

Developing Personal Leadership **By Nicole Stedman**

Leadership is an important component of anyone's life. It enables us to stretch beyond our limits. Within in the profession it has become clear that leadership ability must be found in all citizens, it is something we all can do and should aspire to do. Viktor Frankl indicated that we are all responsible for our own lives, as well as, the life of our communities and world. Bennis and Goldsmith (1997) set forth that we are capable of honest, ethical leadership.

One key element in this quest for personal leadership is the ability and desire to see a need for change in the world. We become more enabled when we need to improve our own lives; we become more motivated to be a leader.

Bennis and Goldsmith (1997) identified the need for leaders throughout communities, on every block and in every church. They bring the challenge that every person should create visions for their future, to inspire commitment, to foster creativity and stimulate achievement.

Eight Common Leadership Styles. This handout will define eight common leadership styles. These eight are as follows:

Autocratic - This is often considered the classical approach. It is one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

Bureaucratic - Bureaucratic leadership is where the manager manages "by the book" Everything must be done according to procedure or policy. If it isn't covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules.

Democratic - The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale.

Authoritarian - Leader has the experience and information to reach a conclusion and implement it. Little to no input is required of followers. In this case, the boss holds the power to make decisions.

Coercive - Perceived ability to provide sanctions, punishment, or consequences for not performing. This individual has the power to punish. An employer has the

power to punish an employee for unsatisfactory performance. The essential element is the follow-through.

Transactional - Characterized by agreements and negotiations. A “this for that” style. Can include, contingent reward behaviors, and management-by-exception (active and passive).

Laissez Faire - Traditionally a “hands off” attitude. Allows for complete autonomy and freedom on behalf of the followers.

Transformational - Includes a higher level of motivation. Followers are supported and encouraged to work harder, do more, and are willing to. This is for the completion of a goal or objective, in many cases is seen as a higher purpose. Includes behaviors of idealized influence (attributed and behavior), intellectual stimulation, and individualized consideration. Also defined by Kouzes and Posner as the 5 Leadership Practices.

Work Value Descriptions. In addition to these styles, this document also outlines ten descriptions subordinates use to feel value in the work that they do. These ten are:

Achievement - Feel a sense of accomplishment in reaching a goal, attaining excellence or exercising resolve and persistence

Competition - Experience the challenge of competing for honors, awards or recognition

Creativity - Originate new ideas and new ways of doing things

Fairness - Work where people are treated fairly and honorably

Friendship - Be in work that allows me to make friends and have a social life with work associates

Independence - Do the work in my own way and structure my own time

Interesting Work - Do work that is challenging, absorbing and in a field of personal interest

Leadership - Have an opportunity to be in charge of and responsible for others

Recognition - Receive acknowledgement, attention, and approval for work

Variety – Do work that involves diverse activities and functions

Reference

Bennis W. & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader.* Cambridge, MA: Perseus Books.

Kouzes, J. & Posner, B. (1995). *The leadership challenge.* San Fransisco, CA: Jossey-Bass.

