SKILL DEVELOPMENT FOR SHARED LEADERSHIP- THE CHANGING PARADIGMS

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Abstract : Success of organizations depend a lot on leadership. Especially in today's competitive environment, the role of leaders cannot be undermined. Good leadership not only ensures stability but also growth and success. Many theories and models on leadership have been put forth to ensure organizational effectiveness. With time, these theories and models have even replaced by the newer evolving ones. And a lot has been budgeted for leadership development programmes so as to enable organizations to build a pool of effective leaders for their organisatons. This paper looks at the need for shared leadership to suit contemporary times. The characteristics, relationship dynamics, process of leading and values and behavior of shared leadership is discussed. It concludes that successful leadership is influence and not authority. Leadership is all about collaborating, motivating and managing networks. Contemporary leadership requires a deep understanding of the influencing process, forces of cooperation and the factors impacting the building of collaborative cultures. Hence leadership development programmes must focus on developing skills that facilitate decentralized interaction, collective task completion, reciprocal support , shared purpose, and a unified voice , all enhanced via social interaction that involves mutual accountability, partnership, equity, and ownership. The strategies suggested to develop these skills are Personal Development Plan, 360 degree feedback, Coaching and Mentoring, Experiential leadership Programmes and Action Plan

Key words: Shared Leadership, Personal Development Plan, 360 degree feedback, Coaching and Mentoring, Experiential leadership Programmes and Action Plan

I.INTRODUCTION

Success of organizations depend a lot on leadership. Especially in today's competitive environment, the role of leaders cannot be undermined. Good leadership not only ensures stability but also growth and success. Many theories and models on leadership have been put forth to ensure organizational effectiveness. With time, these theories and models have even replaced by the newer evolving ones. And a lot has been budgeted for leadership development programmes so as to enable organizations to build a pool of effective leaders for their organisatons. By and large these leadership development programmes focus on developing certain skills which is estimated to enhance effectiveness. This paper takes a look at what skills should be focused on to be developed in leaders and the strategies to be followed to truly bring about skill development in organizational leaders.

2.OBJECTIVES OF THE PAPER

The objective of this paper is to understand the transition in terms of roles and responsibilities of organizational leaders in the background of the changed times and the impact of this on the skills required by contemporary leaders. The paper also makes an attempt to throw some light on the best way to ensure developing of the required leadership skills to ensure and enhance orgnisational effectiveness through shared leadership.

3.METHODOLOGY

The paper is based on quantitative research using secondary sources of data acquired from books, publications, journals available on line. The data collected is analysed used logical reasoning and critical analysis to achieve its objectives.

4.LITERATURE REVIEW

4.1 Great Man theory

The Great Man theory (Thomas Carlyl) evolved around the mid 19th century. Even though no one was able to identify with any scientific certainty, which human characteristic or combination of, were responsible for identifying great leaders. Everyone recognized that just as the name suggests; only a man could have the characteristic (s) of a great leader.The Great Man theory assumes that the traits of leadership are intrinsic. That simply means that great leaders are born.

4.2 Trait theory

Then came the trait leadership theory that believes that people are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader. The trait theory of leadership focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

4.3 Behavioural and other theories

Thereafter came the behavioural theories of leadership in 1950s which shifted the focus from traits to behaviors and then the contingency theories in 1960s and other associated theories later on. All these theories made an attempt to describe what makes an authentic leader stand apart from the masses.

From these theories of leadership we have come a long way to understand that leadership can be developed. Today organizations have become complex. Technological changes, globalization, flattening of organizational structures, more fluid and complex lines of authority, changing psychographics of work force etc have lead to changes in the leader-follower relationships. From traditional leaders influencing followers, contemporary organizations have moved on to team structures where there is shared influence between formal leaders and team members and team members as well. What has become more relevant today is shared leadership

4.4 Shared leadership

Shared leadership can be defined as a dynamic interactive influence process among individuals in groups where the objective is to lead one another to achieve group or organizational objectives or both. The main difference between traditional leadership model and shared leadership is that the influence process involves more than just downward influence on subordinates by leaders (Pearce, C.L. & Conger, J.A. 2003).

Hence this has lead to a more collaborative outlook with respect to organizational leadership (Covey, 1991; Block,1993, Heifetz, 1994; Kets de Vries, 2006,) This has given rise to a distributed view of leadership which has shifted the focus from traditional single leaders to a complex web leaders who need a range of skill and abilities to ensure that leadership function is carried out in the benefit of the entire organization.

5.FINDINGS AND ANALYSIS

As a result of the changes and the emergence of the need for shared leadership, the key shifts observed are:

Between the task oriented and the relationship driven leadership (Mc Gregor, 1960; Blake and Mouton, 1964) the focus is more on building relationships
Between Contingency and situational theories of leadership (Fiedler,1967), it is clear that no leadership style is perfect and that it has become contextual, varying depending on characteristics of subordinates,

nature of situations etc.

Between transactional and transformational theories of leadership (House, 1977; Zaleznik, 1977,Burns, 1978; Bass 1985) the transactional is found to be effective only to maintain the status quo of the organization whereas if organizations seek to be proactive , want to implement new ideas and have a compelling vision of progressive future then the leadership has to be transformational.

Following table summarises the important characteristics of traditional and shared leadership

Table 5.1- Characteristics of traditional and shared leadership approaches

Characteristic	Traditional Leadership	Shared Leadership
Market Forces	Stability	Rapid change in technology & society
Time Frame	Short-term objectives	Long-term Mission, Vision, & Values
Focus	Bottom-line, product	Shared mission, win/win
Operating Norms	One-time events, crises	On-going relationships, processes
Problem Analysis	Simple cause-effect	Overlapping boundaries, systemic
Work Structure	Division of labor	Cross-disciplinary teams
Work Process	Bureaucracy, rules, regulations	Networks, shared visions, long-term mission focus
Change	Driven by necessity and crisis	Driven by innovation and continuous learning
Impact	Local	Global

Source- http://www.leadershipskillsandvalues.com/clnontheweb-curriculum/old-vs-new-leadership
Following table summarises the change in relationship dynamics

Table- 5.2- Relationship dynamics in traditional and shared leadership

Relationships	Traditional Leadership	Shared Leadership
Power Structure	Hierarchies	Networks & Communities
Power Flow	Top-down	All directions
Power Relationships	Command & Control	Service to Others
Authority	Received Authority	Fluid Authority & Authenticity
Information	Proprietary/Guarded	Shared Across Boundaries
Goals & Ideals	Efficiency through routine/mechanization	Innovation through creativity/life-long learning & self-renewal
Leadership Focus	Recognition of position/people as a means to an end	Recognition of the individual/people as ends in themselves
Leadership Approach	People as strictly physical creatures	People as complex spiritual beings
Leadership Tactics	Fear, manipultion, charisma	Example, empowerment, persuasion, humor, wisdom

Source- http://www.leadershipskillsandvalues.com/clnontheweb-curriculum/old-vs-new-leadership
Following table summarises the process of leading under both the approaches

Table 5.3- Process of leading in traditional and shared leadership

Process of leading	Traditional Leadership	Shared Leadership
Work Environment	Separation, segregation, & self-centeredness	Integration, empathy, & compassion for others
Participation	Homogeneity	Diversity
Education	Formal, separate from work life	Continuous, life-long, integrated with work & life
Work Values	Succeed or fail	Experiment & learn
Work Relationships	Self-reliance & autonomy	Interdependence
Problem-Solving	Strictly linear & logical	Acceptance of paradox & ambiguity
Interaction with Environment	Instrumental & exploitative	Based on Stewardship & integrity
Management Style	Risk Reduction	Responsible Risk
Reward Structure	Immediate goals	Long-term comprehensive learning
Outcomes	Either/or, win/lose	Both/and, win/win

Source- http://www.leadershipskillsandvalues.com/clnontheweb-curriculum/old-vs-new-leadership
Following table summarises the values and behavior of leaders in both the approaches

Table 5.4- Values and behavior of traditional and shared sleadership approaches

Leadership values and behavior	Traditional Leadership	Shared Leadership
Projected Image	Invulnerability & physical courage	Flexibility, growth, intellectual/emotional courage
Orientation to People	Low regard for average person	High regard for universal human potential
Communication Style	Talk, give orders, & answer questions	Listen, consult, & ask questions
Motivating Tactics	Reward, threat, & demand compliance	Discern others' needs, coach, facilitate, & generate commitment
Information Exchange	Transmit data	Tell stories
Problem-solving	Address crises, solve obvious problems	Discover problems & meet unstated needs

Source- http://www.leadershipskillsandvalues.com/clnontheweb-curriculum/old-vs-new-leadership

6.CONCLUSION

Key to successful leadership is influence and not authority(Hesselbein, Goldsmith, et.al., 1986). Leadership is all about collaborating, motivating and managing networks. Contemporary leadership requires a deep understanding of the influencing process, forces of cooperation and the factors impacting the building of collaborative cultures.

Going by characteristics of shared leadership teams, skills developed must facilitate decentralized interaction, collective task completion, reciprocal support (Wood, 2005), shared purpose, and a unified voice (Carson et al.), all enhanced via social interaction that involves mutual accountability, partnership, equity, and ownership(Jackson, 2000). In order to have an empowering influence leadership needs to develop new skill sets beyond traditional leaders and managerial qualities. These leaders need moderate Intelligence Quotient but high Emotional Quotient and Spiritual Quotient.

7.RECOMMENDATIONS

Hence with the emergence of shared leadership there is a need to develop skill sets in leaders that will achieve the given purpose. The leadership development strategies that could be effective here are;

7.1 Personal Development Plan-

A personal development plan (PDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. Personal development planning benefits the organization by aligning employee training and development efforts with its mission, goals, and objectives. When using anPDP, supervisors develop a better understanding of their employees' professional goals, strengths, and development needs resulting in more realistic staff and development plans. Employees take personal responsibility and accountability for their career development, acquiring or enhancing the skills they need to stay current in required skills. Senior managers prepare an Executive Development Plan.

7.2 360 degree feedback

360-degree feedback is an evaluation method that incorporates feedback from the employee, his/her peers, superiors, subordinates, and customers. Results of these confidential surveys are tabulated and shared with the employee, usually by a manager. Interpretation of the results, trends and themes are discussed as part of the feedback. The primary reason to use this full circle of confidential reviews is to provide the employee with information about his/her performance from multiple perspectives. From this feedback, the employee is able to set goals for self-development which will advance their career and benefit the organization. With 360-degree feedback, the employee is central to the evaluation process and the ultimate goal is to improve individual performance within the organization. Under ideal circumstances, 360-degree feedback is used as an assessment for personal development rather than evaluation (Tornow, W., 1998).

7.3 Coaching and mentoring

Coaching and mentoring is the best way to enable employees achieve optimum performance. This is a carefully planned programme where employees are coached and mentored by their superiors or peers to develop skills and expertise that will enhance their performance. Skill gaps are also identified to ensure these gaps are filled. This is one of the most intrinsic forms of developing leadership skills.

7.4 Experiential leadership programmes

This learning strategy was developed by Kolb. E designed a four stage learning cycle that shows how experience can be translated through reflection into concepts. The four stages are concrete experience (DO), reflective observation(OBSERVE), abstract conceptualization (THINK) and active experimentation(PLAN). The first stage is where the learner is put through a live experience either through a lab setting or field work. The second stage when he reflects back on his experience and the third stage is where develops a theory or model based on the experience and the fourth stage is where he plans how to execute this theory or model in the forthcoming experience. This has proved to be one of the most effective strategies for shared leadership development.

7.5 Action Plan

Action plan refers to where a group of subordinates work on a real problem with a coach that requires shared leadership. This is like hands on that gives a very practical feel and helps in understanding the nuances of shared leadership. 4-8 people in a group work in a focused manner with well developed strategies that is based on diversed perspective, reflective questioning and listening. High levels of collaborative skills can be developed through this method.

8 CONCLUSION

It is important for organizations to understand the changing landscape and introduce practices and systems that will help them to stay competitive. The recent changes in leadership practices certainly spell

out the obvious need for shared leadership to enable organizations to sustain and grow. However there cannot be a single model or framework that can be applied to every organisation. Each firm needs to understand its specific requirements and based on the tenets of shared leadership adopt and implement what suits them the most. Further leadership development programmes need to move from superficial events to intrinsic experiences that will see transfer of learning happening in organizations. Upskilling has to be constantly engaged in and there is also the need to unlearn and relearn.

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