
UNIT 12 LEADER AND LEADERSHIP*

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12.0 OBJECTIVES

After reading this Unit, the learner will be able to :

- Describe the Characteristics of leader;
- Explain types of leadership;
- Summarize the social categorization; and
- Explain role of a leader in conflict resolution.

12.1 INTRODUCTION

Imagine that you were living in the 18th century, when social issues such as the Sati system troubled the entire India, then how would you have enacted to stop the system? That was the time when Raja Ram Mohan Roy retired from the East India Company and was always interested in reforming the society. He worked very hard to improve people's conditions and did a great job in the field of social, religious and educational work. His active contribution and leadership skills towards prohibiting the Sati system is best recalled.

Who do you consider are really great leaders? The names that always come to your mind are all political leaders: Nelson Mandela, Mahatma Gandhi, Indira Gandhi and Narendra Modi. Some names such as Adolf Hitler and Kim Jong-un also come to our mind.

Many leaders are visionaries, some use their power of authority and others force us to do as they want. It is not difficult to see the burden in all of this for making enormous changes in our lives. It is interesting fact that the study of leader and leadership has held a central role for over 75 years in social psychology. In unit 11 you have learned about Group Dynamics. In this unit, you will learn about the characteristics of leader, types of leadership, social categorization and role of a leader in conflict resolution.

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12.2 CONCEPT AND ROLE OF LEADER

The *leader* is the person who has the greatest impact on the group actions and beliefs. She or he is the individual who initiates action, gives orders, makes decisions, addresses conflicts between group members, provides inspiration, serves as a model, and is at the heart of any of the operational activities.

Formal or Informal Groups differ in whether they have formal/informal leaders. Large organisations have uniform organisational charts showing the official chain of command and providing instructions on decision-making, problem solving and supervisory patterns, such as companies, cooperative societies, schools, colleges or universities. In small groups, such as Housing society, Rotary clubs etc. there may be elected leader with special duties.

On the other hand, within certain groups, there is no formal leader at all. Friendship/ Board or Commotions groups show a trend of informal leadership. In group discussions, one member may be more fluent and convincing than others and may therefore have more effect on decisions making and conflicts resolution.

Many tasks in the group are handled by a leader. The fundamental roles of the leader differ from the form of formal or informal group being headed. If we go through the different opinions expressed by the various social and organizational psychologists, we will certainly infer that leaders typically perform any or all of *the following roles* in group decision making and during conflicts resolution.

- To encourage the members for better communication.
- To inspire the members of the group to obey the law.
- Acting as a bridge between the group and other formal and informal institutions.
- Monitoring and enhancing the efficiency of the group.
- To cultivate interpersonal relationships between group.
- To settle disputes between members of the group.
- To give the group strategic direction.
- In different locations and places to represent the groups.
- Expressing and engaging with the group goal.
- Secure productivity of group effort.
- Recruit new members and trained the members in core competencies.
- Developing team spirit.

12.3 CHARACTERISTICS OF LEADER

When you think about some of the leaders in society, whether it is your supervisor, boss at workplace or the politicians for whom you vote, you might find yourself wondering exactly what makes them fit for a leadership position. Social scientists and psychologist have attempted to identify some of the characteristics of a leader. The attributes required to be a leader vary from group to group, place to place, time to time, and situation to situation. The key psychological *characteristics* of a leader are as follows:

i) **Integrity and Honesty**

A leader must possess the characteristic of honesty. The importance of honesty should be obvious. Although it may not necessarily be an assessment in member reviews, integrity is essential for the leader and the group. It is incredibly necessary for leader who plan the group's direction and make countless other useful decisions.

ii) **Communication**

Leadership and successful communication are intertwined. Leader need to be able to communicate in a variety of ways, from transmitting information to coaching the group members. In addition, through occupations, social identities, and more, a wide range of member must be able to listen to, and communicate with others. The quality and efficacy of communication within group directly affects the effectiveness of group cohesiveness, groupthink and plan, too.

iii) **Drive and Motivation**

This involves desire, enthusiasm, high energy and strategies for achievement. Many leaders have a strong sense of mission, aim, concentration and dedication.

iv) **Self-esteem**

To the degree to which a person is at peace with himself and has a good overall assessment of her or his self-worth and skill, any individual is considered appropriate to be a leader. Leaders with high self-esteem respect their followers more. Higher levels of self-confidence can affect those with high self-esteem and this affects their image in the eyes of their followers. Self-esteem can also explain the correlation between certain physical attributes and the emergence of leaders.

v) **Intelligence**

Either a leader is appointed or elected, intelligence is one of the important attribute of leadership.

vi) **Empathy**

A leader has enough open-mindedness to understand their followers' motives, dreams, expectations, and challenges so that they can build a profound emotional touch with them.

vii) **Maturity**

A leader should have a high degree of emotional quotient. She or He needs to maintain her/his temper of calmness. She or He must be highly tolerant. She or He should be open minded to explore fresh ideas. She/ He should be able to look at situations logically.

viii) **Physical Features**

A leader must have an image that is pleasing. For a good leader, physique and fitness are very important.

ix) **Sense of responsibility**

To bring a sense of power, responsibility and accountability for the work of a person is very important. A leader must have a sense of accountability for group objectives and only then, in a real sense, will he get full potential exploited. She

or He has to motivate himself and arouse and urge herself or himself to give the best of her or his skills for this. Only then can the members motivate the best.

x) **Vision and foresight**

If leader shows that she or he is forward thinking, a leader can not retain power. Leader needs to imagine scenarios and so logical programmes have to be framed.

xi) **Passion**

Leaders should feel a passion for their work and show it. The buy-in of members would be stronger if their leader indicates that they care for the job they do.

xii) **Influence**

Great leaders will positively affect their workers. Earn the organisation 's confidence and appreciation so that you can inspire them to work hard, stay optimistic and show ingenuity.

Self Assessment Questions I

State whether the following are True or False

- 1) Self-esteem can also explain the correlation between certain physical attributes and the emergence of leaders.
- 2) Leaders with low self-esteem respect their followers more.
- 3) A leader has enough open-mindedness to understand their followers' motives.
- 4) For a good leader, physique and fitness are not important.

12.4 STYLES OF LEADERSHIP

1) **Autocratic Style**

“Do as I say” is the most illustrative expression of an autocratic leadership style. An autocratic leader usually assumes that she or he is the best individual at any context and better than anyone. With no input from group members, they make all the decisions.

2) **Participative Style**

Participative leadership is a form of leadership in which all group members working together for taking decisions. Participative leadership is also known as democratic leadership, where everyone is supposed to participate.

3) **Laissez -fair Style**

A laissez-faire leader does not directly apply power over its members under this model of leadership. Since members are highly experienced and require minimal guidance, under her or his supervision, a laissez-faire leader fails to provide members with continuous input. This style of leadership is also related to leaders who do not track their group members, who have not given ongoing input resulting in high costs , poor service, failure to meet deadlines, loss of control and production.

4) **Narcissistic leadership Style**

Narcissistic leadership is a form of leadership in which the leader only thinks for herself/ himself. At the detriment of their people / group participants, their focus

is themselves. This leader displays the characteristics of a narcissist: arrogance, superiority and aggression.

5) **Toxic leadership Style**

A toxic leader is a person who is responsible for a member of or a federation and exploits the relationship between the leader and member by leaving the group or foundation in a worse position than when they first found them.

6) **Charismatic leadership Style**

In this type of leadership, The charismatic leader shows her or his revolutionary authority. Charisma does not mean sheer change in actions. Currently, it requires a transformation of the ideals and convictions of members.

Charismatic leaders appear to have positive personalities and to attract enormous followers. Mahatma Gandhi, Indira Gandhi, Narendra Modi, Medha Patkar are examples of such leaders.

7) **Transformational leadership**

Transformational leadership, unlike other leadership types, is more about facilitating change in organisations, groups, oneself and others. Transformational leaders inspire others to do more than they initially expected and sometimes much more than they considered feasible. They set more difficult goal and generally achieve a higher result. Statistically, transformational leadership tends to have more committed and satisfied followers. This is mostly so because followers are motivated by representatives of change.

8) **Transactional Leadership**

Transactional Leadership is a theory or style first explored by sociologist Max Weber in 1947 and subsequently extended by Bernard M. Bass, who also played a leading role in the growth of Transformational Leadership. It is leadership that requires an exchange process in which members receive immediate, benefits for carrying out the instructions of the leader.

9) **Bureaucratic Leadership**

Bureaucratic leadership refers to organisational leadership through a highly formalised set of procedures, protocols, and systems. Laws, policies and hierarchies here set up a straightforward set of objectives as well as an explicit chain of command. At each level of a bureaucracy, organisational members are obliged both to their immediate subordinates and to a wider ecosystem of rules and procedures. Through channelling defined laws, implementing current systems, and ruling over particular parts of the hierarchy, bureaucratic leaders lead.

10) **Consultative Leadership**

Consultative leaders regularly ask members for input and take members complaints seriously. They also have an open-door policy that allows members to share in the group what is and is not working. Although leader consult with members, they inevitably maintain supreme decision-making authority.

11) **Socio-emotional Leadership**

A socio-emotional leadership style involves a leader, who, by driving away fears, reducing tension, resolving conflicts, and settling arguments and disagreements, is concerned with raising the morale of his or her group at a high level.

12) **Paternalistic Leadership**

Paternalistic leadership is a management strategy involving a dominant authoritative personality that acts as a matriarch or patriarch and treats partners and staff just as they are members of large extended families. The leaders, in turn, expect the staff to have confidence, obedience, and loyalty.

13) **Sociocratic Leadership**

The sociocratic leader tries to run the group, like a Social Club. Leader gives less significance to development and more significance to friendship. Leader wants to make her or his members really satisfied, in other words. Therefore, leader provides a warm and good social atmosphere.

14) **Situational Leadership**

In different situations, the situational form of leader uses different types. That is, according to the case, leader alters his or his style. Leader may be autocratic, or consultative, or participative often, etc. Most leaders now-a-days use this form of leadership.

15) **Neurocratic Leadership**

This style involves a task-oriented leader who is highly neurocratic. At any expense, they needs to get the job done. If there is some loss, they becomes very agitated. Leader is really emotional, sensitive and eccentric. In decision-making, leader does not consult her or his members. Leader take her/his own decisions.

Self Assessment Questions II

State whether the following are True or False

- 1) An autocratic leader usually assumes that leader is the best individual at the situation.
- 2) Laissez -fair style of leadership is related to leaders who track their group members.
- 3) The charismatic leader does not shows her or his revolutionary authority.
- 4) Consultative leaders regularly ask members for input.

12.5 SOCIAL CATEGORIZATION

Social categorization such as gender, race and social category, influences our perceptions as well.

For instance, when we meet a new teacher, we could classify his as men, a middle-aged man, an Asian, an academic, and so on. Social categorization is a natural feature of social cognition; it provides a mental shortcut in that it helps us to infer an individual's properties based on the properties of others in the same community.

Social categorization is the distinction between oneself and others and between one's own group and other groups, and it is such a natural and spontaneous phenomenon that we are not aware of it often.

A third perspective on the origins of stereotyping and prejudice begins with this basic fact that people generally divide the social world into two distinct categories Us and Them—social categorization Ingroup is US and the Outgroup is THEM (Charles Sumner, 1906, Page 12). Persons in the Ingroup are perceived favorably while those in the latter are perceived more negatively. This tendency to make more favorable and flattering attributions about members of one's group than members about the other group is known as the ultimate attribution error.

Evidence from research suggests that by identifying with certain special classes, people seek to boost their self-esteem. And so the final outcome is inevitable, as each group seeks to see itself better than the rivals. Thus, dividing our group into two opposing groups is one of the significant causes of stereotyping and discrimination.

12.6 ROLE OF A LEADER IN CONFLICT RESOLUTION

Leaders who use conflict management skills can provide support and direction towards conflict resolution. A common trait of leaders is they are able to build groups that work well together and help to set the tone for the group.

The resolution of conflicts is conceptualised as the techniques and procedures involved in facilitating the peaceful end of conflict. Committed group members or Leader also strive to overcome group conflict by openly sharing information to the rest of the group members (e.g. intentions; reasons for maintaining those beliefs) about their contradictory motives or agendas and by participating in collective bargaining.

At work and in groups, nobody likes conflict. It can fester and affect group morale, interpersonal relationships, and work efficiency if not addressed properly and in due time. A lot of research has been done to identify measures for better dispute resolution that are time-efficient and impactful.

Researcher Kenneth Thomas and Ralph Kilmann developed a model for conflict resolution in the 1970s. Following them, it was called the Thomas-Kilmann model. The word 'conflict' is defined as the situation under this model in which the concerns of people can not be contrasted with others. If two or more individuals or groups care about items that are conflicting with each other, then conflict is the result.

When selecting a mode of behaviour in a situation of conflict, this model defines the two main dimensions: 'assertiveness' and 'cooperativeness.' The degree to which you strive to resolve and resolve your desired results is assertiveness.

Thomas-Kilmann's five modes for resolving conflicts.

Thomas-Kilmann gave us the following five ways to deal with the conflicts posed, based on the similarity of these two and the degree of implementation:

1) *Competing*

The first Thomas-Kilmann conflict mode, which is competing, is assertive and non-cooperative. It refers to answering only one's own issues at the detriment of the other's concerns. It is a power-oriented mode that uses whatever dynamic of power seems necessary to achieve a desirable outcome for itself.

The willingness of a person to argue, their place in the hierarchy, or their financial power matter the most. It strictly means standing up for your own convictions and actually striving to win. Competing is defensive.

2) *Accommodating*

According to the Thomas-Kilmann model, the Accommodating Mode is both accepting and cooperative. That's the opposite of being competing. While welcoming, the individual in question neglects their own interests or values to tackle the issues of the other party. The self-sacrifice element is emphasised in this mode. Usually, accommodating requires selfless comprehension, generosity, or charity. At times, accommodating would require you to obey the instructions of the other person if you would not like to do so, or adhere to the opinion or decisions of the other person.

3) *Avoiding*

Avoiding is both unassertive and uncooperative in the Thomas-Kilmann model. The person does not want to tackle his or her own problems or others' problems. This essentially suggests that they do not want to participate in the dispute at all. At times, avoidance may be seen as a diplomatic move involving bypassing or ignoring the issue. It may also mean putting the problem away until the time is right, or simply standing back from an unpleasant or unsafe situation.

4) *Collaborating*

In the Thomas-Kilmann conflict model, working together is the most advantageous outcome. It is assertive as well as cooperative. The complete opposite of avoiding is this mode. Collaborating requires a voluntary attempt to work together with the opposition to find a perfect solution that solves the collective issue entirely. Collaborating requires deep-diving into a dilemma to define the critical criteria of the members or group involved. A desire to understand the 'why' of the dispute could take the form of collaborating between two or more individuals. It means trying to look for interesting solutions to interpersonal problems and enriching yourself from the experiences of the other members.

5) *Compromising*

In the Thomas-Kilmann conflict model, the last outcome falls on both the assertiveness and cooperativeness scales on the average point. The aim here is to find a mutually satisfactory and robust solution that satisfies both individuals in some way.

Midway between competing and welcoming, it comes. It tackles a problem more explicitly than ignoring it, but it falls short of analysing it with as much depth and rigour as working together. Compromising can include finding middle-ground solutions in some cases, making compromises, or seeking a fast solution that offers a path forward from the impasse.

To sum up the modes of conflict resolution:

- Competing with the objective of winning
- Accommodating: “to yield” is the purpose
- Avoiding: ‘delaying’ is the goal
- Collaborating: the aim is to find a win-win solution.
- Compromising: ‘Finding a middle ground’ is the aim.

Self Assessment Questions III

State whether the following are True or False

- 1) Social categorization is a natural feature of social cognition.
- 2) Kenneth Thomas and Ralph Kilmann developed a model for conflict resolution.
- 3) Accommodating Mode is both accepting and cooperative.
- 4) Avoiding is both unassertive and uncooperative in the Thomas-Kilmann model.

12.7 LET US SUM UP

It can be summed up from the above discussion that leader is the person who has the greatest impact on the group actions and beliefs. The Characteristic of leader: **Integrity and Honesty, Communication, self esteem, empathy, maturity, physical features and influence.** The various type of leadership are: Autocratic, Participative, Narcissistic Bureaucratic, Consultative, Social categorization etc.

12.8 UNIT END QUESTIONS

- 1) Describe the various functions of leader.
- 2) Name ten leadership type.
- 3) Explain the characteristics of leader.
- 4) What do you mean by Laissez –fair?
- 5) How does Autocratic differ from Participative type of leadership?
- 6) Write a short note on Social categorization.
- 7) Describe Thomas-Kilmann’s five modes for resolving conflicts.

12.9 GLOSSARY

Leader: The leader is the person who has the greatest impact on the group actions and beliefs.

Autocratic: An autocratic leader usually assumes that she or he is the best individual at the situation and better than anyone.

Participative: Participative leadership is a form of leadership in which all group members working together for taking decisions.

Narcissistic: Narcissistic leadership is a form of leadership in which the leader only thinks for herself/ himself.

Bureaucratic: Bureaucratic leadership refers to organisational leadership through a highly formalised set of procedures, protocols, and systems.

Consultative: Consultative leaders regularly ask members for input and take members complaints seriously.

Social categorization: Social categorization such as gender, race and social category, influences our perceptions as well.

12.10 ANSWERS TO SELF ASSESSMENT QUESTIONS

Self Assessment Questions I

- 1) True
- 2) False
- 3) True
- 4) False

Self Assessment Questions II

- 1) True
- 2) False
- 3) False
- 4) True

Self Assessment Questions III

- 1) True
- 2) True
- 3) True
- 4) True

12.11 SUGGESTED READINGS AND REFERENCES

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