

Leadership for leaders

By Michael Williams

Executive Book Summary by Rebekah Krieg

Reference

Williams, M. (2005).
Leadership for leaders. London:
Thorogood Publishing
Limited.

Contents

- Purpose and Overview -1
- Close-Quartered Leadership - 2
- Leadership Theories - 3
- Achievement Ethic - 4
- Rules of Engagement - 5
- Developing Great Leaders - 6
- Innovative Leadership -7
- A Matter of Mindset - 8
- The Leader's Job - 9
- Critical Evaluation, Application to Theory and Questions - 10

Overview

Leadership is something that can be developed. Williams' gives the tools to make leaders more effective in their leadership through close-quartered leadership, which in essence is leading by building relationships with all members of the team so that every member will have the self-efficacy to accomplish things. Williams' proposes that in order to empower others, a leader must lead by example and be a contributing member. Empowering is vital in transformation; in other words, it is a team-building approach to change. This ensures that leaders are creating other leaders, not simply expanding the number of followers. This is done by coaching and giving positive feedback so others can build on their strengths.

Author's Purpose

Michael Williams' *Leadership for leaders* is a thought-provoking book which intends to challenge those in leadership positions to better their leadership strategies by further engaging followers in leadership. His challenge to leaders is to become goal-oriented, full of integrity, and to lead by close engagement to followers. He focuses on challenging the status quo and mediocrity by explaining how leaders can and should be building relationships to empower others. It is vital that leaders model the way and transform followers. Essentially, Williams' aim is to show leaders how to produce future leaders by uncovering strengths in followers in order to show self-efficacy and full potential.

“...success in most walks of life...is usually the result of well-led teamwork, rather than the star performance of one charismatic egomaniac” (p. 8-9).

“Leadership is about taking people beyond what they thought they were capable of – and creating jobs, roles, relationships, and an environment whereby people can excel in work that uses and extends their talents, and about which they feel passionate” (p. 25).



Close-Quartered Leadership

Close-Quarter Leadership is effective leadership as it entails the leader building strong, authentic, trusting, close relationships with team members in order to build self-efficacy in all members of the team. This potency ensures that each team member will be able to carry out activities or duties to their greatest extent. It ensures all members reach full potential as they have gained self-confidence. In other words, this type of leadership is essentially leading from being as well as guiding from the front. Leader's power will typically include positional authority, expertise, relationships, and integrity. In order to properly achieve this type of leadership, communication is necessary. This can effectively be done by authentically looking at other's ideas and values and seeing things from other's perspectives. With this in mind, it is necessary for effective leaders to have a high emotional intelligence in order that they are able to identify how others are feeling; this is important for engagement and motivation.

C.A.R.E.S.

C = Creative Tension

A = Active Choice

R = Resilience Under Pressure

E = Empathetic Relationship

S = Self-Awareness

Leadership Theories

“In leading by example – ‘walking the talk’ – leaders provide a continual living demonstration of the values which represent the core culture of the team or group” (p. 36).

“Personal humility: show compelling modesty, act with quiet determination, channel ambition into the company, and credit others with success” (p. 41).

(1) Professor John Adair developed ‘*Action-centered leadership*’ which requires the leader to ensure that three aspects to remain in balance:



- (2) Paul Hershey and Kenneth Blanchard argued that there needs to be a functioning maturity in order that team members are capable of doing what is required of them. This functioning maturity also ensures that members are dutifully willing to complete a task. With a high level of functioning maturity, a leader is able to delegate tasks instead of leading in a top-down fashion.
- (3) Noel Tichy maintained that leaders are like an engine because they are the “energizing and driving force in collective activity” (p. 35). In practice, this theory has leaders to modeling the way and keeping an organization focused.
- (4) Jim Collins’ leadership model, *Level 5 Leadership*, acknowledged that leaders first responsibility is to find the right people to be apart of the team. In this model, leaders remain conscience of the necessities in a vision and abandon anything that is becoming ineffective to ensure efficiency. Level 5 Leaders are leading with an amalgamation of humility and drive to be invisible; in other words, they are not asking people to follow, instead, asking others to work as a team.

Achievement Ethic

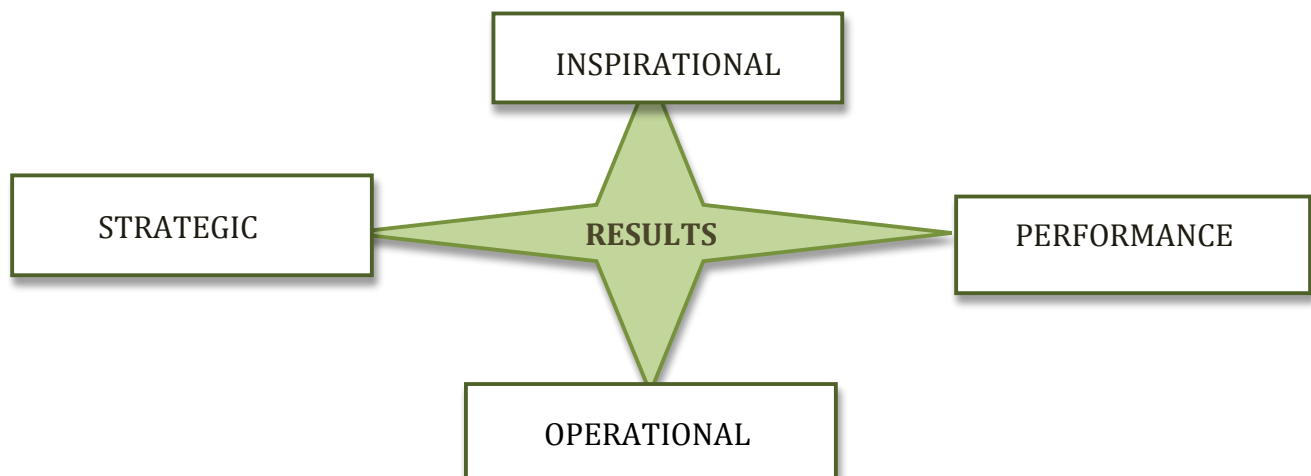
“The leader, in this role, is most closely engaged with the team members themselves and what needs to be done to energize and mobilize the group – or individuals – from *within* the team” (p. 53).

Tom Paterson describes four leadership roles:

- (1) Inward Leader Role – this is leading from within the team in order to motivate intrinsically.
- (2) Outward Leader Role – leaders focus attention and energy on the team’s best interests.
- (3) Exemplar Leader Role – this leader “injects structure, order, sequence, objectivity, and clarity into the team’s problem analysis, decision-making...” (p. 55). Typically this is a right-brained thinker.
- (4) Eccentric Leader Role – This is a left-brain leader who leads with creativity by thinking outside the box.

Dimensions to Leadership

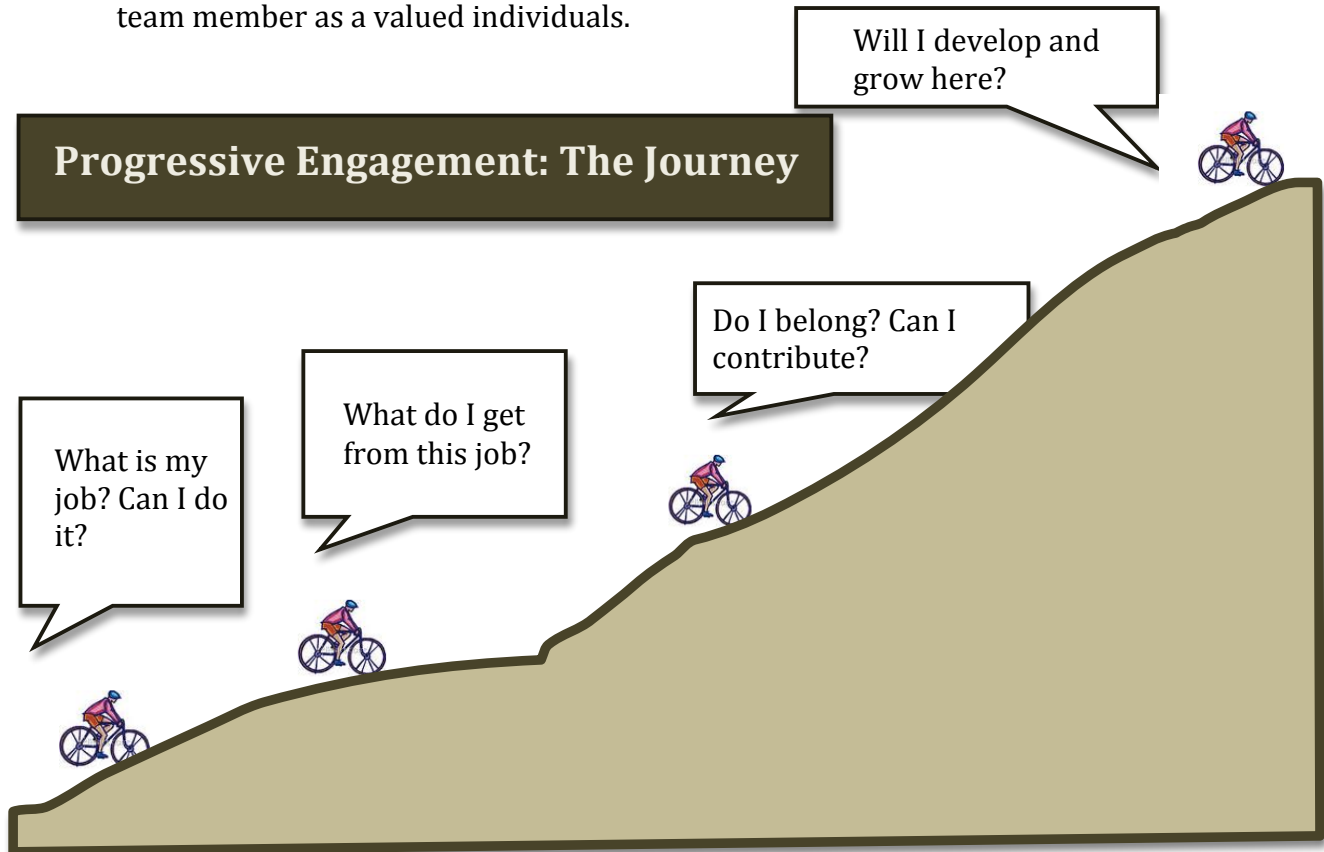
- (1) Operational Leadership – focuses on the day-to-day tasks to keep functionality.
- (2) Strategic Leadership – leaders expect an implementation dip and make decisions based on long-term goals, not short-term gain.
- (3) Performance Leadership – focuses on developing knowledge and aptitude in order that the team gives the greatest performance. Keeping the right people in and getting the wrong people out.
- (4) Inspirational Leadership – typically this type of leader is one other’s want to be around because they empower others and do not hoard recognition, rather, they feed team members well-deserved praise. This leader trusts members.



Rules of Engagement

- Leaders must make sure the best people are in the right roles as this can enhance performance and produce engagement. Leaders must take a risk in promoting people they feel have potential.
- To build engagement, all team members must be included in knowledge and understanding of the prospective vision. When all team-members are involved and capable, higher performance is the result.
- Although a vision has been set, the leader must be conscious of the vision and keep track of all changes to maintain focus on what is necessary for transformation. A key quality of a leader is one who has the capability of showing others that the vision or goal is something all team-members will benefit from and should strive towards. In other words, a leader will show how the vision is relevant to all and the best strategy to achieving the vision.
- In order for a leader to make sure that team members are able to effectively engage, the leader must make sure everyone is clear on what is expected of them; team members must be given the tools to accomplish the task; team members must be given feedback along the way for encouragement and proper direction; and a leader must treat every team member as a valued individuals.

Progressive Engagement: The Journey



“The function of leadership is to produce more leaders, not more followers” (p. 96).

Developing Great Leaders

Talent comes in a few forms: striving talent is when one is motivated to accomplish tasks, thinking talent is intellectual ability in making decisions, and relating talent is the ability to effectively relate and empathize with other people.

A good leader does not try to win over more followers, rather, purposes to build up and nurture other leaders. Leaders should search for talent in others and then promote and cultivate growth so future leaders reach their full potential. It is important to develop the talent of others especially their, “...competence, confidence, and personal responsibility...” (p. 106). This supportive environment is created when a leader treats members as valued individuals. Essentially, leaders are developed through feedback, coaching, building on strengths while managing around weaknesses, giving praise, and taking risks.

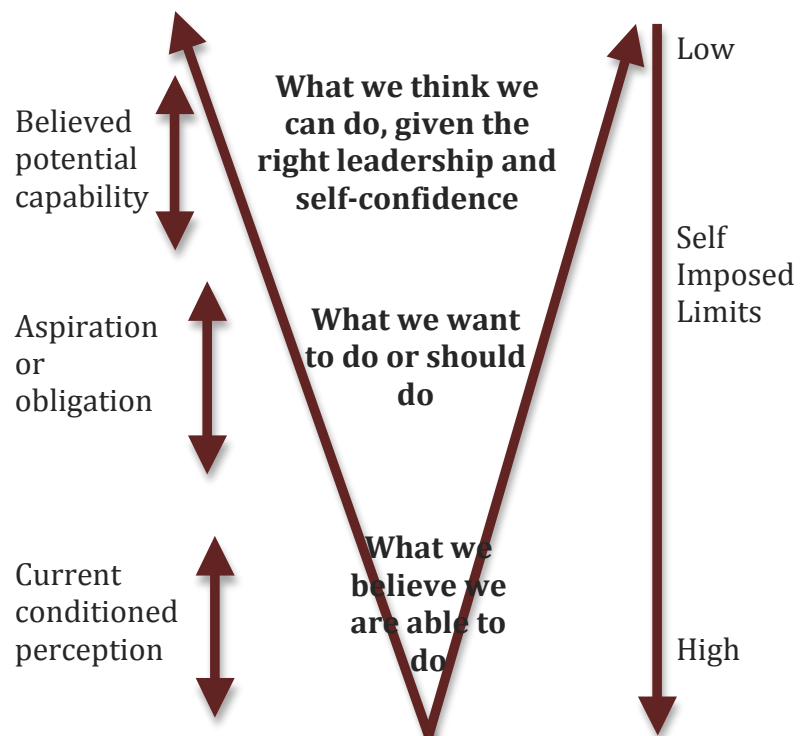


Innovative Leadership

“Sometimes, the most important lesson to be learned in leadership is that reasonableness doesn’t always pay...Change comes about because of unreasonable people” (p. 124).

“It is leaders with vision and courage who can overcome people’s preoccupation with certainty and conformity, push through the self-imposed limiting boundaries and move the quality of their companies’ innovation beyond the mediocre, commonplace, and conventional, into new levels of excellence” (p. 129).

In order to effectively take an organization forward, leaders must find the talent, make sure that they are efficiently striving towards the goals, and create a supportive environment that supports risk-taking in order that people know they are allowed to fail as they can learn from mistakes made. This type of open and nurturing environment is conducive to collaboration in order that every team member is aware of his or her value to transformation. In order to achieve this innovation, there are six aspects to innovation: fluency, timing, originality, unorthodoxy, intuition, and determination. In order to promote creativity, leaders must be clear they are open to new ideas while having the proper motivation to implement the self-sustaining creative ideas. In other words, to fully promote creative change, leaders must support risk-taking. Leader’s who promote this type of thinking will show team-members that their concern for certainty is not necessary. This will take the organization beyond the status quo and into full transformation.



A Matter of Mindset

“Highly emotionally intelligent people spread good emotions. They get things done, have influence over others, and create an atmosphere of goodwill...This means that people around them also tend to work better” (p. 146).

Organizational knowledge tends to be explicit and tacit. The explicit knowledge is stated in visions, values, mission statements, goals, etc. The tacit knowledge, which is the underlying culture of an organization, tends to be unspoken and below the surface. If tacit knowledge were explicit, or surfaced, then every leader would have the information they really want (that can be used to strongly affect an organization’s culture) right in front of them.

The explicit and implicit knowledge holds true for each team member’s perspective. High emotional intelligence is important for leaders in order to understand what is each team-member’s viewpoint. By coming to this understanding, leaders can be more effective in their actions as it creates an ‘emotional chemistry.’ If a leader does not come across emotional intelligence naturally, this trait is one that can be developed.

Emotional Intelligence: A cornerstone of the leadership mindset

Emotional Chemistry {

<p>3) EMOTIONAL COMPETENCE Inner strength and self-belief Intuitive adaptive capacity Ability to envision and shape the future Sensing potential and seizing opportunity</p>	<p>4) EMOTIONAL SYNERGY Peak communication Using constructive conflict Developing trust with others Giving and taking honest feedback Giving respect and due recognition</p>
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Emotional Literacy {

<p>1) EMOTIONAL AWARENESS Awareness of self and of one’s feelings Awareness of – and sensitivity towards – others Living in the real world and not escaping into fantasy The courage to be authentic: Developing awareness and receptivity</p>	<p>2) EMOTIONAL INTEGRITY Developing emotional honesty, especially about oneself Consistency and constancy Reinforcing authenticity Accountability Integrity of emotion and intent</p>
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A Leader's Job

“Alone, I can walk, but together – WE can fly” (p. 158).



“Collaboration is more important than control” (p. 162).



Gandhi said, “We must become the change we want to see.” As leaders, in order to have influence in terms of change, the following should occur:

- Create a shared vision – a vision must evolve from a complete understanding of an organization. In other words, the vision must come from within each team-member (they must feel this vision is worth striving towards), as well as something the leader truly believes is valuable.
- Transformational leadership – this involves the leader acting as a risk-taker, as one who initiates action, and one who empowers others into action.
- Team building – leaders must build a supportive and nurturing team; leadership is not something that can be done alone and collaboration should be the goal for effective transformational change.
- Share Knowledge – leader should not use their knowledge for personal power, rather, for collective change.



Critical Evaluation

Williams' approach is logical as leadership theory builds on itself. Williams outlines practical ways in which every person can obtain leadership qualities to enact change in transformational ways. This makes leadership attainable leaving the reader feeling connected to the material, no matter what position one holds in life. This means that Williams presents leadership as easily and immediately applicable. However, while the underlying principles discussed focus on transformational leadership, involving leading with charisma and building a shared vision, Williams does not explicitly outline this to make it a clear and crucial part of leadership. And while Williams does an excellent job covering all facets of good leadership, at times it appears as a list of different leadership styles, which can remain unhelpful to a person unclear of the best direction. It feels unnecessary and disrupts the flow of the book. Overall, I think that this leadership book is helpful for future teachers to learn how to become a teacher-leader in the classroom as it contains very accessible leadership attributes. Williams makes it clear that leadership qualities are not necessary innate, rather, one can practice and develop such qualities into their practice, in any area of life.

Application to Theory

The study of leadership is vital to improving student learning through engagement. Close-quartered leadership builds trusting relationships that develop self-efficacy. The greatest way one can change the way students learn in the classroom is to building trusting relationships through showing student's they are valued as individuals and that their needs are at the teacher's focus. As a teacher, building relationships with students will improve student learning through empowering student's to act in their own knowledge development. Through this potency, students are aware of their own capabilities. A teacher leader must develop an ability to recognize student's competencies in order that each individual have a voice in their own learning by working alongside students instead of dictating learning. This type of leadership will develop self-efficacy in students, where one will be able to recognize their own learning and potential. Essentially, being a teacher leader is to build trusting relationships, mentor and coach students to become leaders in their own learning so they might be lifelong learners.

Questions

- As a future teacher-leader, what is the most effective use of close-quartered leadership in order to improve student learning?
- What are practical ways teachers can include students in the leadership process in order to effectively engage students in their own learning?