AD MI NIS TRA ÇÃO:

Estudos organizacionais e sociedade

Elói Martins Senhoras
(Organizador)

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APRESENTAÇÃO

A construção científica do pensamento administrativo apresenta uma evolução de exponencial crescimento desde a emergência da II Revolução Industrial e desde então diferentes paradigmas e escolas emergiram refletindo sobre a realidade empírica organizacional e seus impactos micro e macrossociais.

Tomando como referência esta temática, o livro "Administração: Estudos organizacionais e sociedade 1" tem como objetivo analisar empiricamente um conjunto de realidades organizacionais por meio de estudos de casos e de suas respectivas repercussões no dia-a-dia da própria sociedade, combinando assim um olhar administrativo elástico entre as micro e macroescalas.

Estruturado em 16 capítulos, o presente livro apresenta uma abordagem caleidoscópica sobre o campo empírico da Administração, demonstrando assim como uma multifacetada análise da realidade organizacional traz relevantes subsídios para a construção epistemológica do próprio pensamento científico.

A proposta implícita nesta obra tem no paradigma eclético o fundamento para a valorização da pluralidade teórica e metodológica, sendo este livro construído por meio de um trabalho coletivo de pesquisadoras e pesquisadores de distintas formações acadêmicas e expertises, o que repercutiu em uma rica oportunidade para explorar as fronteiras do campo administrativo.

As pesquisas apresentadas em cada um dos capítulos deste livro foram construídas a partir de uma abordagem exploratória, descritiva e explicativa quanto aos fins e quali-quantitativa quanto aos meios, por meio de um convergente uso do método dedutivo, bem como da combinação de diferentes procedimentos metodológicos de levantamento e análise de dados primários e secundários.

Construído para estimular o espírito de reflexão e criticidade sobre a realidade organizacional, o presente livro de coletânea é indicado para um extenso número de leitores, justamente por apresentar uma didática leitura empírica que despertará o interesse, tanto, de um público leigo afeito a novos conhecimentos, quanto, de um público especializado de acadêmicos que busca dialogar com base em tradicionais e novas abordagens científicas.

Excelente leitura!

Elói Martins Senhoras

SUMÁRIO

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CAPÍTULO 3
LEADERSHIP: AN OVERALL VIEW

Tulio Barrios Bulling
Universidad Nacional Andrés Bello

ABSTRACT: Leadership has been broadly studied from all possible perspectives as it is one of the most influential factors in society and consequently in organisations. This chapter presents an overall view on this topic emphasizing different approaches to the subject and their implications in the management field. Aspects such as traits, behaviours, situations, power, authority and the leader-follower relationship are also included. When applicable some practical tips to enhance leadership have also been considered.
KEYWORDS: Leadership, management, organisation, styles, traits.

RESUMO: A liderança como tal afeta o desempenho das organizações e, portanto, a liderança estratégica é a formulação e articulação de uma visão que representa a incorporação de objetivos estratégicos. O objetivo principal deste capítulo é analisar o aspecto conceitual da liderança estratégica e como ela pode contribuir para que as organizações aumentem sua competitividade no mercado. Foi realizada uma revisão da literatura que coleta evidências empíricas sobre o efeito da liderança estratégica nas organizações. Assim, com base nisso, é possível concluir que a liderança estratégica pode definir os rumos, as diretrizes e os objetivos das organizações. Ao mesmo tempo, conclui-se que a liderança estratégica tem um efeito positivo em vários aspectos da competitividade das organizações.
PALAVRAS-CHAVE: Liderança, gestão, organização, estilos, traços.

INTRODUCTION

Throughout history, leadership has been broadly studied from several perspectives, contexts and points of view. Some experts have described leadership as a process, whereas others look at certain people to gain an understanding of this topic. Leadership is usually defined by the traits, qualities, behaviours and actions a given leader may have.

Early leadership theories tried to capture the essence of great leaders' attributes and explained leadership by the internal qualities great men had. The identification of traits that differentiated leaders from followers would help to place leaders in the right positions within an organisation. A second trend was to study leaders' behaviours as a means to determine what successful leaders do, rather than how they look to others. Researchers who followed this approach, studied leaders in the context of their organisations trying to identify the behaviours that led to success and to increase the organisational efficiency and effectiveness. Thirdly, contingency theories tried to determine the best way to lead by the interaction between

the leader's traits, actions or behaviours, and the situation in which the leader exists. Experts who followed this line of research assumed that the effects of one variable on leadership are contingent on other variables. This concept opened the possibility that leadership could be different in every situation. It also suggests an important idea: there are many appropriate styles of leadership.

A more contemporary approach to leadership is to focus on the organisational culture. The effectiveness of a leader will depend on the clear and correct identification of issues relating to the culture of the organisation. For example, one of the most important of these issues is change; leaders should be able to adapt to change and to guide the whole process. Throughout this paper, we will try to present, in a concise manner, what is understood by leadership from different points of view, the main ways it has been defined and its main components.

MANAGERS VERSUS LEADERS

Koontz, and Weihrich (1991) and Robbins (1994) state that we have to differentiate between managers and leaders. Not every manager is a leader and not every leader is a manager. You may find leaders in totally unorganized groups but managers only exist in organisations formally structured. Managers are appointed and as Robbins (1994) states

> They have legitimate power that allows them to reward and punish. Their ability to influence is founded upon the formal authority inherent in their positions. In contrast, leaders may either be appointed or emerge from within a group. Leaders can influence others to perform beyond the actions dictated by formal authority. (p. 495)

As one can see, this is a very important distinction that will help to determine the concept by providing meaningful analytical and methodical advantages.

We are certain that we all know managers or directors who are not leaders and this will certainly be a handicap or disadvantage for them. Ideally, all managers should be leaders as leadership is one of the most important aspects of management. The ability to guide effectively is one of the key elements to becoming a successful manager. Managers who are leaders use all their functions and potentials to achieve the organisational goals through a wise combination of human and material resources. A clear role and a reasonable degree of authority that supports the managers' actions will facilitate their leadership and the process of achieving the goals of the institutions they belong to.

There is a close relationship between leaders and followers. In other words, what makes someone a leader is the willingness others have to follow him or her. Managers, who want to be leaders, should be seen by their subordinates as a means to achieve personal objectives and to satisfy individual needs. Leaders have to know what people want and why they act in a certain way. As a result, there is a close relationship between leadership and motivation. Managers ought to be able not only to answer to their employees' motivation

properly but also to control and modify undesired behaviours through the organisational climate they help to create and develop.

On the other hand, what happens with natural leaders, should they all hold managerial positions? Not necessarily, because they may lack other knowledge and skills that are essential to becoming a manager. Having a certain degree of influence on others does not account for the fact that you can also plan, organize and control. In our opinion, leaders should always be identified and motivated to become allies and to work in alignment with the organisational goals. In most cases, these leaders can be trained to take on new responsibilities within your organisation.

To summarise, being a manager does not necessarily mean being a leader. Understanding both concepts as related but yet separate will help our analysis and the methodical approach the present paper follows.

SOME THEORETICAL BACKGROUND

Much has been written about leadership through the years. It would be impossible to provide all possible antecedents, so we have selected those that we believe are more relevant and influential as a basis for this topic.

Max Weber's contribution to the study of leadership

Weber (1979) makes a significant contribution by defining three pure types of legitimate domination: legal, traditional and charismatic. Each of these types generates a different kind of leadership based on different values.

The charismatic leader, for instance, bases his power on the affective link he establishes with people who appreciate the leader's skills, heroism, intellectual capacity or oratory. The source of the leader's domination is a sort of personal devotion followers develop. According to Weber (1979), the purest type of charismatic leader is the prophet, the warrior hero and the great demagogue. These leaders base their domination on communication with their community of followers. The one in command is the 'chief'; those who obey are the 'apostles'. The latter follow their chief just because of their exceptional qualities, not due to a given function or a traditional dignity. As long as the leader maintains attractive qualities, his charisma will prevail; should his skills or fascination decay, the leader will become obsolete.

The traditional domination works differently. Its leaders obtain their power because people believe their orders are sanctified and holy and that lordly powers have always existed. Under this scheme, the leaders are 'lords', and those who obey are the 'servants'. The leader is followed due to his dignity, sanctified by tradition.

Weber (1979) states that modern times have introduced a more rational type of domination, the legal one. It is based on the idea that any right can be created and modified through statutes. The dominant leaders are either elected or appointed, and their positions

constitute a 'service' for a given period. In this case, the followers or subordinates are called 'citizens'. They obey their leaders due to a regulation that states whom to follow and to what extent.

Weber (1979) proposes a professional leader. One who bases his power on the right given by law, norms and regulations. This proposal is the one we should expect the world of business and enterprises to adopt.

As seen, leadership can be found in all aspects of social life, in family relations, at school, formal organisations, in informal groups, among politicians, in their political parties, in public institutions, social clubs and charity organisations, to name a few. Consequently, it is possible to talk about national leaders, great executives and heads of sections, family leaders or people who lead social activities such as parties or meetings. Weber (1979) talks about great men, history makers who conduct nations. Due to the nature of our studies, we will focus on executives and leaders within the organisations.

At this stage, it is valid to ask whether leaders are born or made. Following Weber's (1979) ideas, we could affirm that charismatic and traditional leaders are born, while lawful leaders are made. Remember that Weber proposes a professional leader; consequently, that is a learnt and acquired condition. This very last idea raises a new question, is education an efficient means to form leaders? Many suggest that a leader is born with the quality to be one, while others insist that through education society can get the leaders needed. Despite the position you may adopt, it is impossible to deny that education is a means to progress. Hegel (1985) affirms that a man is what he should be through education, through discipline. Education will take a man out of his animal state to make him more rational and thus freer. Not every educated man is a leader. Hegel (1985) states that leaders are only those who can learn and comprehend the universal spirit.

David Casares' contribution to the study of leadership

Casares (1994) takes a more eclectic position as far as leaders are concerned. He suggests that leaders are born but that they also learn. Leaders have to inherit some skills related to the degree where they will exercise their leadership; however, leaders also learn because they develop their skills through experiences and circumstances.

What is a leader expected to do? In management, a leader has to guide a group towards the desired goals and objectives. The leader's ability to move people is based upon two main variables: (i) to know how to motivate, promote, orientate, negotiate and relate with different people, and (ii) to define tasks, propose goals and achieve them. Failure in any of these two variables would weaken productivity as goals would not be fully achieved and a strong and harmonious team would not be formed.

The concept of leadership we have been trying to develop may be defined as the act of exercising an influence on others. This concept also includes attitudes, behaviours and skills to guide, orient, motivate, integrate, and enhance personal and group performance. A

sound means to achieve the goals and to promote the personal development of followers.

THE LEADER-FOLLOWER RELATIONSHIP

A leader needs a group, and a group needs a leader. Leadership is a social phenomenon of interrelation and exchange based upon the needs of the group. Ideally, the style of leadership has to match the characteristics, culture and dynamism of the group.

Leadership conveys a dual relationship that involves the leader and his followers. The leader influences the group as the group influences the leader. Gardner (1995) warns us by saying that the followers are not as passive and submissive as they seem and that the leader is not as powerful as it may seem. This notion is quite reasonable since the leader bases his power on his followers, who will remain faithful as long as the leader can satisfy their needs and claims. In other words, followers do not give their trust to their leaders but lend it.

This last idea allows us to infer that in a given context and group someone would make a good leader, while the same person, in another context, would be a less effective and vital leader. Both leader and group are well aware of their reciprocal influence, so they exercise it to obtain the best of each other.

Gardner (1995) holds that leadership is the accomplishment of group purpose, which is furthered not only by efficient leaders but also by innovators, entrepreneurs and thinkers; by the question of value, social cohesion and the availability of resources. Gardner thinks of leadership as a broader phenomenon and challenges the idea that leadership exists within a single appointed person and situation. He suggests that leadership is the process of moving towards and achieving a group goal, not necessarily because of the work of a gifted leader but because of the work of multiple members of the group. Leadership requires someone who establishes directions and helps to move the group forward, while it also needs the contributions of the thinkers and doers, access to the right resources and the social composition of the group.

The leader-follower relationship has not only a social dimension but also a psychological one. Followers tend to overestimate the power of their leaders, and they endorse all their expectations. The group needs to know that their leader is one of them who also understands them. Nevertheless, the leader is at the same time different, far away from the group, he does not share the group's bounds and fears; he can face struggles that are impossible for the group to fight by themselves.

Within big or complex organisations, people demand some shared leadership where all find representation. Apart from being the head of the whole organisation, people expect leaders in all areas to form a net or leadership structure that crosses all the organisation. In such cases, loyalty will tend to be with their immediate leader, not with the one representing the institution as a whole.

The leader-follower relationship within an organisation is so vital that by analysing it you can determine the strength and weaknesses of the leadership. Casares (1994) identifies four symptoms of leadership disintegration: (i) too many discussions and interpersonal conflicts, (ii) submissiveness and passivity to support either the group or its head, (iii) individual or subgroups that get isolated from the rest of the group, and (iv) members who form subgroups to plot against the common efforts of the whole group. These symptoms arise when the leader cannot conciliate interests and unify the group towards the established goals. Do not forget that conflicts among human beings will always exist regardless of the leaders they may have.

Kelly (1993) holds a unique position regarding the leader-follower relationship, which is worth considering. He bases his point of view on three facts: (i) leaders contribute up to 20% to achieve success within an organisation, (ii) the followers are crucial for the other 80%, (iii) people, regardless of their degrees and salaries, spend more time working as followers than as leaders. That is to say, most of us spend more time reporting to our bosses than listening to our subordinates' reports. According to these three facts, Kelly centres this dual relationship on the followers. He establishes six different types of followers.

The apprentice. The way followers take who want to become leaders someday. They understand the need to learn the business and to pay for their dues. They expect to earn their superiors and mates' trust by showing their value as followers. Apprentices accept and believe in the value of a job well done. They also study leadership from followers' point of view, improve their techniques, teamwork, and self-direction.

The disciple. This concept relates to the religious and philosophical world but with a significant influence on leaders and followers. The word 'disciple' comes from the Greek language, and its original meaning was "one who receives teachings from a master". Disciples accept the guidance of someone wiser than themselves. The master transfers a set of knowledge to his disciple to facilitate his intellectual development. Within any organisation, followers who are disciples play a crucial role. They are a valuable means to acquire and spread organisational knowledge and culture. They can represent the leader's messages to others.

The pupil. The main difference between apprentice and pupil is that the former seeks technical mastery, while the latter looks for personal maturity. The pupil type of follower goes after a leader searching for personal benefit. Pupils do not necessarily want to be leaders the most of them would even reject promotion. They just want to improve, become followers to change, and obtain personal maturity. The organisation needs to relate its pupils to adequate leaders. These leaders who act as 'mentors' should have excellent interpersonal skills, solid technical knowledge and willingness to share their capacities with others. A well-conducted mentor-pupil relationship can be something very convenient for the organisation.

The comrade. There are times in a follower's life that belonging to a given community determines his activities. His reasons to become a follower have nothing to do with future

professional projects, personal growth or intellectual development. His motives are related to the intimacy and social support that appear when people develop close links.

Comradeship establishes on enterprises that require the talent and the effort of more than a person. Comradeship is helpful to fight stress and to get mutual reinforcement. Comrades look after each other, learn to share, develop goodwill towards the group and believe in survival. Belonging to a group provides you with a high degree of psychological intimateness. Comrades prefer staying in a group to seeking personal glory. They will use every possible means to help their fellows to succeed.

Leaders can use this desire to belong to a given group or institution to promote organisational goals. Followers who have this kind of motivation are great team players. One should appoint them to projects where team cohesion and morale are crucial. On the other hand, these kinds of followers would feel uncomfortable if one assigns them to individual tasks where they have to compete with other individuals.

The loyalist. Some people follow the leader because of personal loyalty. This loyalty is the product of the emotional commitment a follower feels for his leader. Unlike comradeship, this is a relationship between two people: the leader and the follower. Unlike the mentor-pupil relationship, it has nothing to do with acquiring maturity. Instead, it is a voluntary commitment one cannot alter from the outside. Just the leader or the follower can put an end to it.

Leaders who can develop such a relationship are fortunate. Followers willing to do anything to accomplish the leader's interests should have a positive impact on results. Furthermore, the leader can trust them with duties where confidentiality and perseverance are essential. They can also become a valuable source of information, especially about the lower levels of the organisation where sometimes leaders do not go. It is vital not to betray their trust. This idea means keeping the followers well informed and not doing anything that may cause them to doubt your adherence to their loyalty.

The dreamer. Some followers are fully committed to their dream and not to a given leader. They do not care to be either leaders or followers as long as they achieve their goals. Dreamers may follow a leader not because of what he is but because he represents an ideal or cause. They are more interested in the message than in the leader. The dream is their driving force.

Leaders who want to have a high degree of influence over this kind of followers need to integrate the follower's objectives within the organisational goals. They must be in perfect alignment. Whenever the leader asks them to perform certain tasks, some explanation about how these duties relate to the organisational goals is advisable.

In general terms, Kelly (1995) has a pretty poor vision of leadership in the business world in the United States. According to his surveys, two out of every five directors do not have leadership skills. Only one in every seven leaders is considered an example worth following, less than half of all the leaders can inspire trust and confidence in their followers,

and up to 40% of the leaders have ego problems. That is to say, they need to show up, they feel threatened by talented subordinates, they need to feel important, and they do not like to share.

More significant than Kelly's (1995) statistics, which have merely an anecdotic value, are the suggestions he offers to improve leadership. Once again, he takes the point of view of the followers' perception concerning leadership. He recommends to:

- *accept exemplary followers as partners and co-creators*. Followers do not want their leaders to decide for them. They want leaders who regard them as partners of a shared enterprise. Partners work together, share the power and rewards, contribute to success and share information

- *to create a joint vision and mission*. Rather than selling the followers the leader's vision, ask them to take part in the process of determining the final objectives. As partners, the followers will help to build a shared vision. Consequently, the chances to be successful will increase significantly. To do so, the leader may present a provisional model to which the followers may react, modifying and developing it

- *share risks but also rewards*. Whenever a task is completed successfully, everyone should be rewarded in the same way. When facing failure, everyone should accept and carry some amount of sacrifice and responsibility. Nothing discourages followers more than seeing their leaders getting personal benefits at their expense. This situation happens when followers have to bear all the responsibility but do not receive a share of the earnings. Something similar happens when facing trouble, and the leader has well-protected whilst the followers bear the entire burden. Followers prefer leaders who step forward in times of difficulty, facing their responsibility and sharing it with their subordinates

- *show the value the leader adds to the followers' productivity*. Traditionally, the leader was an expert in the follower's job, and he also approved and rewarded quality work. From the point of view of the follower, both functions are unnecessary. In many organisations, the follower knows how to do the job better than the leader (especially in specific technical jobs), and the follower is not searching for the leader's approval. Moreover, rewards are closely related to concrete and measurable goals related to clients and benefits. Consequently, what can the leader do to achieve his followers' support, to add value to his followers? From the followers' perspective, a leader will be a good one when he creates environments where the follower can prosper and when the leader becomes less of a hero and more of a hero maker

- *create environments where good followers can prosper*. This case can take different forms depending on the work context of every organisation. Some activities that may help the leader to achieve this goal are:

  - to transmit the group's ideas to the top management and to obtain the necessary resources for their project

- to remove obstacles that complicate the group's productivity

- to protect the followers from excessive bureaucratic paperwork

- to filter unnecessary demands

- to support the followers' self-guidance and self-direction

- to make followers take part in important decisions, especially in those which affect them directly

- to promote open and efficient communication

- to organise meetings where followers can share ideas, projects and experiences

- to help followers to organise groups providing various opportunities to meet

- to help groups with problems to overcome their difficulties using the leader's interpersonal skills, and

- to plan the strategies of the department, asking every member to participate

- *be less of a hero and more of a hero maker*. Some leaders need to be heroes; others need to make heroes. The former focus on them and hold all the power. Besides, they try to make the most out of their followers' contributions for their benefit. On the other hand, the latter know that the basis upon which the whole organisation is sustained is the good followers. Power, vision and success depend on these followers who can ensure the continuity of the system even when the leader is absent. Exceptional followers certainly prefer hero makers to heroes. Hero makers give their followers crucial and challenging work to do. They express admiration for a job well done and listen to their followers when planning the most critical activities. Hero makers should be sensitive to the dreams their followers have and should try to integrate those dreams into the goals and objectives of the organisation.

The first step in this process is to ask followers about personal objectives, and how one can help them to achieve them. Then you have to use every possible opportunity to combine those personal goals with organisational needs. Use all the contacts and influence you have to help your followers. If you succeed in helping them to achieve their dreams, you will become a hero maker.

Hero makers never forget to acknowledge in public all their followers' achievements. They know when to lead and when to follow. Hero makers are flexible as they know when to guide and when they are not needed. Sometimes the technical knowledge a follower may have will make him the most appropriate person to lead the group in certain activities, or for a given time.

These suggestions may guide the leader during the process of achieving the organisational goals while gaining the respect and admiration of all the followers.

POWER AND LEADERSHIP

One can analyse the leader-follower relationship from the point of view of the follower, a sociological perspective, and a psychological approach. Historically, the leader has been the strongest. Nowadays, this strength is not physical anymore since the leader controls through information, knowledge, technology and economic power, to name just a few control elements. At present, power is having the monopoly on the legitimate use of arms, influencing others through information, knowledge and technology to impose an individual or group's will over others. Despite this reality, leadership within the organisations should be defined as an individual's capacity to influence others within a power structure the same organisation provides. We have to keep in mind that the leader who interests us works for an enterprise holding a position in the organisational chart. The leader exercises power received from a group's consensus or by the decree of a board of directors. This power allows the leader to reward or penalise others in a legitimate way, as supported by the organisational structure itself.

As already mentioned, within the organisational structure some people have power, but they are not leaders. They are mere directors who obtain their power from the hierarchical structure where they are situated. This case reflects why all directors must be leaders and not just directors. It is clear that every leader requires power so that his great ideas and projects can become realities; it is also clear that a balanced combination between power and leadership is a sound option for the organisation.

The organisational structure is a source of power for the leader, but it can also become a source of restriction. A structure that is either too big or too rigid, formed by many levels, areas and departments, becomes complex to handle. The organisational structure can be a powerful change tool as it can be an enormous obstacle to change. Deming (1989) strongly recommends analysing and redefining the organisational structure regularly. ; especially procedure flows and processes through which success or failure occurs. One should also be attentive to productive and ineffective habits and behaviours.

Another crucial element that either strengthens or weakens a leader is communication. Communication exercises a strong influence on public opinion which –if well managed- can be an immense source of power for the leader. Every good leader must handle the group's opinions, which change through time. Not being able to control this aspect would doom the leader to failure. This fact explains why nowadays, expert enterprises search the public opinion through polls trying to determine, for example, who is going to win a given election. Enterprises conduct surveys to diagnose the organisational climate, to know the personnel's feelings, attitudes, thoughts and interpersonal relations regarding the group and the leader.

It is complex to state the most influential power sources since it will depend on the leader, the group and the context. Yet, one can affirm that the more sources the leader controls, the more powerful he will be. Access to knowledge, information and technology

does not constitute a source of power by itself. One need to count on a line of command to make good use of it. Great men throughout history have used three of these elements, and they all have to be used by executives within the enterprise. To illustrate this point, a finance manager who wants to move the capital from one country to another needs to know the markets, must have reliable information, and require the necessary technology to do it.

APPROACHES TO THE STUDY OF LEADERSHIP

Authors and researchers have constantly studied leadership throughout the history of management. They have followed three main approaches for this purpose. The first one considers leadership as the result of a combination of traits and characteristics the leader has. The second approach studies personal actions and behaviours related to leadership. The last one, known as the situational approach, states that the conditions that make a leader efficient will depend on each particular context and situation.

The first approach tried to find traits leaders had in common. Some studies even suggested that leaders were tall, brilliant, extroverted and self-confident. Once again, history demonstrated that there are leaders who are short, introverted and insecure too. Most of the studies that followed this approach realised that leadership depends on how appropriate the leader's traits are to certain situations.

When it became evident to researchers that not all leaders had traits in common, they turned their eyes to the leaders' behaviours and actions. Investigators tried to determine how leaders delegate tasks, communicate, carried out their duties and motivated their groups, among other aspects. One of the main conclusions one could obtain was, that such behaviours could be learnt, so "schools for leaders" emerged. Unfortunately, things were not that easy because experience soon proved that these same leaders could work well in one group but not in others. This situation developed a new focus of attention: the function's leaders must have and the leadership style they should assume. The group a leader was to conduct also became a significant concern.

The managerial grid

When taking the group into account, researchers realised that the leader should perform two essential functions to get a group to function well. Firstly, to carry out activities. This step allows the group to perform the tasks properly. Besides, the leader should carry out some activities to keep the group working as a team. Research also showed that some leaders emphasise one function over the other. Blake and Mouton (1985) developed a managerial grid to identify the type of leadership a manager was exercising within a given group. This managerial grid relates the interest of the people to the interest in production.

According to the managerial grid, managers should focus on individuals and duties, sustaining a harmonious balance of the two. However, not all managers achieve

this ideal situation. They usually range from exercising authority (i.e. the director takes all the decisions and informs them) to provide subordinates with a sound degree of freedom (the manager allows the team to function freely within some given limits). The manager should select the type of leadership he will exercise, and to take this decision, he needs to know the characteristics of the group he is going to work with. Once his subordinates have acquired enough knowledge, experience and responsibility, the leader will choose a more subordinate-centred kind of leadership.

In Hampton's (1989) opinion, Blake and Mouton's (1985) managerial grid adheres to ten permanent main principles about human behaviour which influence efficient leadership. Knowing them can be helpful as a reference source to enlarge our knowledge on the subject.

> 1. Carrying out activities in a participative way generates motivation and represents strong managerial support to human activity and productivity.

> 2. Open communication is the key to sharing responsibility.

> 3. Accepting others as people who can achieve levels of high excellence favours trust and respect.

> 4. Sharing participation when solving problems and taking decisions encourages participation, active compromise, productivity and creative thinking.

> 5. Conflicts are solved facing the causes directly, using knowledge and agreement as a base for cooperative efforts.

> 6. Mutual agreement is the most solid foundation of supervision.

> 7. An efficient boss-subordinate relationship improves synergy.

> 8. Objectives should conduct management.

> 9. The members of an organisation who cooperate are interdependent.

> 10. Learning in the work environment is achieved through positive criticism and feedback.

The way the leader applies these principles allows adapting to several situations. Theoretically, a good leader always reaches a balance between being concerned for his employees and being concerned for production. The leader does not decrease the interests and efforts to support followers and changes strategy whenever needed to strengthen the leadership. In addition, he does not abandon any efforts oriented to results and production under any circumstances.

The contingency approach

Despite numerous contributions to the understanding of leadership, the studies about traits and behaviours were not enough. As we have seen, there are no common traits to all leaders, and there are no leadership styles adequate for every situation. As a result, researchers devoted their efforts to identify the factors that influenced a leader's

efficiency. Studies have found that the leader's personality, experience, and expectation have an impact on efficiency. In addition, the leader's boss's expectations and behaviour and the characteristics, expectations and behaviour of the leader's subordinates also played a crucial part in the leader's efficiency. Other important factors were the type of task to perform, the behaviour of colleagues, and the organisational culture and policies. All these factors influence the leader and, at the same time, the manager impacts them.

This new conception changed the focus of investigators who centre their concern on identifying the most significant factors under certain circumstances to predict the most efficient leadership style for diverse situations. As a result, many contingency approaches appeared emphasising one or other factors.

The third leadership approach is known as the situational theory. It states that the most efficient leadership style varies according to the subordinates' maturity. By maturity, we understand the desire for accomplishment, responsibility, skills and experience concerning a task to be developed. This approach suggests that the manager develops the subordinates' potentials, increases their self-reliance, and helps them to learn. As they are improving, the leader reduces the level of direct support. This fact implies that the leadership style will change as the group evolves.

The three approaches I have referred to (traits, behaviour and situational) are not the only existing ones; yet, they are the most well-known and representative within the field of management. They help us to analyse how the study and concept of leadership have evolved through time.

CONCLUSION

Throughout this chapter, we have explored the main concepts and ideas regarding leadership in a vast and general manner. Most of the contributions revised lead us to understand that organisations are highly complex entities to run as they function on a hierarchical basis. This situation implies assuming different leadership roles that may face conflict. Such is the case when leaders want to meet the leadership and managerial expectations simultaneously. As seen, both concepts are related but differ in notion.

Management focuses its interest on the correct functioning of the system. A manager makes it possible to use and follow procedures and pre-established structures, to get the organisation to achieve its goals. In addition, a manager also helps to maintain the organisation, its correct functioning and controls all the existing processes. Leaders also initiate changes within the organisation. Changes may relate to objectives or to the ways to achieve them. Leaders act as agents of change to break the current state of affairs. They affect the desired goals achievement process positively. Besides, leaders impact the performance of their organisations. Consequently, one must be aware of the relevance of their role to determine the organisational objectives and the procedures to attain them.

We hope this work has shed light on the role and importance of leadership within any organisation.

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