
How to Lead People

Section Two

Learner Support Handbook



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Introduction



So what is leadership? The word lead means 'to guide on a way by going in advance' (*Longman New Universal Dictionary*). So it's safe to say that leading involves taking someone on a journey from their current position to somewhere else. The journey can be physical as when Moses led the Israelites out of Egypt or psychological as where a leader turns around the attitudes of a group of workers. Whichever it is, it involves change. You can't be a leader unless you lead change of some kind. That's what leaders do, they change things.

Unfortunately we've all experienced leaders who change things just to enhance their CV. They implement a major change and then leave before the effects of their actions kick in and they get blamed for another monumental cock-up. Good leaders always have a purpose in mind when they make a change and the best leaders will only make changes that help the organisation achieve its objectives.

But how does the leader bring about change? They can't do it on their own. They need the help of others. This turns leadership into a process which involves influencing others to work towards the achievement of your aims and objectives. Leadership is not about power or force, it's about influence. You don't want an army of conscripts as followers; you want an army of volunteers.

The entries in this section are largely in chronological order but only trait theory predates 1930. Some you will be familiar with, such as Hersey and Blanchard's situational leadership; others, like leader member exchange, may be new to you.

In recent years, transformational leadership (TL) has become the leadership style of choice for many organisations. For that reason, and because of how the theory evolved in three phases, I've used three entries to explore this important theory. This means that you need to read the entries on Burns, Bass and Bennis and Nanus to get a complete picture of how to use this theory.

Whichever theory or theories you decide to adopt there is one characteristic you must exhibit at all times if you are to convince people that you are worth following, and that is self-confidence. If you lack faith in your own abilities or the leadership approach that you adopt why should anyone place their trust in you?

It's essential that you always appear self-confident and optimistic – especially when you're terrified. To achieve this 'Act as if you have faith and faith will be given to you', or in other words always act with confidence and before long the act will become reality. Besides, it's not how you feel that is important, it's how you are perceived by your staff/followers that matters.

Many great leaders have been wracked with nerves and self-doubt. Indeed it's probably only the mad and megalomaniacs who are free from doubt. Good leaders face their fears and triumph over them. You can do the same. Besides, if being a leader was easy everyone would be doing it. It's the challenge that makes it worth doing.

Theory Eleven

Trait Theory

Use to identify the key traits that you need to exhibit consistently if you wish to be considered a leader

The origins of trait theory are unknown but its purpose is simple. It tries to identify the innate characteristics that distinguish leaders from followers. Unfortunately, over a century of research has failed to reveal a definitive list of traits that all leaders possess.

Despite this failure the theory remains popular because people retain a romantic attachment to the idea that leaders are a special breed and have innate characteristics that make them worth following. Anyone who wishes to be considered a leader will need to display several if not all of the following traits.

Popular Traits that Leaders are expected to Display are:

- Self-confidence.
- Social skills.
- Motivational skills.
- Integrity.
- Responsibility.
- Intelligence.
- Helicopter behaviour.

Sector-specific traits may also be required, e.g. in the armed forces, police or fire service physical courage is important while in a university academic ability is essential.

How to Use It

- Look for opportunities to demonstrate to your staff and boss that you have the necessary traits to be a leader.
- Exhibit self-confidence at all times – especially when you're terrified. How you feel is immaterial. It's how you are perceived that counts.
- You don't have to be a great talker to be sociable. In any conversation encourage others to talk and actively listen. Do this and people will think you're highly sociable and you'll pick up valuable information.
- To motivate staff lead by example, show enthusiasm for your team's work and find ways to make staff feel proud of their work (see Section 3).
- People follow those they trust, so act with integrity and demonstrate that you won't sacrifice any member of staff on the altar of your own ambition.
- Accept responsibility for the errors that you and your team make. Don't blame others. Passing the buck is not allowed.
- You need a certain level of intelligence to be a leader. But people seldom follow a genius because they don't believe that a genius could understand their problems. President Clinton has a genius level IQ but when talking to the public he liked to appear as just another 'good old boy'. It won him a lot of votes.
- When considering a problem or making a decision rise like a helicopter above the narrow interests of your own team and make decisions based upon what is best for the entire organisation. Do this consistently and you will be noticed.
- Identify and demonstrate any sector-specific traits that are relevant.

Questions to Ask

- How can I get a clear picture of how staff, colleagues and management see me?
- How can I build on the positives and eliminate the negatives that my appraisal has thrown up?

Theory Twelve

Covey's Seven Habits of Highly Effective People:

Use to identify your default leadership style – i.e. are you a task- or person-oriented leader?

In the 1940s the University of Michigan suggested that leadership behaviour could be described as either person or task oriented. Person-oriented leaders are concerned with maintaining good relationships with staff and believe in a participative and democratic approach to leadership.

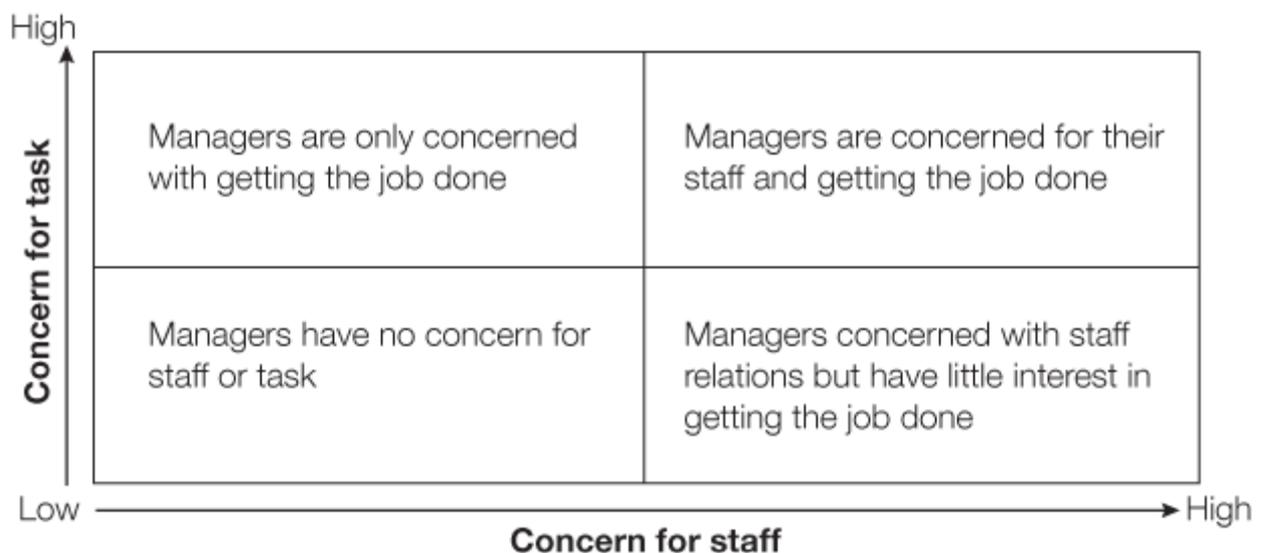
Task-oriented leaders are more concerned with results and outputs than people's feelings. They are target driven, directive and controlling. They seldom listen to staff.

Michigan University depicted these two archetypes as residing at the opposite ends of a single continuum. This implied that leaders could only be concerned with people or achievement of task but not both.

Ohio University developed the basic theory and argued that employee and task orientation did not reside on a single continuum but on two separate continua each of which ran from low to high. This meant that it was possible for a leader to have one of four leadership styles.

The leadership styles available to leaders are:

- a high concern for staff and task;
- a high concern for staff and a low concern for task;
- a low concern for both staff and task;
- a low **concern for staff and a high concern for task.**



How to Use It

- If you currently emphasise getting the job done over concern for staff, don't abandon your drive and passion for performance but add to it a concern for the staff's well-being.
- Improve your relationships with staff by taking the time to get to know them. Chat with them for a couple of minutes before you get down to business. You will be amazed at how much this will improve the atmosphere at work.
- Involve staff in discussions about how work is scheduled and organised as a means of getting them to own targets and become self-monitoring (see Section 3).
- If you currently emphasise the needs of staff over getting the job done ask yourself: Do I get enough productivity out of my staff? If the answer is 'no' move towards a more task-oriented approach.
- Start by recognising that you are not the staff's friend, councillor or shrink. You are their manager and although you can be friendly with them you are paid to ensure that they do their job.
- Set a small number of key targets and deadlines for all staff and insist that they be met. Once these have been accepted build upon them until you have an equal concern for both staff and task.
- Aim to act in a firm, fair, friendly and supportive manner at all times. There will be occasions when you have to demand maximum effort from staff. But people aren't stupid. They know when a job is important or urgent and if you have a good relationship with them they won't want to let you down.
- If you have no interest in the task or your staff get out of management.

Questions to Ask

- Do I lack the confidence to be directive and give orders when required?
- Or do I appear aggressive to staff?
- Do I need assertiveness training?

Theory Thirteen

Blake and Moulton's Leadership Grid:

Use to confirm your preferred leadership style while recognising that you can change your style as circumstances require.

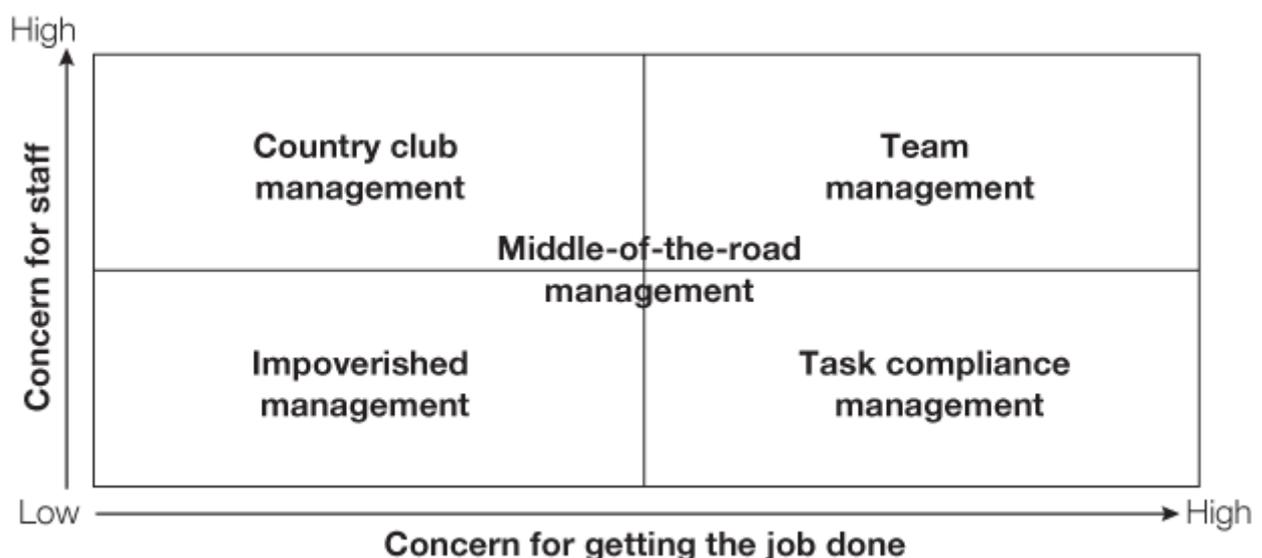
Blake and Mouton built upon basic style theory (see Theory 12) and produced their Leadership Grid.

The grid identifies how much concern the leader has for getting the job done (task-centred) and for their staff (person-centred).

They identified five leadership styles.

The leadership styles available to leaders are:

- **Country club management:** Leader has little interest in task completion but a high concern for the social needs of staff.
- **Task compliance management:** Leader has little concern for staff's needs. Their overwhelming concern is with achievement of task/targets.
- **Middle-of-the road management:** Leader is content to compromise. They seek to satisfy rather than maximise both the well-being of staff and production.
- **Impoverished management:** Leader has very little interest in either staff or task. They do the bare minimum to get by.
- **Team management:** Leader emphasises both the need for high levels of achievement and excellent staff relations. Blake and Mouton suggest that this is the **approach all leaders should use.**



How to Use It

- Complete Blake and Mouton's leadership questionnaire (available online). This will identify your default leadership style.
- If you're a team manager, great. But beware. You need to appear committed and caring not frantic and fawning.
- If you're a country club manager this approach may be appropriate after a particularly tough period of work, but it can't continue indefinitely. You must eventually place greater emphasis on task completion (see Theory 12).
- If you're a middle-of-the-road manager Blake and Mouton will tell you that this approach has little merit. But is it realistic to expect staff to consistently work flat out? An approach that produces work levels in the 80–90% range, with an ability to perform at the 90%+ level when required may be a good strategy for longevity. Only you can decide if this is an acceptable approach in your organisation.
- If you're a task manager with an emphasis on getting the job done then your approach will be clearly appropriate in periods of crisis or extreme pressure. However, if used as your default position you should aim to achieve a better balance between a concern for work and people (see Theory 12).
- If you are an impoverished manager you are either in the wrong organisation and you need to change jobs or you have no interest in management, in which case you need to change careers.
- Recognise that a single style will not work in every situation. Therefore remain flexible and adapt your management style to changing circumstances.

Questions to Ask

- Which leadership style is used by the most respected/successful leaders in my organisation?
- Does my leadership style reflect or clash with the most popular style in the organisation?

Theory Fourteen

Adair's Action Centred Leadership:

Use to remind you that you have to continually balance the needs of the task, the team and the individual and that on occasions you will have to emphasise the needs of one over the other two.

John Adair's model contains elements of both style and contingency theory (see Theories 12 and 15).

He emphasises that a leader must constantly balance the needs of the task, the individual and the team but he recognises that at certain times the needs of one may have to supersede the other two.

The leadership styles available to leaders are:

- **Individual needs:** Include meeting the coaching, mentoring and motivation needs of staff.
- **Group needs:** Include training, team building, motivating and maintaining discipline of the group.
- **Task needs:** Include setting work standards, deadlines, targets and providing the resources required to do the job.



How to Use It

- Where the needs of the person, team and task clash, base your decision about which area to prioritise by reference to what is best for the organisation in the long term. The organisation employs you to take decisions in its best interest, not those of any group or individual in the organisation.
- Where the need of the person conflicts with the team, base your decision on what is best for the team. This default position recognises that when anyone joins a team they sign up to the unwritten law that they must subordinate their needs to the good of the team.
- The above approaches are underpinned by the old maxim that decisions should be based on the greatest good for the greatest number of people. If you are happy with this approach it's not a bad default position to start from.
- Be aware that there will always be exceptions to the approach outlined above where the need of an individual or team rightly trumps those of the task and organisation.
- If your decision angers an individual or team don't let the grievance fester. Talk to the aggrieved party and explain the reasons for your decision. They may still disagree with your decision but they will be happy that they had the opportunity to voice their anger (*see Theory 83*).

Questions to Ask

- Which set of needs do I generally prioritise?
- How difficult have I found it to vary my default position?

Theory Fifteen

Fielder's Contingency Theory:

Use to assess how favourable or unfavourable your situation is and identify which factors you need to address to improve the situation.

Fred Fiedler's contingency theory tries to match leaders to posts in which they will be successful.

It's called contingency theory because it suggests that a leader's effectiveness will be contingent upon how well their style of leadership fits the post they hold.

The Favourableness of the Post is Assessed Using Three Factors:

- The relationship between the leader and their followers. Is it good, bad or indifferent?
- The level of structure in the work undertaken by the followers. For example, work in any fast food chain is highly structured with written instructions on how to complete every process. Compare that to a marketing manager for an arts organisation who is given wide discretion in how to do their job – low structure.
- The positional power of the leader. That is, to what extent the leader can punish or reward followers?

Taken together the above factors describe how favourable the situation is to the leader.

Fiedler argues that situations are most favourable when there are good leader/follower relations, the task is well defined and there is strong leadership position power.

Situations are unfavourable when leader/staff relationships are poor, the task is unstructured and the leader has weak positional power.

How to Use It

- Use contingency theory to analyse your position and identify the source of any problems you face. Is it the staff, the nature of the work, your lack of power or a combination of all three that is the problem? Once you have identified the problem, devise a course of action to resolve the issue.
- Often it's just one person that is the problem. Usually, they see themselves as the unofficial leader of the team and are afraid of losing their power. Either win them over or, if that fails, use all your powers to bring them into line (*see Theories 76 and 77*). But once you start such a struggle you have to win. Lose and you are finished.
- If it's the nature of the work that makes it difficult to control the actions of staff, establish procedures that require them to report to you regularly on their progress/performance. Also set clear limits to the discretion they can exercise.
- Power is seldom given to you, you have to take it. So use the power/authority that comes with your position to sort the problem out. Few will dispute your right to use it (*see Theories 76 and 77*).
- Contingency theory suggests that when you find yourself in an unfavourable situation you should change the situation not your leadership approach. You may decide that in many situations it is quicker and easier to change your leadership approach (*see Theories 7, 12, 13 and 17*).

Questions to Ask

- Is there a single person or issue that is the source of the problems I face?
- Is the job for me? It may genuinely be the case that you are not suited to this particular post. If so, get out.

Theory Sixteen

Hersey and Blanchard's Situational Leadership Theory:

Use with staff every time you give them a new task to perform.

If you've ever been on a middle managers' leadership course there is a good chance that you are familiar with Ken Blanchard's and Paul Hersey's situational leadership theory. It's widely used by trainers and popular with managers because it provides clear advice on how to lead staff.

The basic theory suggests that, as a leader, you need to provide a combination of direction and support when dealing with a member of staff. Direction involves giving the person detailed instructions on how to complete the task/job, i.e. telling them how to do the job. Support requires you to provide the encouragement and personal support that they need to complete the task/job, i.e. telling them that you believe they can do the job.

The Four Approaches That You Can Adopt Are:

- ***Coaching:*** where you provide high levels of both direction and support.
- ***Directing:*** where you provide high levels of direction but low levels of support.
- ***Supporting:*** where you provide high levels of support but low levels of direction.
- ***Delegating:*** where you provide low levels of support and low levels of direction.

It is important to note that followers do not progress through the model from directing to delegating in a linear fashion.

As each new task is delegated the role of the leader is to identify what type of support, if any, the member of staff requires to successfully complete the new task.

How to Use It

- To use situational theory effectively you need to know and understand the people who work for you. Start collecting that information now!
- Identify the task that you want completed.
- Use your knowledge of the staff, their experience, existing workload and priorities to select a person to do the job. Let's call that person Charlie.
- Make an initial judgement as to which of the four approaches you will use with Charlie.
- Discuss with Charlie what needs to be done. Encourage them to ask questions and identify what information or support is needed from you to do the job.
- Use open and closed questions to assess how well Charlie understands the task and how confident they feel about completing the job.
- Based on the answers decide if your initial judgement about Charlie's suitability for the task was correct. If in doubt err on the side of caution and select an approach which allows for additional support to be provided if required.
- Delegate the task and provide a deadline for completion. Monitor progress. If required, schedule regular meetings to discuss progress. Where a delegating approach has been used such meetings may only last a couple of minutes. But where a directing approach has been used they may last much longer.
- Regardless of which approach is used make it clear to Charlie that if any problems arises you are available to help.
- On successful completion thank Charlie for the work and use the two most motivational words available to any leader: 'Well done' (*see Section 3*).
- This approach can also be used when dealing with an entire team (*see Section 4*).

Questions to Ask

- How good am I at delegating?
- Do I only delegate to one or two trusted people?
- Have I the courage/confidence to trust my staff?

Theory Seventeen

Burns Transactional Leadership Theory:

Use to obtain compliance from a member of staff who needs to be persuaded to comply with your request.

It was James MacGregor Burns who popularised the phrase 'transactional leadership'. In doing so he described a process that has been going on between leaders and followers, managers and staff and parents and children since Adam was a lad in short pants.

Burns' theory describes the, often informal, bartering process that goes on between leaders and staff all the time.

He identified two very different strategies that managers can use.

Constructive Transactions Occur When:

When the leader offers inducements to the follower to comply with their request. For example, 'If you work tonight you can have Friday afternoon off.'

Corrective or Coercive Transactions Occur When:

When the leader threatens the follower if they refuse to co-operate or if they fail to stop acting in a certain way.

For example, 'If you do that again I'll make sure you get no overtime for the next month.'

Burns believed that the range of inducements and threats available to a leader were virtually limitless and were not restricted to financial rewards or sanctions (*see Theory 26*).

How to Use It

- Confirm the limits of your power/authority (see Theories 74 and 75). As a leader your ability to deliver on what you promise or threaten is vital. You must deliver on both or you'll lose credibility.
- Find out what makes your staff tick. It's alright reading about the various factors that either motivate or demotivate followers (see Section 3). But every individual is different. You need to identify specifically what your followers really value and fear and use this knowledge in your negotiations.
- This data-gathering exercise must be on-going. It starts on the day you arrive and only finishes when you move on to a new job.
- Start with constructive transactions. A willing volunteer is always better than some poor sod that has been coerced into doing a job.

Questions to Ask

- If I constantly engage in constructive transactions will staff see me as a soft touch and/or expect rewards for everything they do?
- What effect will the use of coercive transactions have on levels of co-operation and team spirit?

Theory Eighteen

Dansereau, Graen and Haga's Leader Member Exchange (LMX) Theory:

Use if you wish to (potentially) develop a close working relationship with every member of your team and ensure their loyalty to you and you alone.

Dansereau, Graen and Haga's theory is unusual in that it both describes what leaders do and suggests a strategy for how they should act.

LMX suggests that the leader should try to establish a close working relationship with each follower individually.

To Achieve Leaders Follow A Three-Stage Process:

- **Stage 1** – the stranger phase: At this stage the relationship is one of manager/employee. The relationship is defined by the person working to their job description and the leader watching for signs of potential.
- **Stage 2** – the acquaintance phase: If potential is identified the leader invites the person to take on additional work and responsibilities. During this phase the leader assesses if the worker has what it takes to become a full member of the in-group.
- **Stage 3** – the mature partnership phase: If the leader is satisfied with the person's performance they are invited to join the in-group. In return for taking on additional responsibilities and showing loyalty to the leader they gain greater access to the leader, more interesting work and opportunities for training and advancement.

Those not in the in-group are in the out-group.

The strength of LMX theory is that it allows a leader to build a strong and loyal follower base.

The followers' commitment and loyalty improves productivity and team cohesion and targets and objectives are achieved more quickly and with less hassle (*see Section 4*).

How to Use It

- Decide if you wish to use LMX. Many people feel that it is an unethical form of leadership. However, provided all staff are given the same opportunity to join the in-group LMX isn't inherently unfair.
- Identify what you can offer staff in return for working harder and showing greater commitment and loyalty to you. It might be access, a reputation for having the ear of the leader or greater opportunities to discuss their views and ideas.
- Do not announce that you are going to adopt a form of LMX leadership or advertise the benefits of being in the in-group. Instead demonstrate through your actions with individual members of staff the benefits that are on offer. Other staff will quickly realise what is going on.
- Almost certainly, you will be able identify some staff who are already working above what is expected of them. Start with them. Then work outwards.
- As staff begin to recognise the benefits of in-group membership many will want to join. Ensure that everyone gets the same chance to join but only recruit those who have demonstrated by their attitude to work that they are willing to enter into a closer working relationship.
- You are not being unfair if you refuse membership to someone who lacks commitment to their work but it is unfair to exclude someone just because you don't like them.

Questions to Ask

- Can I be confident that my in-group will not just be made up of friends?
- How am I going to deal with the members of my out-group?

Theory Nineteen

House's Charismatic Leadership Theory:

Use to remind you that you should constantly act as a role model for your followers, even if you aren't particularly charismatic.

Charismatic leadership has been around for a long time but it was Robert House who established it in the popular imagination during the 1970s.

He sees charisma as a particularly powerful personality trait that only a few people have and which marks them out as leaders in the minds of many.

Typically charismatic leaders and their followers demonstrate the following characteristics:

Charismatic Leaders –

Act as a Role Model For Their Followers:

- Promote an ideology based upon their moral beliefs.
- Display beliefs and values that followers are attracted to and wish to adopt as their own.
- Demonstrate integrity and competence to their followers.
- Exhibit confidence in their followers to overcome obstacles and achieve 'great things'.
- Consciously build up the self-belief and competence of followers.

Charismatic Followers –

Demonstrate Trust and Belief in Their Leaders Ideology:

- Show loyalty and obedience to the leader.
- Identify with the leader and his/her goals.
- See the leader as a person who deserves their love, gratitude and respect.

The result of this close relationship between leader and followers is that people become part of a collective identity with a common aim and purpose.

Followers express themselves and find fulfilment by working towards their leader's objectives and trying to please him/her.

How to Use It

- Remember charisma is in the eye of the beholder, you don't have to possess it for others to think you have it.
- Be honest and assess how much charisma you think you have. This is tough. It's like finally realising that you'll never play for West Bromwich Albion. But the truth is you probably don't have a lot of charisma in the terms that House or Weber (*see Theory 76*) use. But that doesn't mean you can't apply aspects of charismatic theory.
- Identify your principles. This is difficult. The easiest way to start is to ask the question: What issue/s would I be willing to resign over? Any other 'so-called principles' are just positions you take until they become inconvenient and you change them.
- Act as a role model for your staff. Display your beliefs, principles and values through your actions. Don't preach; instead demonstrate good humour, honesty, fairness, punctuality, a willingness to listen, hard work and loyalty to your staff and they will respect you.
- Follow the Golden Rule and 'treat others as you would like to be treated'. Do this and you will win hearts and minds and be trusted by staff, colleagues and senior managers. Acting with integrity doesn't mean you're a soft touch. It's always easier to go with the flow than to stand up for your principles.
- Most people lack self-confidence (*see Theory 11*). Staff need someone to believe in them. Provide that belief and staff will both admire and surprise you.

Questions to Ask

- Who do I think is a charismatic leader?
- What characteristics do they have that I admire?
- Do I have those same characteristics or could I develop them?

Theory Twenty

Burns' Transformational Leadership Theory:

Use as a means of energising your staff by aligning their goals with yours and those of the organisation.

James MacGregor Burns provided the basic transformational theory which was later expanded upon by Bass (see Theory 21) and Bennis and Nanus (see Theory 22).

To understand the developed theory and how to use it you should read this and the following two entries.

Burns was a political sociologist who was interested in how politicians attracted and energised their followers/voters. He identified two types of political leadership behaviour.

Transactional politicians promised people something in return for voting for them, e.g. tax cuts (see Theory 17). Whereas transformational politicians appealed to the voter's higher order wants and needs, e.g. Obama's 'Yes we can' slogan (see Theory 23).

Burns' fundamental insight was that:

... before a leader can appeal to people's higher order needs they must identify and understand the beliefs, dreams and ambitions of the people.

Only then can they package or mould their message to appeal to their target audience and followers.

- Burns emphasises that genuine transformational relationships are not based on exploitation or manipulation, but on trust and integrity which increases the level of motivation and morality of both parties and leads to personal growth and development for all involved.
- Burns believed that transformational leadership could be used with one person or thousands.
- Transformational leadership deals with the relationship between leaders and followers in a way that no other theory does.

How to Use It

- Start by finding out what makes your staff tick if you want to use TL.
- Use MBWA (*see Theory 10*), performance review meetings, team meetings, daily conversations and informal observations of staff to build up a picture of their personalities, interests, ambitions and beliefs.
- Identify common ambitions, beliefs, views and wants. If you manage a large staff you may have to use sampling to get a handle on these.
- Once you understand what your people want from work, package your message in a clear and unambiguous way which will allow them to make their own connections between your agenda and their own wants/needs.
- Remember the old advertising adage, 'most people don't know what they want until someone tells them'. As a transformational leader that's what you have to do, offer followers something that they have always wanted but only recognise when you present it to them.

Questions to Ask

- If TL is used in my organisation, what do I need to do to align my team's aims with the organisation's mission and values?
- If TL is not used what aspects of it can I use with my team?

Theory Twenty One

Bass and Transformational Leadership (TL) Theory:

Use to identify the values and beliefs that you need to display to be recognised as a transformational leader.

Bernard Bass built upon the work of Burns to develop an expanded and more detailed version of transformational leadership theory.

... Bass Identified What He Called the 4IS

- Idealised influence refers to the charisma (*see Theory 19*). It describes a leader who appears to be special, acts as a role model for followers and has strong ethical and moral values. Followers aspire to be like such leaders and want to follow them.
- Inspirational motivation refers to how transformational leaders set high standards and expectations for their followers and demonstrate absolute confidence in the follower's ability to meet or exceed the targets set.
- Intellectual stimulation describes how transformational leaders encourage their followers to question not only their beliefs and values but also those of the leader. Through this rigorous and open examination Bass believes that opportunities for personal growth, innovation and creativity are discovered.
- Idealised consideration refers to how transformational leaders listen to the needs and problems of their followers and act as guide, mentor and coach with the aim of moving each follower closer to self-actualisation (*see Theory 23*).

How to Use It

- Idealised influence is concerned with charisma (*see Theory 19*). Regardless of how charismatic you are you must model good behaviour and strong ethical and moral values for your followers. Act as you speak. Treat all staff fairly and be honest in your dealings with everyone you come in contact with. Never sacrifice anyone to further your career. Do this and staff will respect you.
- Motivate staff (*see Section 3*) by setting high standards and show that you have faith in their ability to rise to any challenge. Everyone needs someone to believe in them. If you provide that belief staff will strain to meet your expectations. When they achieve they will remember that it was you that lit the blue touch-paper.
- Intellectual stimulation is a difficult concept for many leaders to embrace. It requires you to challenge your own views and beliefs. Be willing to accept good ideas wherever they come from and to accept criticism from staff when they challenge your ideas and suggestions. Don't be defensive when this happens; instead reflect on what has been said and decide if the criticisms are justified.
- With idealised consideration we are back to knowing your staff and responding to their needs, not just your own (*see Theories 17 and 20*). Act as guide, mentor and coach with staff and they will blossom and grow to the benefit of the organisation.

Questions to Ask

- How comfortable will I be if staff challenge my views and ideas?
- What strategies will I use to deal with such challenges?

Theory Twenty Two

Bennis and Nanus' Transformational Leadership (TL) Theory:

Use this to develop a vision for your organisation based on values and beliefs and not management-speak.

Following interviews with a range of leaders Warren Bennis and Burt Nanus identified four strategies that leaders should use when trying to transform their organisations.

These are shown in the figure below.

STRATEGY 1	Develop a clear and understandable vision for the organisation
STRATEGY 2	Act as social architects for the organisation by changing the organisational culture
STRATEGY 3	Create trust throughout the organisation by making explicit their values and views
STRATEGY 4	Identify their own strengths and weaknesses and encourage their followers to do the same

How to Use It

- Develop a clear vision for your team. Your vision has to be simple, understandable and worthwhile and unless you are running the organisation it must be aligned with the organisation's overall aims and objectives.
- Decide if the existing organisational culture (see Section 5) supports or hinders the achievement of your vision. If it impedes it, and your vision is aligned with the organisation's, then you have every right to replace it with one that reflects the organisation's vision. Embarking on such a change requires careful planning (see Section 6).
- Create a bond of trust with your staff by making clear your values, views and position and stand by these even when the going gets tough. Such consistency of behaviour will increase the trust that people have in you which will make changing the organisational culture considerably easier.
- Transformational leaders know their strengths and weaknesses. They display no false modesty or pride, they emphasise their strengths and use others to compensate for their weakness. You must do the same.
- Play to your strengths and surround yourself with good people who are strong in those areas where you are weak. You are not showing weakness if you say 'I don't understand'. It's the idiot who pretends to understand and then reveals their ignorance with every word they say. Much like the chief executive I worked for in the public sector who didn't know the difference between cash and profit.

Questions to Ask

- Whose support do I need to bring about cultural and organisational change?
- Who is likely to try and block cultural and organisational change and how do I deal with them?