Literature Review

The essence of leadership is in creating a powerful vision of a future that does not exist yet, enlisting the support of people and carrying them across a chasm that separates the current state from the desired state. In the 21st century, there will be greater demand for value articulation and value constancy. The greater the rate of change around us, the higher is the need for values because every change is potentially destructive.

*Developing the 21st-Century Leader, AchieveGlobal, Inc. No. M01284 v. 2.0 (01/2010)*

In all candor, an historical leadership experience is not for everyone. These venues can be difficult to reach, physical conditions are not always ideal for walking around, let alone learning, and the onus for making links to current work challenges is squarely on the participant. Despite that, it has found that the best participants are those who have sought out the experience and come voluntarily, are willing to do the pre-readings, engage in discussion and work at conjuring up the past. So, the final ingredient in making a historical leadership learning experience effective is the commitment of the participant.

To succeed in the shifting business landscape of the 21st century, leaders must rethink their historical views and cultivate a new configuration of attitudes and abilities.

*Leadership Lessons From History: Part 2 Source: Singularity Group*

To survive - to hang in there - to keep your head while all around you others are losing theirs - to stay in play - is a critical skill of leaders. Let's face it - even the most astute, successful person will suffer setbacks, and surviving and overcoming those setbacks is the true measure of a leader. To some, survival sounds like a skill for a loser. And, frankly, there are many who try to survive by holding back, by not taking risk, by getting as invisible as possible. Those are not the behaviors of leaders - they are not what survival means - and they lead to failure.
Building and sustaining a quality leadership culture takes time, patience and a clear focus on the vital few characteristics that leaders can develop naturally and authentically. Listening to what people expect from you as a leader, and then responding empathically, in a timely fashion, will move you dramatically towards mastering these five key facets of quality leadership. Above all, you need to take action.

The Five Key Facets of Quality Leadership

By: Brian Ward

The methods and ways of providing effective leadership to team members have changed over a couple of years. Various leadership strategies and methods have evolved with time. However, one thing that has not changed and probably never will is the importance associated with the leader being able to provide effective and motivational leadership to the followers and inspire them to achieve goals. So, what is it that makes an inspirational leader? Given here are some qualities of an inspirational leader that any professional will need to inculcate in him/her to be successful as a leader.

5 tips for leadership success in 2010

By John McKee

January 13, 2010

The leadership workshop provides an effective introduction to investigative leadership for students. Participants have helped identify several keys to success: involving students in curriculum design; using expert facilitators who are knowledgeable and engaging; placing emphasis on interactive learning; and employing real-world case scenarios to illustrate key concepts. We will continue to offer our workshop biennially and incorporate improvements based on student feedback. Following up with workshop participants as they progress through their careers will allow measuring qualitative long-term outcomes and make appropriate changes to maximize the workshop’s impact.
Risk Management consists of Risk Analysis, Risk Communication, Risk Monitoring and Evaluation. Risk analysis is the first step in the Decision Making process, compulsory or not, according to the degree of importance one assumes to the decisions that are about to be made. One can see decision making in most field of activities and this is why one has to be aware of the many input elements to be taken into consideration. Also, one can see decision making processes having almost the same steps and, most important, the decision making process is not one source of thought dependant only. It takes into consideration (or has to take variables of the psychological profile or influenced by decision-maker.

*WHAT IF (Sensitivity Analysis)* IULIAN N. BUJOREANU

Orientation “represents images, views, or impressions of the world shaped by genetic heritage, cultural tradition, previous experiences, and unfolding circumstances”. Orientation shapes the way we interact with the environment hence orientation shapes the way we observe, the way we decide, the way we act. In this sense orientation shapes the character of present observation orientation- decision-action loops while these present loops shape the character of future orientation”. Its is noted that “that a relationship exists between an observer and what is being observed” . This relationship is governed by cognitive interactions of genetic heritage, cultural tradition, previous experiences, and the unfolding experiences taking place. These interactions within the orientation loop(s) are continuous and dynamic. They are all functions of the brain, the thinking process, thus not really measurable. As a result, the value of intuition cannot be understated.
Human capital, indicates that individuals who accrue job-related personal investments (e.g., education, experience, training, and competences) gain additional positive outcomes in their careers and jobs than those with a smaller amount of these investments. Two of the most important human capital investments identified by previous research of the human capital theory an individual can make are in the form of (a) training and (b) education, both of which are believed to provide a great deal of knowledge and skills to those who possess them. As a social theory, hegemony is the condition in which certain social groups within a society wield authority (i.e., through imposition, manipulation, and consent) over one group or another. It is not only the preservation of power by force, but it is the preservation of power by consent to what seems to be inevitable. It is the simple unquestioned acceptance of the status quo in our Society. Women are subject to much discrimination in our hegemonic masculine society and sport organizations are large communities in support of this way of structuring. Women are kept out or limited in access to sport, because sport in general affirms men’s power and control through its emphasis on masculinity and male domination. For participants and administrators alike, sport is considered the generic preservation of this male dominance. These implications are indicative of the disproportionate hiring of women and minorities in the athletic director or any athletic administration position in athletic departments. The results found in this study supported the research questions that there was no statistical difference in the human capital personal investments in Division I on the basis of gender or race, in their respective community population size. The results suggest that men are rewarded at a greater rate with employment and promotion for their human capital personal investments than women and minorities.
Leaders can change organizational stress using technical or adaptive techniques. Technical responses provide quick solutions and harness a set of procedures toward well-understood problems. When a leader applies technical responses to problems, organizational stress typically abates (Heifetz, 1994). However, an adaptive solution is used when a predicament is not well understood or there is no adequate response, expertise, or procedure. Adaptive solutions address the fundamental issues that are creating the conflict. Heifetz explains, “adaptive solutions tend to demand a more participative mode of operating and shift responsibility to the primary stakeholders (and) problem solving takes place in their hearts and minds”. Adaptive challenges compel people within the organization to face “dysfunctional habits, values, and attitudes;” thus escalating organizational stress. In essence, crisis leadership is recognizing that technical solutions may be essential to diminish immediate danger, but are insufficient for long-term organizational growth; which requires innovative and adaptive approaches.

Another way that a leader can prepare an organization for crisis is to recognize, prioritize, and mobilize awareness for change. The leader must understand and focus on the core purpose of the organization. This strategy is at the crux of understanding how an organization’s values are related to a changing environment. Positive illusions, self-serving biases, and a tendency to discount the future often prevent leaders from listening to their environment and gaining much needed feedback. Sometimes leaders are unable to overcome the state of denial or the awareness of indicating tremors.
The performance of any organization depends on the efficiency of activity of its members and is not always the sum of individual performances. In order to form a team, one must be able to establish and recognize the objectives that must be reached. An evident condition for establishing a team is the possibility of interaction. When people are capable of interacting they can have common goals and can reach them through mutual trust. The potential of reaching goals is another factor which contributes to forming and maintaining the balance. Making a team is the art of balancing the differences between individuals from different places, different interests, different perspectives, in the interest of realizing a team with minimal conflicts never forgetting the common interest of the team.

*Working In Teams - The Efficiency Of A United Team*, Marius Constantin Ralea

Leadership leads managers to a fundamental approach that in turn lead to action, an example for others, understanding and flexible reactions to changes in their environment, the constant consideration of the needs of all concerned, including: customers, owners, suppliers, local communities and society as a whole. Their main task is to state the clear visions of an organisation’s future, setting values and an ethical constellation of roles at all levels of an organization, to provide the staff with necessary resources and freedom of decision making for activities under their responsibility, to develop an open and decent communication, setting challenging goals and aspirations, using strategies to reach these aims. Consequently, leaders need to recognise that the choices they make for organisational activities have to fit their own worldview. Pursuing the fit between one's worldview and planned organisational activities ensures that leaders continuously improve their ethical behaviour. Leadership depends not only on the official status of a leader, but it is important and essential that leaders are sufficiently competent in the
planning, communication and management and also they have be able to develop vision of the organization, how to implement them as well as made to ensure the participation of workers in their implementation. Management should be engaged in the processes with a model attitude and should be able to engage the whole organization actively in achieving objectives.

*Leadership – The Key Element in Improving Quality Management, Iveta Paulová; Miroslava Míkva,*

The charisma is usually the source of success and various people have it. These people can be entrepreneurs, artists, politicians or managers; equally, they can also be cheats and megalomaniacs from all sorts of professions. The charismatic man has a personal charm, magic, certain magnetism; however, the influence on the others does not need to be only positive. Well, Hitler and many other leaders were considered to be charismatic leaders too. And, on the contrary Gandhi and many others are considered charismatic personalities as well. What is charisma- a blessing, an objective quality - or something in between? What’s truth? Is it what I’ m saying, or you (or somebody else), or something in between? The managing is the control of tasks, affirms the classical management; managing is leading of people – affirm the psychologies; management is also control of tasks and leading of people simultaneously, affirm the system conceptors. The classical manager is compared to the bureaucrat, leader to the visionary. The leader is more charismatic than manager, because the qualities are attributed to him like cleverness in motivating, eradation of attractiveness, force, humor, charm, self-confidence, etc. The leader shall motivate, manager ask (and order) and control. It is a question whether the collaborators free from ordering (task setting) and control would accept the charismatic
leader. It is known that also the practice develops of managing of people is developing, but the manipulating with them can be developed too. The manager competence, his holistic, emergent feature is a characteristic given by his professional ability, social maturity and practical skills. On one hand the human is the most perfect creature of the nature, on the other hand, he must continuously learn to be competent in relation to the nature, to other people. The competence is such holistic quality of manager when the humanity prevails over egoism, knowledge over ignorance to realize things in practice.

*Charisma - Leadership Versus Holistic (Synergetic) Competence of the Managers, Porvazník Ján,*

Leadership competencies centre on the ability to influence co-operative work towards achieving organisational objectives. Underlying all the competencies of Mintzberg (2004) is the ability to manage diversity in the ever-increasingly diverse workplace. As seen from the competency requirements of Chang and Thorenou (2004), these include respecting values, treating people as individuals and using different perspectives. The learning on the job competencies found in their study furthermore included tolerance for ambiguity and adapting to the context with curiosity and willingness to learn. These competencies equally could be aligned with openness to diversity as presented in the five-factor model of Robertson (2004). From the symbolic interactive perspective, this competency would in essence include all the dimensions of the model, in that it requires an ability to adapt to the relevant situations, the ability to show empathy, communicate openly and honestly. According to Mead (1936), ‘the novel action of the “I” (leader) can cause changes in the attitudes of others’

*Leadership Competencies for Managing Diversity, Jan Visagie ; Herman Linde*

Managers and leaders in organization are entrusted with employees whom they must work with and through to realize organizational objectives. In organizations, perceptions of leaders, managers and employees shape the climate and effectiveness of the
working environment. Perception is the way we all interpret our experiences. Having the right perception is significant skill for any effective leadership. It is important to understand that perception is often portrayed through communication in any organization be it big or small and therefore, it is a pertinent tool in leadership. What sets great leaders apart is their ability to manage perceptions in the process of handling people and organizational issues. What people often observe or assess as your ability to be a leader and your effectiveness becomes their perception, which in turn becomes reality.

*Perception: A Guide for Managers and Leaders, Alfred Otara*

Training undergraduate students in EI will better prepare them for their future and make them more valuable as employees in the hospitality industry. “Hospitality management curricula tend to be very strong in teaching students the technical skills that are needed to be food employees and managers. However, there are fewer opportunities for students to learn and practice interpersonal/human skills and conceptual skills” EI can be enhanced through instruction, counselling, positive thinking and practicing of new behaviours. There are two views concerning the teaching of EI. The first, the Ability Model, relies on the individual making their own decisions after being taught methods of evaluating situations that they might encounter. The Ability Model focuses on teaching emotional reasoning by “helping them develop the capacity to make decisions on their own in their own context”

The second is the Mixed Model, which goes beyond the Ability Model to teach emotional skills, social values and behaviour. The differences in scores of managers vs students could indicate that, once in the industry, these managers were forced to develop their EI or that those with EI were more likely to choose to stay in their career in the hospitality industry.
A comparison of emotional intelligence levels of hospitality undergraduate students to hospitality industry professionals, Sheila Scott-Halsell, Shane C Blum

It was found that almost thirty percent of the CEO’s use the human assets approach. The leaders that employee this approach strongly emphasize empowerment, building leaders, and teamwork. It also means that they design powerful training systems and coherent programs for measuring performance. Additionally relationships among employees must be monitored and desired values and behaviors are taught. The survey indicated that only

20% of the leaders spoke of Strategy formation as his or her defining role within the organization. While every company has a box, there are certain companies such as Bank America and Hewlett Packard that make the creation and maintenance of that box the primary focus. Finally, The change approach was used by only about 18 % of the CEOs.

Developing the "Adult" Leader Peter A.C. Smith

To be successful in working with other people, we must understand other people’s ideas and feelings toward us and their jobs, We should study our co-workers and try to treat each of them as individuals. If our co-workers are hesitant to speak their minds. we must ask them directly in order to obtain their opinions. This approach will increase the productivity of any employee. It shows our concern for them, and that we wish to deal with them honestly.

Effective Leadership, Reginald Bruce

Leadership responsibility is to identify what the change initiatives need to be in conjunction with employees, customers and suppliers while management’s responsibility is to ensure effective implementation of those initiatives. According to Senge; profound change initiatives invariability lead people to a heightened sense of meaning and aspiration. Leadership has the responsibility to ensure the opportunity for
meaning and aspiration occur within the organization, great leaders strive to continually inspire such. Management has the opportunity to see to it that meaning and aspiration is actually being achieved while leadership creates the atmosphere for it to thrive.

*Leadership vs. Management; Manager vs. Leader, Richard Scheff*

Educational leaders must interact with many people and meet the wide-ranging needs of numerous constituencies. "Even in the context of a single school, a principal is responsible to a huge number of communities that span geographic, cultural, language, socioeconomic and educational boundaries — as well as ages, interests and values," Renn notes. "Many school leaders have found that CCL's boundary spanning leadership work accurately describes their challenges and approach to leading in complex, diverse settings - and offers new ideas and specific tactics."

*Leading in the Public Eye; Karen Dyer and Mike Renn L*