



Essentials of Nursing Management and Leadership

Complimentary Online Student Resource
MCQs & Flashcards

As per the Revised INC Syllabus for BSc Nursing

Semester VI

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Essentials of Management of Nursing Service & Education*

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LEARNING OBJECTIVES

- ◆ Definition, Concepts, and Theories
- ◆ Leadership Principles and Competencies
- ◆ Leadership Styles—Situational Leadership, Transformational Leadership
- ◆ Methods of Leadership Development
- ◆ Mentorship/Preceptorship in Nursing
- ◆ Delegation, Power and Politics, Empowerment, Mentoring and Coaching
- ◆ Decision-making and Problem-solving
- ◆ Conflict Management and Negotiation
- ◆ Implementing Planned Change

INTRODUCTION

A nurse manager coordinates and manages a nursing staff. She ensures the staff. Leadership represents an abstract quality in a man. It is a psychological process of influencing followers or subordinates and providing guidance to them. Thus, the essence of leadership is follower ship. It is the followers who make a person as leader. An executive has to earn followers. He may get subordinates because he is in authority but he may not get a follower unless he makes the people to follow him only willing followers can and will make him a leader (Fig. 7.1).

DEFINITION

- Leadership is the ability to influence other people.
—*Lansdale*
- Leadership is the ability of a manager to induce subordinate to work with zeal confidence.
—*Koontz and O Donnell*
- Leadership as the ability to secure desirable actions from a group of followers voluntary, without the use of coercion.
—*Afford and Beaty*

- Leadership is the process of influencing the behavior and work of others in group effort towards the realization of special goal in a given situation.
- Leadership is the activity to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.
—*Keith Davis*
- Leadership is interpersonal influence exercise in a situation and directed through communication process, towards the attainment of a special goal or goals.

NATURE OF LEADERSHIP (FIG. 7.2)

- Leadership derives from the power and is similar to, yet distinct from, management. In fact, “leadership” and “management” are different. There can be leaders of completely unorganized groups, but there can be managers only of organized groups. Thus it can be said that a manager is necessarily a leader but a leader may not be a manager.
- Leadership is essential for managing. The ability to lead effectively is one of the keys to being an effective manager because she/he has to combine resources and lead a group to achieve objectives.
- Leadership and motivation are closely interconnected. By understanding motivation, one can appreciate better what people want and why they act as they do. A leader can encourage or dampen workers’ motivation by creating a favorable or unfavorable working environment in the organization.
- The essence of leadership is followership. In other words, it is the willingness of people to follow a person that makes that person a leader. Moreover, people tend to follow those whom they see as providing a means of achieving their desires, needs and wants.



Fig. 7.1: Leadership.



Fig. 7.2: Nature of leadership.



Fig. 7.3: Qualities of leadership.

- Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless; they can shape group activities in some ways. Still, the leader will usually have more power than the group members.
- Leaders can influence the followers' behavior in some ways. Leaders can influence workers either to do ill or well for the company. The leader must be able to empower and motivate the followers to the cause.
- The leader must co-exist with the subordinates or followers and must have a clear idea about their demands and ambitions. This creates loyalty and trust in subordinates for their leader.
- Leadership is to be concerned about values. Followers learn ethics and values from their leaders. Leaders are the real teachers of ethics, and they can reinforce ideas. Leaders need to make positive statements of ethics if they are not hypocritical.
- Leading is a very demanding job both physically and psychologically. The leader must have the strength, power, and ability to meet the bodily requirements; zeal, energy, and patience to meet the mental requirements for leading.

Qualities of leadership is shown in Figure 7.3.

■ ELEMENTS OF LEADERSHIP

- **Ability to delegate tasks:** By delegating tasks to others, the workload is shared and team spirit thrives. Though there is one caveat: the right task must be assigned to the right person, so that it can be completed correctly, effectively, and in a timely manner.
- **Excellent communication:** An effective leader is one who communicates well across a variety of different media—email, telephone, and face-to-face. Staff needs to be able to grasp the purpose, the directions, and the end goal of any project in order for it to be completed successfully. Without excellent communication skills, managers

will have an extremely difficult time establishing and maintaining a productive work environment.

- **Confidence:** Leaders are expected to be the company's backbone by being strong and confident. Managers are expected to support and carry an organization through both the good times and the bad, while still displaying an assertive and positive demeanor.
- **Honesty:** An extremely integral aspect of effective leadership is honesty. When a leader makes a statement or takes a particular decision, all team members must be able to believe that the leader will follow through and keep his or her word.
- **Creativity:** Though we all strive to hit targets, sometimes things do not go as planned. Unexpected events occur that require adjustments to be made to previous decisions that were made, or current plans of action. At these times, leaders must be able to step up to the plate quickly, and think creatively to come up with stable solutions, as staff turn to them for support and guidance.

■ CHARACTERISTICS OF LEADERSHIP (FIG. 7.4)

- **Leadership is a process of influence:** Influence is the ability of an individual to change the behavior, attitude, and belief of another individual directly or indirectly.
- **Leadership is not one-dimensional:** The essence of leadership is followership. Leadership is a systems thinking in multiple dimensions. In terms of systems thinking, the organizational performers (followers) are must in the leadership process. Without followers there can be no leadership.
- **Leadership is multifaceted:** Leadership is a combination of personality and tangible skills (drive, integrity, self-confidence, attractive personality, decisiveness, etc.), styles (authoritarian to laissez-faire), and situational factors (organization's internal and external environment,

Leadership characteristics

- Poised
- Takes initiative
- Skilled communicator
- Respects others
- Works well with others
- Cooperative
- Hard worker
- Good manager
- Dependable
- Democratic
- Confident
- Accepts responsibility
- Neat appearance
- Respected by others
- Open minded well informed
- Courteous
- Visionary
- Thinks ahead
- Punctual
- Service-oriented



Fig. 7.4: Characteristics of leadership.

objectives, tasks, resources, and cultural values of leaders and the followers).

- **Leadership is goal-oriented:** Leadership is “organizing a group of people to achieve a common goal.” Thus, the influence concerns the goals only. Outside the goals, the concerns are not related to leadership.
- **Leadership is not primarily a particular personality trait:** A trait closely linked to leadership is charisma, but many people who have charisma (e.g., movie actors and sports heroes) are not leaders.
- **Leadership is not primarily a formal position:** There have been many great leaders who did not hold high positions, e.g., Mahatma Gandhi, Martin Luther King. On the other hand there are people who hold high positions but are not leaders.
- **Leadership is not primarily a set of important objectives:** It involves getting things done.
- **Leadership is not primarily a set of behaviors:** Many leadership manuals suggest that leadership involves doing things, such as delegating and providing inspiration and vision; but people who are not leaders can do these things, and some effective leaders do not do them at all.

■ PRINCIPLES OF LEADERSHIP (BOX 7.1)

- **Know yourself and seek self-improvement:** In order to know yourself, you have to understand your be, known, and do, attribute. Seeking self-improvement means to continually strengthen your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
- **Be technically proficient:** As a leader, you must know your job and have a solid familiarity with your employees’ tasks.
- **Seek responsibility and take responsibility for your actions:** Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later—do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
- **Make sound and timely decisions:** Use good problem solving, decision-making, and planning tools.

Box 7.1: Twelve principles of leadership.

From another perspective, Advanced Rescue Technology (April-May 2005: Volume 8. Number 2) defines 12 principles of leadership vital in mountain rescue. It's not such a stretch to apply these principles to success in an O and P business:

1. Know yourself and seek self-improvement;
2. Be technically and tactically proficient;
3. Know when the situation is dangerous or beyond your capabilities;
4. Make sound and timely decisions;
5. Set the example;
6. Praise in public, criticize in private;
7. Know your rescuers (staff) their capacities and limitations;
8. Keep your team members informed;
9. Develop a sense of responsibility in your team members
10. Ensure the task is understood, supervised, and accomplished
11. Train your rescuers (staff) as a team; and
12. Stress safety (reason and common sense), balancing the risks with the mission to be accomplished.

- **Set the example:** Be a good role model for your employees. They must not only hear what they are expected to do, but also see. We must become the change we want to see.
—Mahatma Gandhi
- **Know your people and look out for their well-being:** Know human nature and the importance of sincerely caring for the workers.
- **Keep your workers informed:** Know how to communicate with not only them, but also seniors and other key people.
- **Develop a sense of responsibility in your workers:** Help to develop good character traits that will help them carry out their professional responsibilities.
- **Ensure that tasks are understood, supervised, and accomplished:** Communication is the key to this responsibility.
- **Train as a team:** Although many so called leaders call their organization, department, section, etc., a team; they are not really teams...they are just a group of people doing their jobs.
- **Use the full capabilities of your organization:** By developing a team spirit, you will be able to employ your organization, department, section, etc., to its fullest capabilities. Skills and qualities of a good leader is discusses in **Box 7.2**.

■ LEADERSHIP TECHNIQUES

- Planning and organizing the work schedule according to availability of personal and materials.
- Assigning work to subordinates should be defined and recorded with clear cut directions.
- Proper teaching and guidance to subordinates.
- Good communication is needed for proper understanding, cooperation and unified action.
- Cooperations and coordination between superior and subordinates.
- Identifying talented subordinates and involving them in planning.
- Democratic supervision.

Box 7.2: Skills and qualities of a good leader.

- Different research in leadership studies has explored several skills and qualities of an effective leader. Researchers argued that we cannot mention a particular quality makes a good leader. A good leader is composed of a set of attributes that makes him different from typical people and a manager. These attributes or qualities include the following. (Muteswa, 2016)
- **Clear vision:** Leaders should have a clear vision. He should transcend the vision to the followers and influence them to achieve the vision.
- **Confidence:** The leader shows an extreme level of confidence in his action so that the follower can rely on his/her.
- **Drive and dedication:** Leaders should exhibit a high level of drive, dedication, and commitment to achieve the vision or goals. Leaders try with utmost dedication and full of energy until he reaches the destination.
- **Honesty and integrity:** Honesty and integrity are very vital qualities of a leader. A leader should act honestly. His duty is to show the right track to the followers not to manipulate them. Leader achieves credibility through honesty and integrity.
- **Courage to make a decision:** Leaders should have the courage to make critical and tough decisions. Sometimes he has to take decisions with sole responsibility.
- **Intelligence:** Various research on leadership behavior puts emphasis on the leadership skills of intelligence. A leader requires intelligence to gather, and analyze the abstract and complex situation.
- **Job-related knowledge:** Robbins and others (Robbins and Coulter, 2017) emphasis on job-related knowledge of the leader. A leader should have sufficient knowledge about the areas he or she works. For example, a leader might be a political leader, in that case, he should have knowledge about political science.

- Evaluation of performance of subordinates and self.
- Awareness of responsibilities and account.

■ IMPORTANCE OF LEADERSHIP

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals (Fig. 7.5). The following points justify the importance of leadership in a concern.

- **Initiates action:** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
- **Motivation:** A leader proves to be playing an incentive role in the concern's working. He motivates the employees

with economic and noneconomic rewards and thereby gets the work from the subordinates.

- **Providing guidance:** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
- **Creating confidence:** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
- **Building morale:** Morale denotes willing cooperation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full cooperation so that they perform with best of their abilities as they work to achieve goals.
- **Builds work environment:** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
- **Coordination:** Coordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective coordination which should be primary motive of a leader.

Figure 7.6 shows leadership qualities.

■ LEADERSHIP THEORIES

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables, such as situational factors and skill level. While many different leadership theories have emerged, most can be classified as one of eight major types (Fig. 7.7):

1. **"Great Man" theories:** Great Man theories assume that the capacity for leadership is inherent—that great

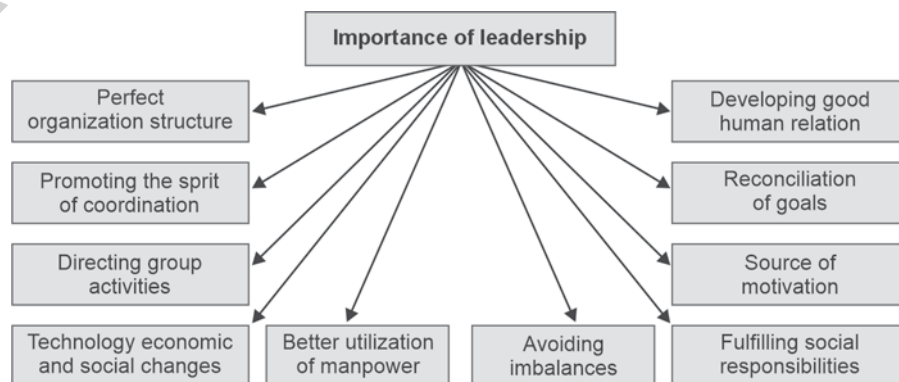


Fig. 7.5: Importance of leadership.



Fig. 7.6: Leadership qualities.

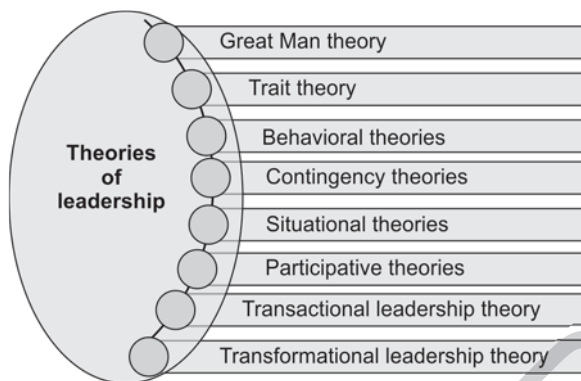


Fig. 7.7: Theories of leadership.

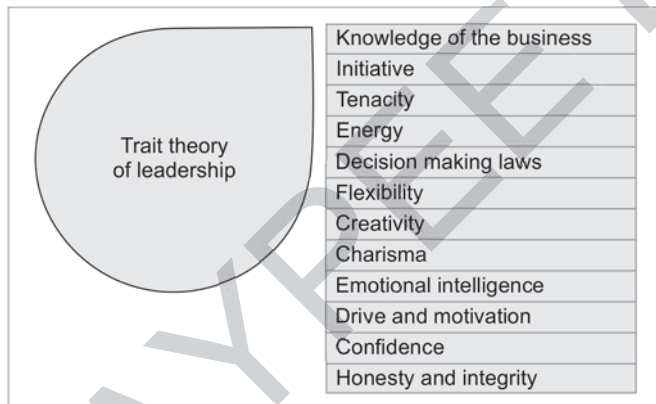


Fig. 7.8: Trait theory of leadership.

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.

2. **Trait theories (Fig. 7.8):** Similar in some ways to “Great Man” theories, trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. But if particular traits are key features of

leadership, how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

3. **Contingency theories:** 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. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation.
4. **Situational theories:** Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making.
5. **Behavioral theories:** Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, 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.
6. **Participative theories:** 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.
7. **Management theories:** 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.
8. **Relationship theories:** 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 higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high ethical and moral standards.

■ QUALITIES OF GOOD LEADER

- **Integrity:** Integrity is expected of health care professional. Patients, colleagues, and employers all expect nurses to be honest, law-abiding and trust worthy.
- **Courage:** Sometimes, being a leader means taking some risks.
- **Initiative:** Good ideas are not enough. To be leader, you must act on those good ideas. This requires initiative on your part.

- **Energy:** Leadership also requires energy. Both leadership and management are hard satisfying endeavors that require effort on your part.
- **Optimism:** When the work is difficult and one crisis seems to follow another in rapid succession, it is easy to become discouraged. However, it is important not to let discouragement keep you and your coworkers from seeking ways resolve your difficulties.
- **Perseverance:** Effective leaders do not give up easily. In seated, they persist, continuing their efforts when others tempted to give up the struggle.
- **Balance:** In our effort to become the best nurses, we may forget that other aspects of life are equally important.
- **Ability to handle stress:** There is some stress in almost every job.
- **Self-awareness:** People who do not understand themselves are limited in their ability to understand the motivations of other people.

■ DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

Leadership differs from management in a sense that (Table 7.1):

- While managers lay down the structure and delegates authority and responsibility, leaders provides direction by developing the organizational vision and communicating it to the employees and inspiring them to achieve it.
- While management includes focus on planning, organizing, staffing, directing and controlling; leadership is mainly a part of directing function of management. Leaders focus on listening, building relationships, teamwork, inspiring, motivating and persuading the followers.
- While a leader gets his authority from his followers, a manager gets his authority by virtue of his position in the organization.
- While managers follow the organization's policies and procedure, the leaders follow their own instinct.
- Management is more of science as the managers are exact, planned, standard, logical and more of mind. Leadership, on the other hand, is an art. In an organization, if the managers are required, then leaders are a must/essential.

Table 7.1: Difference between leadership and management.

Leadership	Management
• Setting direction/creating vision • Assembling team • Creating shared values • Knowing skills/motivations of each team member • Adjudicating/resolving conflict • Inspiring/leading by example • Knowing when to devolve power • Changing team to get right chemistry	• Understanding goals of team and company • Creating and prioritizing tasks to be completed (a project) • Assigning tasks to appropriate team member • Motivating and guiding individual contributors (carrot vs stick) • Reviewing work output and quality • Controlling scope of project • Reporting status up, down and to peers

- While management deals with the technical dimension in an organization or the job content; leadership deals with the people aspect in an organization.
- While management measures/evaluates people by their name, past records, present performance; leadership sees and evaluates individuals as having potential for things that can not be measured, i.e., it deals with future and the performance of people if their potential is fully extracted.
- If management is reactive, leadership is proactive.
- Management is based more on written communication, while leadership is based more on verbal communication.

■ FACTORS INFLUENCING LEADERSHIP (BOX 7.3)

- Personality is one of five elements that will influence our leadership behavior. According to most studies, personality does **not** change, but behavior can change. Leadership qualities can be taught and individuals can set personal behavior targets to begin changing counterproductive actions that hinder success into leadership qualities, or new habits, that result in success.
- The situation should determine our response to events and people. However, often times the habits we have formed in the past are what comes out in any given situation. That is reacting, not responding. Leaders understand that it is critical to respond appropriately to each situation and not let our initial reaction dictate our leadership effectiveness.
- Individual needs play into the leadership behavior we exhibit. For example, a need for power would tend to lead someone to be more authoritative and demanding, whereas a need to be liked by others would encourage "going-along-to-get-a-long."
- Perhaps the greatest influence on our leadership behavior is our manager's leadership style. For better or worse, we begin to emulate our manager's style in order to keep the peace, get promoted, be viewed as a team player, or keep our job. As leaders, we need to recognize the influence we have over others and stop and think before responding.
- Finally, the operating environment can effect our behavior. If we are in an environment that encourages risk-taking, we are more likely to take risks for instance. Leaders understand that we have to interpret our operating environment for those around us in a way that is motivating, encouraging creativity and allowing appropriate flexibility, rather than with rigidity and inflexibility.

Box 7.3: Factors affecting leadership style.

- Personal value systems
- Manager's experience
- Confidence in subordinates
- Feelings of security
- Nature of the business problems
- Type of organization (size, structure)
- Effectiveness of teams and groups
- Skills and experience of subordinates
- Pressure (time, costs)

LEADERSHIP STYLES

Different types of leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. The culture and goals of an organization determine which leadership style fits the firm best. Some companies offer several leadership styles within the organization, dependent upon the necessary tasks to complete and departmental needs (Figs. 7.9 and 7.10).

- **Autocratic leaders:** Autocratic leaders are an excessive form of transactional leadership, where a leader makes use of high levels of power over his team members. People within the team are given few opportunities for making suggestions, even if these would be in the team's or organizations interest.

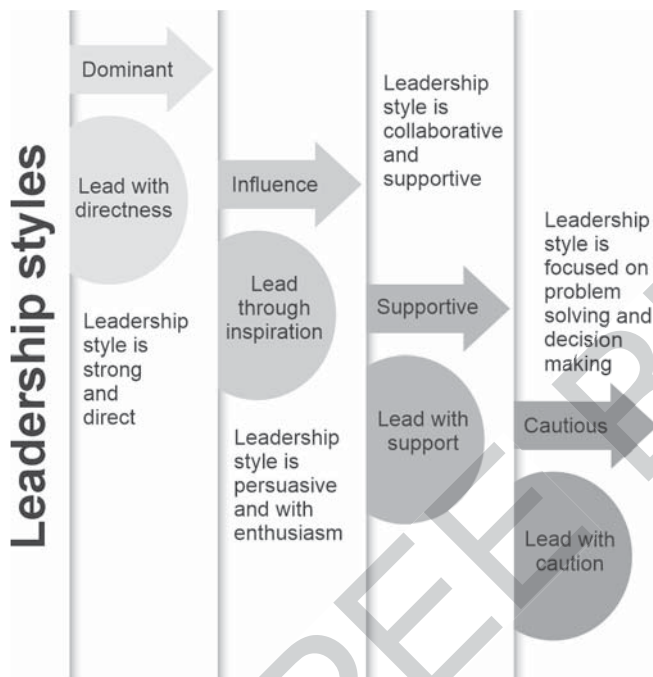


Fig. 7.9: Leadership styles.

Laissez-Faire	• Minimal involvement from leader • Trained and qualified team members lead efforts • Limited supervisions by leader
Autocratic	• Leader makes unilateral decision • Leader exercises complete control over team members • Intended for team members requiring close supervision
Participative	• Democratic in nature • Values team member input • Decisions are made by the participative leader
Transactional	• Leader and team members set goals • Leader sets direction • Leader provide rewards and incentives
Transformational	• Involves high level of communication • Leader motivates team members through visibility • Tasks are delegated to team members

Fig. 7.10: Leadership styles.

- **Bureaucratic leaders:** Bureaucratic leaders work by the book, ensuring that their staffs follow procedures accurately. This is a very right approach for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-process).
- **Charismatic leaders:** A charismatic leaders style can appear similar to a transformational leadership style, in that the leader bring in huge doses of enthusiasm into his team, and is very energetic in driving others forward. Charismatic leadership carries great responsibility, and needs long-term commitment from the leader.
- **Democratic leaders:** Even though a democratic leader will make the final decision, he invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving team members in what is going on, but it also helps to develop people's skills. Team members feel in control of their own destiny, and are motivated to work smart by more than just a pecuniary reward.
- **Laissez-faire leaders:** They known as delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

Autocratic Leadership

In this type of leadership, the leader alone determines policies and makes plans. He tells others what to do and how to do it. He demands strict obedience and relies on power. The formula used by him is "Do what I say or else..." meaning thereby that an employee will be punished if he does not follow orders. An autocratic leader may sometimes be paternalistic or benevolent also. The formula used by this type of leader is "Do what I say because I am good to you." Both the forms of autocratic leadership (authoritarian and benevolent) are disliked by employees (Fig. 7.11 and Box 7.4).

In one form, the employee remains under constant fear. In other form he remains under constant gratitude. In both the forms, the leader is the key person. The whole operation of the organization depends upon him. In his absence it may function inadequately or not at all.



Fig. 7.11: Autocratic leadership

Box 7.4: Autocratic leadership.*Autocratic leadership*

- The leaders retains all or most of the authority with himself, very little is delegated to the follower.
- Tells employees what they want do and how to do it (without getting the advice from others).
- Generally, this style is not a good way to get the best performance from a team.

Characteristics

- Leader have most authority and control in decision-making
- Consultation with other is minimum and decision-making becomes a solitary process.

Benefits

- Effective supervision
- Less time consuming for decision-making

Disadvantages

- Staff become tense, fearful
- Staff expect their opinion heard
- Low staff moral, absenteeism

Merits

- This type of leadership, when appropriate, can increase efficiency, save time and get quick results, especially in a crisis or an emergency situation.
 - The paternalistic form of this style of leadership works well with employees who have a low tolerance for ambiguity, feel insecure with freedom and even minor decision-making requirements and thrive under clear, detailed and achievable directives.
 - Chain of command, and division of work (who is supposed to do what) are clear and fully understood by all.
- Difference between transactional and transformational leaders are discuss in **Table 7.2**.

Demerits

- The apparent efficiency of one-way communication often becomes a false efficiency since one-way communication,

without feedback, typically leads to misunderstandings, communication breakdowns and costly errors.

- The autocratic manager is alone in his decision-making. He receives little, if any, information and ideas from his people as inputs into his decision-making. This is generally dangerous in today's environment of technological and organizational complexity.
- Today, most people resent authoritarian rule which excludes them from involvement and reduces them to machine-like cogs without human dignity or importance. They express their resentment in the form of massive resistance, low morale and low productivity.

Democratic Leadership

In this type of leadership (also known as participative or person-oriented leadership) the entire group is involved in and accepts responsibility for goal setting and achievement (**Fig. 7.12 and Box 7.5**).

- Subordinates have considerable freedom of action. The leader shows greater concern for his people than for high production.
- A part of the leader's task is to encourage and reinforce constructive inter-relationships among members and to reduce intragroup conflict and tensions.
- The sociometric pattern for democratic leadership is a network which involves a tight pattern of complete inter-relationships among all members. While the leader is quite an important figure in a democratic situation, he is not the key figure that he is in an authoritarian situation.
- He serves more as a coordinator or agent for the group. Hence the group is not dependent upon him as an individual and can function effectively in his absence.

Merits

- When people participate in and help formulate a decision, they support it (instead of fighting or ignoring it) and

Table 7.2: Difference between transactional and transformational leader.

<i>Basis</i>	<i>Transactional</i>	<i>Transformational</i>
Active vs proactive	Leadership is responsive and its basic orientation is dealing with present issues	Leadership is proactive and forms new expectations in followers
Basis of exchange	Rely on standard forms of inducement, reward, punishment and sanction to control followers	Distinguished by their capacity to inspire and provide individualized consideration, intellectual stimulation and idealized influence to their followers
Motivation	Motivate followers by setting goals and promising rewards for desired performance	Motivate followers to work for goals that go beyond self-interest
Performance in action	Depends on the leader's power to reinforce subordinates for their successful completion of the bargain	Arouses emotions in followers
Organizational culture	Works within the organizational culture as it exists	Changes the organizational culture
Position of followers	Relationship with followers based upon levels of exchange. Awards related to productivity	Put followers in front and develop them; take followers' to next level; inspire followers to transcend their own self-interests in achieving superior results
Focus	On the details	On the big picture
Telling or selling	Once the contract is in place, takes a 'telling' style	Has more of a 'selling' style. Transactional leadership
Situation handling	Takes up weakened organization	Takes up stagnated organization



Fig. 7.12: Democratic leadership.

Box 7.5: Democratic leadership.

- **Leader makes final decision:** Invites other members of the team to contribute to the decision-making process
- **Increases job satisfaction:**
 - Involves employees/team members in what's going on
 - Helps develop people's skills
 - Employees are motivated to work hard because they feel in control of their own destiny
- Can lead to things happening more slowly but end result is better
- Suitable where teamwork is essential and quality is more important than speed

work hard to make it work, because it is their idea and, now, a part of their life and their ego. In other words, the participative leader has the critical factor of built-in personal motivation working for him.

- The leader consistently receives the benefit of the best information, ideas, suggestions, and talent-and operating experience-of his people.
- This style of leadership permits and encourages people to develop, grow and rise in the organization (both in terms of responsibility they can assume and service they can contribute).

Demerits

- The participative style can take enormous amounts of time and, if not exercised properly, may degenerate into a complete loss of leader's control.
- Some leaders may use this style as a way of avoiding responsibility. **Figure 7.13** shows Laissez faire leadership.

Free-rein Style

In this type of leadership, the leader exercises absolutely no control. He only provides information, materials and facilities to his men to enable them to accomplish group objectives. This type can be a disaster if the leader does not know well the competence and integrity of his people and their ability to handle this kind of freedom (**Fig. 7.14**).

- As the spectrum demonstrates, there are a number of alternative ways in which a leader can relate himself to the group.
- At the extreme left of the spectrum, the emphasis is on the leader-won what he is interested in, how he sees things, how he feels about them.



Fig. 7.13: Laissez faire leadership.

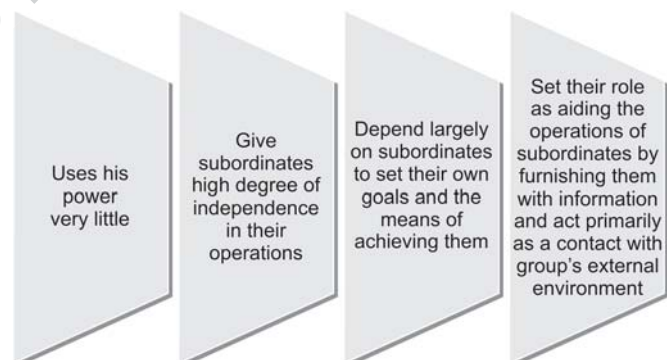


Fig. 7.14: Free-rein leadership style.

- As we move towards the employee-centered end of the spectrum, however, the focus is increasingly on the subordinates—on What they are interested in? How they look at things? How they feel about them?
- The center of the spectrum finds a more equitable balance between the authority exercised by the leader and the amount of participation the group can exercise.
- **The leader makes the decision and announces it:** In this case, the leader who is frankly authoritarian “Tells” people what his decisions are, and demands unquestioning obedience. He does not give any consideration to what they will think or feel about his decisions. A bureaucratic leader who manages entirely by the organization’s policies, and rules and permits people little or no freedom falls under this category.

- **The leaders “sells” his decision:** Here the leader behaves like a diplomat. Although like an autocrat he has already taken a decision, he prefers to take the additional step of persuading his subordinates to accept it. In doing so he usually relates his decision to the personal individual needs and aspirations of his people. He tells them what they have to gain from his decision. This style of leadership is indispensable for the “staff” who realize the inadequacy of their real authority and are utterly dependent on the skills of persuasion to get the help and cooperation needed.
- **The leader having made a decision presents his ideas, invites questions:** Here the leader who has arrived at a decision provides an opportunity for his subordinates to get a fuller explanation of his thinking and his intentions. After presenting the ideas, he invites questions so that his associates can better understand what he is trying to accomplish.
- **The leader presents tentative decisions, subject to change:** This kind of a behavior permits the subordinates to exert some influence on the decision. The initiative for identifying and diagnosing the problem remains with the leader. He also arrives at a tentative decision. But before finalizing it, he presents this tentative decision for the reaction of his subordinates.
- **The leader presents the problem, gets suggestions and then makes his decision:** Up to this point the leader has come before the group with the solution of his own. Not so in this case. The subordinates now get the first chance to suggest solutions. The leader’s initial role involves identifying the problem. He then in consultation with his subordinates develops a list of alternative solutions and selects the solution that he regards as most promising. In this way he reserves the final decision to himself.
- **The leader defines the problem and limits of action and lets the group make a decision:** At this point, the leader acts as a participative leader. He passes to the group the right to make decisions either by consensus or majority vote. Before doing so, however, he defines the problem to be solved and the boundaries within which the decision must be made.
- **The leader permits the group to make decisions within limits defined by the situation:** This represents an extreme degree of group freedom only occasionally encountered in formal organizations.

SKILLS REQUIRED IN LEADERSHIP

To be an effective leader the nurses need the primary leadership skills that are as follows:

- **Skills of personal behavior:**
 - Is sensitive to feelings of the group.
 - Identifies self with the needs of the group.
 - Does not ridicule or criticize another’s suggestions.
 - Helps other feel important and needed.
 - Does not argue.
- **Skills communication:**
 - Listen attentively

- Make sure everyone understands what is needed and the reason why?
- Establishes positive communication with the needs of the group as a routine part of that job. Recognizes that everyone’s contributions are important.
- **Skills of organization:** The effective leader helps the group to:
 - Develop long and short range objectives.
 - Break big problems into small ones.
 - Share responsibilities and opportunities.
 - Plan act, follow-up and evaluate.
 - Be attentive to details.
- **Skills of self-examination:**
 - Is aware of personal motivations.
 - Is aware of the group members level of hospitals for taking appropriate countermeasures.
 - Helps the group to be aware of their attitudes and values.

Leadership Activities

Leadership includes variation of activities which includes directing, supervising and coordinating.

- **Directing:** It is the process by which actual performance of staff and people is guided towards common goals. A leader uses assignments, orders, procedures, rules, regulations, standards, opinions, suggestions and questions to direct subordinate behavior.
- **Supervising:** Supervision is a continuous administrative and educative process which enables the supervisor through the medium of his relationship with the supervisors to contribute towards the continuous growth of the supervision which includes inspecting another’s work, evaluating her or his performance, and approving or correcting performance.
- **Coordinating:** Coordination includes all the activities that enable work group members to work together harmoniously.

Management skills is shown in **Figure 7.15**.

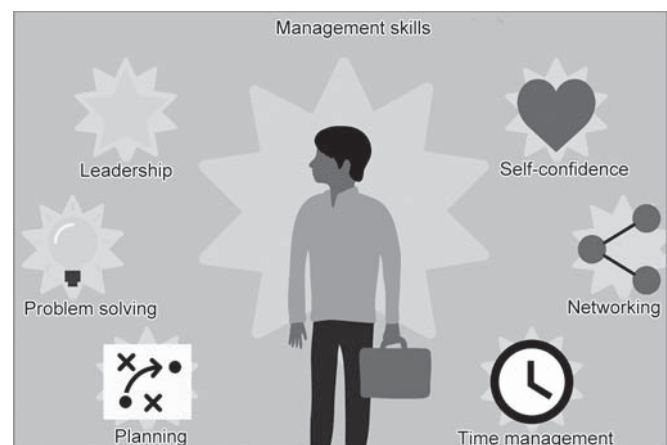


Fig. 7.15: Management skills.

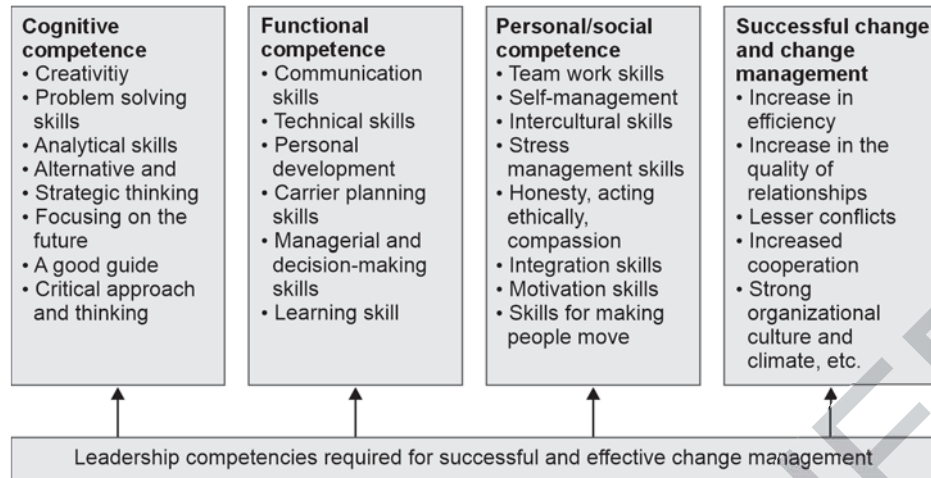


Fig. 7.16: Leadership competencies.

■ LEADERSHIP COMPETENCIES

Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategy should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what leadership attributes are distinctive to the particular organization to create competitive advantage (Fig. 7.16).

Leading the organization:

- Managing change
- Solving problems and making decisions
- Managing politics and influencing others
- Taking risks and innovating
- Setting vision and strategy
- Managing the work
- Enhancing business skills and knowledge
- Understanding and navigating the organization

Leading the self:

- Demonstrating ethics and integrity
- Displaying drive and purpose
- Exhibiting leadership stature
- Increasing your capacity to learn
- Managing yourself
- Increasing self-awareness
- Developing adaptability

Leading others:

- Communicating effectively
- Developing others
- Valuing diversity and difference
- Building and maintaining relationships
- Managing effective teams and work groups

Global Leadership Competencies

Developing successful global leaders is a competitive advantage for multinational organizations. In addition to

essential leadership competencies, global leaders face special challenges that require additional competencies. To address the unique challenges of global leaders, researchers have identified global leadership competencies that can contribute to success. Among these global competencies, developing a global mindset, cross-cultural communication skills and respecting cultural diversity are paramount to succeeding in the global workplace.

Global Executive Competencies

- Open-minded and flexible in thought and tactics
- Cultural interest and sensitivity
- Able to deal with complexity
- Resilient, resourceful, optimistic and energetic
- Honesty and integrity
- Stable personal life
- Value-added technical or business skills

Leadership competencies can be used to effectively select, develop and promote leaders in an organization. Certain factors, such as business strategy and future trends should be taken into account when creating leadership competencies. All business strategies are different and HR practitioners should use the business strategy, including the global business strategy, to drive the use of competencies in selecting and developing leaders. By effectively building a unique set of skills for the organization's leaders, the firm will sustain competitive advantage.

■ SITUATIONAL LEADERSHIP STYLE

Situational theories of leadership work on the assumption that the most effective style of leadership changes from situation to situation. To be most effective and successful, a leader must be able to adapt his style and approach to diverse circumstances (Fig. 7.17).

Meaning of Situational Leadership

- Situational leadership is described as an adaptive style that encourages leaders to take stock of their team members and make adjustments as per their needs and desires.

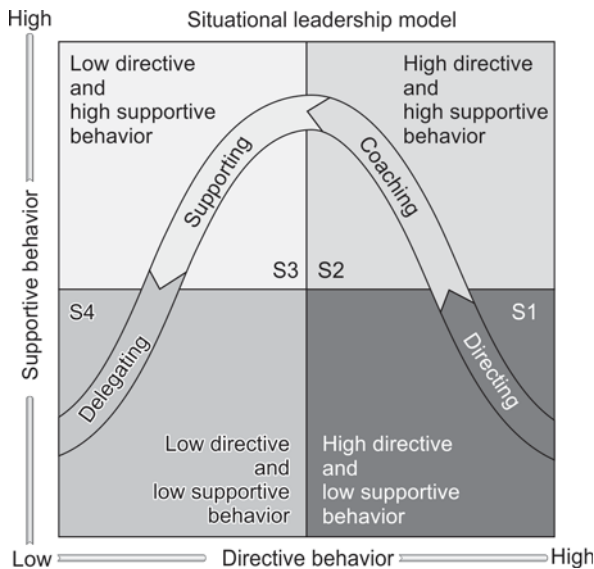


Fig. 7.17: Situational leadership.

- It does not ask the leader to put his onus on workplace factors instead suggests them to adapt their styles as per their follower's ability and style.
- The situational leadership model categorically states that it is impossible to find one leadership style that is better than the other. Hence, it is better to encourage relationship-relevant and task-relevant leadership that is flexible and adaptive.

Hersey and Blanchard's Situational Leadership Theory

The term "situational leadership" is most commonly derived from and connected with Paul Hersey and Ken Blanchard's Situational Leadership Theory. This approach to leadership suggests the need to match two key elements appropriately: the leader's leadership style and the followers' maturity or preparedness levels.

The theory identifies four main leadership approaches:

1. **Telling:** Directive and authoritative approach. The leader makes decisions and tells employees what to do.
2. **Selling:** The leader is still the decision maker, but he communicates and works to persuade the employees rather than simply directing them.
3. **Participating:** The leader works with the team members to make decisions together. He supports and encourages them and is more democratic.
4. **Delegating:** The leader assigns decision-making responsibility to team members but oversees their work.

In addition to these four approaches to leadership, there are also four levels of follower maturity:

1. **Level M1:** Followers have low competence and low commitment.
2. **Level M2:** Followers have low competence, but high commitment.
3. **Level M3:** Followers have high competence, but low commitment and confidence.
4. **Level M4:** Followers have high competence and high commitment and confidence.

Six Styles within Situational Leadership

Daniel Goleman, the author of Emotional Intelligence, defines six styles within situational leadership:

1. **Coaching leaders**, who work on an individual's personal development as well as job-related skills. This style works best with people who know their limitations and are open to change.
2. **Pacesetter leaders**, who set very high expectations for their followers. This style works best with self-starters who are highly motivated. The leader leads by example. This style is used sparingly since it can lead to follower burnout.
3. **Democratic leaders**, who give followers a vote in almost all decisions. When used in optimal conditions, it can build flexibility and responsibility within the group. This style is, however, time consuming and is not the best style if deadlines are looming.
4. **Affiliative leaders**, who put employees first. This style is used when morale is very low. The leader uses praise and helpfulness to build up the team's confidence. This style may risk poor performance when team building is happening.
5. **Authoritative leaders**, who are very good at analyzing problems and identifying challenges. This style is good in an organization that is drifting aimlessly. This leader will allow his or her followers to help figure out how to solve a problem.
6. **Coercive leaders**, who tell their subordinates what to do. They have a very clear vision of the endgame and how to reach it. This style is good in disasters or if an organization requires a total overhaul.

Table 7.3 summarizes pros and cons of situational leadership.

Characteristics

The following are some of the basic characteristics of the situational leadership style. Since the leadership style is flexible, there are no fixed traits that a situational leader exhibits. These attributes may all come into play depending on the situation.

- **Flexibility:** The fundamental idea of situational leadership is that there is no such thing as a single best or fixed type of leadership. Leadership changes according to the requirements of the group or organization, and successful leaders are able to be flexible and adapt their style of leadership to the level of maturity of the group that they are trying to lead.
- **Changes according to the situation:** The leadership style that the situational leader brings into play will be dependent on the situation at hand and the development level of the individuals involved. If the development level is low, the situational leader becomes more task-oriented. If the individuals are sufficiently developed, the leader will be more supportive.
- **Directing:** Situational leadership will be high on the "directive" aspect when the subordinates are not sufficiently developed and need constant supervision. Here, the leader gives specific instructions about what the goals

Essentials of Nursing Management and Leadership

Salient Features

- Offers clear and succinct insights into the latest concepts and trends in nursing leadership and management.
- Supplies reliable administrative knowledge, best practices, and specific tools necessary for confidently navigating new developments in the nursing management field.
- Serves as a vital and beneficial resource for nurse leaders, healthcare planners, and policymakers.
- Valuable for nursing students, hospital examiners, and public health administrators.
- This book will greatly benefit nursing students and professionals in effectively managing patient care areas.
- Equips students to cultivate leadership skills and fulfill their roles as effective leaders within an organization.

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