1993), "one of the most important attributes that distinguishes leaders from managers is vision." "Leaders create and convey compelling images of how our reach is much less than our potential grasp; they redefine people's paradigms about what is possible. In contrast, competent managers are adept at organizing operations so that an institution's efficiency in accomplishing plans is optimized".

Educational management in the present times is an important area of concern in education system in the country. On the one hand the stakeholders like parents, students and community have very high expectations of performance and

accountability and on the other hand there is a strong perception of leadership deficit in educational management in public as well government sectors. Now, let us proceed to the next section of this unit to review the concept of leadership and understand different types of leadership that may provide various avenues for managing educational organizations.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

1. What is the recent trend of education in Indian perspective?

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2. Define the concept of globalization.

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7.5 CONCEPTUALISING LEADERSHIP

In very simple terms leadership can be defined as the skill of a person to influence an individual or a group for achievement of a goal in a given situation. From the above definition it is obvious that it is a process which involves relationship and therefore it cannot exist in isolation. Just like the existence of teacher is meaningless without a student/learner, the leadership has no subsistence if there is no follower(s) and a situation. Thus Leadership has three inevitable components — a leader, followers and a situation. The relationship between leadership, followership and the situational and organizational context within which the interactions between leaders and followers occur constitute the leadership process.

Philip A. Woods (2005) carried this concept further. According to him leadership is not just a set of free-standing actions i.e., it is not a linear process flowing from leader to the follower but it is a collective entity which comprises of the impetus and direction that emerges from the group which is more than the sum of its parts (the individuals) who make up a group or organization. Thus the leadership of a group or organization comprises of the direction, impetus and energy which arises from the circulation of initiatives. An initiative is passed on to the followers who react, respond and add to circulation, generating their own initiatives. Throughout the process there are multiplicity of leaders engaging in actions which comprise this continual circulation.

According to Dayal (1999) leadership is development of people, not the task. A leader creates conditions for the development of individuality and enhancement of inherent capability of individuals. She/he does not develop her/his prototypes but in the process of undertaking the tasks and meeting the challenges the individuals learn to become leaders exploiting their potentialities. In such type of leadership each person performs tasks individually as well as collectively and respect the individuality of team members or peers.

7.6 FUNCTIONS OF LEADERSHIP

Now let us see what are the functions which a leader does to establish himself/herself as a leader. Let us take the examples of Rabindranath Tagore, and his Shanti Niketan experiment that is, the Vishwa Bharati University, Gandhiji's Wardha experiment of Basic Education, and the foundation of Aligarh Muslim University by Sir Syed Ahmed in education.

What were the activities undertaken by them to become great leaders, rather revolutionary leaders? Yes, they influenced people to form a group by bringing members together, induced a purpose and infused life in it; made it operational for seeking common goal. Each one of them also established interpersonal relations with members, inspired them, guided them, and helped them to march towards the goals.

A leader does all these functions in all situations. Nevertheless, he/she takes care of the team members by making adequate provisions to satisfy their personal and professional needs and interests so that members work for facilitating sustainability of the group and high morale of the group members for better performance.

In addition to these, a leader also needs to perform the functions as an executive, planner, decision maker, expert, referee, peacemaker and as a model at least to certain extent for the members. But most important function of a leader is to work towards unity and cohesiveness of the group and to see that members have a pleasant satisfying experience.

Now let us enumerate functions of the head of any educational institution and try to recall different functions the leaders usually undertake in an educational institution. Some of them are listed below:

- Set goals(some times the goals are set by the management).
- Organize the institution and design programmes to accomplish the goals.
- Make policies
- Give guidance and directions to the teachers/ staff/students
- Procure, manage, and allocate resources.
- Create a conducive or favourable climate for the personal and professional growth and development of teachers and other staff.
- Monitor progress, solve problems and maintain discipline.
- Represent the institution at different forums.

This list is only a suggestive one and you may like to add more.

If one wants to be an effective leader in an educational institution one needs to perform all the above mentioned functions. But as we all know, the style and functioning varies from individual to individual. To accomplish same goal we may adopt different approaches. For example, if you want to guide a student to study effectively for his/her better performance you may adopt any one strategy from among the many :

- tempt the student with a reward that seems to be attractive,
- adopt appropriate disciplinary approach,

- may take punitive measures,
- some other approach depending upon your personality or students' approach or behaviour.

Similarly, the leaders also adopt different leadership styles and these styles may lead to evolution to different leadership theories. The following section deals with these styles and new theories of leadership in brief, and also infers how transformational leadership is the need of the times for managing educational institutions in this era of Information and Communication Technologies, Liberalization, Privatization and Globalization (LPG).

7.7 STYLES OF LEADERSHIP

Leadership styles have been discussed in detail in the previous unit. Here, the focus is on facilitative leadership, its relevance in the current educational context and also dealt in contrast to traditional styles.

Leadership style of a person is the outcome of his/her personal qualities. Behaviour pattern of a leader is considered as his/her personalized leadership style. Several different classifications have been developed in connection with this concept such as Authoritarian/Autocratic, Laissez Faire and Democratic styles. Though styles of leadership are differentiated into various categories, in practice no style exists in one and only one form, it is a combination of two or more. There is another classification of leadership styles — traditional and facilitative leaderships.

Traditional Leadership is the kind of leadership which we have been following, over centuries. It involves top-down communication, centralized control and directive behaviour from the leader. For example, the Principal of school gives orders and others follow as 'yes men'. You might have heard a saying 'Boss is always right' It applies to traditional leadership style.

Facilitative Leadership: In this style the leader uses facilitation techniques to encourage discussion and team decision making. It involves team building and shared meaning-making and decision making. When leader says 'let us resolve this problem together' it is facilitative leadership. For example a teacher facilitates when he/she invites student's choice of the place for a study tour or excursion. Similarly, the principal collects topics for debates from all teachers in a school. These are a few examples of facilitative leadership.

Other classifications of leaders and their styles are also available, such as task-oriented, technique-oriented, people-oriented, etc. Based on various approaches for studying leadership styles to increase effectiveness and efficiency of leaders various theories of leadership have come into existence. These theories have been tested their relevance, sustenance and appropriateness in management over the years.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

3. Write any two functions of leaders of an educational institution.

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4. What is a facilitative leadership style?

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7.8 NEW LEADERSHIP THEORIES

We already discussed, in the previous unit, leadership theories. In recent times several new theories have emerged. Some of them are transactional leadership theory, transformational leadership theory, systemic leadership theory, etc. These leadership theories have been illustrated below.

7.8.1 Systemic Leadership Theory

Systemic Leadership is a concept that is based on using general systems theory to leadership. In this theory the accountability is built at a holistic level. In systemic leadership the organizations are considered as living organisms in which if one part is affected, whole system gets affected. The leaders thus work for the health of the whole organization. *Example: a senior secondary school in an industrial township was known for its excellence. Due to industrial recession, the school was not getting due grant and other resources from the industry. In the meantime, the state government took over the school and in due course most of the teachers got transferred to other secondary schools in the state. The same Headmaster could not retain the reputation of the school that was earned in earlier times. Gradually, it became a school only for the name sake.*

This is just one example of a systemic leadership theory in an education institutional context. You may be aware of other cases also. Similarly quantitative expansion of colleges in the country after independence diluted the quality of teaching at the higher education levels in many colleges due to lack of availability of faculty members and other infrastructural and financial resources. Today there are many colleges offering courses having no linkage with job opportunities.

7.8.2 Transactional Leadership Theory

The main idea of transactional leadership is based on the fact that when a job, or the environment around the followers fail to create and maintain due motivation or satisfaction, the leader will take action through clarification and explanation of the functional criteria by expressing what he/she expects from his/her followers and what they will receive in return. Thus, the transactional or interactional leader motivates the followers to act as he/she expects them in exchange for a reward. Since it is based on an exchange of services (from a teacher, for instance) for various kinds of rewards (such as a salary). Transactional leadership is sometimes called bartering also. In spirit, what they are saying is, "I will look after your interests if you will look after mine."

7.8.3 Transformational Leadership Theory

Transformational leadership is a process that changes and transforms individuals. It is concerned with values, ethic standards and long-term goals. Transformational leadership involves assessing followers' motives, satisfying their needs and treating them as full human beings. It is a process that subsumes charismatic and visionary

leadership. Transformational leadership is an all encompassing approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level to very broad attempts to influence whole organization and even entire culture.

The change in concept of leadership over a period of time is given in Table -1. Though all the new theories of leadership are equally important for providing efficient leadership to the present and future organisations, transformational leadership achieved greater popularity. In the following subsections let us study why it is so sought after.

Table-1: Overview of Change in the Concept of Leadership

Period	Concept/theory	Theme
Upto late 1940s	Trait Theory	Leadership ability is innate and linked to personal qualities
Late 1940s to 1960s	Behavioural Theories	Leadership is associated with behaviour and style
Late 1960s to present	Situational/Contingency Theories	Leadership is affected by the context and situation
Late 1960s to present	Power and Influence	Leadership is associated with use of power
Late 1970s to present	Cultural and Symbolic Leadership Theories	Leadership is management of meaning
1980s to present	Cognitive Theories	Leadership is a social attribution
1990s to present	New Leadership Theories	Leadership is linked to organization building and transformation

7.9 SIGNIFICANCE OF TRANSFORMATIONAL LEADERSHIP

As you have come to know transformational leadership is a process of changing and transforming people and it involves values, ethics and goals. It also covers transforming followers' motives, satisfying their needs and considering them as human beings. It is a process that includes charismatic and visionary leadership. Similarly it is an approach that can be used to explain a broader range of leadership from very specific attempts to influence follower's on a one-to-one level to very broad attempts to influence the organization in entirety and even includes the entire culture.

The idea of transformational leadership was developed by James McGregor Burns in 1978. He founded the theory of transformational leadership extending the transactional leadership by extending leadership theory to higher levels of reinforcement for goal attainment. As we have learnt, in transactional leadership, when the followers fail to perform their respective roles towards goal attainment, the leader will clarify and explain the functional criteria by expressing what he expects from his followers and what they will receive in return. In this leadership the leader influences the followers in such a way that they start identifying with the leader and reach to a state where the leader and the followers hold a common vision. Thus, in this type of leadership the relationship between the leader and the follower is beyond a simple give-and-take one. He/she viewed transactional and transformational, as two separate poles in a construction.

According to Burns (1978), transformational leadership refers to the process whereby an individual engaged with others creates a connection that raises the level of motivation and morality in both the leader and the follower. It is a process that changes and transforms individuals and is concerned with values, ethics and ultimate goals. Transformational leadership involves assessing followers' motives, satisfying their needs and treating them as full human beings. Here leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential. A transformational leader is one who inspires trust, confidence, admiration and loyalty from his/ her followers. As a result, followers are motivated to exert high levels of effort out of a sense of personal loyalty to the leader. Dalai Lama is a classic example of transformational leadership. Because, through spirituality he brought ramifications that were instrumental in providing a haven and a life of dignity to the thousands who escaped the trauma of communist rule in Tibet. It was his personal initiative and moral force that persuaded many countries to open the door to Tibetan refugees. He raised the hopes and demands of millions of people and in the process changed himself.

7.10 TYPES OF TRANSFORMATIONAL LEADERS

The transformational leadership style is said to occur when one or more persons engage in such a way that leaders and followers raise one another to higher levels of motivation and morality. This is almost like a synergy that might exist where by everyone gets raised to a higher level of performance.

Mahatma Gandhi is a great example of a transformational leader, because he satisfied the needs of his followers. But instead of riding those needs to power, he remained sensitive to a higher purpose. His vision of leadership went beyond himself to the greater good of all that followed him.

The Burns model of transformational leadership, described several types of transformational leaders and they are as follows:

7.10.1 Intellectuals: Leader devoted to seeing ideas and values that transcend the practical needs of all. With an intellectual leader, there is a higher moral purpose and vision that can transform society.

7.10.2 Reformers: A leader of reform movement that requires the participation of large numbers of followers to achieve. Reform leader can transform part of society to realize a higher standard of moral principles.

7.10.3 Revolutionaries: A leader that may ask follower for the "ultimate sacrifice" for the greater good of all. While a reform leader may work towards improving one aspect of society, the revolutionary leader asks for changes to the whole of society.

7.10.4 Charismatic (Hero): This is the ultimate form of a transformational leader. The charismatic leader is viewed as a hero among followers.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

5. What is transformational leadership?

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6. Mentioned the types of leadership according to Burn Model.

Generally, when people think of leadership, they think of a person (leader) influencing or doing something to another person (follower). A popular concept of a transformational leader is 'Charismatic' or 'heroic' leader who has the vision and dynamic personal attraction to total organisational change. It is a process that subsumes charismatic and visionary leadership.

Transformational leadership is an approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level to very broad attempts to influence whole organization and even entire society or a nation or the entire world. The special qualities of transformational leaders as per Schermerhorn (1966), include:

- **Vision:** having ideas and a clear sense of direction, communicating them to others and developing excitement about working hard to accomplish shared 'dreams'.
- **Charisma:** arousing others' enthusiasm, faith, loyalty, pride and trust in themselves through the power of personal reference and appeals to emotions.
- **Symbolism:** identifying 'heroes' offering special rewards and holding spontaneous and planned ceremonies to celebrate excellence and high achievement.
- **Empowerment:** helping others to develop and perform, removing performance obstacles, sharing responsibilities and delegating truly challenging tasks and responsibilities to team members.
- **Intellectual stimulation:** gaining the involvement of others by creating awareness of problems and stirring their imagination to create high-quality solutions.
- **Integrity:** being honest and credible, acting consistently out of personal conviction.

The transformational approach to the study of leadership relies heavily on the trait approach. It is believed that effective leaders exhibit several unique characteristics that give them influence over their followers. According to a study, (Conger and Kanungo, 1987) these characteristics include the following:

- **High self-confidence:** They display strong confidence in their own judgments and actions.
- **Ability to articulate a vision:** such leaders have a unique ability to put into words an idealized vision of what the future could hold. In fact, the greater the disparity between the status quo and the idealized vision, the greater the likelihood that followers will attribute extraordinary vision to the leader.

- **Risk taking attitude:** Willingness to assume high personal risks to pursue the vision, the leaders are often seen as being willing to assume great risks to pursue their vision. This commitment to the future and self-sacrifice often entices others to follow.
- **Use of unconventional strategies:** these leaders often use unconventional behaviour or break accepted norms as a sign of their confidence in their course of action. Such attention-getting behaviour often attracts the admiration of the followers.
- **Perception of leaders as change agents:** finally, transformational leaders are often seen by followers as change agents, especially when followers are dissatisfied or unhappy with current events.

Some of you who are aware of the concept of counseling may well appreciate that counseling is not helping the individual to solve his/her problem but rather making him/her capable to solve his/her problem. Even the concept of distance education is based on the assumption that the distance learners need to be motivated towards self learning. Similarly, Transformational leadership emphasises on the leader's charisma, ability to develop and implement vision of the organisation, and ability of each member to act as self-leader. It is also called super leadership which refers to leading others to lead themselves. In short, the secret or the essence of transformational leadership is, according to Burns, "to lead people to self improvement".

Transformational leader defines the need to change, then introduces a new vision of the future and creates a commitment to this image among his/her followers. The theory of transformational leadership predicts an emotional-affectionate interdependence among the followers and the leader. According to Burns, a transformational leader causes and creates transformation; his/her values include ultimate ones such as liberty, justice and equality. Such leaders elevate their followers to a higher level of morality and spirituality.

Transformational leadership style, including the new competencies of leadership such as meaning making, ability to deliver, inter organizational representation, has been known as one of the effective leadership styles in recent theories. It is composed of four dimensions: ideal influence, inspirational motivation, intellectual stimulation and individualized consideration (Storey, 2004). Transformational leaders actually elevate their followers' tendencies and inclinations and raise their ambitions (Denchatog & Muijen, 1997).

The basic characteristics of transformational leadership theory may be found in the following four dimensions of such leadership style:

- **Ideal influence dimension:** Here the leaders put the others' needs before theirs, avoid using their power for self interests, set standards of high levels, emphasize confidence, put forth moral values, pay attention to the objective consequences of decisions, increase positive attitude and viewpoint and introduce a perspective (Griffin, 2003).
- **Inspirational motivation dimension:** It is related to abilities and properties of the leader such as forming a future image, challenging the followers by setting high standards, stimulation, meaning and challenge, using symbols and introducing ideas and moving their followers minds and emotions.
- **Individualized consideration dimension:** Here the leader has a developmental tendency towards his/her coworkers and considers each of them

as an independent identity, while paying attention to their individual needs. In this dimension, the leader treats each of his/her followers as a unique individual. He/she cares about his/her followers' growth and improvement and takes actions accordingly (Rafferty & Griffin, 2004).

- **Intellectual motivation dimension:** It consists of behaviours which help enhance and improve the followers' skills and ability to think about old issues in new modern ways. In fact, the leader by using this dimension, attempt to increase his/her followers' ability to conceptualize, comprehend and introduce and produce new improved solutions. (Bass & Steidlmeiere, 1999). The leader's attempt to motivate his/her followers towards innovation and recreation is placed in this dimension (Popper & Mayseless, 2000).

After going through the above text you all might have acquired a clear understanding of a transformational leader. Let us revise the given points on the characteristics of a transformational leader.

- They not only have a bold vision but are also able to project their dream and put extraordinary communication skills to use to drive it across to a large number of people in a simple and direct manner.
- They are skilled at linking up the intellectual and emotional equity of their people. As effective teachers, they translate their vision to others because no matter how appealing the vision, if others don't buy into it, it won't get implemented. They work hard to gain their trust and commitment. And the most potent way to get everyone on the same wavelength is to set an example. A leader has to be true to his/her commitments therefore, cannot have any distinction between his/her words and action.
- They care for the individual at the highest level but at the same time, being objective and not letting it cloud one's sense of judgment.
- They will review their past mistakes but will leave behind the regrets of the past, will move forward into the future. They do not hesitate to accept their failures and move in the changed direction accordingly.
- They are quick to recognise good ideas and have the intellectual honesty to give credit where it is due.
- It is about the imperative of institutionalisation, in order to ensure continuity without disruption. They focus on building an institution, which is enduring and lasts far beyond the leader and his/her individual contribution, and continues to thrive and to serve the larger interest of the group.
- It pertains to the leader's willingness to move away from his/her traditional role and adapt unconventional one.

Case of transformation of Singapore from a third world to First World country under the leadership of Lee Kuan Yew is an example of this leadership style. It may help you to have a clear understanding of transformational leadership by looking at the development of Singapore which as mentioned in one of the articles in the internet was due to adoption of transformational leadership by Lee Kuan Yew. In his 25 years at the helm, Singapore was transformed from a tiny colonial outpost into a thriving, global economic centre. Per capita GNP has risen from US\$ 920 in 1965 to US\$ 23,300 in 2000. The literacy rate has risen from 72 per cent in 1970 to over 92 per cent currently. The number of people living in owner-occupied housing rose from 9 per cent of the population in 1970 to 90 per cent by 1990. Singapore's government and public sector are regarded as one of the most efficient and cleanest in the world. Its infrastructure facilities are world-class. And all these factors

combined, contribute to Singapore being ranked amongst the top in the world competitiveness league.

Lee Kuan Yew of Singapore stands out, in many respects, as one of the great transformational leaders because, through a three-decades period, he shaped and drove Singapore's development, catapulting the city-state from a Third World backwater, to the front ranks of the First World.

It is because of his quality of imagination, courage, political will and about exercising power in a benign manner. Let's look at how his leadership was demonstrated.

At the time of its independence, Singapore's prospects for survival looked bleak. It had little land and no natural resources; the neighbouring countries were hostile to the idea of an independent Singapore. The city was heavily dependent on subsidies received from Britain. Poverty and corruption were rampant. There was also the ever-present tinderbox of ethnic strife, given the population mix of Chinese, Malays and Indians. Most observers did not give Singapore much of a chance.

However, history has confounded the skeptics. Between 1959 and 1990, Singapore achieved what is widely regarded as a social and economic miracle, without encountering any major disruption along the way. And, Lee Kuan Yew's extraordinary leadership and statesmanship is acknowledged as the major driver of the city-state's success. Four of the many unique aspects of his leadership were:.

A strategist, he made periodic and sweeping transformations, based on a perceptive reading of impending trends and events. During his tenure, the Singapore government successively pushed through at least four radical directional changes — from labour-intensive import substitution, to labour-intensive, export-oriented manufacturing, to moving the entire economy up the value chain, and lastly, turning the focus sharply to infrastructure, human capital, and high technology. Implemented deftly, this strategy kept Singapore's economy on a relatively even keel. Countries that had more rigid structures and could not adapt as quickly, floundered. What is noteworthy is that, at each stage, the leadership sought the citizens' inputs, thus helping to strengthen the people's sense of identity with the vision set out by the leaders.

Unique Attribute was his aversion to strong ideologies. He consistently discarded theory in favour of what worked. If a policy worked, he would continue with it; if it didn't work he would drop it and try something else. For example, what mattered most to him was not whether Singapore Airlines was nationalised or privatised, but rather, how the airline performed. While his inclination was towards letting free markets operate, he resorted extensively to government intervention if the circumstances called for it.

Meritocracy was his accent in government. His focus on getting the best people was almost absolute. Speaking in Parliament in 1994, he said, "Singapore must get some of its best in each year's crop of graduates into government. When I say best, I don't mean just academic results which indicate only the power of analysis. You've then got to assess him for his sense of reality, his imagination, his quality of leadership, his dynamism. But most of all, his character and his motivation, because the smarter a man is, the more harm he might do to society." Lee Kuan Yew worked hard to drive this thinking into the mindset of every government official and every citizen in Singapore.

Unconventional and practical approach stood out sharply was in policies related to human resources. For instance, he believed that primary and secondary education would, to the extent possible, be universalised.

But not so a university education that would be restricted to a relatively small percentage of the population. Lee Kuan Yew's view was that trying to promote universal access to university education would create too many graduates for the Singapore economy to absorb which was a real concern in the 1960s and 1970s. The flip side was that those who did not get into a university were given excellent access to technical and vocational education, often through programmes organised jointly with foreign governments and multinational companies.

7.11 TRANSFORMATIONAL LEADERSHIP: WHY WE NEED IT FOR EDUCATIONAL DEVELOPMENT IN INDIA?

As mentioned earlier, this is an era of knowledge society. Rate of enrollments is generally very high at almost all levels—primary, secondary, and tertiary and even adult learners assume a greater presence on campuses. Educational institutions are filled with disquiet. The emergence of the 'education industry', acceleration of online learning, 'corporate universities', growing numbers of new certificates and degrees—all seem to signify that we are in a moment of transformational change. But unfortunately, transformational leadership is not being implemented as per the requirement for educational management as a result our country is lagging far behind in many aspects in comparison to its many counterparts though we have third largest higher education system in the country after US and China. Do you know that India ranks at 124 out of 173 countries in Human Development Index.

Considering the state of affairs of our underperformance, an urgent and deliberate step of transformational leadership should be implemented. Transformational leadership is very much needed for us to become a developed country by 2020 which is the vision of our former President Dr. A P J Abdul Kalam.

7.12 ROLE OF TRANSFORMATIONAL LEADERSHIP IN EDUCATIONAL MANAGEMENT

According to Lontos (1992), transformational leaders as discussed by Leithwood pursue three fundamental goals:

- Helping staff develop and maintain a **collaborative and professional culture**. This means team or group members often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve his/her group or staff members in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs.
- **Fostering teacher development**: One of Leithwood's studies suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process, he found, is facilitated when they are strongly committed to the institution's mission. When leaders give his/her team a role in finding solution to new and challenging problems, they should make sure goals are explicit and ambitious but not unrealistic.
- **Helping teachers solve problems more effectively**. Transformational leadership is valued by some, says Leithwood, because it stimulates teachers to engage in new activities and put forth that 'extra effort'. He also found that

these leaders use practices primarily to help team members work with efficiency rather than routinely and time consuming labour intensive manner. They believe that their team members as a group could develop better results than the head of an educational institution could alone.

7.13 WHAT STRATEGIES DO TRANSFORMATIONAL LEADERS USE IN EDUCATIONAL CONTEXT?

Liontos(1992), culled specific ideas, from several sources on transformational leadership like Sagor, Leithwood, Leithwood and Jantzi, Poplin, etc. Some of them are given hereunder:

- Visit each classroom every day; assist in classrooms; encourage teachers to visit one another's classes.
- Involve the entire teaching and other colleagues in deliberating on goals, beliefs, and visions of the institution at the beginning of the year.
- Help teachers work with effectiveness by actively seeking different interpretations and checking out assumptions; place individual problems in the larger perspective of the whole institution; avoid commitment to expected or pre decided solutions; clarify and summarize at key points during meetings; and keep the group on task but do not impose your own perspective.
- Use action research teams or school improvement teams as a way of sharing power. Give everyone responsibilities and involve staff in governance functions. For those not participating, ask them to be in charge of a committee.
- Find the good initiatives and events publicly recognize the work of staff and students who have contributed to the improvement of the institution. Write personal appreciation letters or circulars for their special efforts.
- Survey the staff often about their aspirations, wants and needs. Be receptive to teachers' attitudes and philosophies. Use active listening and show people you really care about them.
- Let teachers experiment with new ideas. Share and discuss research findings with them. Propose questions for them to promote thinking.
- Bring workshops to your school where it's comfortable for all to participate. Get teachers to share their talents with one another. Give a workshop yourself and share information with others on conferences that you participate.
- When hiring a new person as a teacher or a staff, let them know you want them actively involved in school decision-making; appoint and invite teachers with a commitment to collaboration. Give teachers the option to transfer if they can't wholly commit themselves to the institution's purposes.
- Have high expectations of teachers and students, but don't expect 100 per cent if you aren't also willing to give the same. Tell teachers you want them to be the best teachers they possibly can be.
- Use administrative mechanisms to support teachers, such as finding financial support for a project or providing time for collaborative planning during the workday. Promote teachers to use methods and techniques to minimise problems of limited time, excessive paperwork, and demands from other agencies.
- Let teachers know they are responsible for all students, not just their own classes.

Check Your Progress

Note: (a) Space is given below each question to write your answers.

(b) Compare your answers with those given at the end of the unit.

7. Mention qualities of a transformational leader according to Schermeshora.

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8. What strategies you would adopt as a transformational leader in your institution?

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7.14 LET US SUM UP

In very simple terms leadership can be defined as the skill of a person to influence an individual or a group in achievement of a goal in a given situation. Transformational leadership is a process that changes and transforms individuals. It also helps the individual to sustain the leadership activities in any educational institution. Transformational leaders are charismatic leaders. They have vision of how good things could be implemented in an organization that is in contrast with new things currently in use. Charismatic leaders clearly communicate this vision to their followers or team members and through their own excitement and enthusiasm, induce their followers to enthusiastically support his/her vision. Charismatic leaders tend to have high levels of self confidence and self esteem, which further encourage their followers to respect, admire and tend to have high level of self confidence and self esteem.

In simple terms leadership can be defined as the skill of a person to influence an individual or a group in the realisation of a goal in a situation. Transformational leadership is a process that helps the individual to sustain the leadership activities in managing any educational institution. Transformational leaders are charismatic leaders. They have vision of how good things could be done in an organization.

7.15 UNIT END ACTIVITIES

1. Organise a brainstorming session in your class or in an academic counseling session on the theme “ what makes a person a transformational leader?” in your study centre. Compile the points emerged during the session and compare them with those given in the unit. Write a report describing all points.

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7.17 ANSWERS TO CHECK YOUR PROGRESS

1. In today's education driven economy the message is loud and clear that if you do not learn you would not earn. And to meet effectively the emerging socio-economic and political challenges of this new century, especially in the context of ICT revolution, and Liberalization, Globalization and Privatization.
2. Globalisation is a difficult term to define because it has come to mean so many things. In general, globalization refers to the phenomenon of different countries coming together economically, educationally, culturally and politically and viewing themselves not only through their national identity but also as part of the world as a whole. Globalization is set to bring people of all nations closer together, especially through a common medium like the economy or the internet.
3.
 - (a) Set the goal
 - (b) Organise the institution and design programmes to accomplish the goals
 - (c) Give guidance and direction to the staff
4. In the style the leader uses facilitation techniques to encourage discussion and decision making. It involves team building and decision making. When leader says let us resolve this problem together "it is facilitative leadership".
5. Transformational leadership is a process that changes and transforms individuals. It is concerned with values, ethics, standards, code of conduct, beliefs, and long term goals. This leadership inspires followers to trust the leader, perform behaviours that contribute to the achievement of organizational goals and perform at high level.
6. According to Burn Model
 - (a) Intellectuals
 - (b) Reform
 - (c) Revolutionaries
 - (d) Charismatics

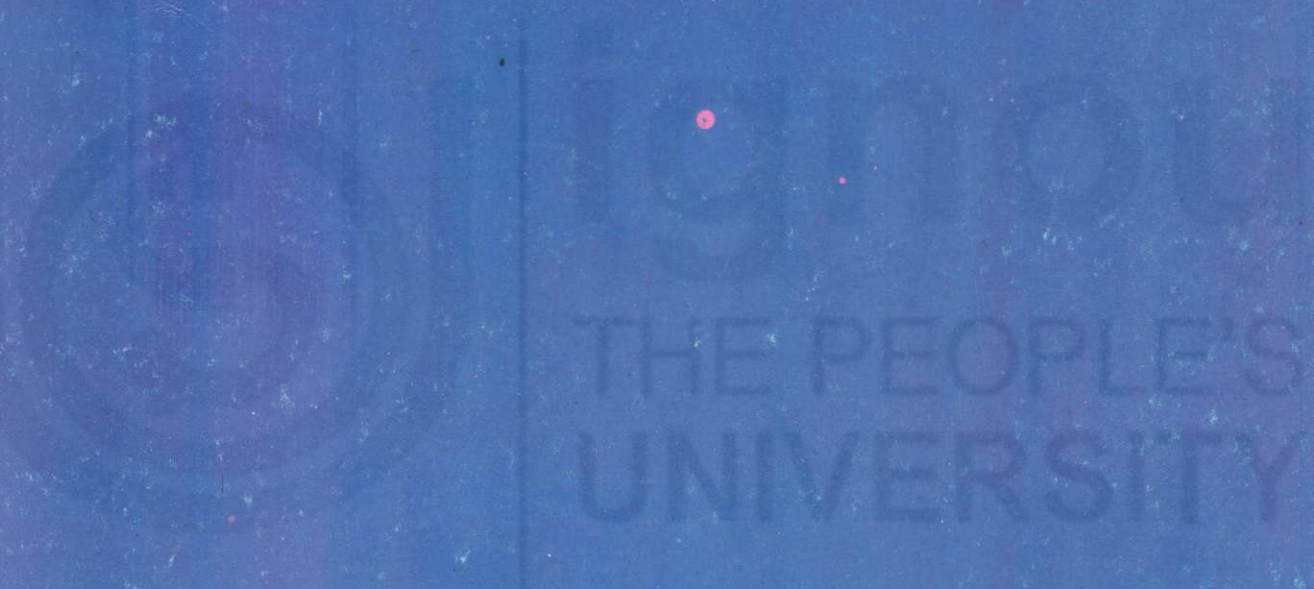
7. (a) Vision
(b) Charisma
(c) Symbolism
(d) Empowerment
(f) Integrity
8. (a) Visit each classroom everyday, assist in classrooms, encourage teachers to visit one another's classes
(b) Involve the whole staff in deliberating on goals, beliefs and visions of the institution at the beginning of the year.
(c) Find the good things that are happening and publicly recognize the work of staff and students who have contributed to the improvement of the institution.



Note :



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