



**T.C
YEDİTEPE UNIVERSITY
GRADUATE INSTITUTE OF SOCIAL SCIENCES**

LEADERSHIP IN EDUCATION IN TERMS OF COACHING

by

Filiz DAĞ

**Submitted to the Graduate Institute of Social Sciences
In partial fulfillment of the requirements for the degree of**

**Master of
Arts**

ISTANBUL, 2010



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IN THE MEMORY OF MY FATHER,



YEDİTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

YÜKSEK LİSANS
TEZ SAVUNMA TUTANAĞI

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ABSTRACT

This article is focused on the concept of leadership and coaching on education which have received considerable attention around the world in recent years. With the increasing recognition on coaching as an effective leadership training, there have been several needs for reliable documents and research to use.

It is believed that personal experiences influence leadership style. Instructional coaches and leaders can play effective roles in improving and guiding a person's leadership skills.

In terms of the coaching and leadership contribution to leadership development, it is believed that there can be an effective improvement on people's potential. Building awareness on the existing potential, coaching can guide in a dynamic and interactive way during the process. There can be a sustainable change on behavioral aspects.

ÖZET

Bu çalışmada, son yıllarda dünyanın hemen hemen her yerinde dikkate değer bir şekilde ilgi odağı olan Liderlik ve Koçluk tanımının eğitim ile bağıntısı üzerinde durulmuştur. Etkili bir liderlik eğitimi olarak koçluk kavramının giderek tanınmasıyla, araştırmalarda kullanmak için güvenilir kaynaklara ihtiyaç duyulmaktadır.

Kişisel deneyimlerin liderlik tarzlarını etkilediği düşünülmektedir. Eğitsel Koçlar ve Liderler, kişilerin liderlik yeteneklerine rehberlik etmede ve bu yeteneklerini geliştirmelerinde etkili roller oynamaktadırlar.

Liderlik ve Koçluğun liderliğin gelişimine katkısı düşünülerek, kişilerin potansiyelleri üzerinde etkili olabileceği düşünülmektedir. Bireylerin sahip oldukları potansiyellerinde farkındalık yaratarak, bu süreç boyunca dinamik ve interaktif bir yöntem ile bireylere rehberlik edilebilir. Bireylerin davranışlarında sürekli ve kalıcı değişiklikler elde edilebilir.

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CHAPTER ONE: INTRODUCTION

A leader has been described as a person who is leading a group of people. It is known that all leaders have some common skills, like having a clear idea, a vision, of what they want to achieve.

Leaders are people who can think creatively and influence the actions, beliefs or feelings of others so that they are followed.

In terms of coaching, people can acquire leadership skills by enabling themselves to realize their existing potential, gain fresh perspectives, take new actions, and be more productive and creative.

The earlier a person is trained, the better results we can get. People can be empowered to move forward in their lives. They can make their own decisions, take risks and responsibilities.

In this study, it is shown how a person can acquire leadership Skills through the coaching system. If a person wants to influence the others instead of being influenced by others, s/he first needs to lead himself/herself. Afterwards, s/he can be the one who is followed by others by having the common skills of all leaders have.

CHAPTER TWO: LEADERSHIP

Leadership has been studied for a long time, because of the needs of developments in different areas such as education, technology, and business. There are many definitions of Leadership which is simply the art of motivating a group of people to act towards achieving a common goal. It is also said that the leader is the inspiration and director of the action. The person in the group who possesses some certain combination of personality and skills that makes others want to follow his or her direction. It is believed in business, leadership is welded to performance. Effective leaders are those who increase their companys' performance.

Some common ideas including in leadership definitions such as creating influence, motivating and inspiring, innovating, helping others realize their potential, leading by example, selflessness and making a difference, problem solving and crisis managing. For perspective, here it is included a common definition :

The Collins English Dictionary. (© 1998 HarperCollins Publishers) leadership (n):

1. The position or function of a leader. 2. the period during which a person occupies the position of leader: during her leadership very little was achieved. 3. a. the ability to lead. b. leadership qualities. 4. the leaders as a group of a party, union, etc.: the union leadership is now very reactionary.

2.1 CLASSICAL LEADERSHIP

When we look at organising events it's somebody who's got what is termed as 'leadership qualities', they are people who are willing to tell other people what to do but have the respect of other people as well, or gain that respect.

Many of the images associated with leadership have their roots in conflict. It is the stuff of generals who outwit their opponents, politicians who convince and channel groups into action, and people who take control of a crisis. (Gardner, J. 1989)

Leadership seems to be one of those qualities that you know when you see it, but is difficult to describe. There are almost as many definitions as there are commentators. Many associate leadership with one person leading. Four things stand out in this respect. First, to lead involves influencing others. Second, where there are leaders there are followers. Third, leaders seem to come to the fore when there is a crisis or special problem. Thus, leaders are people who are able to think and act creatively in non-routine situations – and who set out to influence the actions, beliefs and feelings of others. In this sense being a 'leader' is personal. It flows from an individual's qualities and actions. However, it is also often linked to some other role such as manager or expert. Here there can be a lot of confusion. Not all managers, for example, are leaders; and not all leaders are managers.

In the recent literature of leadership there have been four main 'generations' of theory:

- Trait theories.
- Behavioural theories.
- Contingency theories.
- Transformational theories.

It is important, as John van Maurik (2001: 2-3) has pointed out, to recognize that none of the four 'generations' is mutually exclusive or totally time-bound.

Although it is true that the progression of thinking tends to follow a sequential path, it is quite possible for elements of one generation to crop up much later in the writings of someone who would not normally think of himself or herself as being of that school. Consequently, it is fair to say that each generation has added something to the overall debate on leadership and that the debate continues. (Van Maurik., 2001: 3)

This fourfold division of 'modern' leadership can go under different titles, and there are other possible candidates e.g. skill-based approaches and self-management or shared leadership. However, these four formations can be seen as sharing some common qualities – and we can approach them as variations of the 'classical' model of leadership.

2.2 TRAITS

It is believed that leaders are people, who are able to express themselves fully, says Warren Bennis. 'They also know what they want', he continues, 'why they want it, and how to communicate what they want to others, in order to gain their co-operation and support.' Lastly, 'they know how to achieve

their goals' (Bennis, W., 1998). But what is it that makes someone exceptional in this respect? As soon as we study the lives of people who have been labelled as great or effective leaders, it becomes clear that they have very different qualities. We only have to think of political figures like Nelson Mandela, Margaret Thatcher and Mao Zedong to confirm this.

Instead of starting with exceptional individuals many turned to setting out the general qualities or traits they believed should be present. Surveys of early trait research by Stogdill (1948) and Mann (1959) reported that many studies identified personality characteristics that appear to differentiate leaders from followers. However, as Peter Wright (1996) has commented, 'others found no differences between leaders and followers with respect to these characteristics, or even found people who possessed them were less likely to become leaders'. Yet pick up almost any of the popular books on the subject today and you will still find a list of traits that are thought to be central to effective leadership. The basic idea remains that if a person possesses these she or he will be able to take the lead in very different situations.

2.2.1 Gardner's leadership attributes

People made lots of studies about leadership attributes. (Gardner, J. 1989). John Gardner is one of them who studied a large number of North American organizations and leaders and came to the conclusion that there were some qualities or attributes that did appear to mean that a leader in one situation could lead in another. These included:

- Physical vitality and stamina
- Intelligence and action-oriented judgement
- Eagerness to accept responsibility
- Task competence
- Understanding of followers and their needs
- Skill in dealing with people
- Need for achievement
- Capacity to motivate people
- Courage and resolution
- Trustworthiness
- Decisiveness
- Self-confidence
- Assertiveness
- Adaptability/flexibility

The first problem is that the early searchers after traits often assumed that there was a definite set of characteristics that made a leader - whatever the situation. In other words, they thought the same traits would work on a battlefield and in the staff room of a school. They minimized the impact of the situation (Sadler,P. 1997). They, and later writers, also tended to mix some very different qualities. Some of Gardner's qualities, for example, are aspects of a person's behaviour, some are skills, and others are to do with temperament and

intellectual ability. Like other lists of this nature it is quite long - so what happens when someone has some but not all of the qualities? On the other hand, the list is not exhaustive and it is possible that someone might have other 'leadership qualities'.

More recently people have tried looking at what combinations of traits might be good for a particular situation. There is some mileage in this. It appears possible to link clusters of personality traits to success in different situations, as Stogdill has subsequently suggested (Wright, P. 1996).

One of the questions we hear most often around such lists concerns their apparent 'maleness' (Rosener, J.B., 1997). When men and women are asked about each others characteristics and leadership qualities, some significant patterns emerge. Both tend to have difficulties in seeing women as leaders. The attributes associated with leadership on these lists are often viewed as male. However, whether the characteristics of leaders can be gendered is questionable. If it is next to impossible to make a list of leadership traits that stands up to questioning, then the same certainly applies to lists of gender specific leadership traits.

2.3 BEHAVIOURS

While leaders are being studied by means of their attributes, it is needed to focus on their behaviours, as well. As the early researchers ran out of steam in their search for traits, they turned to what leaders did - how they behaved. They moved from leaders to leadership - and this became the dominant way of approaching leadership within organizations in the 1950s and early 1960s. Different patterns of behaviour were

grouped together and labelled as styles. This became a very popular activity within management training – perhaps the best known being Blake, R.R., and Mouton, J.S.,’s Managerial Grid (1964; 1978). Various schemes appeared, designed to diagnose and develop people’s style of working. Despite different names, the basic ideas were very similar. The four main styles that appear are:

- **Concern for task.** Here leaders emphasize the achievement of concrete objectives. They look for high levels of productivity, and ways to organize people and activities in order to meet those objectives.
- **Concern for people.** In this style, leaders look upon their followers as people - their needs, interests, problems, development and so on. They are not simply units of production or means to an end.
- **Directive leadership.** This style is characterized by leaders taking decisions for others - and expecting followers or subordinates to follow instructions.
- **Participative leadership.** Here leaders try to share decision-making with others.(Wright, P., 1996).

Often, we find two of these styles present in books and training materials. For example, concern for task is set against concern for people (Blake and Mouton 1964); and directive is contrasted with participative leadership. If you have been on a teamwork or leadership development course then it is likely you will have come across some variant of this in an exercise or discussion.

2.4 SITUATIONS

After studying leaders' attributes and behaviours, situation is also a debatable issue. Researchers began to turn to the contexts in which leadership is exercised - and the idea that what is needed changes from situation to situation. Some looked to the processes by which leaders emerge in different circumstances - for example at moments of great crisis or where there is a vacuum. Others turned to the ways in which leaders and followers viewed each other in various contexts - for example in the army, political parties and in companies. They brought the idea of style with them, believing that the style needed would change with the situation. Another way of putting this is that particular contexts would demand particular forms of leadership. This placed a premium on people who were able to develop an ability to work in different ways, and could change their style to suit the situation.

What began to develop was a contingency approach. The central idea was that effective leadership was dependent on a mix of factors. For example, Fred E. Fiedler argued that effectiveness depends on two interacting factors: leadership style and the degree to which the situation gives the leader control and influence. Three things are important here:

- **The relationship between the leaders and followers.** If leaders are liked and respected they are more likely to have the support of others.
- **The structure of the task.** If the task is clearly spelled out as to goals, methods and standards of performance then it is more likely that leaders will be able to exert influence.

· **Position power.** If an organization or group confers powers on the leader for the purpose of getting the job done, then this may well increase the influence of the leader. (Fiedler F.E., and Garcia J.E., 1987; See, also, Fiedler, F.E., 1997).

2.4.1 Hersey, P., and Blanchard, K.H., (1977) on leadership style and situation

Hersey and Blanchard identified four different leadership styles that could be drawn upon to deal with contrasting situations:

Telling (high task/low relationship behaviour). This style or approach is characterized by giving a great deal of direction to subordinates and by giving considerable attention to defining roles and goals. The style was recommended for dealing with new staff, or where the work was menial or repetitive, or where things had to be completed within a short time span.

Selling (high task/high relationship behaviour). Here, while most of the direction is given by the leader, there is an attempt at encouraging people to 'buy into' the task. Sometimes characterized as a 'coaching' approach, it is to be used when people are willing and motivated but lack the required 'maturity' or 'ability'.

Participating (high relationship/low task behaviour). Here decision-making is shared between leaders and followers – the main role of the leader being to facilitate and communicate. It entails high support and low direction and is used when people are able, but are perhaps unwilling or insecure. (Hersey, P., 1984).

Delegating (low relationship/low task behaviour). The leader still identifies the problem or issue, but the responsibility for carrying out the response is given to followers. It entails having a high degree of competence and maturity.

2.5 TRANSFORMATIONS

Burns, J. M., (1977) argued that it was possible to distinguish between transactional and transforming leaders. The former, 'approach their followers with an eye to trading one thing for another (1977: 4), while the latter are visionary leaders who seek to appeal to their followers 'better nature and move them toward higher and more universal needs and purposes' (Bolman, L. G., and Deal, T. E., 1997). In other words, the leader is seen as a change agent.

2.5.1 The Transactional leadership

It has been studied on the basis of the transactional leader is a person who recognizes what it is that we want to get from work and tries to ensure that we get it if our performance merits it; exchanges rewards and promises for our effort; it is responsive to our immediate self interests if they can be met by getting the work done.

2.5.2 The Transformational leadership

Raises our level of awareness, our level of consciousness about the significance and value of designated outcomes, and ways of reaching them. Gets us transcend our own self-interest for the sake of the team, organization or larger polity. Alters our need level and expands our range of wants and needs. (Bass, B. M., 1985 – Wright, P., 1996).

Bass, B. M., (1985) was concerned that Burns, J. M., (1977) set transactional and transforming leaders as polar opposites. Instead, he suggests we should be looking at the way in which transactional forms can be drawn upon and transformed. The resulting transformational leadership is said to be necessary because of the more sophisticated demands made of leaders. Van Maurik (2001: 75) argues that such demands 'centre around the high levels of uncertainty experienced by leaders, their staff and, indeed, the whole organization today'.

The dividing lines between these is a matter for some debate; the sophistication of the analysis offered by different writers variable; and some of the writers may not recognize their placement but there would appear to be a body of material that can be labelled transformational. There is strong emphasis in the contemporary literature of management leadership on charismatic and related forms of leadership. However, whether there is a solid body of evidence to support its effectiveness is an open question. Indeed, Wright. P., (1996: 221) concludes 'it is impossible to say how effective transformational leadership is with any degree of certainty. We will return to some questions around charisma later – but first we need to briefly examine the nature of authority in organizations.

2.6 AUTHORITY

Frequently we confuse leadership with authority. To explore this we can turn to Heifetz, R. A.,'s (1994) important discussion of the matter. Authority is often seen as the possession of powers based on formal role. In organizations, for example, we tend to focus on the manager or officer.

They are seen as people who have the right to direct us. We obey them because we see their exercise of power as legitimate. It may also be that we fear the consequences of not following their orders or 'requests'. The possibility of them sacking, demoting or disadvantaging us may well secure our compliance. We may also follow them because they show leadership. As we have seen, the latter is generally something more informal - the ability to make sense of, and act in, situations that are out of the ordinary. In this way, leaders don't simply influence; they have to show that crises or unexpected events and experiences do not faze them. Leaders may have formal authority, but they rely in large part on informal authority. This flows from their personal qualities and actions. They may be trusted, respected for their expertise, or followed because of their ability to persuade. (Gerth, H.G., and Mills. C., 1991).

2.7 CHARISMA

It is a very important part for being a leader - but is such a difficult quality to tie down. Charisma is, literally, a gift of grace or of God (Wright. P., 1996: 194). Max Weber, more than anyone, brought this idea into the realm of leadership. He used 'charisma' to talk about self-appointed leaders who are followed by those in distress. Such leaders gain influence because they are seen as having special talents or gifts that can help people escape the pain they are in.

2.8 LEADERSHIP THEORIES

People have been interested in leadership beginning from the early part of the twentieth century. While many different leadership theories have recently emerged, most can be classified as one of eight major types as Hollingsworth, M.,(2004) described:

2.8.1 “Great Man” Theories:

Great Man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed. The term “Great Man” was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. (Stogdill, R. M. 1974).

2.8.2 Trait Theories:

Similar in some ways to “Great Man” theories, trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. But if particular traits are key features of leadership, how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. (Stogdill, R. M. 1974).

2.8.3 Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation. (Fielder, F.E.,1964).

2.8.4 Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making. (Hersey, P. and Blanchard, K.H, 1972).

2.8.5 Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. (Hersey, P. and Blanchard, K.H, 1972).

2.8.6 Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making

process. In participative theories, however, the leader retains the right to allow the input of others. (Stogdill, R. M. 1974).

2.8.7 Management Theories:

Management theories (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

2.8.8 Relationship Theories:

Relationship theories (also known as “Transformational theories”) focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high ethical and moral standards. (Hersey & Blanchard, 1972).

3. LEADERSHIP STYLES

Leadership style refers to a leader’s behaviour. It is the result of the philosophy, personality and experience of the leader. This style is important for success. We find leadership all around us. Each of us will fill the role ourselves at various times in our lives. Leadership can be found in the world of business, sports, politics, religion and as close as home.

Leaders must respond to the rapidly changing world and meet the challenges it demands. There are different types of leaders and you will most likely encounter many over the course of time.

Understanding different leadership styles and their impact will help you become a more effective leader.

Famous psychologist Kurt Lewin identified classic styles of leadership in 1939. Leaders should not be confused with managers. Leaders are always managers but the reverse is not necessarily the case. Good leaders will use the style or a combination of styles that best fits the situation.

3.1. KURT LEWIN'S LEADERSHIP STYLES

Kurt Lewin and colleagues identified different styles of leadership.

- Dictator
- Autocratic
- Participative
- Laissez Faire

3.2 AUTOCRATIC OR AUTHORITARIAN LEADERS

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictator leaders.

They do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to themselves until they

feel it is needed by the rest of the group. An autocratic leader does not trust anybody.

- What needs to be accomplished, as well as, how and when, are the sole responsibility of the leader.
- Allows for quick decisions when time is crucial.
- This is a less creative approach. A “Do what you are told” Obedient and strict form of control.
- Use when a group or member doesn't have knowledge of the practice or procedure.

3.3 PARTICIPATIVE OR DEMOCRATIC LEADERS

The democratic leadership style favors decision-making by the group as shown, such as leader gives instruction after consulting the group.

He can win the cooperation of his group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them.

- The leader acts as a guide. Accepts input and seeks ideas and suggestions through discussion.
- Even though the leader may have the final say the team contributes to the process.
- Democratic style can be problematic when the final decision is hampered by a wide range of opinion.
- People are more committed when involved in the process of making decisions. They have a personal stake in the outcome.
- This style is mutually beneficial and helps improve people skills.

3.4 LAISSEZ FAIRE OR FREE REIN LEADERS

A free rein leader does not lead, but leaves the group entirely to itself as shown; such a leader allows maximum freedom to subordinates.

- Minimal in direction.
- Allows decision-making by the team.
- Works well when the team or a member is more knowledgeable about the subject.
- This style works best with highly motivated and well trained people.

They are given a freehand in deciding their own policies and methods.

Different situations call for different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez faire style may be more effective. The style adopted should be that which most effectively achieves the objectives of the group while balancing the interests of its individual.

4. LEADERSHIP MODELS

There are certain leadership models help us to understand what makes leaders act the way they do. The ideal is not to lock yourself in to a type of behavior discussed in the model, but to realize that every situation calls for a different approach or behavior to be taken.

4.1 FOUR FRAMEWORK APPROACH

In the Four Framework Approach, Bolman, L., and Deal, T., (1991) suggest that leaders display leadership behaviors in one of four types of frameworks: Structural, Human Resource, Political, or Symbolic. The style can either be effective or ineffective, depending upon the chosen behavior in certain situations.

4.1.1 Structural Framework

In an effective leadership situation, the leader is a social architect whose leadership style is analysis and design. While in an ineffective leadership situation, the leader is a petty tyrant whose leadership style is details. Structural Leaders focus on structure, strategy, environment, implementation, experimentation, and adaptation. (Bolman L. and Deal, T., 1991).

4.1.2 Human Resource Framework

In an effective leadership situation, the leader is a catalyst and servant whose leadership style is support, advocacy, and empowerment. While in an ineffective leadership situation, the leader is a pushover, whose leadership style is abdication and fraud. Human Resource Leaders believe in people and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information, and move decision making down into the organization. (Bolman L. and Deal, T., 1991).

4.1.3 Political Framework

In an effective leadership situation, the leader is an advocate, whose leadership style is coalition and building. While in an ineffective leadership situation, the leader is a hustler, whose leadership style is manipulation. Political leaders clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders, use persuasion first, then use negotiation and coercion only if necessary. (Bolman L. and Deal, T., 1991).

4.1.4 Symbolic Framework

In an effective leadership situation, the leader is a prophet, whose leadership style is inspiration. While in an ineffective leadership situation, the leader is a fanatic or fool, whose leadership style is smoke and mirrors. Symbolic leaders view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.

This model suggests that leaders can be put into one of these four categories and there are times when one approach is appropriate and times when it would not be. Any one of these approaches alone would be inadequate, thus we should strive to be conscious of all four approaches, and not just rely on one or two. (Bolman L. and Deal, T., 1991).

4.2 JOHN ADAIR'S ACTION-CENTRED LEADERSHIP MODEL

The three parts of Adair's Action-Centred Leadership model are commonly represented by three overlapping circles, which is a trademark belonging to John Adair, and used here with his permission. Adair's famous 'three circles' model is one of the most recognizable and iconic symbols within management theory. When you refer to this diagram for teaching and training purposes please attribute it to John Adair, and help preserve the integrity and origins of this excellent model.

John Adair's Action-Centred Leadership model is represented by Adair's 'three circles' diagram, which illustrates Adair's three core management responsibilities:

- achieving the task
- managing the team or group
- managing individuals

John Adair's action-centred leadership task-team-individual model adapts extremely well for the demands of modern business management. When using it in your own environment think about the aspects of performance necessary for success in your own situation, and incorporate local relevant factors into the model to create your own interpretation.

For Adair, an individual's strength of motivation is affected by the expectations of outcomes from certain actions, but it is also strengthened by other factors such as the individual's preferred outcome (as demonstrated by Victor Vroom in the

1960s); conditions in the working environment; and the individual's own perceptions and fears.

4.2.1 A model for team leadership and management

John Adair's Action-Centred Leadership model provides a great blueprint for leadership and the management of any team, group or organization. Action Centred Leadership is also a simple leadership and management model, which makes it easy to remember and apply, and to adapt for your own situation.

Good managers and leaders should have full command of the three main areas of the Action Centred Leadership model, and should be able to use each of the elements according to the situation. Being able to do all of these things, and keep the right balance, gets results, builds morale, improves quality, develops teams and productivity, and is the mark of a successful manager and leader.

5. LEADERSHIP TRAINING

5.1 LEADING

Good leaders are the key to large-scale community organizing. They do not tell other people what to do, but help others to take charge. They do not grab center stage, but nudge others into the limelight. They are not interested in being The Leader, but in trying to create more leaders. They recognize that only by creating more leaders can an organizing effort expand. For more on leaders see IAF organizing. (Dobson, C., 2003).

5.1.1 Lead by creating an example to follow

Some leaders are larger-than-life heroes. Some deliver inspirational speeches. Others are excellent organizers. But many leaders inspire others to follow by setting an example. When Rosa Parks refused to give up a bus seat reserved for white people, others followed her example in such numbers that it blossomed into the civil rights movement.

5.1.2 Divide-up and delegate work

Divide tasks into bite-sized chunks, then discuss who will do each chunk. Make sure everyone has the ability to carry out their task, then let them carry it out in their own way. Have someone check on progress. People do not feel good about doing a job if nobody cares whether it gets done.

5.1.3 Appreciate all contributions, no matter how small

Recognize people's efforts in conversations, at meetings, in newsletters, and with tokens of appreciation: thank-you notes, certificates, and awards for special efforts.

5.1.4 Welcome criticism

Accepting criticism may be difficult for some leaders, but members need to feel they can be critical without being attacked.

5.1.5 Help people to believe in themselves

A leader builds people's confidence that they can accomplish what they have never accomplished before. The unflagging optimism of a good leader energizes everyone.

Inspire trust. People will not follow those they do not trust. Always maintain the highest standards of honesty. Good leaders reveal their potential conflicts of interest and air doubts about their own personal limitations. (Dobson, C., 2003).

5.2 DIRECTION

Direction starts with a good planning. Shewhart, W.,(1920) developed the PDCA (Plan, Do, Check, Act) cycle. While the letters and cycle look easy, it actually takes a lot of work by all the team members to complete the cycle correctly.

5.2.1 Plan

Good plans start with a brainstorming session of all the people involved with the project. This allows everyone to be part of the solution, in addition to gathering the best ideas.

As much as possible, get all the answers to these questions. Listen carefully to the judgment of your team. Then plan the positive forces and events, and then take action to prevent any obstructions that might hinder the project.

5.2.2 Determine all tasks

In this step, your team brainstorms all the tasks and conditions necessary to carry out the plan. All essential information must be brought out. It is also important to consider timing - when each task must be started and completed. A helpful approach is to use "backward planning." Look at each goal and decide what must be done to reach it. In this way you plan from the moment of the project ending point and then work your way back to the present in order to determine what must be done. Backward planning simply means looking at the big picture first, and

then planning all tasks, conditions, and details in a logical sequence to make the big picture happen. Include all the details of support, time schedule, equipment, coordination, and required checks.

5.2.3 Do

Your team cannot do everything at once; some things are more important than others. Others have to be accomplished before another can start. Set priorities for each checkpoint and assign someone to perform each task on the list. Develop a system for checking each other and ensuring that each task is accomplished on time.

5.2.4 Check

Throughout the project's execution there are three things that you must be involved in: standards, performance, and adjustments.

The standard means, "is this project being completed or accomplished as planned?" Are all the check marks being completed as stated in the planning process? The standard, which is set, must mean the same to you and your people.

Performance is measured by completing the tasks and objectives correctly. While the standard relates to the project, performance relates to the people working on the project.

5.2.5 Act

Now you are ready to execute the plan. If your plans are solid, things will go smoothly. If your plans are faulty, then you might have a very long and hard project ahead of you. (Shewhart, W.,1920).

5.3 COMMUNICATION

Many of the problems that occur in an organization are the direct result of people failing to communicate. Faulty communication causes the most problems. It leads to confusion and can cause a good plan to fail. Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. (Pearson, J. 1983).

5.3.1 The Communication Process

Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.

Encoding: Next, a message is sent to a receiver in words or other symbols.

Decoding: Lastly, the receiver translates the words or symbols into a concept or information that he or she can understand.

During the transmitting of the message, two elements will be received: content and context. Content is the actual words or symbols of the message which is known as language - the spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more.

Context is the way the message is delivered and is known as paralanguage - it is the non verbal elements in speech

such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often cause messages to be misunderstood as we believe what we see more than what we hear; they are powerful communicators that help us to understand each other. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors. (Pearson, J. 1983).

5.3.2 Active Listening

Hearing and listening are not the same thing. Hearing is the act of perceiving sound. It is involuntary and simply refers to the reception of aural stimuli. Listening is a selective activity which involves the reception and the interpretation of aural stimuli. It involves decoding the sound into meaning.

Listening is divided into two main categories: passive and active. Passive listening is little more than hearing. It occurs when the receiver of the message has little motivation to listen carefully, such as when listening to music, story telling, television, or when being polite. (Pearson, J. 1983).

5.3.3 Feedback

The purpose of feedback is to alter messages so the intention of the original communicator is understood by the second communicator. It includes verbal and nonverbal responses to another person's message.

Rogers C. R., (1987) listed five main categories of feedback. They are listed in the order in which they occur most frequently in daily conversations. Notice that we make judgments more often than we try to understand:

Evaluative: Making a judgment about the worth, goodness, or appropriateness of the other person's statement.

Interpretive: Paraphrasing - attempting to explain what the other person's statement means.

Supportive: Attempting to assist or bolster the other communicator.

Probing: Attempting to gain additional information, continue the discussion, or clarify a point.

Understanding: Attempting to discover completely what the other communicator means by her statements.

5.3.4 Nonverbal Behaviors of Communication

To deliver the full impact of a message, use nonverbal behaviors to raise the channel of interpersonal communication:

Eye contact: This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. People who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

Facial Expressions: Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and people will react favorably. They will be more comfortable around you and will want to listen more.

Gestures: If you fail to gesture while speaking you may be perceived as boring and stiff. A lively speaking style captures the listener's attention, makes the conversation more interesting, and facilitates understanding.

Vocal: Speaking can signal nonverbal communication when you include such vocal elements as: tone, pitch, rhythm, timbre, loudness, and inflection. For maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms of many speakers is that they speak in a monotone voice. Listeners perceive this type of speaker as boring and dull. (Pearson, J. 1983).

5.3.5 Emotions

Trust your instincts. Most emotions are difficult to imitate. For example, when you are truly happy, the muscles used for smiling are controlled by the limbic system and other parts of the brain, which are not under voluntary control. When you force a smile, a different part of the brain is used - the cerebral cortex (under voluntary control), hence different muscles are used. This is why a clerk, who might not have any real interest in you, has a "fake" look when he forces a smile.

Some actors learn to control all of their face muscles, while others draw on a past emotional experience to produce the emotional state they want. But this is not an easy trick to pull off all the time. There is a good reason for this - part of our emotions evolved to deal with other people and our empathic nature. If these emotions could easily be faked, they would do more harm than good. (Pinker, S., 1997).

5.4 CHARACTER

Managers are people who do things right, while leaders are people who do the right thing. (Bennis, W., 1989).

5.4.1 Building Excellence

Leaders do not command excellence, they build excellence. Excellence is "being all you can be" within the bounds of doing what is right for your organization. To reach excellence you must first be a leader of good character. You must do everything you are supposed to do. Organizations will not achieve excellence by figuring out where it wants to go, then having leaders do whatever they have to in order to get the job done, and then hope their leaders acted with good character. This type of thinking is backwards. Pursuing excellence should not be confused with accomplishing a job or task. When you do planning, you do it by backwards planning. But you do not achieve excellence by backwards planning. Excellence starts with leaders of good and strong character who engage in the entire process of leadership. And the first process is being a person of honorable character. (Bennis, W., 1989).

5.4.2 Traits of a Good Leader

Honest - Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.

Competent - Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

Forward-looking - Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it.

They habitually pick priorities stemming from their basic values.

Inspiring - Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.

Intelligent - Read, study, and seek challenging assignments.

Fair-minded - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.

Broad-minded - Seek out diversity.

Courageous - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.

Straightforward - Use sound judgment to make a good decisions at the right time.

Imaginative - Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative.(Compiled by the Santa Clara University and the Tom Peters Group, n.d.).

5.5 ATTRIBUTES

Attributes establish what leaders are, and every leader needs at least three of them:

5.5.1 Standard Bearers

They establish the ethical framework within an organization. This demands a commitment to live and defend the climate and culture that you want to permeate your organization. What you set as an example will soon become the rule as unlike knowledge, ethical behavior is learned more by observing than by listening. And in fast moving situations, examples become certainty. Being a standard bearer creates trust and openness in your employees, who in turn, fulfill your visions.

5.5.2 Developers

They help others learn through teaching, training, and coaching. This creates an exciting place to work and learn. Never miss an opportunity to teach or learn something new yourself. Coaching suggests someone who cares enough to get involved by encouraging and developing others who are less experienced. Employees who work for developers know that they can take risks, learn by making mistakes, and winning in the end.

5.5.3 Integrators

They orchestrate the many activities that take place throughout an organization by providing a view of the future and the ability to obtain it. Success can only be achieved when there is a unity of effort. Integrators have a sixth sense about where problems will occur and make their presence felt during critical times. They know that their employees do their

best when they are left to work within a vision-based framework.

5.6 MOTIVATION

Leadership style influence level of motivation. However, throughout a lifetime, man's motivation is influenced by changing ambitions and/or leadership style he works under or socializes with.

Command-and-control leadership drains off ambition while worker responsibility increases ambition.

Motivation is the activation or energization of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.

5.6.1 Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.

5.6.2 Self motivation

Self motivation is the ability to motivate oneself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another person. Working in a careful and consistent manner without giving up.

5.7 GROWING A TEAM

A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. A group of people is not necessarily a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task...it is not just a group for administrative convenience. A group, by definition, is a number of individuals having some unifying relationship.

Team members are deeply committed to each other's personal growth and success. That commitment usually transcends the team. A team outperforms a group and outperforms all reasonable expectations given to its individual members. That is, a team has a synergistic effect. One plus one equals a lot more than two.

Team members not only cooperate in all aspects of their tasks and goals, they share in what are traditionally thought of as management functions, such as planning, organizing, setting performance goals, assessing the team's performance, developing their own strategies to manage change, and securing their own resources.

Leaders should not think of themselves as simply managers, supervisors, etc.; but rather as "team leaders." Thinking of

yourself as a manager or supervisor places you in a position of traditional authority based solely on respect for the position, which places you in a position of power. By understanding the personal work preferences and motivations of your team members, you as an individual, rather than your position, will earn their real respect and trust. All the tools discussed so far in this guide, such as counseling and planning, provide the basic structure for developing a team. But to go from a group to a team requires a few extra steps. (Katzenbach, Jon R. and Smith, Douglas K.,1986).

5.7.1 Team Elements

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team. Your team will not normally form on its own; rather there is almost always someone who was the catalyst for bringing the team together. This someone must be you. It's okay for you to be the focal point at the beginning, but at some point in time the ownership of the team needs to shift to the other members as a whole.

Communication - Open, honest, and effective exchange of information between members.

Trust - Openness in critiquing and trusting others.

A sense of belonging – Cohesiveness by being committed to an understood mandate and team identity.

Diversity - This must be valued as an asset. It is a vital ingredient that provides the synergistic effect of a team.

Creativity and risk taking - If no one individual fails, then risk taking becomes a lot easier.

Evaluation - The ability to self correct.

Change compatibility - Being flexible and assimilating change.

Participatory leadership - Everyone must help lead to one degree or another. (Sundstrom, E., Muse, D. P., Futrell, D. 1990).

5.7.2 Team Leadership

Keep the purpose, goals, and approach relevant and meaningful

All teams must shape their own common purpose, goals and approach. While a leader must be a working member of the team who contributes, she also stands apart from the team by virtue of her position as leader. A team expects their leader to use that perspective and distance to help them clarify and commit to their mission, goals, and approach. Do not be afraid to get your hands dirty but always remember what you are paid to do.

Build commitment and confidence

Work to build the commitment and confidence level of each individual and the team as a whole. Effective team leaders are vigilant about skills. Their goal is to have members with technical, functional, problem solving, decision making, interpersonal, and teamwork skills. To get there, encourage them to take the risks needed for growth and development. You can also challenge them by shifting their assignments and role patterns. Get them out of their comfort zone and into

the learning zone, but not so far that they go into the fear zone:

Staying in our comfort zone makes change and learning difficult as we have nothing pushing or pulling us. However, if we go too far out of our comfort zone, we enter the fear zone where no learning takes place because of the extreme discomfort. When we enter the learning zone, we become slightly uncomfortable as we are slightly out of place; therefore we change in order to fit in.

Manage relationships with outsiders

Team leaders are expected by people outside of the team, as well as the members within, to manage much of the team's contacts and relationships with the rest of the organization. You must communicate effectively the team's purpose, goals, and approach to anyone who might help or hinder it. In addition, you need the courage to intercede on the team's behalf when obstacles that might cripple or demoralize the team get placed in their way.

Create opportunities for others

One of the challenges is providing performance opportunities, assignments, and credit to the team and the people within it. You cannot grab all the best opportunities; you must share it with your team. This will help you to fulfill one of your primary responsibilities as a leader - growing the team.

Create a vision

A vision is the most important aspect of making a team successful. A team perishes when they don't clearly see the vision, why they are doing what they do and where they are

going. You must motivate the team toward the fulfillment of the goals. Workers want to be successful and they know the only way to do that is by following and achieving great goals.

Common Problems

Leaders select too many members in their own image. As a result, teams become unbalanced with too many people overlapping in the same areas, while there are skill gaps in other areas.

Leaders do not understand their own strengths, abilities, and preferences.

Individuals in unbalanced teams feel their talents and abilities are not being used.

Leaders feel they do not know how to motivate people. This is because they do not know them and their individual needs.

And finally and most importantly, follow up on the plans to ensure they are being accomplished. (Sundstrom, E., Muse, D. P., Futrell, D.1990).

5.8 TIME MANAGEMENT

5.8.1 A Simple Time Management Plan

Effective time management is crucial to accomplishing organization tasks as well as to avoiding wasting valuable

organizational assets. The following nine rules (Butler, T., &

Hope, G., 1996) will aid you:

Get Started - This is one of the all time classic time wasters. Often, as much time is wasted avoiding a project, as actually

accomplishing the project. A survey showed that the main difference between good students and average students was the ability to start their homework quickly.

Get into a routine - Mindless routines may curb your creativity, but when used properly, they can release time and energy. Choose a time to get certain task accomplished, such as answering email, working on a project, completing paper work; and then sticking to it every day. Use a day planning calendar. There are a variety of formats on the market. Find one that fits your needs.

Do not say yes to too many things - Saying yes can lead to unexpected treasures, but the mistake we often make is to say yes to too many things. This causes us to live to the priorities of others, rather than according to our own. Every time you agree to do something else, something else will not get done. Learn how to say no.

Do not commit yourself to unimportant activities, no matter how far ahead they are - Even if a commitment is a year ahead, it is still a commitment. Often we agree to do something that is far ahead, when we would not normally do it if it was in the near future. No matter how far ahead it is, it will still take the same amount of your time.

Divide large tasks - Large tasks should be broken up into a series of small tasks. By creating small manageable tasks, the entire task will eventually be accomplished. Also, by using a piecemeal approach, you will be able to fit it into your hectic schedule.

Set start and stop times - When arranging start times, also arrange stop times. This will call for some estimating, but

your estimates will improve with practice. This will allow you and others to better schedule activities. Also, challenge the theory, "Work expands to fill the allotted time." See if you can shave some time off your deadlines to make it more efficient.

Plan your activities - Schedule a regular time to plan your activities. If time management is important to you, then allow the time to plan it wisely. (Butler, G., & Hope, T., 1996).

5.9 VISIONING

Having a vision, as Scott Fogler (1995; 16:17) pointed out, of the future is being able to see the way things ought to be. It also includes a master plan for reaching this destination. It is imperative to identify a destination that is worthwhile reaching. A vision is essential for those who want to make a difference. Each one of us must look forward and find the voids in our organization, community, and life and try to fill them. A vision with a master plan also makes day-to-day decisions easier by determining which of the decision choices is the most consistent with the master plan. We use our ethical and moral values to measure the rightness of our vision.

To develop a vision, occasionally set aside a block of time to become introspective and to step back and look at the big picture. Determine what directions your life should be taking, what needs to be accomplished, and devise a plan to meet your goals. (Fogler, S., 1995; 16:17).

5.10 CREATIVITY

Creativity is a mental and social process involving the discovery of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness is that it is simply the act of making something new.

From a scientific point of view, the products of creative thought are usually considered to have both originality and appropriateness.

Although intuitively a simple phenomenon, it is in fact quite complex. It has been studied from the perspectives of behavioural psychology, social psychology, psychometrics, cognitive science, artificial intelligence, philosophy, aesthetics, history, economics, design research, business, and management, among others. The studies have covered everyday creativity, exceptional creativity and even artificial creativity. Unlike many phenomena in science, there is no single, authoritative perspective or definition of creativity. And unlike many phenomena in psychology, there is no standardized measurement technique.

Despite, or perhaps because of, the ambiguity and multi-dimensional nature of creativity, entire industries have been spawned from the pursuit of creative ideas and the development of creativity techniques. (Robert, S. A., 1995).

5.11 INNOVATION

Innovation is a new way of doing something or "new stuff that is made useful". It may refer to incremental and emergent or radical and revolutionary changes in thinking, products, processes, or organizations. Following Schumpeter. J. A., (1934), contributors to the scholarly literature on innovation typically distinguish between invention, an idea made manifest, and innovation, ideas applied successfully in practice. In many fields, such as the arts, economics and government policy, something new must be substantially different to be innovative. In economics the change must increase value, customer value, or producer value. The goal of innovation is positive change, to make someone or something better. Innovation leading to increased productivity is the fundamental source of increasing wealth in an economy.

Innovation is an important topic in the study of economics, business, design, technology, sociology, and engineering. Colloquially, the word "innovation" is often synonymous with the output of the process. However, economists tend to focus on the process itself, from the origination of an idea to its transformation into something useful, to its implementation; and on the system within which the process of innovation unfolds. Since innovation is also considered a major driver of the economy, especially when it leads to new product categories or increasing productivity, the factors that lead to innovation are also considered to be critical to policy makers. In particular, followers of innovation economics stress using public policy to spur innovation and growth. (Schumpeter. J. A., 1934).

5.12 BRAINSTORMING

Brainstorming, one of the oldest techniques to stimulate creativity, is a familiar and effective technique for generating solutions. It provides an excellent means of getting the creative juices flowing. (Adams; 1974) The more ideas that are generated, the better chance there is for an innovative, workable solution to the problem at hand. Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem. In 1953 the method was popularized by Alex Faickney Osborn in a book called *Applied Imagination*. Osborn proposed that groups could double their creative output with brainstorming. (Adams, J. L., 1974).

5.13 CRITICAL THINKING

We will learn how to adopt a critical stance. Adopting a critical stance involves being open to all sorts of opinions and being ready to evaluate them to decide what beliefs best meet the standards we develop. It also involves the creative development of explanations that increase our understanding of our world and an active search for information that would cast doubt on explanations that are offered. It also involves the organisation of information to make decisions more effective.

A critical stance helps us to move beyond sheepish acceptance of influences, beyond dogmatic assertion, to the discovery of resources that can help in evaluating arguments and in advancing a discussion when there is a disagreement. A critical stance opens the possibility of substituting learning and discussion for unreflective belief, unconsidered action, or irresolvable disagreement. (Mckay, T., 2000).

5.14 PROBLEM SOLVING

There are seven basic steps (Butler, G., & Hope, T., 1996) to problem solving:

Identify the problem: You cannot solve something if you do not know what the problem is. Ensure you have identified the real problem, not an effect of another problem. One method is the "five why's." You ask why five times. By the time you get to the fifth why, you should have found the ultimate cause of the problem.

Gather information: Investigate the problem and uncover any other hidden effects that the problem may have caused.

Develop courses of action: Notice that courses is plural. For every problem there are usually several possible courses of action. Identify as many as you can. There are always at least two: fix it or don't fix it. Brainstorming with your team will normally generate the most and best courses of action.

Analyze and compare courses of action: Rank the courses of action as to their effectiveness. Some actions may fix other problems, while others may cause new problems.

Make a decision: Select the best course of action to take.

Make a plan: Use the planning tool covered in the first part of the section.

Implement the plan: Take the steps to put the plan into action.

6. COACHING

Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. (Wieder, M. 1999). Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. In each meeting or call, the Coach listens and contributes observations and questions. This interaction creates clarity and moves the client into effective action.

Coaching accelerates progress by providing focus and awareness. It concentrates on where you are now and what you are willing to do to get where you want to be in the future, recognizing that results are a matter of your intentions, choices and actions. Supported by a good Coach's efforts and the application of the coaching process, amazing things can happen.

Experience and practice coaching from our own unique life perspectives, and each of our descriptions and experiences are equally valid. Further, coaching is a new field which is constantly evolving. Here's one perspective I hold on coaching as it relates to the process of human growth. Due to the natural process of human development on this planet, we--usually without our conscious knowledge--form habits. These habits are typically comprised of somewhat rigid patterns of thought and behavior that serve to ensure our survival and well-being on physical, emotional, intellectual, and/or spiritual levels. In that sense, these patterns are good and healthy: In general, our patterned behaviors create safety, save time, and free up our energy and attention for other things.

For example, you don't have to relearn how to brush your teeth, fasten your seat belt, or drive your car each time you do those things. Other patterned behaviors, however, such as engaging a fight with someone when angry, "forgetting" one's own needs or desires in the face of another's, or eating, working, or turning on the TV when feeling empty, lonely or uncomfortable, may not serve us as well as a conscious choice made during those times. As you're probably aware, though, these habitual ways of interacting with ourselves and the world are quite common and, thus, quite normal.

Due to these unconscious habits and internalized patterns, however, there are places where we can't look, can't see, and can't think clearly. These are places where we, quite literally, "go unconscious." In effect, we deceive and distort our perceptions of ourselves, others and reality, without even knowing we're doing it. Again, this is natural and normal. We all do it; it's just part of being human.

The danger: If we don't realize and honor this process, it runs our lives without our knowing it.

If we work at evolving ourselves, we become ever more aware of when and where we tend to go unconscious, those places where we have comfortable and familiar habits of thought and behavior. We eventually start to realize how, while once serving us well, our habitualized patterns come to actually stand in the way of "the next level" of our personal evolution, and of doing, being and having what we genuinely desire most from life. The good news is that if we choose to work at it, we can transform these habitual patterns, or "blind spots," and thereby restore our ability to think and act clearly

and with conscious choice and imagination in these areas where we were once "blind." Thus, we can gain ever more choice in who and what we and our lives become, and how we impact our relationships, families, communities, and societies, if we're willing to commit to this path of becoming more consciously aware. (Wieder, M. 1999).

The Co-Active Coaching offer is a consciously designed relationship in which both the client and the coach commit fully to the client's path of becoming more consciously active and effective in creating the person, life and impact the client most desires. Usually, the client's vision of these goals evolves as the client does. In fact, people often enter coaching with only vague ideas of their genuine desires in these areas. This is, of course, a perfect place to start: The coaching relationship is the ideal container within which to experiment with and clarify your true desires for yourself, your life, and the impact that you and your life have on others and the world. Coaching is a powerful way to shine light on the "blind spots" we all have, so as to regain the power of fully conscious, creative and imaginative choice and action in those areas.

Since we've all had an individual and unique history, our "blind spots" typically exist in different areas for each of us. You've probably had this experience, and may have even been able to help the other person expose the self deception, help them see the truth of their situation, powerful options that were hidden to them, and then make new, highly effective, and fully conscious choices of thinking and action that are in alignment with the truth.(Raffals, R., 2000).

6.1 THE COACHING PROCESS

The coaching process comprises of three elements:

Planning - developing short and long term training programs to help your athlete achieve their goals

Conducting - delivery of training programs

Evaluating - evaluation of the programs, athlete development and your coaching. This element may result in adjustment of your athlete's training program and your coaching. (www.brianmac.com, n.d).

6.1.1 Concepts, Models and Principles

A variety of concepts, models and principles drawn from the behavioral sciences, management literature, and spiritual traditions may be incorporated into the coaching conversation in order to increase your self-awareness and awareness of others, foster shifts in perspective, promote fresh insights, provide new frameworks for looking at opportunities and challenges, and energize and inspire your forward actions. (Agnev, J. E., 2006).

6.1.2 Measuring Success

Measurement may be thought of in two distinct ways. First, there are the external indicators of performance: measures which can be seen and measured in the individual's or team's environment. Second, there are internal indicators of success: measures which are inherent within the individual or team members being coached and can be measured by the individual or team being coached with the support of the

coach. Ideally, both external and internal metrics are incorporated.

Examples of external measures include achievement of coaching goals established at the outset of the coaching relationship, increased income or revenue, obtaining a promotion, performance feedback which is obtained from a sample of the individual's constituents, personal or business performance data such as productivity or efficiency measures. The external measures selected should ideally be things the individual is already measuring and are things the individual has some ability to directly influence.

Examples of internal measures include self-scoring/self-validating assessments that can be administered initially and at regular intervals in the coaching process, changes in the individual's self-awareness and awareness of others, shifts in thinking which inform more effective actions, and shifts in one's emotional state which inspire confidence. (Agnev, J. E., 2006).

6.2 COACHING TIME FRAME

The length of a coaching partnership varies depending on the individual's or team's needs and preferences. For certain types of focused coaching, 3 to 6 months of working with a coach may be sufficient. Factors that may impact the length of time include: the types of goals, the ways individuals or teams like to work, the frequency of coaching meetings, and financial resources available to support coaching.

6.3 COACHING SKILLS

As it mentioned in add coaching, there are ten coaching skills that are listed above;

6.3.1. Listening

Coaches have had people trying to "fix" them all there lives. "If you'd just get organized . . ." "If you'd only try . . ." Those suggestions all come from a loving intention, but are actually unloving in execution because they collapse won't with can't. At the heart of that ever-so-well-meaning "should" is the assumption that all people has to do is make a commitment to willingness and their world will shift. The fundamental difference is that "won't" assumes that the behavior is amenable to will while "can't" assumes that there is a *reason* for the behavior that is out of the people's direct control. A convenient excuse? Quite the opposite. Once we figure out the problem, then the client and coach can work together to come up with some work-arounds to change "can't" into can. As long as we are focusing on supplying the solution, we are missing all of the client specific clues that we would have if we would listen.

6.3.2. Reprashing

Only after we have made sure that we have let them know that we have heard what they are saying. Helping our clients with the language to explain more specifically what is going on -- for themselves and to the people in their world -- is a gift beyond measure. The trick is in resisting the urge to "uplanguage" so early in the process that we teach them to speak "correctly" before we have gleaned all of the clues that we need from them to coach them powerfully.

Example:

CLIENT: "Today I am crazy! Nothing is going right and I can't even think straight."

COACH (prematurely and without really "getting" the client): "Surely, something is going right, and you may well be upset and distracted but you most certainly aren't crazy. Let's find a more positive way to phrase that."

BETTER: "So today is a day you feel crazy and lots of things are going wrong. You're even starting to question your thinking skills. Let's see if we can figure out the pieces that have made up this state of mind. When you woke up, were you crazy? When was the first thing that started going wrong?"

6.3.3. Articulating

Another language skill we use often, and with caution. We want our clients to begin to see "forest" as well as "trees," but we don't want to give them more language than they can assimilate, which would add to the "fuzziness" of their world. Many people have trouble "getting to the bottom line" amid the distractions of their very busy minds. When the coach can hear the "macro" focus of the communication and ask specific questions that re-focus the client away from the "micro" focus that is keeping them running around in circles, the client has the clarity to proceed powerfully.

Example: "So what is the most important part of the story you are trying to tell me -- the part you'd really want me to know if the phone lines went dead forever in just a minute? Oh, I see, you'd want me to know that even though a lot of things seem to be competing for your attention, you've used

the skills you've practiced and have stayed pretty much on track all day. Congratulations!"

6.3.4.Reframing

Most people have real problems with black-and-white thinking, and it is that kind of thinking which results in the behavior that gets identified as Mood Swings. Helping them distinguish between "a thoughtless remark" and "a rude person", or "a less than perfect outcome" from "a failure" is an important part of coaching. Helping a client to reframe gives them a chance to rethink some of the black-and-white decisions they've made about themselves -- to help them discover that they are not "Lazy, Stupid or Crazy", but merely stuck, unsure how to proceed, or boggled. This new understanding of themselves and their behaviors gives them the space to come up with a way to transition to a better place.

6.3.5.Endorsing

We tell the client what is good about them as many times as we can work it in. Most people suffer from low self-esteem issues and we can make a real difference in their self-perception by reminding them what they do well -- or by pointing out that some of the skills that they take for granted are actually rare and valuable.

"You are unusually empathic."

"I love the energy with which you approach life."

"With all the running around in circles that you did today, you actually accomplished more than most people do in a weekend! Just imagine how much you will be able to do as you become more focused in the way you use that energy."

The endorsing comments we make are the penicillin that gives them a clear space in which to make changes.

6.3.6 Clarifying

Everybody has a lot of collapsed distinctions where problem is concerned. The well-trained, well-informed Coach can make a huge difference by helping the client to get specific about what they are thinking and feeling and to IDENTIFY the parts of it that are issues from the parts that are human being issues from the parts that are client specific choice-based issues.

6.3.7.Contextualizing

Putting the frame around the picture, pointing out what we see, conditioning the "come-from" and adding perspectives are all skills Coaches use often when giving the client the context they need to be able to figure out what is going on and to help that client to decide how they choose to proceed.

6.3.8.Advising

Perhaps more than with many of the other client "types", Coaches find themselves actually giving advice to their clients to help them focus. We use messages ("You are someone who doesn't have the luxury of failing to write it in your appointment book." "I feel that you'd stay on track more easily if you'd spend thirty minutes every day in a planning session with yourself." "It's more reliable to look it up than to count on yourself to remember it.")

We make direct requests ("This week, I want you to schedule a thirty minute planning session every day and call my voice mail to let me know the minute you sit down to do it. Are you willing to try this system for one week?") And we actually give our clients our *opinions* when warranted, so that they have a focus from which to decide for themselves what actions are appropriate for them.

6.3.9 Loving

Yes, loving. Many of these clients have made the unconscious decision that their behavior makes them innately unlovable. Coaches need to find the lovable portions of every client and coach from that place only. For some of these clients, the absolute feeling of being loved and lovable will be the key to the kind of turnaround that I see in the lives of my clients all the time.

6.3.10 Standing for

Probably the most important arrow in the Coach's quiver. We must consistently view the client in a much higher place than they view themselves, and language our coaching in a way that communicates our stand for them every session.

"From my experience of you, it is just a matter of time before this is no longer a problem for you."

"You are one of the most tenacious people I have ever met and it is just a matter of time before you have gotten to the other side of this shift."

"Of course you can do whatever you set out to do. Since that's the case, lets make sure we are setting out to do the stuff that is really valuable to you as you live your life."

More than mere endorsing, the coach actually holds the image of the client as a high functioning, get-things-done person as a fact and interacts from that place despite any evidence to the contrary. We don't make things up; we extrapolate out from the seedling to the giant tree that we can actually "see" right now, and hold that picture up for the client to see every time a thoughtless passer-by mutters a deprecating remark about how slow the growth process seems to be. (Top Ten Coaching Skills. addcoaching; n.d.).

6.4 COACHING STYLES

6.4.1 Business Coaching

Organisational development, changes brought about by mergers and acquisitions as well as the need to provide key employees with support through a change of role or career are often catalysts, which inspire companies to seek coaching or mentoring.

At one time coaching and mentoring were reserved for senior managers and company directors, now it is available to all as a professional or personal development tool. Coaching and mentoring are also closely linked with organisational change initiatives in order to help staff to accept and adapt to changes in a manner consistent with their personal values and goals.

Coaching and mentoring, both of which focus on the individual, can enhance morale, motivation and productivity and reduce staff turnover as individuals feel valued and connected with both small and large organisational changes..

Coaching and mentoring programmes generally prove to be popular amongst employees as coaching achieves a balance between fulfilling organisational goals and objectives whilst

taking into account the personal development needs of individual employees.

There is also an increasing trend for individuals to take greater responsibility for their personal and professional development and even those who are employed in large organisations are no longer relying on employers to provide them with all or their career development needs. Some are looking for a career change, but many are also seeking to maximise their potential with an existing employer or achieve greater balance with their work and home lives. (Coachingnetwork n.d.).

6.4.2 Executive Coaching

There is a great deal of overlap between business and executive coaching or mentoring. Many people will offer either service, but there is a growing body of professionals. The key differences between business and executive coaching and mentoring are that Executive coaches and mentors typically. (Dembkowski, S., 2006.).

6.4.3 Performance Coaching

Many coaching clients will seek coaching or mentoring for performance enhancement rather than the rectification of a performance issue. Coaching & mentoring have been shown to be highly successful intervention in these cases. When an organisation is paying premium rates for development services, performance is usually the key pay-back they are looking for. Even if an executive or manager receives support in balancing work and home life, it will be with the aim of increasing their effectiveness and productivity at work and not for more altruistic reasons.

Performance coaching derives its theoretical underpinnings and models from business and sports psychology as well as general management approaches. (Dembkowski, S., 2006.).

6.4.4 Skills Coaching

Skills coaching has some commonalities with one-to-one training. Skills coaches & mentors combine a holistic approach to personal development with the ability to focus on the core skills an employee needs to perform in their role. Skills coaches & mentors should be highly experienced and competent in performing the skills they teach.

Job roles are changing at an ever increasing rate. Traditional training programmes are often too inflexible or generic to deal with these fast moving requirements. In these instances one-to-one skills coaching allows a flexible, adaptive ‘just-in-time’ approach to skills development.

Skills coaching programmes are tailored specifically to the individual, their knowledge, experience, maturity and ambitions and is generally focused on achieving a number of objectives for both the individual and the company. These objectives often include the individual being able to perform specific, well-defined tasks whilst taking in to account the personal and career development needs of the individual. (Guest, A. B., 2003).

6.4.5 Personal Coaching

Personal or ‘life coaching’ is growing significantly in the UK, Europe and Australia. Personal coaches may work face-to-face but email and telephone based relationships are also very common. These coaches and mentors operate in highly

supportive roles to those who wish to make some form of significant change happen within their lives.

Coaches offer their clients a supportive and motivating environment to explore what they want in life and how they might achieve their aspirations and fulfil their needs. By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support they need to grow and develop.

In many cases personal coaching is differentiated from business coaching purely by the context and the focus of the programme. Business coaching is always conducted within the constraints placed on the individual or group by the organisational context. Personal coaching on the other hand is taken entirely from the individual's perspective. (Clay, C., 2006).

6.5 USING COACHING TO IMPROVE PERFORMANCE

Coaching to help people improve their performance is one of those skills that is easy to talk about and a whole lot harder to do. From the coach's perspective, what can make the coaching role difficult to perform is the attitude of the learner. Often, when tackling the new task or assignment, an employee says, in effect, "How hard can it be?" Convinced that she might be able to perform the task without much assistance from the manager or coach, she may blunder forward until she discovers that she needs help. (Clay, C., 2006).

7. CONCLUSION

Leadership and coaching have frequently been studied recently. As we can see, leaders can be trained using coaching techniques. The training is possible to give at every age, but the younger a person is, the better results we get. In education, leadership characteristics can be given to students and they can be more successful by knowing what they want, what they want to be, what they want to have and what they can be. Training also means education, so we can train students from the early ages to make them realise their potential and that with their potential they can move further.

Instead of being followers of other leaders, they can also be the others. Most people do not have much leadership characteristics, and therefore who follow others. That's why without realising the leaders they are following are good or bad, sufficient or qualified enough, or reflect their ideas appropriately, they tend to follow them as if it is in their nature. They either manage or they will be managed.

Training a leader doesn't mean training a manager who is the authority, and controls or gives orders to people. It means training a person to understand others' feelings, to listen to others, and to find answers to people's problems and expectations. Most importantly, leaders try to make a person realise s/he is capable of finding their own solutions and new ways to create their own visions. We can train a person with the coaching training system. Thus, a person's awareness of understanding the group's needs and resources, motivating others, controlling and representing the group, and planning and evaluating situations can be given.

For the leadership characteristics, one of the most important thing is the leaders behaviours. The way they treat others, their reactions to situations they face, their risk taking attributes and also their ability to take responsibility.

To have a successful future, one should learn how to use his/her potential and also to make contributions to develop his/her company as well as country. Developed companies and countries are the ones having and also knowing the value of their own visions. With a vision, a person can make the others follow him/her. We need to train people proving to them the benefits of creating and having a vision, a common goal in their life.

What is missing in today's world is empathy, to understand others, to be able to listen and talk in an appropriate way, to be able to work cooperatively, to find a common goal and to reach that goal to be able to work eagerly and cheerfully. Especially, in companies as well as schools, the managers can be trained to find out their co-workers' or employees' weak and strong sides. Knowing them, s/he can create more efficient working conditions, inasmuch as, company area is a common habitat.

In education, leadership as a lesson can be given to teachers and directors of the schools as well as students, which means if one teacher becomes an effective leader, it will affect the lives of the students and it can help them finally become leaders as well.

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