

## Akad Leadership growth model

The leadership growth models we pursue begin with the “Hersey-Blanchard Model of Leadership”, in which the Mentor determines the leadership maturity level of potential mentees in relation to the specific assigned case study event tasks – reflected in essays. As the level of mentee maturity increases, the mentor reduces his or her task behaviour and increases relationship behaviour until mentees reach a moderate level of maturity.

This situational leadership perspective and posits that the developmental levels of mentees plays the greatest role. The theory is based on growing the amount of direction (task behaviour) and socio-emotional support (relationship behaviour) towards a "level of maturity" of the mentees, namely;

- **Task behaviour;** the extent to which the leader-mentor engages in spelling out duties and responsibilities to an individuals or groups. Telling mentees what to do, how to do it, when to do it, where to do it, and who's to do it – in a one way communication based on our current educational system.
- **Relationship behaviour;** growing into a two-way, multi-way communication especially with Peers. This includes listening, facilitating, and supportive behaviours with socio-emotional support.
- **Maturity;** the willingness and ability of mentees to take responsibility for directing his or her own direction. Mentees have varying degrees of maturity, depending on specific tasks, function, or objectives the mentor attempts to accomplish through their efforts.

The key situational variable is the readiness or developmental level of the mentees – which according to the Akad program, grows from Directing to Delegating as below;

1. **Directing:** Mentor provides clear instructions and specific direction, especially at a low mentee readiness level.
2. **Coaching:** Mentor encourages two-way communication that builds confidence and motivation, although the mentor still has responsibility and controls decision making at a moderate mentee readiness level.
3. **Supporting:** Mentor and mentees share decision making; no longer need or expect the relationship to be directive for a moderate mentee readiness level.
4. **Delegating:** For Mentees ready to accomplish particular tasks, competent and motivated to take full responsibility for the higher mentee readiness level.

It is through this that we take the mentees through an appreciation of the leadership models; *Great Man, Trait, Behaviorist, Situational, Contingency, Transactional and Transformational leadership models.*

**Leadership capacity and effectiveness** is looked at through *Fiedler's contingency model* which looks at the relationship between leadership style and leader effectiveness moderated by the leader's situational control (Fiedler and Garcia, 1987).

**Group leader effectiveness** is based on Leader's motivational disposition and the degree of the Leader's situational favorability. Motivational disposition is the degree to which the leader is either task or relationship oriented. Situational favorability is the degree to which the situation allows the leader to have power or control over subordinates' behavior, based on the three components of situational favorability for leader influence;

- (1) **Leader-member relations**, the degree to which the leader feels accepted and supported by group members.
- (2) **Task structure**, the degree to which the task has clear-cut and programmed goals, procedures, measurable progress, and success.
- (3) **Leader power**, the degree to which the formal position of leadership provides the power to reward and punish in order to obtain compliance from subordinates. Position power is a measure of the leader's ability to influence subordinates.

This can then lead to a discussion about follower maturity in influencing leadership outcomes.

**Quality leadership development;** approaches include;

- Trait approach – leaders are born, not made
- Style approach – authoritarian or democratic leadership
- Effectiveness vs efficiency approach
- Contingency approach – nature of situation at hand
- Power approach; Reward, Coercive, legitimate, Expert
- Function approach;
- TQM approach: vision, value, customer focus

**Behaviour & Attitude Modification**

- Behaviour – change outward actions, which internal attitudes, beliefs and feelings remain the same
- Attitude;
- Exercising influence on the thinking of employees, not using force. Effective communication needed.
- Motivation – understanding of human behaviour, perceptions, attitudes and personality. Coupled with a process of persuading or influencing individuals to behave in ways that will satisfy certain needs with followers building trust.
- Having conversations, not issuing orders.
- Understanding strategic alignment
- Decision making; prioritization

**Leadership Communication Levels**

1. **Upper level communication** – Policies, plans, quality communication, verbal & non verbal communication, knowing when to stop talking and listen.
2. **Middle level leaders** – dual role, caught between top and bottom leaders and followers. Gathering information from lower level, yet carry out the policies, strategies, orders and instructions from above.
3. **Lower level leaders** –carry out info from above. Dealing with external customers and clients, workers.

**Quality leadership** is exercised through quality communication at all levels. Leaders clarify their visions and foster participative management within organisations. Building trust between leaders and employees.

## Trust in communication

1. Ability – being able to do things right
2. Integrity – speaking & writing the truth
3. Intention – this needs to be right.

Trust is the glue that holds teams together

**Contingencies** we prepare for include (future event or circumstance that is possible but cannot be predicted with certainty - a provision for an unforeseen event or circumstance).

1. **Human process interventions** - Interventions related to interpersonal relations and group dynamics that include:
  - *T-group* – this traditional change method is designed to provide members with experiential learning about group dynamics, leadership, and interpersonal relations.
  - *Process consultation* – this intervention focuses on interpersonal relations and social dynamics occurring in work groups. Typically, a process consultant helps group members to diagnose group functioning and to devise appropriate solutions to process problems such as poor communication, dysfunctional conflict, and ineffective norms.
  - *Team building* – to helping people working in groups to become more effective in accomplishing tasks.
  - Other major interventions for transforming (organizations) include:
    - *Culture change* – aimed at helping (organizations) to develop cultures appropriate to their strategies and environments.
    - *Self-designing organizations* – involves helping (organizations) to gain the capacity to fundamentally alter themselves. It is a highly participative process involving multiple stakeholders in setting strategic directions and designing and implementing appropriate structures and processes.
2. **Human Resource Management Interventions** – that focus on the people (in organizations), believing that (organizational) effectiveness results from improved practices of integrating employees (into organizations).
  - They include:
    - Goal setting clear and challenging
    - Performance appraisals – jointly assessing work-related achievements, strengths and weaknesses.
    - Reward systems – to improve employee satisfaction and performance.
    - Career planning and development – choosing career paths and attaining career objectives.
    - Managing workforce diversity – concerns demographic based individual needs .
    - Employee wellness – employee assistance programs and stress management.

We trust you will meet and experience our mentees at the tail end of this process as effective leaders, having engaged with us and created personal opportunities for further Academic and Career success – showing maturity from handling delegated tasks to becoming fully mature Peer Mentors